

Association for Library Collections & Technical Services (ALCTS)  
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[ Please stand by for captions ]

>> Hello, everyone. We're just doing a quick sound check at the moment. We will get the session under way in about 15 minutes from now. And we'll be doing probably another one or two sound checks over the course of the next -- next little while. So welcome. In the meantime, we'll go ahead and we'll listen to a little bit of music while we're waiting. Thank you.

[ Music ]

[ Please stand by for captions ]

>> MIKE MORNEAU: Hello, everybody. This is Mike Morneau from LearningTimes. Welcome. We're going to get under way in about six and a half minutes from now. This is a sound check. So hopefully you should be able to -- to hear me. There are two options for audio -- excuse me, for audio over the course of this conference. So you can feel free to listen with voice-over IP over your computers as most of you are doing at the moment. We also have a phone bridge for those of you coming in from the U.S. or Canada. You can feel free to dial into any of the phone numbers listed on the screen on the left side and the access code is -- is there. And you'll be prompted as well to add a panelist sign at the end of the code. So hopefully that -- that does work out.

With regards to people who indicated that they had -- they found that the music was intermittent, that is one of the joys of technology. The music was a little soft. And so that can happen. But hopefully you won't have any issues with -- with the vocals.

If you are connected with a Wi-Fi, you may want to make sure that if you have the ability to connect with an ethernet cable, you'll find the quality to be a little bit

better. As well if you're connected over a VPN, you can feel free to turn that off or turn off any applications running in the background on your system. And they will also help make sure that you have better connectivity.

I would like to invite our keynote presenters do a quick sound check. Emily, I see your microphone is connected. If you just want to unmute and say a quick hello and we'll make sure that the audio is good.

>> EMILY DRABINSKI: Good afternoon, everybody. Hi from Brooklyn.

>> MIKE MORNEAU: How are you today, Emily?

>> EMILY DRABINSKI: Good, can you hear me?

>> MIKE MORNEAU: Yes I can hear you, thank you. I had muted my speakers. I could see you were speaking. We're all good. Excellent. So we will get under way in about five minutes from now. In the meantime, I will go ahead and cue up some more music. Also feel free if you want let us know where you're joining us from. So it's always nice with an online conference to have a very diverse audience. I'm actually -- although I'm based out of -- out of Manhattan where LearningTimes is located, I am located just outside of Toronto in Oakville, Ontario. If anybody has the pleasure of having had a Ford Winstar or Aerostar, that's where they were built. That's our claim to fame. We'll just leave that as is.

[ Laughter ]

It's nice to see everybody joining us from everywhere. We'll get under way momentarily. Thanks.

[ Music ]

>> MIKE MORNEAU: Okay. Hello, everybody, and welcome to the Exchange 2020. This is Mike from LearningTimes. It's a pleasure to be here be you today. We will begin momentarily. And actually what I'm going to do is I'm just going to touch off with a couple of things. Of course you can listen over your computer. You can feel free to dial in as well. Phone number is listed on the left side of your page. What I will do at the moment is I will turn things over, after I start the recording of course -- speaking of which, all session recordings will be made available for the participants and the recordings will be available the following business day. Any sessions recorded today will become available tomorrow morning and you'll be able to access them from the course web page -- sorry, not the course. The conference website.

So I'm going to go ahead and begin the recording. It's my pleasure at this time, I'd like to invite our host Kristin Martin from ALA to please go ahead and begin whenever you're ready. Kristin, we're not hearing you. I can see that you're speaking, but we're not actually picking up your audio. Kristin, are you there?

>> KRISTIN MARTIN: Hi. Is that any better?

>> MIKE MORNEAU: Pause the recording here -- Ah, much better. I've just stopped the recording [ overlapping speakers ] that's fine. Not a worry. Okay. So here we are, recording is started fresh. Please go ahead.

>> KRISTIN MARTIN: This is Kristin Martin. I am the chair of the Exchange working group and on behalf of the whole working group and all of our presenters, good morning or good afternoon for some of you and welcome to the Exchange. We are delighted to be having you joining us today and throughout this week for a series of conversations, discussions and posters all supporting our theme building the future together.

In addition to being the chair of the exchange working group, I am the past president of ALCTS and I would like to give a special thanks to Emporia State

University. When we started planning this event, we didn't realize we would be in the middle of a global pandemic and that online education would be the only options, but I am so glad that we decided to do this and we were able to make some adjustments to have this event work for people coming in from home. And I'm delighted to kick off our first day of presentations on leadership and change management with our keynote speaker Emily Drabinski.

Emily is the chief librarian at Mina Rees Library. She's also the liaison to the school of labor and urban studies and other doctoral programs. Her research includes critical approaches to information literacy instruction, gender and sexuality and library systems and structures. She serves as the series editor for gender and sexuality and information studies. Emily Drabinski serves on the editorial boards of college and research libraries and radical teacher, a socialist and feminist and anti racist journal devoted to teaching. Drabinski has given many presentations at the big XII, ACRL conference and the Digital Library Federation. If you do have questions for Emily that come up throughout her presentation, please type them into the chat box on your screen and she'll do her best to answer them at the conclusion of the presentation.

As Mike said, this session is being recorded and we'll be posting that to the exchange site at the end of the day. Additional questions may be asked in the discussion forum on Emily's site and that appears at the bottom of the page. Any questions that we can't get to today, we can also address there. If you're interested, the Exchange working group invites you to use #ALL Exchange to interact with participants throughout the conference. However, please do continue to submit your questions for Emily into the chat box on the screen as we won't be able to monitor the Twitter feed during the presentation.

Now I will turn the presentation over to Emily.

>> EMILY DRABINSKI: All right. Thank you, Kristin. Can folks hear me? Yes.

>> KRISTIN MARTIN: I am hearing you well.

>> EMILY DRABINSKI: Perfect. All right. That's very exciting. Hi. Thank you so much to everyone involved in bringing this conference to all of us today. I know that if you're anything like me, your life is totally up ended and different from what it was three months ago. And it's just nice to know that this event was on the calendar and we would be able to meet and gather together and have these conversations today.

It's very hard for me not to monitor the chat. One of the things I've been doing since the -- one of the things that I've been doing since the pandemic is running a daily 8:00 a.m. chat for children on Zoom, so I've got a lot of experience monitoring chat boxes. I'm going to try to turn that off so I can focus on sharing ideas and trust the folks here to respond to questions happening in chat. I do hope that we'll be able to have a conversation when I'm done presenting some of my thoughts. I think what I'm really missing right now is connection. A sense of being in touch with one another and having a conversation together. So I'm hoping that we will be able to have some of that when I'm done sharing thoughts and ideas this morning.

Thanks especially to Kristin Martin who has been just an excellent host for this event and has me feeling competent and confident that things will go well this morning. So I'll go ahead and get started.

So the theme of my talk which is the thing that I'm thinking about all the time right now is how to make power and how to make change. My own background is as a librarian for about 15 years doing the things that librarians do all the time. Ordering staplers, deciding where the staplers are going to go, figuring out what hours we ought to staff the desk and when we shouldn't, should the desk be at the front or the back or the side of the room, all those sorts of questions. It was only in -- a few years ago when

I was part of a faculty union that was locked out by management during a contract negotiation that I understood that all of the skills I had learned as someone who put things on calendars for library instruction, who managed sort of small-scale projects in the library using Post-It notes and paper and I tried Trello and it didn't work. All of those things that we see as the aspects of library life are really building for ourselves the power collectively to make the change we want to see both in our libraries and in the world. So this is absolutely what I see as sort of the primary importance right now in this pandemic moment.

If we were all in a room together, I would ask you to spend some time talking to me and to each other about what kinds of power vacuums you're seeing sort of pop up in your workplaces. Since this is not that kind of event, I would love to hear your thoughts in the chat or in the Q&A part of this presentation, but I think if your experience is anything like mine, the vacuums for power that have opened up with this pandemic has been pretty significant. So, for example, who is going to decide when we open the library again? And who is going to know how to do that safely?

Because we live in unprecedented times, if you're the person who can step into that vacuum and say here's what we're going to do, you can claim a lot of power and determine what the future will look like. That's a conversation we can have in the Q&A after. I'll move through my slides although it's a bit challenging to do. There are a lot of things happening. Okay.

This is the first slide of my presentation. One of the things that I think libraries do that is so powerful is that we make connections. These are the sorts of connections that we used to make all the time. We used to fly places. I don't know about you, but I had quite a few trips planned for the summer, trips planned for the spring that I can't do anymore, right? None of us can take the trips that we used to take. The infrastructure for connection is one of the things that has been taken down by the pandemic and one of the things that I think we need to work hard on maintaining in our libraries so the connections that we have to different places and to different people.

And so the infrastructure of that. So this is another sort of picture and imagining of the infrastructure that guides and structures our lives. This is the subway system here in New York City. It's both the ways that we get from place to place, the way I get from my apartment to my office, I actually take that F train to Broadway-Lafayette and pick up the six train. It's not a sort of form or mode or connection that we have access to anymore.

It's like hard not to talk about current events, I'm finding, in this moment when the present has sort of completely subsumed anything that we thought about the past or the future. But I'll bracket that for now. So we used to be able to take the train everywhere. Those sorts of infrastructures have a lot of power embedded in them. So, for example, in this sort of subway station picture that you see here, the decisions that infrastructure builders have made about where stops will be and what will connect to what determines a lot about the flow of people through the city of New York. So, for example, if you see where the six train goes up Bleeker and Broadway-Lafayette, that is as far east as any of the subways go in New York City. If you want to go further east, you have to take a bus, you have to walk, drive a car. The subways are set up to determine who goes where and what it's possible to do. The infrastructure that sits just underneath has a lot of the power to determine flow, right? This idea that the systems that we build determine what can be done through those systems.

Sometimes those systems become quite jumbled. You look on the left, this is a photograph from Manila, the Philippines, where is where I've been doing some of my research lately. I may never do it there again. It's becoming hard to think about what the

future will look like. But in Manila, the electric grid and the way that the wires function can be quite sort of confusing and jumbled. You can see that the wires sort of connect from all different places to the central node, but they're quite messy. You imagine if I could crawl up that pole and cut one of those wires, it wouldn't exist anymore. It would effectively take the power out. So who decided where those sort of wires went, you can see that's haphazard. I'll try and speak a little louder. You can contrast that with the power lines on the right. You can see they are quite clean. They've been set up quite neatly and you can see that the lines have been determined by a policy that keeps them straight. Whoever sort of is the governing authority behind the infrastructure building gets to determine something about the way that power flows. In this case, it's really quite literal. It's like electrical wiring.

If you determine on the right and you make it sort of like pretty clear and where the electricity will go, that is -- there's a lot of power in that. If you see the one on the left, if I could stick a wire up there and plug it into something else, there's a chaos and anarchy there that one could imagine taking power for one's own. In both cases, even though the sort of loop or the set of individuals that put up the lines might be different, the -- the power that each group holds to determine how electricity flows, how the flow happens stays the same. So that's sort of a general introduction to the way I think about power, which is about infrastructure, right? The capacity to build it and the importance of maintaining it and then what can happen within that -- the infrastructure that is set up.

So this is a picture of a bunch of books. Actually a pretty neat pile. But would librarians, all of our books would be in a big pile like this. When I think about libraries, I think about libraries as --

>> MIKE MORNEAU: I'm trying to mute the phones --

>> EMILY DRABINSKI: There's some other people in here, which is great. Because I'm tired of being in the apartment with only my partner and our kids and our cats. I can't wait to see everybody else. If we're in the library, without the structuring of the machines of the library, it's like a big pile of random books. We build structures and systems that enable flow, right? Without us, even if it's a neat pile, it's essentially just a pile. Everybody has to come in and sort through every single book on the shelf to find the one that they want. I'm looking at my book shelves. I'm here in my apartment. I don't know if others of you are like this, but my library is very ordered at work. At home, I apply no organizing structure or system to the books that I have.

They're all just kind of randomly put up there. My girlfriend, who is a historian, hers are extremely well-organized, right? The other day I was looking for a book. I know that I have one somewhere in there about fermenting. This book about fermenting vegetables, which is one of the hobbies that I've picked up. But I couldn't find it, because it hasn't been organized. Even a personal collection like mine without an ordering system, I've been left to put some things in a salt water jar and hope because I wasn't able to find my book. You need a cataloguing system for any collection at any scale in order to make sense of the book, in order to determine what kinds of flows there are.

That's not news to those of us who work in libraries. One of the insights that's important to think of that work, because our infrastructure determines flow, we have a lot of power as the builder of those systems. If there was one like takeaway from this talk or my work generally, it's that the builders of these systems -- this system, this system, this system and the one that we have in the library, we have a lot of power, right? Like the airlines. This is where you can go. I think this is the Delta flight map, my preferred airline when it's possible to travel. Where the airline is willing to go determines

what can happen. There's a lot of power in those decisions that are made.

I was in the Philippines when the pandemic hit and became a thing that was going to end all of our lives as we knew it, at least for the foreseeable future. Regulations were that I could not fly from Manila to Japan -- through Japan and then home without having to do a quarantine. And I wanted to avoid a quarantine. Which is funny now. I don't know about the rest of you. I think back to what I thought was going to be possible six, seven, eight weeks ago, it looks silly in retrospect. I knew if I flew through Tokyo, I couldn't go back to work and I wanted to go back to work. There was no available flight that would fly me through a country that was not a CDC level four country by the time I left Manila. I had to play a ton of money, unspeakable amount, to fly direct from Manila to JFK. I was completely determined where I could go based on these flight paths and patterns. There's a lot of power in that. There's just as much power in the systems that we set up as libraries.

This is one of my favorite examples of those structures. This is an HQ classification. We talk a lot about subject headings and the need to change and alter subject headings so they reflect sort of identities and politics that make -- that are not offensive, right? Oh, Beth, I see in the chat, whether you've read them or not. Totally. I don't know if all of my books would be in the bought it but didn't read it yet category. It would be all but too. I have a hard time reading books after I bought them. If I'm looking at the classification, it -- this is necessary to make books accessible. But it also determines something, it tells a narrative -- a narrative of power that is important to think about, right? The family marriage home, like that is a thing that we all have, which we don't. I happen to be in a family right now, but I wasn't for about 15 years in my life. Parents and parenthood, family size, then we have children, right? I like this part of the classification where you begin with children, child development and child rearing. Those children become youth, adolescents and teenagers who then become young men and women, move to adulthood, they begin to develop man/woman relationships. If you're a lesbian like me, we lean strong into my lesbian tendencies during pandemic times. I'm baking bread, cutting my own hair, fermenting and spouting. Another talk for another day, how to be a lesbian during pandemic times. I moved into man/woman relationships. That's setting out a narrative of power that what is normal is a heterosexual relationship. Then I move into polygamy, then I become a widower, then I'm aged. You can see a story being told. It's not determinative. My argument isn't that it -- that we all do this because the library says so, because obviously we don't do that. We don't do things just because the library says so, otherwise we would turn our books on time and clean. Something I struggle with myself. Just that it does echo a narrative that -- especially if you're on the outside of it, you can see it reflects the reality of our lives, the sort of social and political lived reality that we all face.

I don't know if there are queers or lesbians in the audience, you can see it as well as anybody, this isn't ring true to your life, but it definitely rings true for what you see you're supposed to be and who you're supposed to be. This becomes this becomes a sort of determiner of flow when we take it and organize our books on the shelf, right? So it's not as if this is simply a thing that exists on a website, right? When I Google -- I have to Google this every time, I think it's such a good example. Every time I Google it, Google says you have visited this page many times. And I have. Many, many times. It exists on a shelf, right? So it organizes things. And as I walk through the shelf, that sort of what I will see, I will walk that narrative. And so this is a sort of example of what we maintain every day when we are classifying books according to that classification and thinking about how to fix that is a real preoccupation. I do think,

though, even if we fixed it, it would continue to be something that reflected one way of looking at the world and not others. It is sort of inherent in the project of building infrastructures that they're going to reflect the reality of the infrastructure builders.

So just to give you another example. When I was in the Philippines touring some of the libraries there, the -- the libraries there use the -- the academic libraries largely use the library of congress classification structure because they were build by American colonial administrators, right? That is -- there's a lot of power there, and the export of those intellectual infrastructures to other parts of the world. If you walk into a library in the Philippines -- I went to Bagio, in this northern zone part of the country, and there is the sort of carefully ordered using the HQs classification that orders the shelves. But then when you -- the middle of the library and the bulk of the collection is called Philippine Yana, a special designation of books by Filipino writers. Books by and about Filipino life are marked as a special, exceptional collection that's sort of pulled out from the infrastructure, even though those are the bulk of the books that are there, right?

So you've got a situation where the -- the classification structure is rigidly -- because it is rigid and difficult to fix, orders the books in those libraries, but the response has been to make a special section, although within that special section, it continues to be the Library of Congress subject heading. It's quite interesting politically when we begin to take the classification and cataloguing questions that many of us are preoccupied with in the field, if you take it outside of the U.S. and see the way it governs intellectual organization in other parts of the world. So we've got a lot of power, those of us who are building the -- the classification cataloguing structures that -- that we use every day in our libraries. And I see in the chat people talking about using DDC, which is definitely a whole other sort of set of conversations and problems.

So I'm going to make three different claims about the power that we have as librarians to fix those problems and as we think about the broader world, how to fix other things that happen. I think it's very important for all of us to think of the work that we do as having power. I don't know how many of you are working in technical services who see yourselves as people who have a lot of power in your workplace, and I'd be interested in the Q&A to hear -- hear if you do or not. I think that that power is very -- especially in this moment where all of us are just sort of waiting to be furloughed or fired. How many of you are waiting to be furloughed or fired?

[ Laughter ]

I am a little bit. We probably all are. We do have the power when we are doing our jobs and I think elsewhere and -- and I'll talk about this in the context of union work that we have more power than we think that we do. And so the first thing I'd make about power is that it is contingent and contextual. Our power is always contextualized by the thing that we want to change. I'm seeing the furloughs in the chat. It's just -- you know, yeah, there's like a union call that I'd like to have. Yeah. So -- yes. I'm going to try not to look at the chat. I'm very much looking forward to the conversations we're going to have. I'll focus on my presentation.

The power is contingent and contextual. I don't have a lot of power in some situations, but I do in others. I have virtually no power in deciding whether or not my child is going to eat his lunch. Which is what I was doing right before here. Definitely something I could not exert that power upon him. He resisted and won the fight and refused to eat his lunch because he was too interested in Googling birds. But I do have a lot of power in the context of in relationship to the -- what people are doing in my library right now. Right as the pandemic hit, I flew home and I became the interim chief librarian of my library. Now I have a lot of power to determine what we spend time

focusing on, right? Those things are contingent and contextual. If you don't have power equally in all cases at all times, right?

Jessica thinks Googling birds is educational and important. I'm not going to let him know that you're on his side. The second thing about power is it's relative to a demand. Power is can I make a change happen that I want to see happen. We can never really -- it's never good to think about power without thinking what do we want to use that power to do. We can always tell when people are thinking about amassing power for power's sake. They want to withhold information so other people don't have it so they feel in the know. The temptation for that already as the interim chief librarian. If I didn't tell anyone what was happening, I would be the only person who knew anything, they'd have to come with me for everything. Power relative to a demand means I have the power to advocate for computing peripherals for the people in my unit. So that -- I have power relative to that demand. I would like everybody in my unit when they're working from home to have external keyboards and second monitors. That's something I'm working on right now, to be really concrete about it. How do I build the power necessary to make that demand happen. If I have a demand that I want to change some part of the library classification theme, thinking about my power in relation to that demand is how we're going to build power in order to make that happen. I certainly don't need my kid on my side when I'm making a demand to change classification schedules. Doesn't matter what we thinks.

Helpful to me to have my girlfriend on my side enacting the power necessary to make him eat his lunch. I have to build power with her to force him to eat. I'm feeding him top Ramen. It's not even like it's junk food. It's relative to demand what do we want to make happen. Sometimes that piece gets lost in conversations about power and conversations about leadership. What's the demand we want to make, right? How many of you have been to like a leadership conversation where it's been like about leadership qualities as if those existed separate from the demands we're trying to make or the changes that we want to see happen. So thinking about the demand in relation to that.

And the third thing is I want us to think about power as shared and collective, right? This is interesting being an interim chief librarian. I've never had that power before. This is the first time I've had that kind of power, but I have a lot of power -- I have a lot less power as the titular chief of my library than I do as someone who shares it with a lot of people who have the same demand I have. Those of you in the chat, I have no power, I've been furloughed, I've been fired, I'm the only cataloguing left and they got rid of every single catalog in my library. My boss is an ogre and I can't make anything happen. All of those things are true, but it's also true we can build power together. Everybody who shares our demand let's get ourselves back to work, has a demand that is shared, and through that demand, we can build power together as a collective. These are the sort of things that we worked on a lot as librarians. My child just popped out of his bedroom. Perhaps he is interested now in eating his Ramen. He says he's ate his Ramen. I don't know. I'll go check on that when I'm done talking.

One thing we've said in the union, there are more of us than there are of them. This is sadly probably true right now. There are more furloughed and unemployed librarians now. That would be like what I would like to focus on for the remainder of the talk. So for this, I'd like to pull up my -- pull from my knowledge as a formerly locked out faculty member to share a bit about how I learned to build power collectively which is I think what we all need to do in our workplaces and in our worlds generally. This is image of colleagues of mine at the University of Brooklyn out on the picket line after we had been locked out by our employers. I don't know how many of you are in union jobs. We have a collective bargaining -- totally testing power structures. It's my least

favorite thing about the pandemic actually is the parenting part. Let me -- I'll focus -- it's hard not to get distracted by the chat.

It is 2017, I believe. We have been locked out at the end of contract negotiations. We were fighting for more -- we were fighting for more -- for higher pay, for more control over our teaching and learning conditions. We wanted administrative -- we wanted faculty oversight of things like online teaching. We wanted health insurance and better salaries for our adjuncts. A whole bundle of things. We were not able to come to an agreement on the contract. And rather than -- rather than sort of continuing to negotiate with us, management made the decision to fire all of us instead. This sort of big -- so if you think about a strike when workers withhold their labor in order to get management tell us what to do, in order to get management to go with us and to sort of give us what we're demanding, management effectively fired everyone to get us to agree to the terms that they had seen as important in the contract. So we're all out on the strike line. That is terrifying. And those of you who have recently been furloughed or fired, you know what I'm talking about. When you lose your job, you lose everything. It is a lot of identity. It is a loss of money. It is a loss of, in this country, health insurance, in the United States, it's a lot of health coverage. We had people on the faculty who were sick, who were pregnant, who needed to see their doctors. That coverage was cut immediately two years ago -- two years ago today I was diagnosed with cancer. Had that happened to me a year prior I would have been in real trouble because I would have lost my health insurance. It's a devastating thing to have happen. One of the things I can do, though, is organize you and you can begin in those moments -- which is what we did -- to fight back together, to fight back collectively around that shared demand of both letting us go back to work and also restoring our health coverage our pay, all of the things that matter to you when you're working. The question is how do we get to this strike line from the group of -- the sort of rag tag group of people who had just been locked out.

What we did, we used a lot of library organizing skills. I talked about cataloguing at the beginning of the talk, but all of the other organizing things we do as librarians. We set reference desk schedules. We help people fill in online forms. How many of you -- like your job right now is mostly helping people fill out forms online. Both to like -- and the work that you're doing probably for yourselves and your own families and your communities of like helping people access medical coverage, access unemployment insurance, all of those things. Those are all library skills. Connecting work that we do between people and resources. That proved invaluable during the strike as a way of building power. This is an image of my colleagues at our most successful event during a lockout which was getting everybody together in this room to sign up for unemployment insurance I believe. So these are faculty members, some of whom who had been tenured in the library -- at the university for 20 years. All of a sudden, they're unemployed and have to sign up for unemployment insurance. So we had everybody meet at this cafe downtown, bring your laptop. The librarians were a rock solid group within the union. You probably have experience with the library being totally a rock solid block, that's been my experience. We were all there helping people fill out forms online, this is a basic library skill.

This is a way of building power. So, the people that you see in this picture, even though we had just been subject to this sort of blow of management power, this is where we were building our power as a group. So there's one president of the university, ten board of trustees members, but this is a fraction of the room and a fraction of the faculty that we had who were organized in this moment of the lockout. Everybody is here and we get a call from a colleague of mine who didn't want to

come fill out unemployment insurance because he thought that was kind of like stupid and we should be out front with our signs. Like people really believe that this is power, that this is what makes change is a really loud public display like this. And I think that's true, but the only way you get this image of everybody with their signs marching in front of the university building is with something like this. Getting everybody together. You got to get everybody together before you can get them together doing something loud and a little bit scary like this. This is the frame -- that's interesting, Lisa. I see it in the chat. It's very difficult -- this is a scene from another lifetime, right, where people could be in close -- in close touch. There are other ways I think to be in close touch that are not physical. I'm looking there, 470 attendees in this room right now. There are definitely ways for people to come together. And we can talk about that in the Q&A. I think it's a good set of questions.

So got everybody in the room. Because we were all in this room when Syed called and was like, hey, the students are walking out. That's what happened. The students were walking out. And he called and said, hey, the students are walking out. We didn't organize them into walking out. The other thing, the powers relative to a demand. Students didn't share our demand, right? Students were not interested in whether or not adjuncts had a higher rate per class, right? They didn't care about that. I mean, they do. You can probably make them care about that, but they cared about our education. They locked us out, kicked out all the faculty, but they tried to keep school going. It's interesting in the context of trying to keep school going right now. You need teachers, you need students, and you need them to gather together in order for learning to really happen in the ways that they're used to.

They weren't mad that we were having our health coverage threatened. They were angry they were being taught in their dance class, we live in New York, right? They were being taught by the Dean of the school of liberal arts who had been assigned to teach modern dance and he was an 80-year-old biologist. That was his background. Not a dancer. Not a dancer at all. So that's, I think, a real -- that was their issue. Because we're all gathered together in one spot, we were able to get up and move enmass to the library and join the students in their walkout and -- so this became this. So I think this background work is the work that librarians can do and the work of building power together that we don't talk enough about, right? It's how to get everybody together and keep people connected.

So, for example, here's sort of one of the techniques I learned from labor organizing that I now use in my everyday life as a librarian. We had to make lists of everybody who shared our demands and then rank and rate them so we can figure out who we need to contact to get in the room. This is a project of making lists that I think is really important. The power of Google Sheets, exactly, Jesse. We had spreadsheets for every single action. We would keep everybody's name. And then whether or not they showed up, try to make a -- make a list. So the list is unemployment action, how many people came to this unemployment sign-up fair. If you came, I put your name down. Then we had to assess them. When we were assessing people in the context of building collective power, relative to the overarching demand, where do they sit on a scale of one to five. If you've heard me talk about this before, I'm sorry if it's the same story. To understand where people are and what they're feeling. In this case, it was do you want to -- I think the demand was to end the lockout. So how do they feel about pushing management to end the lockout. I'll talk about it in something that's a bit more germane to the current situation. I might have a workplace demand that the library stay closed until public health officials tell us we can go to work. So you might have a director or a chief or whoever who's like, we have to do customer service first. It's

important that we be doing curbside pickup. We need to open the library as soon as possible, right? That might be what the leadership wants to do, but the staff and the workers in that unit don't want to do that. So you have the demand to stay closed. You would make a list like this. Every single person in the unit, everybody, right? Everybody who works at the library from the person who, you know, everybody who does everything. All the catalogers, all the instruction people, everybody. And then assess them on a scale of one to five is the way that we do it. Ones would be people who share your demands. So I want to keep the library closed. I'm a one, because I'm willing to organize other people to keep it closed. I'm that interested and that compelled. And then the fives, I think the director's right. We need to open the library. Ones organize other people to keep the library closed. Fives are organizing people to keep the library open. Twos will keep the library closed and they're willing to come on an action or wear a button or a T-shirt. Fours will do the same for keeping the library open. You focus on moving -- and then the threes are like on the fence. Well, I can see both sides. Like it's important to be open, but also I want to stay closed. I'm not really sure. Then your organizing time is spent trying to build a mass for your position that is big enough that it can push management to move in a different direction. So I'm going to move my threes to twos. Everybody who is undecided has to be on my sides. My twos are going to be ones. They're going to start talking to people and getting people on board with my idea. They want to keep the library closed.

Once you have a set of people who have come around to that, right, and you know you have a majority of the people in your unit agreeing with that position and willing to walk out about it, then you can begin to sort of exercise that power on behalf of your demands. So does that make sense? I think it's a way of thinking about our power and the skills that we already have, which are about making lists, project management, making phone calls, all of that and those are the sorts of things that we can do in order to make the change that we want. That's the sort of power -- approach to building power that I think is worth introducing to library leadership conversations, to any sort of conversation about the kind of change we want to make. So rather than relying on a benevolent manager which is a lot of what this is or relying on a benevolent leader to make decisions that are good and right for all of us, recognizing the power we have with and through each other, when we talk to each other, when we have conversations with each other about how to make change happen, that's where I think the emphasis needs to be. If we're waiting for a good leader, right, we're going to be waiting for a really, really, really long time. I see the point in the chat, Debby, about you have to include cleaning staff. You have to include everybody. You have to enumerate everybody in your unit. The sort of bigger and broader that unit can be conceived, the more likely you are to make the change that you want to see in your library and in the world.

I wanted to share a couple of books that I found really useful for doing this kind of work. *Secrets of a successful organizer*. It's a fabulous book, how to organize people to make change. Really from people who -- how do you get people -- and it's interesting. A lot of the conversation in that book is about how to take people who are apathetic. Oh, this is fine, I don't want to do anything. I don't want to want to like deal with this. This is fine. My work is fine. I don't think you'd have those apathy issues today. There's a sort of saying in the labor movement that management is the best organizer. I think this pandemic is a great organizer. It has left very few of us without strong opinions about what ought to happen next. That's a good how-to guide. The book on the right, no shortcuts, organizing for power -- definitely more exhaustion than apathy. I'm so tired all the time and I'm not even doing they think. McAleve's book is a great narrative about how to build power towards a strike of super majority of people

working in order to make change. It's a -- it's highly readable and strongly recommended. If I -- if I could send a copy of this book to every single person in the audience, I would do that. When I get back to my office, I always have a stack of secrets of successful organizer I'm happy to hand out. Those are sort of the thoughts I wanted to share. Thinking about ourselves as infrastructure builders and makers. Thinking every day about the ways information and things are going to flow in our libraries. How can we use ideas about collective power from a union perspective to make the kinds of changes that we want to see in our libraries and in the world. That's what I have to share. I'd like to open it up to the conversation. And thank you so much for listening. We've got about 20 minutes left for conversation. So I'm going to take a look in the parking lot. Hi, Kristin. There you are. You're going to run it, thanks.

>> KRISTIN MARTIN: Would you like me to read you questions from the parking lot? Would that be helpful?

>> EMILY DRABINSKI: I'm taking a look at it over here. Jesse asked about order and organization. Thinking about order and power over structures and systems, how does world view influence or affect how we approach ordering systems? I think world view influences everything, right? So my -- my -- that's why I'm always a little bit suspicious of efforts to correct things. Not that it's not important to remove, you know, patriarchal things, but we often operate with a hubris that I can do it right. If you look at what you thought mattered three months ago and what matters now are probably kind of different. That is a way that world view influences everything. And all ordering schemes and systems. I don't think it's escapable. We don't know our own ideology. Think we don't understand it.

I was talking to my kid the other day about whether water is wet. He's like water is not wet. It's only wet when you're out of the water. I don't know what my ideological view is. What's most important is to know that you have a world view. I think it's okay to eat animals for meat. I think it's okay for humans to eat animals. I believe that because I eat meat, you know, and that is the least that I have. I think a lot of people would say it's totally not okay. There's like a whole world out there that would have a problem with that. So I think it's -- yeah, world view affects everything.

Jackie asks, why do the libraries in the Philippines feel they cannot change their own organizational methods? I don't think they do imagine that. There's a cost to developing and using an organizational method that's not the standard one, right? So using the -- using the Library of Congress classification scheme is a lot easier than having to make up your own, you know? If you adapt -- adapt to work within and through the structures of power without trying to change them, you get stuff, right? Like I'm the new interim chief of the library. So I am like working within the structures of power. It's not like -- I'm not like kind of bringing about a revolution from outside the library or anything like that. I get stuff for that. I get more money, I get more freedom. I think -- so that's just like personally. I think in the Philippines, those systems -- it's the same reason none of us are changing our -- none of us are changing our classification systems altogether even though we know they're wrong. The labor costs are just too high.

The advice for those who work in institutions that are very anti-union. Make a list of everybody in your unit -- everybody. Have everybody's e-mail address, home e-mail address and home phone number. If they are -- if it's anti-union, to me that means it's anti-worker. If it's anti-worker, that means that management will probably come -- come for you, right? Like at some point. That sounds really negative and it's being recorded. I guess I feel that way. If it's anti-union workplace is an anti-worker workplace. It's important that you know everybody in the organization, right? And I think

that like the principles of building collective power and acting on behalf of a large group rather than individually, I think those sorts of lessons about advocacy for change, they don't require a union. There are things I like about a union, it gives you a structure for organizing, right? It gives you power in terms of having money. Unions charge dues. The people in charge of the union get to determine how those dues are used. If you want your union to be militant and to sort of engage in big actions that cost money, if you organize through the union. You have access to that money and access to the seat across the table from the president when you make those -- those demands.

So I like that. But if you don't have that, you still can build power. And there's some great examples of that that I maybe don't want recorded, but if you want to -- to -- Paige, I think that's your question, Paige. I'm easy to Google. Drabinski is an uncommon last name. Let's just have a quick phone call about that. Are there worries about anonymity and collecting names? I don't think so. It's important to know who you have in your workplace. We can't be anonymous in times of struggle. I do think it's important that if there's a demand you're making in your workplace that management doesn't want you to be making, you need to keep your organizing private. But making a list of everybody I think is really important.

Okay, Ellen's question: Sometimes the actual change to be made is not so concrete. Like put a stapler here, don't put it there. I was thinking about how some of us wanted to attach the heavy duty stapler to the desk with a chain and other people didn't want to do that and how much time was spent sort of trying to build the power necessary to like tie it down. Anyway.

[ Laughter ]

The current way is not working. How do you approach that type of situation? I think that the way we enact power requires our demands to be concrete. So what -- when you say what is not working, what -- like what exactly would that be? It's like we -- it's like when you're working with students and they're like, I don't know, I just want to write about, I don't know, war, something about China or slavery and you have to help them figure out sort of what that looks like and how to frame that. So, you know, we give them a reference book article or something or maybe read Wikipedia to see what we talk about when we talk about slavery. But I think talking to each other about what concrete things would be necessary to change the situation in a way that it's working so that we can actually have a better workplace condition, right?

So something like we all just don't like it here. We just think there's not enough transparency, you know. Getting together and talking with a group of people who -- who share that feeling to try to get to the point where they see what would be -- what is the thing that's actually the problem here. Is it actually that we're not -- that we're -- that the leadership is not transparent enough or is the problem that they're transparent, but they don't enact anything that we offer. So figuring out what the actual demand is, I think, is really essential. If that's the situation, sort of situation of like vague unease, getting people together to talk about -- to talk about what the root of that vague unease is would be interesting. One of the things that you will learn if you read the secrets of the successful organizer is the idea of an organizing conversation that is about listening rather than talking. Rather than just talking to each other says, you know, this isn't working or that isn't working. Instead, hey, how will you feeling about -- how are you feeling about work together. You'll find people talk their way to understanding and sharing an analysis with you of what exactly is going wrong or not working very well in the workplace. Like that would just tell me that you're sort of -- there's more to think about before beginning any kind of mass action.

Jacque asks: Leveraging others' work is always easier, but does that remove

financial cost if you then think you can't make change to suit yourself? Jacquie, I'm not totally sure I understand the question. If you can clarify that in the chat and I'll get back to it. The questions are coming from a parking lot. So the organizers are pulling questions from the chat and putting them in the parking lot for me to answer. So Lisa asks: How do we leverage shouting on Twitter to impactful solidarity? That is a really good question and it's a question I have, Lisa. If you have answers, I'd love to know. So like I shout on Twitter a lot. But I also want to make a big change. So I actually shout on Twitter less than I used to. I think one of the things that we do is find -- use the shouting on Twitter to find people with whom we can be in solidarity around -- around demands that we share. So the other thing that emerges from this -- from this kind of work of making lists, this kind of work of getting together and sort of doing some mutual aid work and this kind of like, you know, the strike kind of action is that you make a lot of friends and you make comrades and you get to connect with people as -- in solidarity and in collective struggle which forges connections unlike any that I've ever had in my life before.

I think on Twitter what I would do is find the people who you feel like share your perspective and talk to them offline. Make those connections more meaningful by doing more sort of face-to-face conversations. I have gotten a lot of strong connections from those conversations, but it's -- to leverage it off of Twitter means leaving Twitter, I think. I'm going to skip to Billy's comment, I see it happening in the chat also, that people are tired of fighting. If we were all in a room together, I would ask how many of you are tired of fighting for things you shouldn't have to fight for and probably many of your hands would go up. I'm exhausted from it also. It feels too big to change Library of Congress powers or power structure. One of the things I saw myself do after the lockout is look for other places that I felt using my organizing skills that I have had to develop to sort of make change. Could I use them in ALA to do sort of bigger profession-wide change. And it was really challenging because it's hard. It's hard to do when you also have a kid who needs to eat lunch even though he doesn't want to and you have -- you know, a house to clean and you're shared you might die and all of the things that all of us are facing right now. And I think often the fight we fight has to -- there have to be some fights we can win. One of the things that's sustaining when you're in a struggle like that is to make -- you know, to find some winnable things that you can do. I'm not going to overthrow vendor dominance of X, Y, or Z. That might be hard for me to do. But there are ways I could organize for something that is winnable.

So like I became the -- I'm the current chair of the ACRL information standards of literacy frame works committee. I have a political interest in standards work. Turns out I don't have the energy or the faith in my own power to make anything about via big ACRL about standards. We're doing a program at the end of May about putting social justice work at the heart of learning standards. I think that is something I can do. It's a win. It's a conversation we haven't had before. What would it mean to make social justice work a core part of any standards work. Like that's a win. That's going to be on the hosted by ACRL. That will be a conversation that we're going to have. So I would like scaling the demands to things you can actually win is really important for just morale and willingness to keep doing the work.

Andy, I'll get to your question, I promise. Let me just go ahead and get to your question right now. I have a few minutes left. I totally agree, Rob, but a lot of us see them as neutral standards. Which is a real big problem. Should university administrators hire library administrators who will represent university interests to the library or who will represent librarians interests to the university? I mean, I totally think it's the latter. At least for myself as a -- as a interim chief librarian, it never even

occurred to me it was my job to represent university interests to the library. I definitely inform people in my unit. I forward all the e-mails that for some reason only get e-mailed to only a handful of us. I make sure everybody see those. I see my job as representing what the library needs. That seems like the work is to -- is to do that. But I'd be interested in other people's sorts of thoughts on that question.

Kristin is asking an earlier question about how to recognize and negotiate situations without a management/worker us versus them mentality. I'm going to say something that I think is really true with some caveats. The thing about management and worker relationships is that it's an us versus them structure. I don't think it's a mentality. I think it's an us versus them, it's like the reality. Management and worker are in opposition to another -- one another at certain times. Not always, right? So like right now I'm having to deal with the first thing where like people I work with are upset about something that management has done that I actually think is pretty good, right? And that's hard for me. It was the first time -- this morning, actually, right before this -- this event was my first sort of experience doing that where the adversarial nature was clear. And it's always adversarial at the moment of bargaining for a union contractor at the moment where management is making a decision about workplace conditions or pay. Even if you're in a nonmedian environment, management is having to represent structurally some interests that are not necessarily the interests of the workers. So I think recognizing that there is an us versus them structural problem that we have to deal with is like essential. So not that -- not that we can't collaborate with one another, but that there will be moments where that breaks down. And the reason that management -- like management has to be not defensive in those moments has to recognize the power that they have. It's not as if it's a collaborative workplace. Maybe it is somewhere. Like actually the boss gets to decide at the end of the day. And so recognizing that you have that power as a manager I think is like super important. Even if you don't feel powerful in like vis-a-vis lunchtime, you have power vis-a-vis the workers that report to you. You have to see that and understand that and act responsibly within that. So the observation that I had and made on Twitter this morning is that in the yawn union, one of the things I learned through union organizing is don't be defensive. Don't get defensive, number one. And number two, that is the same for management. Don't get defensive. Like all you can do is try to build spaces where everybody feels like they have a chance to talk and that they -- everybody's ideas are taken seriously and that's as true for organizing work as it is for management work. That is my observation at 1:07 p.m. on Monday May 4th. I see my time is up. Thanks so much for everybody's engagement. I really enjoyed it. I'll mute myself and turn it over to Kristin.

>> KRISTIN MARTIN: Hi, it's Kristin again.

>> MIKE MORNEAU: Thank you so much. Kristin, go ahead.

>> KRISTIN MARTIN: Yeah, sorry. I was just looking for my mute button. So I'd like to thank everybody for attending this first session and to keep the conversation going through the discussion forum. Emily can go there to answer additional questions. There's a lot of food for thought for me in thinking about this.

So we have next -- and I will remind people there is a record and the slides are going to be available on the Exchange site. If anybody was having some difficulties with the audio and you missed some things, you can go there to check out the recording.

We do now have a 15-minute break. Give people a chance to stretch their legs and so forth. Just to verify with you, Mike, when people want to move to the next session which is managing change from the inside out, the library as catalyst for

transformational change, my cat is saying that he's ready for that, too.

[ Laughter ]

Do they just stay here?

>> MIKE MORNEAU: The participants can stay in the room if they would like. They'll see the screens change in the meantime. But it's just we're going to make -- we're going to be doing a little bit of sort of behind the scenes work. But they do not need to log out. And so if you're here, you can feel free to just mute -- mute your sound if you want or take a break and stay logged in.

>> KRISTIN MARTIN: Okay. Well, my cat says take a break. And we will see you back at 1:25 eastern or whatever 25 past the hour is for you. Thank you.

[ Break taken until 1:25 p.m. ET ]

[ Please stand by ]

>> MIKE MORNEAU: Hi, everybody. This is Mike from LearningTimes once more. We're going to get under way in about a minute, minute and a half. Just want to go over a few things with regards to the connection. So there are some people of course who have indicated that they've had some issues with audio in the first session. And they found that the connection with the Adobe Connect application is a little bit better for them. That's wonderful to hear. So if that's the case, you can definitely go ahead and join the sessions using the Adobe Connect application if you do find that you have some issues. And we'll -- you'll find that could be better.

Another thing is if you are connected with a Wi-Fi as most people are at the moment because of course we're mostly all either home bound or under lockdown or quarantine or stay in place or whatever your jurisdiction wants to call it. So we are definitely in a situation at the moment where worldwide the demand on residential broadband is unsurpassed. So unfortunately, it's one of those things where the systems are under quite a burden for demand. And so we just ask for your patience. If you are on a Wi-Fi, you can try to connect with an ethernet cable. You'll find that will help. We do have phone numbers available so you can dial into a phone bridge if you want to have clear sound as well. So that's available. Just let us know in the chat or you can contact me directly with the request tech support pod and I'll respond as quickly as I can.

So we are now at the time for our session. So I'm going to go ahead and I will start the recording. I would like to invite our host. We have Narine Bournoutian who is going to be hosting for the next few sessions. Narine, I am going to go ahead and mute myself. I invite you to start and introduce our next speaker.

>> NARINE BOURNOUTIAN: Okay. Hello, everyone. I'm Narine Bournoutian and I'm a member of the Exchange Working Group. Thank you, again, to Emily for such a great keynote. And our next presentation is called managing change from the inside out, the library as catalyst for transformational change and that's presented by Cinthya Ippoliti, director and university librarian at the University of Colorado Denver. And just a reminder that if you have questions for Cynthia, you can type them into the chat box on your screen and they'll be answered in the Q&A session. You can continue the conversation in the session's discussion forum on the presentation page on the Exchange website. With that, I will turn things over to Cinthya.

>> CINTHYA IPPOLITI: Great. Thank you so much, Narine. Before I get started, I wanted to say a big thank you to everyone at the Exchange and the three organizations for putting this program together. I think now more than ever it's really important that we come together and talk about all of these issues that are affecting us in so many different ways. In so many different ways, too, it feels like a very long time ago that I

was working on this presentation in a very different context. Hopefully you will find that many of the elements that I talk about today are still going to apply even in these -- in these circumstances.

So with that, I would like to provide a little bit context and perspective of the campus and the organization that I'm coming from to start to frame some of the issues that I'm going to be discussing. And so the Auraria campus is a very unique campus. It is a tri-institutional campus held by the University of Colorado Denver, Metropolitan State University of Denver and college of Denver. It has a highly diverse -- oh, you cannot hear. Okay.

>> MIKE MORNEAU: No, we can hear. You are broadcasting. Please go ahead.

>> CINTHYA IPPOLITI: Perfect. It has a highly diverse student population. It's a commuter population and students are juggling a wide variety of obligations. Everything from work to family and additional personal situations. Our library has about 50 full-time employees and about 50 student employees, give or take. And so given the amount of students that we have on campus which is between I'd say about 30 to 40,000, we are a relatively, I would say, very small organization. And we are a group of very dedicated and passionate individuals who care very, very much about the work that we do and our students. I was hired after the director role had been vacant for some time. I came into the organization with some assumptions, some ideas, very excited to get working and getting to know everyone. I think I made some early assumptions. I want to share those a little bit with you.

I realized kind of early on that we had to work internally, that there was a lot of kind of internal conversations and discussions and planning that had to happen before we could focus externally. With three different sets of stakeholders, this work is very challenging. We have to think kind of in triplicate in everything that we do. There was already a lot of groundwork that had been laid. There were many strong partnerships, many relationships. The work of the library was already very well-recognized and very well-regarded, but there was still that balance that had to be achieved.

And so some things needed to be addressed faster than others. Some really before I could fully, again, get a very good understanding of the organization. I've been here a little bit over a year and a half. I'm rounding out the corner on two years in August. So still not very long time. And I realized specifically as a -- that with transitions in leadership, change is sort of a given. If nothing else, because you have a new person in a new role and they are trying to figure out how they want to shape things and what kind of -- what needs to happen. So I realized pretty quickly, however, that we would have to be very purposeful about our change processes and that sort of a typical approach was not going to work. It was not going to work for me to come into the organization and kind of start to dictate what was going to happen without really fully understanding what was going on. So I kind of wanted to get things started and have everyone raise their hands and probably will be a lot of hands, but how many of you have never participated in a change-related process of any kind? If folks want to raise their hand so we can get a sense of how many have been involved in these kinds of activities before.

And the little hand button I believe is by the person icon. There we go. Or you can put a checkmark as well. That will work. Great. So I'm seeing lots of hands going up or hand raised, all of that, absolutely. Yes, so there's quite a few. I see. Some of these are grayed for folks. Great. Kind a few checkmarks and hands being raised. So using the chat, if you could talk a little bit about what were some of the challenges that you encountered during some of these change processes? What was your experience

like? Okay. I see. Hand-raising is disabled. You can indicate in the chat if you've been involved in some of these. What were some of the challenges that you experienced as a result of these changed processes? I'm seeing a lot of conversation. Uh-huh. Staff departures, lack of trust, uncertainty. Lack of workflow or communication or just basic information. Change fatigue, reluctance to change. Absolutely. So there's a lot of very kind of similar themes that are emerging. Keep those challenges coming. Thank you all very, very much for sharing those challenges.

So I kind of want to set up sort of this next part of the presentation and talking a little bit about for paving the way how I started to think about change and how I've been thinking about change in general and also specifically within this context that I just discussed. So transformational change as a framework. Transformational change was defined by Jean Bartunek as one where there is a shift in organizational attitudes, beliefs and cultural values. The reason I like this framework, rather than thinking about it from a process-oriented perspective -- I'm not saying there's anything wrong with many of the other change models that are out there -- this one is more sort of about thinking about the psychology behind change and how people fit within that process and not quite as much about we're going to do step one, two, and three. Those pieces are very important. The change still has to be organized and developed, but transformational change kind of gave me a way to think about this perhaps differently. So thinking about it in terms of this change in attitudes, beliefs and values, David Dinwoodie draw comparisons between transformational change transformational change and ecosystems. This change is widespread and self-sustaining. It occurs in stages and environments that are facing kind of really large-scale disturbances. I would argue that our current context is currently an example of one of those. It also can occur through informal networks of influence, and I'll talk about more what I mean by that. And it encounters challenges and opportunities which can be leveraged to manage these processes. Some are predictable and some are created internally, but some are not. That's where a lot of that uncertainty and some of the anxiety that accompanies these types of changes can occur. Absolutely. And there are never lack of ton of different models. So thank you for sharing some of these -- some of these thoughts on chat as well.

So transformational change continued, giving you a little bit more information on what transformational change is, it removals around this idea of unsettling current beliefs and values. I'm not saying this is a positive or negative. This is sort of -- again, these are the pieces that are kind of changing as an organization and individuals within them engage in these conversations. And it's really in preparation for a re-framing. So this is the step where new information and perspectives are gathered, individuals may form ideas that are contradictory, they're in conflict, and there's sort of a new understanding and new frameworks begin to develop, and conflicts, again, may surface as some individuals favor different perspectives over others. And this is also where frame testing and decision-making emerge where sort of a new organizational framework is applied and chosen. It can result in different mental frameworks, different behaviors, and in many instances, kind of both. This is getting at that sort of organizational changes at these individual changes, the psychology behind them, the values, the culture. It's not so much about I'm going to project manage this change. In many ways, it's much more organic and has the potential to be more authentic because it's being developed within the organization, through the organization, it's not being imposed onto the organization. In perhaps the same way that some of the other more prescriptive models might be.

So what kind of leadership might be needed in an environment like this. And I

also want to qualify a lot of what I'm saying in that by no means is this meant to sound like these are sort of the only kind of models or frameworks, but these are some of the things I've been doing a lot of thinking about. What is sort of the question I asked myself, what is needed. And really the answer is a little bit of everything. There's a lot of different models of leadership out there, again, but kind of the broader ones that are at play are these combination of competency which really focuses on knowledge and skills, collective or shared leadership which talks about how decision-making, how authority and responsibility is distributed across the organization. Collaborative, how do you bring people together to tackle the challenges that the organization is facing. And then compassionate, how are the individuals and the organization as a whole dealing with the social and emotional issues that naturally accompany some of these change elements.

And so the leadership at both the individual and the admitting level really kind of moves through these framework and sometimes they're in conflict with one another depending on what's going on within the organization. I at least am finding myself kind of shifting between each of these areas and trying to balance them all and trying to determine what do I need to apply in this particular instance and how do ideal with often conflicts perspectives to develop sort of holistic view.

A big, big piece of this, however, is this idea of inclusive leadership. And this is kind of something that in my view sort of overarches all of these other elements and is really something that I constantly strive to and aspire to and it's something that's definitely a work in progress. I often find myself, oh, I could have done this better, I should have applied this better. Again, it's kind of a constant. This idea of inclusive leadership is -- is a commitment to diversity and it's not just a commitment, but it's making sure that the organizational indicates resources, that the value of inclusiveness and equity and inclusion and diversity is permeated throughout the organization and it's a high, high priority.

It's also the courage to look at one's self through this lens and the organization and to acknowledge limits to hold each other accountable and to really question how all the processes and the different pieces of the organization kind of constantly are thinking about this notion of inclusivity. It's cognizance of bias, both in one's self and in others, trying to figure out how to be transparent in your practices, in your intent, and it's also a deep curiosity to learn from others and embracing those different perspectives. It's not just embracing them, but seeking them out and understanding that it's vital to any organization to be able to have these perspectives come to the foreground and be recognized and appreciated. And it's also about cultural intelligence. So learning, again, being able to understand how to navigate all of those different elements and finally collaboration. Which really is the lynchpin of pretty much everything that we all do all the time. Again, it's constructing diverse teams, it's empowering decision-making, it's providing a safe environment to speak up to test things out, to take risks.

So what does all this looking kind of in action? So I've talked a lot about framing some of these pieces for perhaps a more theoretical perspective. So what does this really mean at the organizational level and how you actually enact some of these -- some of these ideas. The first thing is about establishing trust. And establishing trust is exceedingly difficult to do. It takes time. And, again, it's a work in progress. It's not something that you can say I've established all the trust I want and I'm done and I'm going to move on. So it takes a lot of thinking and discussing all of these elements and taking sort of a meta approach where you're constantly kind of stepping outside of the situation and trying to think about how are these processes being implemented as much

as what the actual process is. So this requires that you -- so this requires that you are being as transparent as possible. And in some instance, what this means is that you're sharing meeting minutes, that you're trying to talk about what your committee structures look like, what are meeting guidelines. So being very open about how the processes that work within an organization kind of affected.

And so there's a question about there's definitely things that can't be done remotely. But when thinking about those, why not let people who want to work remotely do so? And I agree. So I think these are some of those pieces that get at how do you navigate these organizational elements in a way that where you are providing everyone with the opportunities to feel like their work is valued, that they are -- that there's recognition in place. And some of these elements. And I'm going to talk a little bit about some of these as well in just a minute. I think also showing vulnerability and acknowledging when things are not going well or when you could have -- you yourself as a leader could have done something better. I think, again, we all have those moments where we look back retro actively and we think, you know, that really was not the best way to handle that.

So establishing trust is first. Developing infrastructure. Again, establishing the processes and guidelines that are needed. Creating documentation. In our case, it was about clarifying roles for human resources, for our budget manager, for our associate directors, hire key roles and develop wide committees. I want to turn over to the chat. I see there's been a lot of discussion in the chat already. I appreciate all the thoughts and feedback coming through. This is a poll question. What are your biggest infrastructure-related challenges and what do you think you can do or you've tried to do to address some of them?

So I'm seeing lack of funding, lack of staffing, absolutely. Lack of transparency. Lack of documentation and communication. And, again, I think obviously some of these are easier to solve than others. Lack of staffing and lack of budget is something I think now more than ever that is at the forefront of everyone's concern and everyone's mind. But we're -- you might have more control over the areas like communication, like processes. Hopefully having these conversations about how these things are evolving within the organization will help address some of those. So yeah, communication, transparency, I see a lot of that. Great. Thank you.

So the next is really about building relationships. This is where this idea from the transformational change framework comes into play of networks of influence. There's a few networks of influence that I want to kind of define a little bit first. And so the first one is the cohesive network which is where the people that an individual or department are connected to are also connected to one another. So they already kind of know each other within kind of the same structure. Then there's bridging networks which is where people that an individual department that are connected to are not necessarily connected to one another. And then individuals within each of these networks kind of holds different roles. And these are two sets. They sound like they might be similar, but they're slightly different, so I want to define each of these. Bear with me as I do this.

Pioneers, mid fielders and mature. The pioneers within either one of these two networks, they're kind of the visionaries, they move very quickly, they're sort of a little bit ahead. The midfielders think about the pragmatic elements of a particular situation and they kind of take their time a little bit. And the mature roles think about how can the situation be sustained or supported kind of a longer term. The second set of definitions is a little bit perhaps more sort of what you would call typical which is the endorsers, fence-sitters and resisters. The champions are the part of that coalition that

you are building to create whatever successful environment you want. Fence-sitters are perhaps not entirely sure about this particular change. And the resisters are typically -- I don't want to say this is a negative connotation. We'll talk a little bit about this resistance to change within a transformational change setting. But resisters might have more questions or not be quite as readily sort of able to kind of move forward with whatever the organization is going through.

So with that, the first poll is: Thinking through what kind of roles do you think you have within your organization? So the first poll is pioneers, midfielders and matures. I'll pause to see who within your organization fits into this idea of folks moving quickly, folks that perhaps are thinking more about the practical aspects and folks thinking about the longer term, more enduring. So I'm seeing there's a lot of -- let me see here. Great. And so thinking about kind of the second set, who might be your endorsers, fence-sitters and resisters, how much of each of these kind of roles do you have within your organization and what are some of the -- how can you leverage these roles better within each of these networks. So I'm seeing a lot of transparency of empowerment of roles. And then understanding who's in what role, exactly. And delegate some of these tasks. Listening and responding. Absolutely.

And defining these roles. So that's -- that's obviously a big piece of this is first understanding all the different roles that you have, absolutely. Great. Well, thank you. So although networks of influence can happen both internally and externally, really one of the most important elements of some of these changes -- and this is where that inside out piece comes into play -- is this idea of stakeholder engagement. There's this idea that there are different roles for the stakeholders to play in trying to define when each type of role might be appropriate or not. So the transactional role is work that's done by a group or an individual, typically a fee is charged, and it's sort of -- there's a task that needs to be done and it's done or not. This idea of the consultant where we are seeking expertise from someone who provides -- who activates in an advisory capacity and with a fairly unidirectional frame of information. And then there's the unilateral, this idea of user and participatory design. This is where a lot of the work that already exists in libraries is occurring with ethnographic methods, user experience work, where really the control of a process and the agenda is -- is given to the participants. And I want to emphasize that we are not -- this is not -- we are not gifting anything. This is where truly people are coming together hopefully in a collaborative and a partnership space where -- where again this idea of inclusivity is really at play. And it involves really library employees giving over the agenda to the stakeholders and working together and really trying to make changes for the better and coming together as a community.

And it also focuses, again, on -- on social change that promotes democracy, challenges inequality and targeted to the needs of whatever constituents and groups you're working with. And it's an iterative cycle. It's not a one and done. It's a constant evolution and constant discussion. So telling the library's story is kind of another important piece of all of this. And this is really the community story. So it's about how we are working with our community, with our users to create the impact that -- that we define in a way that is authentic and meaningful for ourselves. So thinking about how you develop your own story and how you collect the stories of your stakeholders and the different story types and formats and thinking through the truths of storytelling. So making sure that the stories are authentic, that you are providing the information in a way that -- that makes sense, that you're not trying to sort of tailor the story to -- to kind of fit a particular perspective or agenda, but you're taking it into consideration all the audience, the purpose of the message and how is it really supporting the library's

mission and vision and that of the broader organization.

Just a few more slides and then I am happy to take some questions. I realize we're getting close to the end of the time. So thinking through, again, kind of the psychological factors of change and, again, this is where this idea is, is that, you know, a lot of times we talk about resistance to change. I think there's been kind of a very negative connotation, resistance equals bad, that people don't want to do a certain thing, but I think there's a lot more at play here. It's thinking about how the organization is working with the employees and with the stakeholders to be very mindful of how the change affects them. I think a lot of times we just say well, they just don't want to do it. That's not what it is. Thinking through and bringing that empathy and trying to have that open and honest communication and then providing the tools and contexts for success. I've outlined three sets of models here where Palmer and Dunford are talking about the role of the leader within this kind of change and transformational change framework. Kind of thinking through what's known and unknown. What are the knowledge and skills that you are providing for folks so they feel supported and able to navigate through this. How are you sharing and talking about reactions to these changing and thinking through all of this. And some things will happen regardless of whether the leader wants them to or not and acknowledging that that's okay, too.

And then the work of Tommy Auvinen who talks about narratives and storytelling. Echoed not just in the stories we want to share with our stakeholders and the external world, but these are the stories that leaders tell themselves, both about and with the organization, as to how these changes are all occurring. And then the work of William Bridges which is talking about these transitions of change where you're first letting go of previous ideas or values or practices. This is echoed in that idea of transformational change. You're in this neutral zone, which is the zone of anxiety and uncertainty and this idea of new beginnings where you are taking some of that ambivalence and you're providing kind of the next step and figuring out how you're going to move towards that together.

And finally, it's this idea of providing interaction safety. So interaction safety is defined as an environment where there is trust, where people, again, are feeling valued and their opinions are respected, where there is the freedom and in fact it's encouraged to take risks, to try new ideas and to kind of see what happens. There's different levels of interaction safety where at first sort of the -- the first level is everyone's kind of on their own, it's not a healthy environment for these kind of elements to exist. It's really very -- it's very adverse to this. Lip service is where the organization says, yes, we believe in bringing together everyone and having these different perspectives, but it's really not happening. Islands of safety is where it's happening a little bit, but not really in a way that's very cohesive. And kind of the final piece, this way of life where everyone is constantly working towards this and dealing with this and giving it attention. There's a lot of discussion again and all of these things are being thought about very carefully.

What do these look like in practice? Establishing meeting interaction norms, acknowledging and discussing content, inviting different perspectives openly, thinking about equity, diversity, and inclusion in every aspect of the organization. I realize these things are not necessarily quick or easy to implement. They take time, they take discussion, they take effort. Showing vulnerability and, again, making documents and these processes as transparent as possible. What are some of the biggest cultural psychological challenges you're facing and what do you think you might be able to do to address them? I'm seeing inclusivity, apathy, change exhaustion. Uh-huh. Kind of keep trying new things. Great. Thank you, everyone.

So I have all the readings that I talked about. And I realize I went very quickly through all of these, but hopefully you will find these links useful and you will kind of take a deeper look at some of these. And now I'm happy to take any questions that anyone might have specifically about anything I've covered. So this is -- so I'm seeing a question coming: How do you combat lip service when retaliation from admin is common? Boy, this is a tough one. So I think trying to figure out a couple different things. Trying to figure out how everyone at the organizational level can help contribute to developing that -- that sense of interaction safety. If the organization is not having a conversation about that, I think having an open conversation about these things. One of the important things is to openly acknowledge the challenge is occurring. This can relate to just about anything.

Bringing that to the attention of the administration and saying this is not working. If there is a feeling that you can even do that, starting with the folks that are perhaps in different departments and trying to figure out who is sort of on what page and getting a sense of where the organization is and taking that collectively to the organization. If that doesn't work, there may need to be some external groups involved, Ombud's group or something like that, where you can really help to bring some of these areas together. Hopefully that helped. And again having that open and honest conversation. So much of this is really, really important.

>> NARINE BOURNOUTIAN: Okay. I know we do have more questions, but we are at the end of our time. Just a reminder that any questions that haven't been answered can be moved to the discussion forum on the presentation page. But thank you very much, Cynthia for a wonderful presentation.

>> CINTHYA IPPOLITI: Thank you all very, very much.

>> NARINE BOURNOUTIAN: Okay. So we are going to be staying right here for the next presentation. Just get the slides up. Okay. It looks like -- yeah, we're all ready to go.

>> MIKE MORNEAU: Aaron, if you'd like to just go ahead and turn on your microphone, we can do a quick sound check with you. Okay. Looks like we've lost Aaron. He was here a moment ago. Just please stand by. Okay. Aaron, I see you're back. If you want to go ahead and turn on your microphone. To turn on your microphone, Aaron, just go up to audio or click on the white telephone handset icon at the top of your window and then choose the option to join with your computer beneath the list of phone numbers and close that window. Then you'll see that the hand set icon will have changed to a white microphone icon. You can click on that once. Okay. You're good, Aaron, if you want to go ahead and speak.

>> AARON NOLAND: Can you hear me?

>> Yes, we can.

>> MIKE MORNEAU: Yeah, we can hear you. Excellent.

>> NARINE BOURNOUTIAN: Okay. So our next presentation is Are we ready --

>> AARON NOLAND: Welcome, everyone. Thanks for being here. I am hearing scratch in my ear. So if you have questions, please do use the text box so that I can actually see it and I'll ask that the great folks from LearningTimes on the back end can help me to slide those as well. Thanks for being patient and thanks for joining in these very strange times. My name is Aaron Noland. I'm the director of planning and assessment in the JMU libraries. I spend most of my time on strategic planning and strategies and these types of things. I'm looking forward to talking with you-all today. Use the chat box. Feel free to do the reaction sorts of things that are available to you and consistent with the theme, we'll talk about change. Specifically, we'll sort of focus on something that doesn't often get discussed in change or change management

and that's readiness.

But before we go there, let's start with a question. And so I think we'll have an opportunity for you to participate here, but the thought of change makes me feel... what? What's your response to this question? Excited, like running away, apathetic, and knowing there's a wide range of options that aren't -- aren't here. But just for the sake of being concise. And as we're -- I see things are trickling in, it's important that we consider feelings and perceptions related to change. They shape how we all engage with and interact with our realities. How we experience them and how we engage with them. So failure to do so in this case, in an organizational change situation, is really a recipe for disaster. And it's looking like most of the folks here -- there's actually some people in the chat saying sort of like, well, all three maybe, but maybe a lot of people here are in that excited, maybe apathetic.

Maybe it's because you're here to hear a talk and actually participate in a conference on change, so maybe things are a little bit skewed, but maybe not. Second question: What's your experience with change? So mostly positive, sort of all over the place, mostly negative? Here we're talking about organizational change, though. Personal change and organizational change certainly are connected and they do overlap. And we're all familiar with this notion of baggage, what we bring to situations. And baggage tends to have a negative connotation. But really baggage is balance neutral. It can be positive, negative, or ambivalent. We just tend to talk about it mostly in the negative. Our prior experiences with change are going to shape how we think about and our willingness to engage in future initiatives. And not surprisingly, people are all over the place. Thanks for participating in these. I think we have almost three-quarters of you saying they're all over the place which is not surprising.

Last kind of warmup question here shifts from self-perception to other perception. So what kind of valence, positive, negative, or neutral, do people in your organization have to change? I know there's a lot of people in your organization, but if you were to think at the organizational level, what would that be? And this is where things get very interesting. So overwhelmingly the first question, the attendees here positive and now we have 50% negative, 35% ambivalent in response to this. So it's worth thinking about why is it that there's such a discrepancy between how we answer this question for self and how we answer it for others. Maybe it's because there are real differences there and maybe it's because we feel like in positions of leadership that we should view change more positively and so there's pressure to do so. Either way, interesting to compare. Interesting to think about the implications.

But before we really dive into what this means and get into readiness, let's be concrete about what change is, what it means, what we're talking about when we talk about change. And so a simple definition, but one that's worth unpacking that is an intentional shift in organizational strategies, structures and/or activities. So defining change as necessarily intentional, we're not saying we're not influenced by our environment or that we don't pay attention to our environment. Just that in this case we're talking about initiated change being done on purpose that's at least to some degree planful. So we can have a shift in our strategies, how we go about trying to accomplish our work, our uniqueness, our value proposition to the communities that we serve. We can talk about our structures changing, which is often what we think about when we think about organizational change, organizational restructuring, maybe new top leadership. And finally, activities. What are our core operations? What programs and services are we actually offering?

So just a little table setting to make sure that we're all on the same page as far as when I'm saying "change" what I'm actually meaning. I'm pausing here because

I'm seeing some different slides here. Okay. Looks like we're back in -- in good shape. Thanks, all the LearningTimes folks. Apologies for that.

So we're going to talk a little bit about Lewin's change model. Probably you've heard about this, read about it, you may have used it, critiqued it. Most people that study change have heard of Lewin's model. It's a three-phase model and it makes this assumption that change is linear which has recently been problematized and realized that movement involves being cyclical, jumping around. And actually, in fact, this unfreeze phase, there's been recent research that's indicated that the unfreeze stage has in it three separate stages. So not without issues, but it is a good way to sort of speak about how to design change in a way that's sustainable and useful and systematic.

The unfreezing stage is about the status quo. Specifically it's about problematizing the status quo to make a need for change. The current state is not good, not optimal, and the desired state is yet to be determined. And so this can often fall into this binary where existing is bad and new will be good and that ratchets up expectations unfairly. It creates an illusion about the utopia on the other side of a change, it diminishes the change process and its difficulty. So we need to be careful with how we frame this unfreezing step. It's characterized by a great deal of anxiety. So validating and managing anxiety is really, really important.

And the purpose of this presentation is not to dive into how to do that, but to say out loud that change and anxiety and uncertainty go together and effective and caring leadership honors that, validates it, and works to -- works with people to manage to the degree possible and to minimize unnecessary anxiety. So this gives us a lot of good information. What -- what do we need to be careful for. And we certainly don't want to ever spike anxiety just to get information. That's unethical and we'd never do that, but anxiety and uncertainty are inevitable byproducts of problematizing the status quo. Once that's done, the next stage is the change phase. The unfreezing stage is the status quo. The change stage is about building for the future. So this is when we talk about the specifics of the desired state. What is it that we're moving towards. Breaking down the how, how do things look on the other side of this change initiative. What needs to shift? What resources need to be reallocated? Perhaps in a phased approach, maybe by shifting some structures, starting new activities or taking new approaches. Extensive communication from top-level leadership that is focused both on the what and the why. What is changing? So being specific, concrete, and timely about what's changing and then that leads into why things are changing. How does this change get us to our desired state.

This comes from top leadership, it comes from change champions, it comes from peers, and at this point, your informal network is buzzing. So lots and lots of, quote-unquote, water cooler conversations. And as leaders, how do we access the information that's being exchanged here in this informal network so that we can be responsive to emerging needs is a real challenge. That's the change stage. And then the final stage and the refreeze stage and the unfreeze is about status quo. The change stage is about getting the shift to be internalized. And the refreeze stage is about institutionalizing that internalized change in the change stage.

So how do we do this? We celebrate progress. We put together high-profile communications about the new strategy, structure, or set of activities. We tie these things to performance and mentoring and reporting and evaluation. We build structures. So maybe teams get reformed. Maybe departments shift around around the new state. And we start to move away from lingering elements that we were -- that were in the -- the original state. So pretty straightforward, good stages, lot of heuristic, if we

think about it as wide-ranging activities it's a little more useful as opposed to thinking about these things as the only steps we need to make in a change process.

Change is messy. We know. We saw in the poll question that people are sort of all over the place in your experience with change. And we can look at some pitfalls and potential issues that change gives us. So pop your hand up using the raise hand feature or just type in the chat, whatever -- what makes the most sense for you, whatever is easiest for you in your technology interface. As we walk through change pitfalls that Kotter gives us, maybe raise your hand when you experienced these things. The first is why should we change? The status quo is working fine. I don't feel like there's a need to make some shift. Anyone experience that one? I like Amy in the chat there, just a Y or an N there, a hand raise is fine, a vote. However you can do it.

Next one, under communication. So maybe instead of just under communication, maybe we can broaden this out a little bit to be communication that is factionized or unequal access to information. So one part of the organization knows everything. Other parts of the organization know very little. And that information is sort of its currency. Next one, lack of a vision. So I can think that we need to change, but not accept the desired state that's being articulated. If there's not a why or there's not a compelling why to the change initiative, then we're going to have some issues. People are going to have a hard time getting behind it. Rightfully so.

The next two are connected. No short-term wins, means we define success way too broadly and way too grand a scale. We don't incrementally celebrate progress. We only celebrate the desired state. And this often happens when we create this binary of existing bad, new good. And so this lack of incremental progress being celebrated. On the other side of that, a mission accomplished moment if you'll forgive the poor -- the poor example here, when leaders proclaim success before anyone else is actually there. They celebrate that we've gotten through because we've articulated what it is that we're trying to work towards, but we haven't really made concrete process. It's maybe internalized but not institutionalized. And we call it good, and we leave all of this triage, this undone change management and people don't know how to move forward. Establish new norms for the new desired state.

The last one from Kotter is a failure to connect what it is that we're changing and our organizational culture. When we go through fundamental substantive change, it impacts the organizational culture we need. And maybe in fact we can't go through a change to our strategy, structure or activities because our organizational culture needs work, needs development before we can -- as I read in the chat and sort of had a chuckle, sorry. I should not do that. Definitely funny, funny comment there. Lastly here, reactance. Reactance is that tendency we have to say, no, I don't want to change, and I certainly don't need you to tell me how I need to change. It's that human reaction to being told how to change.

I think these are all relatable. I think we've all probably seen a lot of these. Reluctance creates a nice bridge for us, a shift into talking about readiness. Talking about readiness for change. So we know that people tend to experience this negative reactance when presented with a change mandate. We need to understand how ready people are for this initiative in the first stage. The research talks about how increased levels of readiness reduced reactance and resulted in more smooth, more effective change initiatives. Readiness is a process that has origins in nonprofit evaluations but it's also taken hold recently in education, mostly K-12. I'm not making any editorial comments about its place in education, so please don't -- don't read too much onto that piece of it. But it's oftentimes a nonprofit evaluation, is the organization ready -- the nonprofit organization ready for an evaluation process. An

evaluation processes are often done in preparation for organizational change.

So readiness as a construct and an assessment. We want to think about this both as what it is and how we actually understand or assess it. So as a construct, it's combined -- comprised of two sets of attributes. Contextual and individual attributes. And these attributes create efficacy beliefs in us about change, about our readiness for change. Contextually we're talking about organizational history with change, levels of trust and communication pathways that exist within an organization, the strength of networks, the strength and type of an organizational culture that we have, available resources to undergo change. So that can be financial, but often also time and leadership resources. Do you have enough relationship resources to be able to execute a change initiative well. On the individual level, we're talking mostly about personal attitudes and feelings towards change, some of those questions that we started with. How much do you trust leadership? How much do you trust your peers? What level of organizational leadership do you have and what is your tolerance for ambiguity. The combination of these things create our level of readiness. They create beliefs about -- about change which impact how ready we are to undergo change initiative. Beliefs help influence our behaviors, though they don't fully explain them, of course.

And so organizational capacity concerns added to feelings of individual and collective efficacy combine to make both individual level self-efficacy about change and collective efficacy at the organizational level. So if we combine Armenakis & Harris' work with the work on efficacy, we can get a lot on how to make sure we're honoring people and building readiness to the extent we can. A little model with readiness at the beginning as a way to honor individuals and where they are, it identifies organizational opportunities for growth, and it minimizes to the extent possible raising anxiety unnecessarily because we're caring for levels of readiness. If we're really low in our readiness level, we need to address that before we move forward with a change initiative. Otherwise we're not doing the right thing, and our change initiative is not going to go well.

So briefly in the chat, knowing that quick overview of what readiness is, how might you increase it? How might you increase readiness at the organizational level? I like communication, talk about the vision, include people, transparency. Conversation about transparency and communication. Small changes first. Yeah, these are great. So those are really good, specific ways to engage. I want to walk through how Bandura talks about increasing efficacy and how we can apply those at the organizational level. If you're doing change and thinking about how to do it, I would copy and paste the chat if that's not some violation. There's some really great suggestions here. The first way we talk about this is through vicarious experience. The important thing here is we need to have a peer that is similar to us. If we're a small library and a small campus, maybe looking at harboring change and efficacy boosters are not good for us because we don't share a lot of common things with Harvard. Self-efficacy is behavior specific, so it's not confidence. It's specific to a core behavior. I may have a high degree of self-efficacy to put together a piece of furniture from IKEA -- not true, by the way -- and a low belief of self-efficacy about my ability to dissect a frog. It's very specific to target behaviors. Vicarious experience is the first way. Verbal persuasion. Improving organizational culture. Bandura does not say that's how we improve self-efficacy. We know that strong organizational cultures help people feel safer, more engaged, more power at work. The stronger our culture, the more efficacious we're going to feel. If I succeed at a behavior, we're likely going to feel it again. I want to walk through this really quickly. I know because of when we got started, I want to make sure I wrap this

up with plenty of time for questions.

What we did was use low stakes annual planning to try and increase readiness for broader organizational change. So we have a leadership group and we have annual goals that we are required to submit to the university. In the past, we haven't really been in a practice of wide -- wide practice of increasing development of those goals and ownership of them throughout the organization, and they haven't been sharply focused. They've been a bit broader. Goals that try and represent multi-year phase of work. So what we did with the leadership group is we brought them a draft of goals to focus on and all the goals that were -- and they were in very much in draft form. All the goals were things that people were already working on or there was wide buy-in in the organization to actually make process on. We solicited input by having a large write on the notes activity. What's missing, what needs refined, what are we forgetting, what should be connected to this, what questions do you have, what do you like, what do you dislike.

We used that input to refine and actually add new goals. And then we had a follow-up event where we had the same group come in and go through the goal and say who needs to be connected to the work, who should be kept in the loop, who should impact. And we had two rounds with tables where they wanted to plug in. They thought they connected. And they talked with other people who were also in that space and discussed things like what's reasonable to accomplished, what else should be engaged. And finally, we built small teams to work on advance progress on our annual goals over the course of the year. And this was not perfect. It was co-designed by our Deans, associate Deans, leadership co-chairs. It elevated a lot of issues for us. It took a while to get going. We did these events over the summer, and really teams didn't get up and running until early/mid-fall. It was really more important for us to have people feel connected and comfortable and engaged and have real ownership over the teams that they had formed as they went forward. So it wasn't perfect, but it was strong leadership from our Dean and timely and effective communication, it has helped us as we shifted into additional organizational level change to do so a little bit more effectively from a little bit more firm foundation.

And I'm going to stop there and allow some time for questions here. I know we don't have a lot of time left. But thank you for listening and for being such great and engaged participants. And you can type questions in the chat. I'm going to start with a question that I saw earlier from Kevin, I think is right. Part of being ready -- and this is the question. Part of being ready is paying attention to signals that give cues to what's coming. How do you change culture to one where more library workers are following higher ed information and second other trends? And that's a really great question.

One of the things that -- I'm trying to remember where I -- I remember the person's name, but I can't remember the venue, that anybody who's thinking about change should start with incremental environmental scans. And so this person was a strategic planning person at a university. Said that he started his day by looking at the headlines on inside higher ed and the chronicle. That's how he -- that's how he started every day. I think providing formal outlets for people to talk about those things, inviting the people on your campus who are doing those things to come in and talk. If you have sort of organizational learning as a function in your library -- I know we do -- and they do a great job of helping stay ahead of trends and how people are working and how people are connecting. I think that's a -- that's a great way. Modeling that in leadership is also really, really important.

All right. I think it's -- Marianne, how do you determine whether you succeeded in a change? That's a great question, and that should be defined in the sort

of unfreezed transition to change. What is the desired state? What is the goal here? So how do you bring in your assessment people, your evaluation people to help you concretely know what it is you are looking for on the other end. I'm sorry I can't give you a concrete answer to that question, but I think the thing to remember is you get to define that. Defining what success looks like should be something that happens very early in your change process.

Yeah, Leigh Ann, how do you prepare people for change when it's sprung on us by the higher ups outside of the library? It's a great question, and it's -- it's one I think we feel really blessed at JMU to have a dean who is shaping the conversations. So things get sprung on us. That sort of is inevitable. We have a heads-up because she's at relevant tables she needs to be that and she's providing that information back to us and sharing it broadly. I think building an organization that's focused and nimble is the best way to deal with change that's -- that's going to be sprung on you. It's inevitable. Planning to be able to have enough -- sorry. Planning to be able to have enough flex to adjust and adapt is essential. And not -- not making your strategic plans or your whatever -- whatever you call them, not making them concrete. So building in regular refreshes. And the higher our ability, our readiness is to change, the less likely those sprung on us things are going to throw us completely off track.

Okay. Steven, where does being student oriented culture plan to change readiness. Should we be getting past our uncertainty if we believe our change is in the best interest of the people who use our libraries which may be supported by data, conversations with students. The way I understand this question and the way I'm going to answer it, Steven, if I butcher it, I'm sorry, is how do we sort of move past our uncertainty with the north star of being student centered. And I think the -- I think trying to move past uncertainty is an exercise in futility. Managing it, working through it is a much more useful heuristic. If I have a high degree of uncertainty and somebody tells me to get past it, it's kind of difficult for me to know how to do that. But if we re-focus and talk about the core mission that we have, which for most libraries is to serve students on our campus, then that -- that kind of balancing of not sure how this is going to look, but we know we're going to maintain the core of what we're -- what we're supposed to be doing, what we're here for, which is to serve students. It sort of allows us -- it provides us with a guiding light to negotiate through uncertainty rather than just sort of getting past it. And I think we're out of time. That was the last question. Thank you all again. This is really great.

>> NARINE BOURNOUTIAN: Hey, thank you, Aaron. As we said before, please feel free to keep the conversation going through the discussion forum. At this point, we have a ten-minute break. And then we'll have our next session, culturally responsive public services which will begin at 2:50 p.m.

[ Break until 2:50 p.m. ET ].

>> MIKE MORNEAU: Hi there, everyone. We're going to get started in about three and a half minutes. We're just going to do a sound check now. I'd like to invite our next presenters to go ahead and turn on their microphone. If you look at the top of the screen, you can click on the white telephone handset icon. And then after the list of phone numbers or beneath the list of phone numbers that appears on your screen, there's an option to connect using your computer. Choose that and close the pod on your screen and you'll see that the handset icon will have changed to a microphone icon. Click on the microphone icon. When the microphone icon is green, it means that your microphone is live. Chapel, I see you've done that. If you'd like to say hello.

>> CHAPEL COWDEN: Hi, Mike. How am I coming through?

>> MIKE MORNEAU: You're coming through clearly, thank you. You can go

ahead and mute yourself. Click on the icon once more. Lu, if you'd like to go ahead and try that as well. You can go ahead and turn on your microphone. Lu, if you click on the white telephone handset icon up at the top of your screen and then you can choose the option to join using your computer. When you close that window, you'll see that the telephone handset icon will have changed to a microphone icon. Click on the microphone icon once and when it's green, it's live. You can go ahead and speak then. And we're just waiting for Sarah to come in as well.

Lu, we're not hearing you. Are you able to perhaps dial in? Okay. Sarah, I see that you're in. If you'd like to go ahead and turn on your microphone. To do so, you can go ahead and click the white telephone handset icon at the top of your screen, choose the option beneath the phone numbers to join using your computer. And then when you close that window, you'll see that the handset icon will have changed to a microphone icon. So click on it once. And when the microphone icon is green, it's live. Please stand by. Okay. Mary Beth, I've gone ahead and unmuted you.

>> Can you hear me?

>> MIKE MORNEAU: I can hear you loud and clear. Okay. Thank you. So we're just waiting for two of our three presenters to dial in. Could be having audio issues. With any participants who may have audio issues, if you're on a Wi-Fi connection, you may want to use a wired connection with an ethernet cable. You'll -- ethernet cable. Also connecting within the Adobe Connect application, that might help as well. We are at a time right now where the demand on bandwidth, especially at the residential level is unsurpassed. We need to make sure [ echoing ] sorry, I'm hearing myself here. Hang on.

Okay. So Sarah and Lu, if you've dialed in, can you please mute your computer speakers.

>> Mike, did you ask me to mute my speakers? I'm sorry.

>> MIKE MORNEAU: Yes, please.

>> Does that help?

>> MIKE MORNEAU: Hold on a second here. Okay. The echo is coming from area code 518. Okay. Sarah, do you want to try speaking again?

>> Sure, this is Sarah Copeland. Am I coming online?

>> MIKE MORNEAU: You are indeed. I think it is Lu Gao possibly dialed in on the other line. Hold on here. Lu, is that you? Can you mute your computer speakers, please?

>> LU GAO: Mute computer speakers? Can you fix --

>> MIKE MORNEAU: [ Echoing ] depends on your computer...

>> LU GAO: Yes, yes, Mike, I use MacBook Air. I see there is --

>> MIKE MORNEAU: Mac book air, use the F10 key.

>> LU GAO: Which key please?

>> MIKE MORNEAU: F10.

>> LU GAO: Oh, I'm sorry. Thank you.

>> MIKE MORNEAU: Much better. Great. Thank you so much. Okay. It appears as though we're all set. So thank you. I'll just go ahead and pass this off to our host for the next series is Kristin Martin. Kristin, if you would -- hold on here. I'm just going to start the recording. Wherever you're ready, go ahead, Kristin.

>> KRISTIN MARTIN: Okay. Good afternoon and welcome to the Exchange -- excuse me. Is something wrong? My name is Mary Beth Weber. It's my [ line interference ] Sarah is an assistant professor in the director of guest and patron experience team at the University of Tennessee Chattanooga library. It is a health and science librarian at the University of Tennessee Chattanooga. Lu is working out of

information science CAS certificate. If you have questions for the speaker, type them into the chat box on the screen. They also plan to take your questions as the presentation proceeds.

This session will be recorded and posted to the Exchange site. Any additional questions may be asked in the discussion forum which appears at the bottom of the page on the Exchange site. I want to mention, too, that you're welcome to use the Twitter back channel. It's #ALLEExchange to interact with participants throughout the conference. The site features a Twitter feed to -- excuse me. Submit questions to the presenters on the chat on the screen since they're not able to monitor Twitter during the presentation. At this time, I'm going to turn the presentation over to the speaker.

>> SARAH COPELAND: Thank you, Mary Beth, and welcome everyone. We're going to be sharing ideas with you about how you can personally get started with culturally responsive public services. Materials may be also useful starting point if you happen to lead a team. We are going to be asking you to do reflecting and writing today. You may wish to get paper and pen or ready on your computer where you can write down personal notes. You can welcome to share with the group whenever you want using the chat. There are two times we will be soliciting your participation and you can do that using the poll question. We'll introduce yourselves starting with Chapel.

>> CHAPEL COWDEN: Hi, all. I'm Chapel. And my pronouns are she, her and hers. I've been exploring culturally relevant teaching through my practice as an instruction librarian for the last two and a half to three years. In the spring of 2018 I asked Sarah, Lu, and another colleague to join me in sharing some of the practical elements of culturally responsive teaching apply to library instruction at ACRL2019 in a workshop. Since then, we have collaborated on a scholarly article which is forthcoming later this year, and now we find ourselves applying the principles of CRP to other areas of our practice. I'll turn it back over to Sarah.

>> SARAH COPELAND: Hi all again. I'm Sarah Copeland. My pronouns are she/her. I've worked in library public services since 2008. Prior to my coming to UTC, library instruction was a big part of my job. In my current position, I'm exclusively focused on public services, so I've been examining how to adapt the tools I found helpful for improving instruction such as culturally responsive teaching to improving customer service. Lu?

>> LU GAO: -- certificate in library and information science, at Maria college I collaborated with Sarah, Chapel and another friend scholarly article ACIL2019 workshop. It's the grounded practical applications of culturally responsible teaching for the library instruction classroom. It's starting to promote culturally responsive teaching while being aware of students cultural and linguistic background.

>> CHAPEL COWDEN: As I'm sure all of our participants are aware, we have very little time in this session, and even less time. We had a little bit of technical difficulty there at the start. There are two primary components of our talk. The first is we will briefly explore the theoretical roots of culturally responsive teaching and how those might be applied to library public services. Secondly, the larger portion of our presentation will apply those theoretical elements into some practical, actionable steps that are accessible to all library workers regardless of position that you hold within the library.

To do that, we're going to provide some tools for self-education and self-reflection that we will explore and practice in this session. So as we move through our content, we invite you to consider digital applications. When we first applied for this conference, we not only considered the importance of cultural responsiveness in digital spaces, we were all still at work and not at home. What a great lesson for us,

though. So many of the cultural differences -- and we would define cultural differences very broadly in our fear, that we encounter daily are not visible. Just as even more cultural differences will be obscured in the digital realm. Finally, we would like to do our best to address questions as we go. So please continue to put those into the chat and one of us will try to get to those as we go so that we can make up a little bit of time.

We have the ACRL diversity standards. While important, we don't feel they have been fully realized in all institutions. I think most of us would probably agree. We need to continue to search for theories and ideas outside of the library field in order to inform our work and to meet these standards. So a couple of definitions, just to get us situated. The first is culturally responsive, what do we mean by that? Culturally responsive is simply able to understand and consider different cultural backgrounds of the people you teach, offer services to, et cetera. By public services, we simply mean any public-facing service within the library. We feel that that could be pretty much everyone in the library. We think that just because you are not sitting on a public service desk does not mean that your job does not include a public-facing element. So we would counter that everyone can benefit from this work.

So how to boil culturally responsive teaching into one slide. This is really difficult for me. It's something I've been working with for a few years, so trying to put it in one slide is tough, but that's where we're doing. Culturally responsive teaching is a pedagogy that recognizes the importance of including students' cultural references in all aspects of learning. The two major theorists are Geneva Guy and Gloria Ladson Billings. Culturally responsive teaching arose out of K-12 education, as did so many good educational theories. It was later applied to higher education. We haven't really seen it applied in the library instruction and in the library too much yet although we are now starting to see more applications in the teaching classroom.

The cornerstones of cultural responsive teaching include academic success, cultural competence, and critical consciousness. Now we would be remiss if we didn't include some of the adjacent theories and pedagogies that are very important to culturally responsive teaching and to us as presenters. So critical pedagogy, which I'm sure everyone is fairly familiar with, multi-culturalism, intersectional feminist theory. And while not a theory, but a practice, universal design learning, which I'm sure everyone is familiar with and hopefully utilizing.

So where's the bridge? Our challenge was then how do we bridge the theories and practices of culturally responsive teaching with culturally responsive public services. So how and what do we apply? There's just not much in the literature on culturally responsive public services, at least not by that name, that we could utilize for guidance. With the notable exception of Nicole Cooks' information services for diverse populations. We've got a handout that you can access that we'll talk about in a little bit, and we have lots of good references in there.

So how do we do it in such a way as to facilitate deeply integrated culturally responsive services, not just token gestures of inclusivity. And we would suggest that we need to start back at the beginning, which is something that may be a little bit challenging for us. So this is not an inclusive list of similarities and applications. It's just a short list of ways that we are cross-walking culturally responsive teaching with culturally responsive public services. So we suggest rejecting cultural blindness the Eurocentric approach directly out of CRT, recognize the importance of relationship building, also directly out of CRT and very, very important. I know it's seen as what some folks call a soft skill. It is critical to our work with patrons. And then self-reflection and self-education plus community engagement. What we mean by that is self-reflection and self-education are critical elements. That's how we kind of move back. And then we

must do those before we engage our communities and that's correctly out of Cooke's work. So we want to move beyond cultural highlighting.

We know that many libraries, we have great events, we have speakers, we have our Black History Month, book displays, digital displays, and that's great. But we suggest stepping back and taking on that self-reflection and self-education first which leads us to the practical application of our presentation where Lu will get us started.

[ Began speaking and broke up ].

>> MIKE MORNEAU: Go ahead, Lu.

[ Speaker inaudible ].

>> MIKE MORNEAU: Please stand by.

Yes, while I'm trying to resolve this issue [ line echoing ].

>> CHAPEL COWDEN: This is Chapel again, and we're working on getting Lu live. So I am going to go ahead and start picking up her section.

So who needs these practical applications? We suggest all of you need these practical applications. Librarians of all types can benefit from applying the tenets of CRT to all areas of service. We also would like to stress leading as an individual. It's easy to be overwhelmed by the amount of work to be done at an organizational level, so we'd really like you to consider what steps you can take today.

So goals and cultivating effective communication skills are critical to all public services and equity, diversity, and inclusion work. So this was derived from the Cuesta, and areas recommended for library public services include cultural awareness and sensitivity, cultural knowledge, history values, belief systems of various groups, and linguistic competence.

So how do we suggest you do this. So four general areas in which I think we're all probably somewhat familiar but really do bear repeating read widely, which should be fairly easy for librarians, right? We have provide add bibliography in the handout. Attend continuing education events. I would suggest you sign on for listservs. I recently attended a webinar from the African-American caucus of health science libraries of hiring people of color. It was really excellent. I know Sarah and Lu have additional examples of this as well. We would also suggest -- [ line interference ]. Oh, is Lu back on?

>> LU GAO: Yes, Chapel. Can you hear me?

>> CHAPEL COWDEN: Yes. I'm going to mute. You continue on, Lu.

>> LU GAO: Okay. So... so I'm continuing on. So we suggest that real practical action to start staff education. Read widely. Here is a link to read some ALA connect examples of readings in the chat. Secondly, attend continuing education including webinars, conferences, virtual chat, in this information age. Find your institution's fact book and the campus. Give you an example of SUNY Albany information in chat. Lastly, participate and listen at your institution. Here is the link to the Albany multi-cultural center. It provides resource of diversity and inclusion of faculty, staff, and students. You can probably find a similar thing in your community.

We have given you some ideas about how to send out community. Now share your ideas in the poll. How could you learn more about the communities you serve?

>> We figure we'd give you-all just a few seconds here, especially since we are kind of running out of time. Lu, do you want to read a few of these aloud before we move along?

>> LU GAO: The list of questions in our poll? So we have questions in our poll, how could you learn more about the communities you serve? Just leave your answers in the chat. Okay.

>> We have a lot of folks giving responses right now. This is Sarah. I really appreciate it. And I'm going to go ahead and leave this open for just a few more seconds before I move on to the next slide. In the interest of time, I'm going to go ahead and start talking about where we're going from here. We are going to be turning now to our second recommendation which is self-reflection. And we thought that this quote right here from Nicole Cooke really summed up perfectly why self-reflection is important. And this comes from her book *Information Services to Diverse Population*. She notes the process of building and maintaining cultural competence is a multi-step endeavor. Librarians must engage in critical self-reflection and then become involved in the process of getting to know their communities. This is also recognized in the cultural awareness of self and others. It reads librarians and library staff shall develop an understanding of their own personal and cultural values and beliefs as a first step of appreciating the importance of multi-cultural identities in the lives of people they work with and serve.

We'd like to guide you through two self-reflection exercises that we suggest for getting you started on this important work. Please do not feel obligated to share them in the chat. These are your personal reflections, and we hope that you will be deeply honest.

So this first exercise is a general look at your own cultural background. We suggest these two questions for getting started. If you happen to have seen our Exchange Virtual Conference web post and you're already familiar with these questions, we encourage you to take this time and reflect more deeply on your own cultural background. I'm going to walk you through my brief answers to these questions. This is the quick version just as a model for what we hope you can do in our brief time together today.

What is my cultural background? I'm a cis white woman who grew up in a small city in the Ohio rust belt. My dad worked full time and took classes for his bachelor's degree for five years. Most of my friends were in situations raised by single parents or other relatives. Many of their families didn't have regular work due to the economic depression of the area. For the second question, can you think of ways that your cultural background affects in this case my approach to providing library services? I would say I spend most of my careers working at community colleges. I have a lot of respect for students who are trying to earn a degree when they have so many competing responsibilities including the use of caregiving and working. My goal is to help students access what they need to complete their work. I trust students navigating the world even if they don't have a lot of experience navigating higher education.

With that quick example in mind, I'm going to go ahead and turn a little bit of time over to you-all to reflect what your answers would be to these questions. And please remember, these are personal reflections. As you go deep, particularly as we hope you will after today, your reflections may be challenging or uncomfortable. And that is okay. You will not be asked to share these aloud. Please free write about each question either on paper or in a document on your computer. We'll give you just a few moments to do that now.

Just about ten more seconds. Thank you all for your time with that. As instruction librarians or former instruction librarians in my case, typically we reflect, write, and then ask everyone to share out. Instead, we're going to go ahead and share with you several tools for going deeper into self-reflection, which we hope you are going to do after the conclusion of our session today. The first tool is a circles of multi-cultural self. It's a nice start even for individual reflection. The second tool comes from page 71

of Dr. Cooke's information services to diverse populations. There is a complete citation to his book at the end of our presentation. She offers a nice adaptation of the circles of my multi-cultural self activity. The first is what population do you identify with, and what services would you like to see at your library to meet your needs. Next up, we'd like to introduce a tool a regular practice of reflecting about public services transactions. This could be used after patron interactions at the reference desk, patron desk or even building round.

Its of four questions. The idea is these simply guide you through a reflection of the transaction. The four questions are did my identity contribute to the outcome of the interaction. Was there an opportunity to build the relationship with the patron. Were there hurdles in communication or service provision and could those have been the result of cultural differences between me and the patron. I was uncomfortable or tense during the patron interaction and why. These questions are just a starting point. You will find that as you reflect on a transaction you will consider additional aspects. Take a moment to think of a recent patron transaction. I recommend the last one you had, either face-to-face or virtual. You're welcome to jot down a few notes about it over the next couple of seconds here before I give you a rundown of more or less face-to-face transaction with a student. Just very briefly, I'm going to walk you through a quick version of my reflection on the transaction and here is the context.

So the student approached the desk asking if he could download a specific software package to lab computers. I had trouble understanding the software that he needed. Based on his accent and major in engineering, I assumed that he was an international student. I spent at least 20 minutes trying to track down access to the software on campus because the student couldn't use it on his own computer or download it to the library lab computers. After numerous phone calls, I was able to recommend that the student check out one of our circulating laptops which have different administrator rights. The main issue with the solution is that the laptops can only be used for three hours and cannot be taken out of the library.

So if we move onto -- oops. My reflection really quickly through these -- through these questions, did my identity contribute to the outcome? I would say that I felt self-conscious that I didn't recognize the software name especially since I'm a woman interacting with a male engineering student. Was there an opportunity to build a relationship with the patron? And in brief, yes, I felt there was. And in particular, we talked about his lunch plans which I think helped connect us on both a practical level related to the three-hour circulation and on a human level because obviously everyone needs to eat.

And were there hurdles and communication or service provision, could those have been the result of cultural differences between me and the patron and this is where I think I got hung up on the software name and made an assumption that he gave me the wrong name when in fact he had not. And I am not sure I would have made this assumption of a native English speaker. So just for a brief moment, since you-all considered a transaction, go ahead and take a moment to think on how you would answer these four questions and keep in mind that we're not going to have time to really dig deep as you can tell in my answers, I was not able to dig very deep either. You just got the kind of highlights from my reflection, but take just a moment to do that.

We'll leave you to continue your own reflection on that transaction for a later time. But for now, I'm going to leave you with suggestions for practice. That is first locate educational opportunities, second complete the circles of my multi-cultural self background questions or suggested reflections to reflect more on your identity and cultural background, third, commit to a schedule for reflective practice. Identify a regular

shift or time where you will commit to reflecting about a transaction, and fifth record your answers to the questions in a journal or other place where you can return to them. You'll want to review to see if you can identify patterns over time. To assist you in continuing this work after the session is over, which it is just about over, we have a handout with a reflection guide and a list of suggested resources for you.

We're going to go ahead and skip the next poll and just go directly to our closing thoughts. Chapel, do you want to close us out?

>> CHAPEL COWDEN: Yes. So a couple of closing thoughts. And we apologize for the compressed time. Again, we had some technical difficulties at the start. We would like to leave you with the idea that self-work is essential for building culturally responsible public services. That self-reflection and education are iterative processes. They don't end right after you've completed them. They are ongoing and continual. Reminder to consider the digital space. And we would encourage you to keep the conversation going to share these materials with your colleagues, join or form a community of practice. All the materials that we covered or would have covered are in the slide deck that you can find on the Exchange's website. And we also have a handout that helps to walk you through the self-reflection and education process so that you can make it a part of your daily experience. And we'd like to thank you for attending. And putting up with our -- our sound. Thank you.

>> SARAH COPELAND: And please feel free to put questions on the forum on the website, and we'd be happy to get in touch with you that way.

>> This is your moderator. Thank you for an excellent presentation. I also want to thank all the attendees. Keep the conversation going. The discussion forum, as the speakers mentioned, that you can post questions to the presentation page. The recording/slides will be available on their page on the exchange side as well as a transcription of the presentation. Stay tuned for the next presentation, which is the three Cs for leading community engagement initiatives in academic libraries. Thank you.

>> MIKE MORNEAU: Hi. This is Mike Morneau from LearningTimes. Going to take a quick moment here to invite Steven to please go ahead and turn on your microphone and we can do a quick sound check.

[ Background interference ].

>> STEVEN BELL: Are you hearing me?

>> MIKE MORNEAU: Yep, getting a little bit of background noise, but we can hear you.

>> STEVEN BELL: All right. Have to deal with [ Off Mic ] thought that eased up. Good to go.

>> MIKE MORNEAU: I'll just begin the recording. We'll turn things back over to the moderator, Mary Beth weber. You can go ahead when you're ready.

>> I'm a member of the Exchange working group. I'm pleased to introduce the next speaker Steven Bell, 3Cs for leading community engagement initiatives in academic libraries. Type questions into the chat box and they will be monitored at the end of the session, and Steven's going to leave time for questions at the end as well. At this point, I'm going to turn the presentation over to Steven.

>> STEVEN BELL: Okay. Thanks, Mary Beth. Hi, everyone. Welcome to the session. Thanks for being here today. This is me. I'm Steven and it's great to have this opportunity to meet with you today and share some ideas about leading community engagement initiatives in academic libraries. Also thanks to the LearningTimes team for the support and Mary Beth Weber helping out today as the voice of the chat for this session.

Many of us are interested in or feeling more pressure from our

administrations and possibly our colleagues to go beyond serving just our students, faculty, staff, and alumni. That's the people we traditionally think of as our academic community. We all acknowledge we have another community that can broaden our obligation to serve. The community that I refer to is the one beyond the gates of our institution. Those who live in our surrounding neighborhoods in the local town or city in which our colleagues are located.

If we want to help our institutions build the future -- that's what we're talking about today and the next couple of days in this program -- then we need to work with our communities to build it together today. Let's start off with a story about a town-gown relationship that involves my own institution. If you're less familiar with that term, it refers to the general tension that occurs between universities or colleges and the relationship with the community that surrounds their campus or the city in which it's located.

And typically common tensions revolve around things such as land acquisition, use, tax payments related, to the use of municipal services and sometimes if your institution is like mine, students creating havoc in the off-campus neighborhoods where they reside. This is a photo of what is now the heart of the Temple University campus. You can see our old library to the right, when it was new in 1965, and that's the campus bell tower under construction. Notice off in the background, there are homes where community members lived right on the community border, and there's an industrial building further off in the background.

Fast forward 55 years and the campus is far more developed with expanded borders. You can see that bell tower that was under construction in 1965 and those homes, well, they are long gone replaced by university buildings that you now see in the background. You can actually no longer see that old warehouse, but it is still back there. For a long time, even now to an extent, this is the type of development that define and brought the term conflict to the phrase town-gown conflict in which universities like my own took over a neighboring territory, built academic buildings, and then made the people who once lived there feel like unwanted outsiders. That led to poor relationships lacking mutual trust and respect.

Much has changed over those 55 years as well. Lessons that all of higher ed learned from my institution's neighbor University of Philadelphia, the university in the long haul will not succeed or thrive unless it has the support of the community or takes steps to enhance the quality of life within that community so it succeeds and thrives with the institution that previously disrupted its community. Turning town-gown conflict into town-gown relationship building became integral to the initiative of the 21st century college and university.

But, yes, we do have a problem. Occasionally we will fall back into our old community disrupting ways. For example, there is this long story of my university's plan to build an on-campus football stadium. Despite much planning and investment, efforts to try to sell this idea of this football stadium right in our backyard to the neighboring community because that's where the university land is where we would be building this, it has met with tremendous resistance both within the community and our university with groups of students, faculty, and staff joining with community members to oppose this planned stadium.

And back in the 20th century, I think that lots of universities have just gone ahead and built a stadium like that anyway despite the opposition because that's what they did. I think times have changed and going to communicate protests and sensitivity to how that impacts the quality of life for our neighbors, this stadium has been put on hold indefinitely when I think many of us would say is a good thing. So here's what I'll cover in this talk today. There's three primary topics. You've already been hearing about

the first of those three, which provides the context for the next topic, leading with the three Cs, and how your library can participant versus down story with the institution and support the more mutually beneficial relationship. After I discuss the three Cs, I'll describe two community engagement projects in my own institution and share next steps for you and your library colleagues to develop more community engagement initiatives. Before we do any of that, let's see what the town-gown relationship is at your institution. We have a poll for you.

You can reflect here by identifying what you would say is the state of your town-gown relationship at your institution. Is there a history of conflict? Are things better now? Let's try and get a better sense of that. I think we're going to have a poll displayed. And you have these four choices. Fair, that -- yeah, there's the poll. Fair might be a spot between B and D. I see some of you are already responding in the chat, but we do have a poll here. Fair I would say is sometimes things are good, but there's also that sometimes an ongoing and underlying sense of mistrust could be good. Sometimes it's not. So let's see how we're doing here with the poll. So the vast majority are saying it looks like B, good, and closely followed by C, fair. I think fortunately very few people -- less than 5% right now poor. I can definitely understand that.

So, yeah, not many people saying great, but just a few. So the vast majority of you are somewhere between good and fair. So thanks for taking the poll. Move ahead. The second thing I want to cover in the talk is the three Cs. You can think of them as three qualities or characteristics to adopt as part of your library leadership role. No matter what level you lead from your library. These are three qualities, and there may be others, but these are the ones that rise to the top for me based on my experience with community engagement initiatives. As with most things we do in our libraries for the people we serve and support, understanding the why is critical. And by that, I mean understanding the point or the reason for what you do. What's the purpose, what's the reason for putting time and effort into this initiative. That is a good place to start. If you don't know the why behind your program or initiative, it may not succeed.

There are three reasons behind the why of community engagement in libraries particularly from a leadership perspective. First, you want to influence your colleagues across the library to support external community engagement because these are things that you can't do alone. You need to work with your colleagues and partners. Second, you want to create a welcoming and inclusive environment that invites by design neighbors to feel the library is their resource. And it's never been more important to be open and welcoming if we want to change the narrative of our town-gown relationship. And see, or the third one, is you want to position the library as a campus leader in forging relationships with internal and external partners. Our institution more than ever need leaders to support the effort to rebuild and improve our town-gown relationships through outreach and engagement.

It's also important to identify the right opportunities for community engagement when they come up. So think of this door as a metaphor for opportunity. You learn about a new community support service at your institution or it may be a community group that reaches out to you for a partnership. Is it a good opportunity, you want to be asking yourself. You learn more by opening up that door and walking through it. I haven't gotten to the first C yet. We will get there, the question from Logan. Still building up to that. With many engagement opportunities, academic librarians are well-positioned to lead them. Both public and private academic libraries have the kind of resources that can benefit community members.

Think about it. We have access to computers, internet resources, job and

skill-building assistance. Materials borrowing, you may have a children's book collection that could be a great use to your community, particularly in a city like Philadelphia where school libraries in the city have been gutted and very few available. These are the services that help the institutions demonstrate community engagement and the effort to improve the quality of life, and that's where these three Cs come in.

My all time favorite TED Talks is J.J. Abram's riffing on his mysteries. It's also about being curious. Wanting to know the answers behind the mysteries. He explains the mystery box you see in the image. He bought it in a magic shop and never opened it in all the years he had it. He leaves it open as a symbol for mysteries. What resonated most with me is when he says that having curiosity is probably more important than having knowledge. It's when we're curious that we're driven to do new things and create new knowledge. And that's the first of the three Cs, curiosity. When you are curious, you ask questions. For me, that's a necessary trait for leadership at any level: Asking good questions. You must ask how your library can be doing more to help the community, what can it do to support that mission. When you see the announcement of a totally unrelated program or project, it's the mystery that should come to you as a leader. How do you connect that project to your libraries' mission. It takes more than the initial curiosity that spurs you past action.

I saw this graphic in a "New York Times" article a few weeks ago, it's imagery of the spirit of what it takes to build a relationship reaching out really resonated with me. Once your curiosity is engaged by an opportunity, there is a spark that could initiate engagement between academic libraries and their potential community partners. To make it happen, someone has to reach out. There has to be a first step. If you want to be leading the way with community engagement for your library, you may be the one that has to take that first step. That's where the second community engagement C comes in. Collaboration, whether it is with internal or external partners, library leaders often need to be the first one to reach out to a potential partner and know how the library and its staff can offer service to the community. And that's when we're willing and enthusiastic partner that's waiting to get connected.

Leaders may also need to engage with non-library administrators who can changing or adopt new policies or steer resources to projects that can help overcome the hurdles that you might encounter as an academic librarian if you're trying to create more community support. The hardest part of reaching out to create collaboration is that there's a really good chance of rejection. You might be told there's no interest in working with the library. That the program isn't designed with library participation in mind, or that the resources just aren't sufficient -- are not sufficient to do that. But as you-all know, you might face loads of reasons for why it can't be done. You stop there, of course not. That's where the garbage can theory of decision-making in higher education is worth recalling. The gist is that a college or university organization is like this big garbage can into which a lot of solutions to problems are done.

Sometimes there is no problem for a particular solution to attach itself to. Sometimes solutions attach to problems in random ways. The big takeaway is that getting things done in higher education organizations requires persistence. Your idea or solution may be initially rejected or ignored, but don't give up. In three months, six months, or even nine months what's churning in the garbage can can be completely different. What didn't work six months ago might be a better solution or more attractive to a collaborator. Keep trying until you're persistent. That's why the third C is important. Requires conviction. You may require outright opposition. It requires a mindset to overcome the barriers that are going to stand in your way. Conducting this type of social justice work aimed at creating sustainable community projects requires

leaders to staunchly believe in their ideas and vision and to be able to articulate it in ways that gains followers.

Let's see which of these three Cs resonates the most with you. We have another poll here. That should launch in just a minute. So someone did have ask, I think that was Logan, what's the first C. Now you know what all three Cs are. For Logan and the rest, what do you think is the one of those three that resonates the most with you? So right now the vast majority at over 50% say it's collaboration. Yeah, I mean, nothing's going to happen if you don't reach out and start the collaboration. And curiosity, unsurprised I think conviction would come up a little higher. You have to believe in your ideas and have the conviction that you can overcome the barriers. Yeah, no question, A, curiosity get you started and collaboration makes it happen. C is maybe not the most important, but it helps you keep going when you meet the barriers.

Great. So let's move onto some examples. So we know the why of community engagement and the three Cs are the backbone of how you're going to make it happen. But what are some of the projects academic librarians can engage in with community partners that can be established to improve the quality of life of community members? Let's take a look at two examples. A few years ago, I had never heard of the gear-up program. It's a federally funded program that provides substantial grants to institutions of higher education to develop programs to encourage and support students from underrepresented populations to get on the college track. Your institution acquires these funds and uses them to create programs with mostly middle and high school students to get them engaged with a college experience. So that could certainly include the library, even if people who don't know the library very well might not think the library has anything to do with getting students interested in the college track.

I found out that my institution had received one of these grants when I was reading our university weekly newsletter, but I had never heard of it and knew nothing about it. I was curious and I wanted to learn more. What was it, how did it work, and was there an opportunity for the library to engage with GEAR UP. I found the name of the contact person. They weren't exactly enthusiastic about the library participating, to tell you the truth. That was the second of the three Cs, just putting myself out there as a collaborator. I thought this was a great idea for us to get involved with. And even thought down the road, wow, maybe this is a way to get some of these students interested, engaging with possible library careers in their future.

The third C, conviction, that was probably the most important factor. In the poll people didn't think it was necessarily that important. When it -- I was putting this into practice. The most challenging thing was just getting the person that was the gatekeeper to be convinced that we had an opportunity to do something productive together. And it took a lot of persistence and patience and repeated efforts before the engagement really began to fall into place. This slide shares the outcomes for our initial project for GEAR UP, a summer employment program for a team of high school students. Out of approximately 100 participating students in the summer program, that's 100 overall in our institution, only one student -- I say that again, one student volunteered to work in the library. Even jobs in university dining services were favored over working in the library.

That tells you something about these students' image and perception of what it must be like working in a library. We virtually had no takers. We ultimately did get five students and they named themselves team bookworm. This slide gives you an idea what their daily routine looked like. Several of us from the library between to the final event which was a program where all the teams shared their podcasts. We were really pleased that team bookworm took first place in that competition. They initially didn't

want to work in the library, but they learned a great deal about what it means to do library work and they enjoyed their library experience, especially learning about special collections and all the history and resources they had. They didn't know that kind of thing existed. It was an eye-opening experience for them, and it really came through in their podcast. We really changed their stereotypical perceptions of what libraries are.

A second example of a community engagement program that may present barriers to success because you can do it in your own library without having to necessarily bring in other partners for collaboration is creating a computer guest program for your community members. My university is situated in a section of our city where 50% of residents have no internet access and many others lack computers in their homes. We developed a small specialized computer lab that is dedicated entirely to communicate users. In the course of a year, we provide thousands of hours of computer access time to neighborhood residents. We also provide student workers who fill tech positions. If you're going to offer access to computers and the internet, people are going to need help with technical questions. There's no way to get around that. They need to know how to download, how to use a piece of software, how to fill out a job application online. We learned that the program succeeds best when it's properly supported.

Here is something I'm excited to share. It's a success story. One of our community guest computers, he's a north Philadelphia resident where our university is located, he self-published a book that he wrote entirely on one of our library guest computers. If you're interested in something like this, get in touch with me after the program or in the forum. I can tell you more about how a program like this works to advance community engagement. There are all sorts of opportunities for community engagement. This is a rundown of some of the current projects we're conducting at Temple University libraries. It starts with the three Cs. Being curious, reaching out to potential partners. Many of the projects are partnerships with community organizations. It often requires the conviction of your belief that this is a way we deliver value to our organizations and the communities that surround our campuses.

So while I'm wrapping up, I invite you to go into the chat and share a description, maybe just three to five words, to give you an example on the slide, to describe a community engagement project that your libraries engage in so that everybody here today can see the variation and the kinds of programs that we're all offering in our communities. I'll just wrap up with a few ideas for what you can do next at your library because I think attending programs like this is -- you really want to have a couple of actionable ideas that you can take away from our sessions today for building the future at your library.

So here are a couple of ideas. For attendees with community engagement experience, continue to use the chat box. I see there's a lot of things coming through. So that's great that you're sharing your ideas. So let's take a look at some short-term steps. Mainly just find out what's going on right now. It's sort of like doing a needs assessment, if you will. What's your institution doing already, what programs are already happening, then you can explore how your library might see these as opportunities for involvement. They're obviously deeply involved in building relationships and communities. I would reach out to your local public library partners if you haven't done that to have conversations about what's happening in their community. What kind of outreach do they do and where do they see great needs. There's things you can do to develop a long-term and more sustainable approach to communicate engagement. These are more act planning more strategic in the way you approach community partnerships and engage with community groups. Consider making this

more than just one staff member's responsibility, but move to being more systematic and less random in how you identify your opportunities and decide who and how to partner with.

While there are always going to be town-gown conflicts between colleges and neighboring communities, we've done a much better job in the 21st century than prior ones. Our institutions are realizing that the only way we succeed in the long run is not overtaking or ignoring the needs of the community. Our message is that our academic libraries have a great deal to offer to help our -- deal to offer to help build the mutual trust and respect we need to build relationships with our neighbors. Integrating the three Cs will help us do what we've always done well: Make a difference in the lives of the people with whom we work.

On April 13th, the chronicle of higher education publish add set of responses from faculty, administrators and staff -- sorry, no librarians were asked to participate -- to a challenging question: How will the pandemic change higher education? Great question. Among the many concerns for future of our institutions, our colleagues and our students, this message from Patricia McGuire, one of the respondents and perhaps the best known and strongest advocate for social justice among contemporary college presents resonated most strongly with me. Whatever financial challenges we will face from this pandemic, despite whatever we learn from it now, more than ever, those of us working in higher education need to focus on how we can better serve our neighborhoods and the larger community. I hope that is one of the big takeaways you will have from this session.

Thanks for being here today. I hope you and your library colleagues will make community engagement a regular part of your professional practice for a better tomorrow. And while we wait for some of your questions and your comments, now we're at the end of the first day of the Exchange conference. Please know that all librarians, I wanted to say you're doing all you can every day to find better, more creative and resourceful ways to help our students, faculty, alumni, staff, and yes the community residents when we can, to get them the information that they need. You are making a positive difference in their lives. So thank you for everything you're doing and thanks for joining Exchange today. Stay safe, stay strong, and we will build a future together. Thank you.

>> We have six minutes left if people have questions, or I put things in the parking lot, things that people put in the chat box.

>> STEVEN BELL: Sure. I'll take a look. Community engagement and accommodation. Stephanie asked can I give an example of a community engagement project you worked on. I worked on the engagement project. I worked on a year or two years to get that going. I actually didn't do a lot of the work once I got started. The access services staff and people from all around the library loved this project. I literally just stepped aside and let them take the reigns and just do it with what they would. They came up with this other great idea, a career session where our team network met with other people in the library. The team that does our bookkeeping, a special collections people, they're from everywhere. It gave me a great opportunity to see all the different parts of the library.

So I think part of succeeding in here is don't feel like you have to do everything. Let other people that you work with take on responsibilities and let them run with it. I think that's what makes these projects work really well. Lauren asked the important part of collaboration is listening to what the community needs. It's not enough to reach out. That's more of a comment. So thanks, Lauren. Yeah, I think that's part of the football stadium problem that my university had. They -- they project would definitely

give the community some of what it needs like jobs and other types of resources. But they weren't -- they weren't listening to the fact that people were worried about many other things.

I think part of when we listen, it's reaching out or connecting with the representatives in their communities. It's like the community program leaders, the neighborhood leaders, I think part of it is knowing who are the people who are the leaders in the community and listening to what they have to say. And that can give us more ideas about where we can be helpful. Yes, thanks, Ellen. I fully trust and have a lot of confidence in my fellow library workers to have creative and engaging ideas. Part of what I do as a leader is find the resources, make the connections, give people the support and resources they need to get things done.

Miranda says I'm seeing a lot of great examples in the chat, but how do you decide when a particular community engagement is not the right thing for your library? Is it going to take you in the detection -- and I think that's part of having -- you know, understanding your values and your goals and where are we trying to get to. Yeah, you are going to find people who are going to come to you and say I have a great idea for where we could collaborate, but is it the right thing. We just went through that. We had an organization that's -- I can't remember the exact name of it, but the idea is they are a network for computer hot spots in the community. If you join their network, then you have to do certain things like, you know, be open certain times or give certain resources.

And we had a fair amount of conversation about is this a good opportunity for us. Do we want to be part of this network. And so that took some time and thinking to look at what's it require of us, how much time, effort, energy, do we have the resources. What will it keep us from doing? If you're going to take on something new, as you-all know, you may have to give something else up. So we ultimately decided to engage with that partner and we haven't got started yet, but those are tough decisions. Some things are like gut instinct, we have to do that. We can't pass up that opportunity. But some others might require you to make some tough decisions.

So Karen has a question, did the funding to pay the students come from the GEAR program or the library funding. In this case, we were willing -- there was a willingness to pay the students a salary to work in the library. Actually -- and the GEAR UP did have some funding, too. There was another Philadelphia community group, I'm going to call them the Philadelphia job partnership, they actually joined in the project with us, and they actually are the ones who provided the funding for the students to be paid while they were working the library. Yeah, I think we all know that we don't want to take advantage of anyone's labor. So that if you are engaging in a project -- and people do come to us and say they'd like to volunteer to do things in the library. But as much as possible, we don't want to take advantage of people. We want them to be rewarded for, you know, the labor that they might be giving us.

>> We're at 4:00. So we're going to wrap it up. Thank you, Steven --

>> STEVEN BELL: You're welcome. Thanks, everyone for being here today. Really appreciate it.

>> If you have additional thoughts or questions, you can post them on the engage site for Steven's part of the engage site. The recordings and slides will be available, too as well as a transcript of the recordings. One last thing for attendees, when you log in on Wednesday, you're first going to go into a brief intro at noon. And then to the poster session of your choice at 12:05. Thank you, everyone. This concludes the end of day one.