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>> Welcome, everybody. We're going to get day three of the exchange under way at the top of the hour. Hopefully everybody is looking forward to this third day and everybody had a good week. And we'll be back with couple of other sound checks between now and the start. Thanks.

>> MIKE: Rebekkah Smith Aldrich in the room with us. Rebekkah, if you'd like to unmute yourself and we can do a quick sound check. Hey, how are you?

>> REBEKKAH SMITH ALDRICH: Good, how are you?

>> MIKE: Very well, thanks. You're going to share your slides, right?

>> REBEKKAH SMITH ALDRICH: Sure. Would you like me to do that now?

>> MIKE: May as well. I'll just turn off my share here. Hold on. Okay. So go ahead whenever you're ready.

Great. Perfect.

>> Reporter:

Caption test. Caption test. Caption test.

>> MIKE: You can mute yourself if you can, and I'm going to take control of the sharing again just for right now.

>> REBEKKAH SMITH ALDRICH: Okay. And we will get back to -- back to the session soon.

>> REBEKKAH SMITH ALDRICH: Sounds good.

>> MIKE: Thank you.

>> MIKE: Hello, everyone, and welcome to day three of the Exchange. This is Mike from LearningTimes and I will be one of your producers today.

Before we get the session under way, I would just like to remind participants that if you have any questions or technical issues, you can communicate with us either in the chat or preferably in the Q&A window and we'll respond as quickly as I can. You will be

also invited to provide feedback and answers to various questions from our presenters today. And you can feel free to submit comments and responses in the chat window.

These sessions are going to be recorded, of course, and as with previous sessions, the recordings are put onto the conference website the following day. And so these will be -- today's sessions will be posted over the course of Saturday. Without further delay, I'm going to go ahead and get things under way. It's my pleasure at this time to introduce to you one of our hosts for today and one of the leaders of the working group, Kristin Martin. Whenever you're ready, if you'd like to go ahead.

>> KRISTIN MARTIN: Hello, and thank you. So good morning or good afternoon, depending on where you're located and welcome to the Exchange an ALCTS/LITA/LLAM collaboration. All part of building the future together. I'm Kristin Martin, chair of the Exchange working group and past president of ALCTS. Special thanks to today Emporia state university. I'm delighted to see so many of you returning for a third day of exciting live presentations. And I am especially delighted to be kicking off this day with our key

with our keynote speaker, Rebekkah Smith Aldrich. She is a powerful representative for public libraries and the executive director of Mid-Hudson Library System in Hudson, New York. She's a leader in industry and environmental design accredited professional.

Ms. Smith Aldrich holds an advance certificate in public library administration from the Palmer school of where she is also an adjunct professor. She helped to pass the ALA resolution on the importance of sustainable libraries in 2013. She was named a journal -- and writes a sustainability column for the journal. A prolific writer, author of sustainable thinking and sharing your library's future in an uncertain world.

She's also contributed chapters to better library design and the green library. She's given numerous presentations at keynote addresses, small and libraries conference, the American Library Association annual conference and the New York library association conference. If you do have a question for Rebekkah during the presentation, type them in your chat box on the screen and she will do her best to answer them at the conclusion of the presentation.

The session will be recorded. This will be posted to the Exchange site usually a day later, and you can catch the recording there as well as the slides. Additional questions can be asked in the session discussion forum which appears on the bottom of the presentation page.

Additionally, we have a Twitter feed and we encourage you to use the Twitter back channel #ALLEExchange to interact with other participants throughout the conference. It features a Twitter feed that helps keep everyone informed. However, please continue to submit your questions in the chat box on the screen as we won't be able to monitor Twitter during the presentation.

Now I will turn the presentation over to Rebekkah.

>> REBEKKAH SMITH ALDRICH: Thank you so much, Kristin. So glad to be here today, and I appreciate that people took the time to join us for the presentation this afternoon. Where I am, it's the afternoon, at least. It's a nice break for me personally. My days have been filled with intense conversations about the impact of COVID-19 and how libraries are responding and how we keep our public safe and the community safe.

A lot of emotion is built into all of my days and the exchanges I have in my member libraries. I work with 66 public libraries in my system. I'm sure just like all of you, the true nature of our profession is shining through right now. When I listen to my directors talk and hear the empathy and compassion and concern in their voices for what's going on and how we're all going to move through this together has been not

only very challenging, but a true inspiration to me personally.

I'd like to not only introduce the topic I had planned over two months ago when the world looked a bit differently, but I've tried to integrate and upgrade this to speak to where we are today. I want to acknowledge that I don't know what your particular situation is. I don't know what you're dealing with financially or what your community looks like right now. And I want to be really respectful of that as we move forward.

I want to start off today by sharing this with you, which was the sign I saw the day my office closed down. What an emotional moment it was to see this sign for me on Market Street. It all of a sudden set the tone for me of what the next few weeks were going to look like and how libraries were going to play a role in enforcing this idea that we truly are in this together. And to figure out how to stay safe and protect the maximum number of people in our communities while finding that balance.

It's necessary in all systems of our lives, a public health setting, ecology or the economy. This is an enormous exercise in holistic thinking and how the whole world is connected at so many levels. It brings to mind the quote the environmental conservationist John Mure. Once you pull on one thread in the universe, you realize everything is connected to everything else. That is certainly bearing out in the situation we find ourselves in. I wanted to start off by acknowledging that and start out with as much respect

with as much respect as I can. We have the time to get to know you-all and build that comfort and comradery that's so often in our profession today. I hope you hear where I'm coming from today and what we talk about and share about are useful for your thinking and planning of the future because the title of this conference could not be better. It is incredibly timely and exactly where we need to focus our energy right now.

And that's going to look different from library to library. Before we get into the situation, it wasn't like there weren't things to be talking about when it comes to disruption in our lives. We were experiencing high levels of disruption in many sectors of our life: Politics, economy, different uses of the applications of the intersections of those things, and the world was a very complex and challenging place before we got into this situation.

The situation has laid bare some of the destruction and ways we run our lives and we make things happen and take care of each other. It has really stressed a lot of the systems that should have been thought through differently a long time ago. So the time now as we've kind of gotten through an acute phase of our crisis here of the COVID-19, as we think about kind of turning the corner a little bit and thinking a bit differently beyond the absolute chaotic mode of how do you run a library in this type of situation, there also has to be that segment of your leadership ethos where you have to always keep your mind a little further ahead, right? you're watching that horizon and making sure the little decisions still add up to that grand vision you have for your career, your profession, whatever your local library setting might look like. This time is no different, it's just far more intense during this time period.

I'd like to pull us away from the local we're dealing with right now a little bit and maybe give yourself permission to sit back and take a deep breath and free your mind from the challenging things you're dealing with on an hour-to-hour basis and think together a little bigger perhaps. We are extremely influential in this situation if we own our power and understand where the leverage points are. that's something I find really important. Focus on the long now. Not just this immediate policy decision and programming and technological and financial issues that we're all contending with, but this idea of the long now. The decisions we choose now are going

to impact people for generations to come. And this obviously is rooted in the idea of the environment and the damage we've done to the environment and the really dire consequences due to those choices we've made that's created the climate crisis.

The long now is the name of a foundation that has also a clock that has been designed for 10,000 years. More so to send a message, time is long and sometimes wide. And we need to make decisions that respect the future and set us up for a better future. And we really can influence that. I don't know if we have other people on the line today that are fans of punk rock of the Sex Pistols. I always think of that line "there is no future for you and me."

By definition, the future doesn't exist. We have to shape it for ourselves. It is not predestined. We can influence it. We can change the outcome of things that are about to happen. They're not just happening to us.

As we think through, what is that going to look like. Where are our leverage points. How do we set examples and make choices that will make a difference for the long-term. It's not only extremely challenging but possibly really filled with opportunity. That is so hard to say right now as I understand what we're all going through. We have to think that way or it's going to be very difficult to get through this.

Before COVID-19 started, we had so many issues on our plate caused by primarily environmental and economic choices that have not been good for the long haul. This is findings from the intergovernmental panel on climate change going back to 2014. That's definitely aging. But we're seeing these things come to life right now. We're already seeing them, but they're far more obvious today. That middle one, because of climate change we're going to see access of food security compromised. We also see how compromised the food chain is with the pandemic. We saw a problem with food scarcity from an economic standpoint. A supply chain standpoint. We're seeing record lines at food banks and people really struggling how to feed their families. Here in New York, the governor announced a \$25 million program to help with food distribution and making sure New Yorkers are fed.

When we have problems like this, they just exacerbate these existing problems that we have. When you get to the last item there, which is the scariest one honestly, this increased risk of violent conflicts when scarcity occurs. When people thinks there's not enough for them or their family is threatened, this is when tensions rise and people start to have conflict in a way that can be very unhealthy. and we're seeing the edges of that right now and we're all very nervous about what that's going to look like in the future. So how do we prepare ourselves and prepare our communities and be a part of community conversations that are going to address these massive issues. We can't just look at them and be like, wow, I hope someone else is taking care of that. We all have to step up and have confidence that we can play a role that will help in this situation.

I can't get through one presentation without bringing up this young lady, Greta Thunberg. This quote is the one that I think about all the time. Just the seriousness of the message that she has brought to the fore, particularly in the climate crisis that they're so frustrated with adults who are in the policymaking seats that could make a difference right now and she's tired of being told, oh, sure, just have hope, we'll get there. She's very pointed. I don't want your hope. I want you to act. I want you to act as if the house is on fire because it is.

It's already happening, it's already here. People are already suffering, what are we going to do about it. She has shifted to deal with childhood hunger in the midst of this pandemic. Very astute and the need to draw attention for us to pull together to

help. I try to keep her face in my mind. It's not enough for us just to be hopeful. We have to actually do the work that is going to make a difference long-term.

Libraries are perfectly positioned to help with some of the biggest problems in the world today. You know, going back to that 2014 report from the intergovernmental panel on climate change which sits in the United Nations, in that same report back in 2014, they not only identified problems what potential solutions were out there. And you might think that a bunch of climate scientists would be talking about carbon sequestration and seawalls and how we're going to bring down carbon emissions and greenhouse emissions. Instead, they talked about the societal approach that is necessary to really make a difference. Local matters. You must have locally-driven decisions and solutions for people to buy in and change behavior and work together. At that local level is the only way change will start to grow and happen. If we don't recognize and value diversity, that diversity of opinion and background and culture and world view, we won't have rich enough solutions to the problems that we're all currently faced with. If we don't help all be heard, we're going to lose the valuable voices that can bring perspective to the work that's happening right now. Watching our own governor here in New York. I have to say I'm sacrificing that today to be with you. Thank God they record those. What I've watched him do over time, he'll take a position on something. You'll see lobbyists come out of the woodwork. Everyday people come out and say, hey, that doesn't work for me.

And he course corrects. He's course corrected on a number of things that make things better for health care workers, transit workers, for the construction trades, for education. He is trying to steer a very large ship based on millions of people providing their opinion to him. Perhaps a very extreme example, but I think we can all relate to these four items when we think about what has made a difference in the policy issues our country and our world has faced long-term.

So the work we do to help these things about possible, develop collections, hold projects, make decisions that speak to these things, that respect that internal community of library workers, that external community of patrons and citizens and stakeholders who are part of that ecosystem that we all exist in. If these become the focal points and we design towards this, we have a much better chance of creating a stronger future for everyone.

This idea of hope I try to keep centric in my messaging. For a long time I've worked as a library consultant helping libraries win budget votes and pass budget referendums. Your messaging comes from a place of hope or a place of fear. Are you presenting a future to people that if they invest in you they're going to have a brighter day or are you coming from a place of fear where you try to scare them into voting yes for you.

There's different strategies and venues where those things work. 99% of the time, I go with hope. People are interested in a hopeful future, where they see a chance for things to be better, where they see a chance for them to participate in what the future's going to look like than the other way around. Fear might be a motivator, but it's a short-term motivator that burns people out and not a way for us to move forward.

She doesn't just want our hope. She wants us to act. A friend of mine sent me this word, and it might make some of you grown. It's going back to punk analogy before. She's talking about weaponized optimism. This was part of the dystopian writing trend. Talking about this trending away from the apocalyptic future settings of so much of that work and starting to really change the tone of that and weaponizing optimism. She describes it as this idea that you have to genuinely and sincerely care about something. It's not about submission or acceptance, it's about

standing up and fighting for what you believe in. It's about standing up for other people, demanding a better and kinder world. Truly believing we can get there if we care about each other as hard as we possibly can, with every drop of power, as she says, in our little hearts.

That so epitomizes librarians. When I read that, that's us. When I think about people in my system who go to the mat for their patrons. They figure out how to help you with that problem. This is us. This is who we are. And this is exactly what the world needs right now. It feels so overwhelming, right? It's hard to know where to even start. And that's the work. That's the work to figure this out. And that's what we try to tackle in New York with our sustainability initiative.

We had a bunch of like-minded people who got together and said we think libraries can be leaders on the topic of sustainability and what did that look like. We admitted we didn't know and had to figure that out together. We had to model those four pillars. It's resulted in some pretty cool things here in New York. We think it's having an influence in other parts of the country and the world. Part of that work meant helping our peers understand what's going on and how the world is influenced by the library profession.

We were starting to do workshops and presentations at our state conference a lot. And I maybe clicked a little too soon here for you to see this. We were presenting to the youth services section of the New York library association. When you go to an in-person conference, particularly state or national conference, it can be exhausting. You're running around sometimes an unfamiliar conference area, you're out late at night talking to people, maybe you have a few drinks in the evidence. By the time the Saturday session rolled around, I was tired. When I get tired, I swear. I had just watched the movie the Martian. I was talking to the youth services folks, they're a fun crowd always. How to inspire children on the topic. How to involve them in lives and decision-making. This line popped out of my mouth. We're going to library science the shit out of this people.

The room erupted. It was very funny. A friend of mine sent me this picture. She goes, no, click on it. I click on it and it brings me to an

ETSY shop where these things are being sold. I don't know if I'm on board with that. Why don't you talk to the woman and see what she thinks. We came to an agreement she could keep selling them if they helped benefit the New York library suggestion sustainability initiative. I let my friends know. My friends bought some. It's fun.

About a month later I was headed to North Carolina to visit my in-laws. And I was at the JFK airport in New York City, one of the busiest airports in the country, and someone I did not know walked by holding this bag. I looked at my husband and I said uh-oh. And then people started sending me pictures. And I have about 400 of these pictures now of people carrying these bags. And as embarrassing as it is, it makes me tear up a little bit every time I see it.

When I'm at conference now, people literally high five me in the hallway. Yes, this is what we're doing! This is how we're going to figure it out. That's the kind of energy that the problems that we're faced with need. I don't know how to do it today, but let's figure it out. Let's work together and make this happen. That's what I'm seeing emerge here in the COVID-19 era. That is the tenor of many of the conversations I have with my member libraries. This is what I see with my peers people rolling up their sleeves and thinking to themselves, that's a big one, we're going to have to figure this out, let's do it.

Perhaps a little rallying cry that we started before. I'll say one more embarrassing

thing about this. My parents bought the bag. My parents use it as their library bag when they go to get their books. They tell the library staff this is my daughter, and they all know that because I'm the executive director. This propelled us to last year. This very long story short. ALA council voted to make sustainability as a core value of the American Library Association.

That's a huge moment for us. It truly took hundreds of people working on this issue to get to that moment. And then, again, the biggest thing was defining sustainability. We use sustainability all the time in different ways. What did we actually mean by that? So we built into that resolution a definition that we realized was starting to stick and people were starting to agree to and understood. That it's not just this standalone issue about the environment. That it has to be viewed through the idea of balance. Something is not truly sustainable unless it's balanced. So we put forth this triple bottom line definition that came out of a economic theory. It can't be sustainable unless it's all three of these things. You could apply this thinking to a product. To a community. To your library. So decision-making. There's all sorts of ways to use this as a lens in your decision-making.

And this has started to really change here in New York at least for our libraries that are involved in our program how they make purchasing decisions, how they decide how to operate their building. How they decide what programs to pursue. What their long-term goals look like. It's fascinating to watch down the line the decisions that have to be made and how this can come into play to do so.

They sometimes call this the three-legged stool. If one of these things is out of whack, the stool will tip over. It's a rabbit hole sometimes when you try to find the most sustainable product. You think about all the things that go into making that product. What resources were needed, who made it, were they paid a living wage, where does it go at the end of its useful life. Sometimes you can't find the ideal solution, but you can get closer than you would have if you did not use this type of think of thinking. We start to start driving market decisions that vendors start to realize you're asking questions related to this. Maybe they should respond. Maybe they should have products that answer those questions. It's finding this balance in the choices we make both from an administrative standpoint and how we operate our libraries and run them and treat our library workers, but also how we define our strategic and long-term goals.

What are we actually working on? What are we really trying to do here? Are we truly looking out here and saying we are here to make the world a better place? I don't know about you, but that's why I'm in this profession. That's why I got out of social work and came to the library profession. I wanted to spend my energy on things that were going to have a difference for the long haul. Not deal with messes after they happened.

I helped run a domestic violence shelter for victims of domestic violence. I would watch in absolute horror the situations these families were coming out of. I kept thinking to myself systemically how could this have been avoided. It has to start at the very beginning of the work we do and libraries are hugely influential in influencing family life and educational opportunities and building stronger communities and that's the level of work I was interested in doing for the long haul.

I bet you have similar stories too of why you chose this profession and why it matters to you. I hope this is resonating with you and your vision for the future of what this is all going to look like. When my grandfather passed away, it was a very big moment for me. I remember having a very hard time talking. I was so emotional. I remember saying that the thing -- the lesson he taught me that stayed with me the most was on my

30th birthday at dinner. I turned to my grandfather and asked him what's the meaning of life, why are we all here. He was super calm and he's like it's to take care of each other. It's so simple. It's to take care of each other. Everything he did in his life was about taking care of people. The people he served through his work as a milkman delivering house to house. He was always about the people and putting them at the center of his decisions.

It just resonates so true to me. What else are we doing but taking care of each other. The society that we've created and the economy we've created, if it was working the way it should, designing services that are people centric, human centric and puts happiness and wellbeing at the forefront of where we're going as a society.

There's actually metrics related to happiness. For those of you who read the world happiness report every year. You know that already. You know about the idea of gross national happiness out of the country of Bhutan. This idea that when you measure happiness, it's actually tied to decisions we make from a policy perspective. If we're focused on environmental conservation, presentation and promotion of culture and good governance, that's how you make an impact

long-term on citizenry's happiness. Each of these things have macro and micro level implications. Again, might be guiding lights as we think through the future of libraries and how we're going to design library services in the future. Just another construct I wanted to put before you that create frame works where you happen to be in terms of career profession, if you're leading the library from an departmental level, individual level, top C, CEO

of the organization. There are frame works we need to guide our ethics and decision-making. These might suit some of those decisions you have in the future.

These have been blown out. When you got to hear Emily speak earlier in the week, I hope she mentioned the sustainable development goals to explore more how libraries are part of the conversation, of how we transform our world using these worldwide agreed upon goals. How we use library services to be justified as working towards them and having positive outcomes, yet another framework to be considered as we move forward. This is the role I see for libraries in the future, in case you wanted to know I was thinking. We have to behave as catalysts, being both models of the right way to do things from a policymaking perspective, how we treat library workers, how we run our buildings and build buildings.

Library people are smart people. Sometimes we're humble about that, sometimes we're not. From a public library perspective, you are a huge institution in your community. People watch how you do things. They watch how you spend your money. They want to see good choices made. As we think through what kind of impact can we have, it's from the inside out. It's from those choices we make, how we operate our library and how we design services and programs that respond to community needs.

And secondary, to be a convener. We don't have all the answers. Without the human interaction and the human conversation that it takes to bring people together and have conversations to find solutions to big problems, things aren't going to fix themselves. So positioning ourselves in our institutions to have institutions that truly can do this work I think is a worthy goal.

So what I've done for you coming up here, I've split this into two halves. The idea is that we have to embed this thinking in our organization. Core long-range plans, mission statements, policy, human resource handbooks and employee performance evaluations, all of it needs to speak back to our ethics and our values. This is an example from the west Vancouver memorial library, which is one of the best examples

of the library that lives their values out loud.

Their core values state right there sustainability is part of this, that they manage their resources responsibly to maintain financial, social, and environmental sustainability for the wellbeing of our community. If you make a study of this library the way I have, there's a very interesting revolution. Their previous strategic plan also had sustainability as a value, but it was centered on the library sustainability. They've evolved that to realize you can't have a sustainable library without a sustainable community. If the community is at the heart of what you do, they will invest back in you when they see you've invested in them. That symbiotic relationship is what we're going for. We have to truly live that and demonstrate it through the choices that we make.

We have to be intensely focused on local. Do we promote it? Do we celebrate it? Do we give them a platform to be the community they've chosen to be? We want libraries to be part of that conversation, part of that celebration, and part of building the strength and resilience of the locality that we're located in, whether it be a campus, a school, or a community. Each type of library has the ability to play that role and to be that energy that's necessary to catapult us forward in a more health way than perhaps where we are today.

There's metrics involved in this and data-driven decision-making that's necessary. We have to make choices that are not just to make us feel good, but actually make a difference. This is a great example of this out in Santa Monica, California. They have a municipal department related to communicate wellbeing. And they've developed measurement tools and tracking and design constructs that focus particularly on the wellbeing of their citizenry and how do they move it forward. How do they check in with people? What do you need? How do we get you more civically involved? How do we respect the environment? How do we improve education for everybody? What does it look like to be healthy in our community? Where do we provide opportunity for people?

I love this breakdown. These five categories here under the defined row. I think it's a way for libraries also to think about how you apply the resources you have control over, from collections, outreach work, programming and services. How do they speak and improve these different categories of people's lives. Can you truly look in the eye of your stakeholder and say we made a difference in those lives.

Without those metrics and outcomes to be able to say you've done that, sometimes our messaging falls flat. Sometimes we have aspirational messaging that we just hope no one scratches the surface on too much. We should take a deeper dive on that stuff. Not be afraid of some things to know where we -- let's redeploy resources in the way that makes the most difference to those we serve.

This is a quote from Joe Stiglitz. We forget the true source of the wealth of a nation is the creativity and the innovation of its people. To stop thinking that somebody else knows the answer and really respect the wisdom of those that are our neighbors and family members and those that have the opportunity to make an influence if you just give them a voice and opportunity. In order for that to happen, there has to be solid social cohesion where people actually know each other they have respect for one another, they have empathy for one another. If that's not built on a continuous basis, you're not going to have the strength and social fabric to come together during times like this in a pandemic to find the solutions that are going to help literally save people's lives.

So a continuous focus on building social cohesion in your institution, amongst your stakeholders, out in wider communities needs to be a focal point for all humans on

earth. I think librarians with help lead the way. This is something that is a huge topic in our profession for a very good reason. Because it is not -- not very secret ingredient to the success of sustainability as a whole.

So if you're not familiar with this phrase, I hope you become familiar with it, the idea of cultural competency. Not just whitewashing over issues, but truly understanding how our world view has been influenced by our own upbringing, our own backgrounds and recognizing the differences in our upbringings and backgrounds and cultural heritage. Making sure those in positions of power are understandable that we might not know where other people are coming from.

You'll notice in the ALA -- particularly in the area of environmental concerns. Cool new resource I just wanted to let you know about from the Wisconsin state library system. Sorry, I just mangled the name of that agency. They put together in freely available inclusive services assessment and guide. It was very eye-opening for many of my libraries. Helps you think through policies, services, facilities, and think through some of the choices you've made from the eyes of someone who might not be just like you. I think we need more of that in our work these days.

As we think through what I'm going to talk about -- you might already be saying she talks too fast. What I've done is pulled together pre-COVID and current COVID responses that we're seeing that exemplify some of the things we've been talking about this afternoon.

Harness resources in new ways that respond to problems. Very early on, we saw the huge concern that we may not have enough PPE for our health care workers in the country as they were dealing with an unknown quantity of patients that were going to come in infected with the disease. Here in New York, it was a huge concern. All of the libraries down on Long Island, they got those 3D printers out of their buildings and over to the system headquarters to create a 3D printer farm to create face shields that the health care workers needed. Phenomenal efforts. They produced over 11,000 masks in less than a month. That ingenuity of people. People who know how to sew are making masks like crazy to distribute to nonprofits and individuals who are not so handy in sewing. That made a big difference in the beginning of this. That pulling together and sharing resources and respecting a skill set that was in existence, but perhaps not harnessed in a way that was going to make a big enough difference. Libraries showing that way and being that catalyst getting that work done made a huge difference in this particular case.

This focus on self-sufficiency or self-reliance, this is a huge trend right now. How do we empower our people, ourselves, to control consumerism to some degree. Can you repair your own stuff? Can you grow your own food? Could you be less reliant on systems that we know are weak? When we look at popular programs in our library, they are ability how to grow food, this whole idea that you can take control of that and you don't have to be dependent on other people.

If we work together as a community, we can be even stronger on these fronts. Repair cafes are huge in our region. We have the highest concentration of repair cafes in the country. Actually, John Whackman, the head of the Hudson valley repair cafe, he brought the founder of the program to a talk we did from Amsterdam in the Netherlands. It's having neighbors who know how to fix things come in and teach you how to fix your stuff. So you don't have to throw it out. You don't have to buy a new one every time it breaks. If we respect the wisdom of our neighbors, we can solve a lot of problems together. I think it speaks to the much larger need we have in today, in society, to figure out things together and really cultivate that almost hacker mentality, the tinkerer mentality. Could I fix that myself? Hey, that guy knows how to fix

this part, I know how to fix this part. I might be talking about a toaster or a computer right now, but what if we thought about that at a larger scale larger scale. Whoa, like figuring out electric cars for far more people. We can do that. If we find the right people with the right energy, we can solve larger and larger problems with the right attitude and the right know-how. Not just in the acute way we think of this. When the Department of homeland security and FEMA talk about resilience, they talk about acute readiness. How do you get ready. There's all these fantastic resources from FEMA to help with that acute readiness.

Libraries, that long-term readiness is another way to think about community resilience. It's not just about the acute response to an immediate disaster. It's that long-term thinking of building resilience so no matter what the disaster or disruption is, we have the wherewithal to come together and figure out ways forward and put precautions in place, find solutions ahead of time so those disruptions don't shake our tree quite so hard.

Cool example here from a library in Putnam county. They do a first responders picnic where they celebrate the first responders who often feel underappreciated in their community. It's completely changed the tenor in this community. It's a community of people who often have moved up from New York City and a lot of people have lived there for generations that don't always get along so great. This has bridged the divide in that situation.

And it provides the library with a chance to say thank you and demonstrate, you know, how a community actually works. That it takes the energy and compassion and passion of people who really believe in being good neighbors to come together to make the world better. And so the library, as that, I think, platform, as that catalyst, as that way forward for people. Cool example. Simple, simple way forward.

This is a good example from my libraries. They wanted to focus on how to help. It was about making sure the Red Cross had enough people donating blood. Making sure the food pantry was fully stocked. Making sure that the health care workers felt appreciated and could keep going knowing the community was behind them. So, again, putting the community at the heart of what they were doing, it just sends such a true message about what that library is really about.

It's about the people they serve. Cool example from Colorado. They do block parties which I know seems like -- we all feel a longing for these days we could hang out with each other in our neighborhoods like this. If we don't come together socially and get to know each other, when there are bigger problems and divisive issues, it's harder to have civil conversations. The people never would have spoken to each other, to get together and know each other in a calm and fun setting.

Just two neighbors sitting down to talk to each other, but rarely do we have those opportunities if they're not created for us. How do we create those opportunities more often. Right now, through the COVID response, I've got two libraries in my system working on this in a more virtual way. They're doing oral local history projects. One of the town supervisors is interviewing other people in the community. We can understand what they're working on to make the community

a better place. Another of my libraries is doing a humans of New York story. People being impacted by COVID-19 in their town. Business owners and essential workers. This is Ruth Cummings, a cashier at CVS. Talking about what she's feeling. Create that human element. It's not just about the statistics. It's about the people behind those statistics and how people are really putting themselves out there to make things better for us.

I so appreciate the storytelling element of this, the respect of front-line workers

right now. It provides that platform for stories all to be heard, for different viewpoints to be respected and visible and figure out our way through this. We can't do this without fun, though. If we're always serious and focused on negative, it's not the kind of thing people want to hang out and talk to you about. We have to keep in mind the socialization aspect of pulling people together and how we make that happen.

Again in Putnam county, they've been doing engaging online fun programs. People come to take a break from it all and focus on something else. Focus on having fun, being together, having a laugh. Tomorrow, we'll figure out the food pantry problem and maybe we could all come together the next night and work on that. Finding that way to create the healthy breaks for people in this situation, these have been some of the most popular programs the libraries are doing right now.

This is a cool example of a library up in New Hampshire who is the local news source. When they're newspaper went away, the library started delivering hyper local news to keep people connected, to celebrate local heroes and educators and to get good, solid, trustworthy information into the hands of their residents who otherwise had no news outlet to do so. I'm seeing little micro examples of that throughout my system right now. We're getting connected. Recognizing also that not everyone is online. Some people don't know how to get online. They don't have a computer in the house. Our libraries are proactively calling people, hey, how are you doing, what do you need. Some people are like what the hell are you doing, I don't want to talk to you right now. But we also have a growing batch of stories who have broken down in tears when they realized it was the library and said thank God, please help me.

The very first week, they had an older woman in a vulnerable class. She was afraid to leave the house to go to the grocery store. She said to the director I'm two days away from being without food. The library director was like no problem. The mayor put together this task force. They're delivering meals to people. She said the relief in this woman's voice was just palpable. We can't under estimate that human connection and realizing that tech is not always going to save the day.

It does a lot for us. Right now, it's such a savior. There's also people who are not in that realm with us and we can't leave them behind. So tons and tons of examples out there of how libraries are helping to bring healthy solutions to the fore. Up there is a local library that hosts the beekeeping community. They also have a hive now in the library. I no longer enjoy visiting there. It's a very cool thing to see and the kids really enjoy it. I show this slide because it reminds me of a project Syracuse university where they got a grant to figure out how to catalog local expertise. You'd find the how-to book, the how-to video, and you'd find Joe down the road is a master bee keeper and he's willing to show you what he knows. I thought that was such a cool example of what that might look like in the future.

Upper right there is two little cute guys.

They're from the Clifton park area in the capitol district in New York. They had an area where agricultural farmers were not able to get their products to market. So the library created the market. The library created a farmers market on the front lawn of the library. We've got examples of the library things, libraries lending tools and garden equipment. Even lending property. One public library near Syracuse actually is a food desert. The library had property. They made it into community supported agriculture. That's what half the land is for. The other half is for growing fruits and vegetables for people in need and shelters in their town. Another awesome example of creativity and use of bar codes. Using that sharing economy model we've so perfected to go further. Extend our thinking of how libraries facilitate sharing and knowledge. Two cool examples of libraries in businesses in COVID-19.

Another library promoted local businesses that were still open for curbside and takeout. Getting the word out about our neighbors. These are the kinds of businesses that come through with summer reading program prizes for us. How can we turn that around and do something for them right now. Another example of a library thinking differently about what they have on their shelves. This amazing collection of helping families get outdoors. Bird watching kits, camping equipment. Get out and connect with nature so we understand the world around us in perhaps a different way. How we educate people about nature and Eco literacy. It's not just about the book on the shelf or the database or the research articles on this, but what if we had experiential learning as part of our things as well. I really do like a lot of the work I see my libraries doing to help get outdoors right now. Not just binge watch "Tiger King" four times in a row.

Libraries doing scavenger hunts for outdoors. One of the saddest thing in the world there's nature deficit disorder amongst kids. One of my librarians said a kid told her he had know idea that apples grew on trees. He had no idea where his food came from. He didn't understand where his own food was coming from. That's a huge problem asking a generation of people to think about how to make things better and understand the interconnectedness of the choices that we make.

These things that might seem so basic, getting outside for a walk with your family, it hugely changes the perspective of people when they are confronted with tough policy issues related to the environment or an unjust social policy that's unfairly burdening one segment of the population and not the other. You can get away from hearing from me talk without me plugging your buildings. I could do hours and hours on your building.

If you have the opportunity to build new or do a massive innovation project, please learn more about this. Please make better decisions about your buildings. That's one of the most expensive choices you will ever make is to not think about this when you have the opportunity to do so. I'll leave it there. I've written a lot on that topic if you want to hear other opinions on that and getting started with that, I'm happy to help you.

This is one of my libraries who actually listened when I said that. They're about to be announced as the first passive house designed public library in the United States. After their fire when they rebuilt their building, they made some really good people-centric choices. They put energy conservation to the fore and greatly reduced their operating cost because they made very smart decisions about how they built that building. They've made back the extra money they spent on doing it by making those choices and they're full pumps for library workers. Great pizza place two days down. Highly recommend it.

I want to wrap up now so I can make sure I can answer some of your questions. This is where I come back to again and again. It's a group of kids from the Pawling Library. They asked the youth services librarian in people under 18 were allowed to reserve the meeting space. The children's librarian knew the policy said no. Their answer was, they wanted to make the world suck less. The youth librarian said, cool, that's what we do at the library.

They ended up actually creating a program for these kids where they turned over the teen programming money to them. And those kids decide on what service projects they think will make their communicate a better place. I can't think of a better example to leave you with than that today because what we're really talking about here is the idea of collective impact and how we pull together instead of having a multitude of different ideas how to make things better, agree on what the real problems are, harness our resources and work together towards

common goals. It's the only way we're going to make a true difference. You can download the roadmap to sustainability. Get the app. Sign up for the newsletter. Find out more about that work we're doing over there. If you want to go all the way, join the sustainable library certification program going national later this year. It is truly transformative if you talk to the directors who are in that program, and I encourage you to do so. I've got a Facebook page, sustainable libraries. Here's all my contact info. I love talking to library people. I love knowing what you're up to. Find a way to stay in touch. I'll stop yapping and see what kind of questions we can tackle before the end of our time here.

>> KRISTIN MARTIN: Thank you, Rebekkah. Getting a lot of just comments on -- that people really needed this talk.

>> MIKE: We did receive a couple of questions as well. And David asked earlier in the session, this was in reference to slide 20 about the wellbeing project asking where did -- where do the asterisks point? So what is the reference point for the asterisks on those slides?

>> REBEKKAH SMITH ALDRICH: I think that the wellbeing slide -- I just got to get back and look at what he might be referring to. I highly recommend to checking out their website. The Santa Monica wellbeing department's website is very transparent. A lot of good documentation that tells you how they got to where they got. They developed that program through a big grant from the Bloomberg Foundation. Obviously there's a lot of documentation for replicability. I know we can find the answer on their site.

>> MIKE: We also have a comment from Rhonda. For this year in particular and in states that are resistant to vote by mail, libraries need to be educators and be poll locations when they can. Is that something that you'd like to comment on?

>> REBEKKAH SMITH ALDRICH: I would love to comment on that. I got to tell you, the fate of the world I think hangs on election day this year. We already knew it was going to be hard this year to help people to understand their need to get out there and vote and have their say. I think it's become just about a thousand times more difficult in the situation we find ourselves in.

I'm watching it here in New York right now. We had to negotiate with the state to do school library votes -- I won't get into it. How do we help people engage to understand their rights to get to the polls this year. It's going to be more confusing than ever. More opportunity for voter suppression than ever. I think the national library voter registration day, I wish every library in the country was a part of that program. It's free. They give you the materials you need to get the word out. It's great because you're a trusted resource in the community, an unpartisan resource in the community. Libraries doing work in this area is one of the most important things we can focus on right now.

>> MIKE: We also have a question from Lisa. Lisa works in an academic library. How can libraries who are part of sometimes larger bureaucratic organizations participate in sustainable initiatives?

>> REBEKKAH SMITH ALDRICH: Academics. Institutes of higher education were further ahead on the curve when it came to environmental sustainability than the other types of libraries in our research. Finding out what work is already being done. Have they adopted the climate change resolution, have they set goals for themselves for reducing carbon usage, the carbon footprint. Finding out what's already being done, what other stakeholder groups are addressing this. Invite them to come and meet at the library. I'll tell you, the reason institutions of higher education were early adopters on this topic was because it was a marketing trick. They

knew that the generations coming up would highly judge institutions that don't take climate change seriously. That's why you see higher education ahead of the curve on this topic. Making sure the library is aligned with that.

If you find yourself in an institution where there is no work going on that topic, you be the catalyst for it. In New York, it wasn't on the radar of administration for whatever reason. When the library representatives started the conversation and were that convener and got it going, got some students involved, it started to snowball and pick up the pace. The library really made a name for themselves. I'm not sure what your situation is, I think that's a place to start.

Figure out what the tenor is on campus and where is the right entry point for the library to be part of that.

>> MIKE: That's great. Nancy B. Likes the idea of local cataloguing. How do they do that with the Dewey system?

>> REBEKKAH SMITH ALDRICH: Right? I don't know the answer to that. I saw this press release, it's starting to fit in with thinking I'm doing now, can you tell me how that project went. She was just like a big question mark. I never heard of that, I'm going to have to look into it. There was nothing published on the topic. We actually decided we're going to try to figure it out locally.

There's not a lot of precedent for it, which means there's a wide open field there. If you figure it out, let me know. If I figure it out, I'll let you know.

>> MIKE: Sounds great. Nancy -- not Nancy, my gosh. Sorry, I need stronger glasses here. Natasha Finnegan asks how do you think of promoting environmental social movements and organizations and connecting them to patrons considering our neutral standing?

>> REBEKKAH SMITH ALDRICH: I think, you know, libraries aren't neutral. We make decisions all the time. I know that's a hot topic in the profession. We have to be aware. We have to be politically aware of who we align ourselves with, and making sure we do our best to be nonpartisan. I think that's incredibly important. I don't think it's neutrality, though. We have to pull together on environmental conservation and who's doing that work in your community.

If it's a group that also happens to be aligned with a political group, you're going to have to use some critical thinking, are they more about politics, are they more about the environment. Then making a value call, is it appropriate for library to align ourselves with them or can we find groups of both spectrums doing good work on the environment? Because the environment is a universal issue. There's differing opinions how we're going to tackle it.

You'll find some environmentalists out in are really classified in a different political party than you might expect for different reasons. Members of my family are highly motivated because we have family members in the military about energy security. That is actually just another word for energy conservation. We want to lessen our dependence on oil. They might be motivated by the fact that my cousin Shawn is in the marines. It was a big reason I started thinking about this, but I might use different language. Where can we find common ground and realize we all want the same thing. Let's not let the bullshit out in get in the way of that. You always have to be political away wear given -- aware given the nature of funding libraries and who makes the decisions. We can't let that compromise where we need to go as a society. That's going to be a tough line in some communities to walk.

If you're in that situation where you find you're in a highly conservative town or community that might react poorly, let me tell you, the numbers have been dropping like crazy in terms of how many people are actually climate change deniers. Check out the

Yale climate communication project. They have great research on that topic and excellent talking points to use if you're concerned about that.

>> MIKE: Sorry, just reading the chat here. Sorry, Kristin, go ahead.

>> KRISTIN MARTIN: No, you can go ahead, Mike. That's fine.

>> MIKE: Please, I'll defer to you.

>> KRISTIN MARTIN: We were looking -- there's a question here from Lesley Winter. She's wondering if special collections where book cataloguing could assist with the cataloguing of what maybe we might call ephemeral --

[Laughter]

>> REBEKKAH SMITH ALDRICH: I love that. That's such a cool idea. They are rare books, right? They are very, very rare books. I love that. That's a great idea.

>> MIKE: We also have just a quick question from Helen. Can you Rae Pete the author of the "Resilience" book please?

>> REBEKKAH SMITH ALDRICH: Resilience?

>> MIKE: On the slide.

>> REBEKKAH SMITH ALDRICH: That would be me. Those are the two books I've written. Sustainable thinking and the second book out of the future of libraries of the future series. Small little books that are quick reads. The sustainable thinking book is a longer book and also available as an audio book. It was the first audio book that ALA editions ever did because I brought up concerns about the carbon footprint of publishing.

>> MIKE: Excellent. Thank you. And if participants have any other questions, please feel free to go ahead and put them in the chat window. Thank you, Rhonda for posting the Yale climate research link.

>> REBEKKAH SMITH ALDRICH: Oh, that's great. Thank you. I'm afraid to click on anything right now. I don't want to like mess up the screen.

[Laughter]

>> MIKE: No worries.

>> REBEKKAH SMITH ALDRICH: I'm certainly available and willing to answer any questions, but I don't want to lose my chance to thank everyone for being here today. I know there's so many other things that are probably pulling at your attention right now and many other places you could be and choose to spend your time. Thank you for being a part of the Exchange.

I hope you enjoy the rest of the conference. It's been a complete pleasure to be here today. I can't thank Kristin enough for reaching out and inviting me to be here today.

>> KRISTIN MARTIN: Thank you, Rebekkah. This was a really, I think uplifting and calling for all of us to go out there and think about ways that we can, you know, work with our communities, whatever they are, to, you know, to support the world.

So I encourage everyone to please keep the conversation going through the discussion forum. If you have any others you're not thinking of now, Rebekkah will be there. She can answer additional questions. As a reminder, both this recording and the slides are going to be available on the presentation page on the Exchange site. If you came in late and you want to catch the beginning, you'll be able to do that, too.

Next, we're going to take a short break. We get to reconvene in about 20 minutes and our next session is going to be using project management principles to ensure successful collaborations presented by Jami Yazdani.

[Break taken]

>> MIKE: This is Mike from LearningTimes. We're not starting yet, we're just doing a mid break sound check. I'd like to invite our next presenter Jami Yazdani, if you'd like to say something.

>> JAMI YAZDANI: Hi, can you hear me?

>> MIKE: You sound crystal clear. Thank you so much.

>> JAMI YAZDANI: Great.

>> MIKE: We'll turn the music back on and we'll get under way in a few moments.

>> SHANNA HOLLICH: Okay. Welcome back from our break. I'm Shanna Hollich, member of the Exchange working group. I imagine this is not the first session you've attending this week, so I'll briefly remind everyone the sessions are being recorded and posted to the Exchange website which is also where you can find the discussion forums to continue the conversation after today.

The Twitter back channel is available at #ALLEXchange. Remember to post your questions for the speaker into the chat box here in Zoom where the speaker can see and address them.

Our next speaker is Jami Yazdani, former library director at Castleton university and now founder and chief strategist of Yazdani consulting and facilitation. Jami will be presenting on using project management principles to ensure successful collaborations. So take it away, Jami.

>> JAMI YAZDANI: Great. Hi, all. So, yeah, I'm excited to talk about using project management principles in our collaborations.

So just a little about me. Before I founded my company, Yazdani consulting and facilitation, I was an academic librarian. So I worked in circulation before getting my library degree and I've worked in librarian, technology, and director roles in both community college and university environments ending my career at Castleton university. After many, many years of leading projects, I earned my project management professional certification.

Okay. So... let's see. What I want to talk about today is I'm going to introduce you to some project management basics and principles and we're going to talk about how to apply those to projects, committees, meetings, and then at the end I'm going to spend a few minutes talking about sort of what COVID-19 has meant for our -- our projects, although I did write a -- a blog post for the Exchange blog that has a little more detailed information there. And then we'll take questions.

I have created a handout that goes with this presentation. So a lot of the information about principles and strategies are included there. Okay. So before we get started, I'd really love to hear from you in the chat: What is the biggest challenge facing your collaborative endeavors? And so I know that COVID and working from home are presenting challenges for most of us, so feel free to cite those. you know, if there were sort of pre-COVID challenges, I'd love to hear about those as well.

Okay. So I'm seeing time as being a big concern. Getting folks to agree. Trust. Communication, herding cats, yes.

[Laughter]

That's part of what project management is all about. Great. So thank you for -- for sharing. And in my experience, and I think some -- some of what you guys are mentioning in the -- in the chat is that one of the biggest challenges obviously time and

there's some outside challenges, but, you know, it's really sort of how we're able to coordinate and work together and come towards a shared vision of success.

So the reason that we can look to project management for successful collaboration strategies is because project management principles provide a framework for creating and working towards a shared vision of success. So it helps us ask what does success look like for our team and then helps us think about and plan for strategies to get there.

So PMI is the international organization for project management and project professionals and they set standards for project management. And they defined a project very, very, very broadly. And while they have very defined sets of principles and knowledge areas, they really are broad enough to apply to all types and sizes of -- of projects across all sorts of industries.

And so the beauty of -- of a broad definition like that is that the project management principles can then be used in any type of collaboration. So leading a project, sharing a committee or a meeting, trying to keep a meeting that you attend on track. I think any collaboration can benefit from a shared vision of success and planning that facilitates bringing people together. Bringing people and resources together to get toward that shared vision of success.

So I'd like you to take a second and think about either a project you're currently on or a committee or some sort of team collaboration that you're currently participating in or recently participated in. And in a second, I'm going to ask you to use the raise hand tool if you agree with the following statement about this -- this project or collaboration. So use the raise hand tool if you agree that that project or committee or collaboration had a shared vision of success. So did the folks on the committee have a shared vision of success? So I'm seeing some hands raised here. There's about 366 of us on the -- on the call. And maybe 10 or 12% have said that whatever collaboration they were thinking of have raised their hands. Hands are up to about 49 or 50.

And so that's kind of what I expected. In my experience, most collaborative endeavors don't have a shared vision of success, and that is one of the things that is making it very difficult for that team to be effective.

So let's talk about project management principles and techniques that you can use in your own collaboration. So the PMI identifies ten knowledge areas that they suggest you consider in project planning, and I've listed those ten here. These are really comprehensive, but they're also integrative. There's an entire area of knowledge devoted to making sure all the other areas are integrated together. While particularly in a large project you may want to consider all of these areas and plan for all of these areas, there are a couple of general project management principles that I think are useful to any type of collaboration.

So the four principles and techniques that are most useful and that you can really apply to anything is scope, deliverables, schedule, and communications. And we're going to talk about each of those in turn. While they work together to help us ensure our collaborations are successful, it's really the scope and deliverables that help define that shared vision of success. And then the schedule and communications are what help us facilitate working toward that vision.

So let's talk about scope. So scope is why are we working together? What is our purpose? But scope also helps us define what is relevant to that purpose and where the team is going to focus and direct our time and energy. So what you want to do in terms of using scope is try to clearly define the scope of the team's work as early on as possible. Now, with some large projects and particularly projects or collaborations

where you have to do some kind of research and discussion before you decide on a plan of action, you know, your scope may need to be redefined, but if you can define some type of scope early on, that's really best. You want to think about what your main purpose or goal is. And if possible, tie it to some sort of larger mission. So perhaps the mission of your library, the goals of your department.

So there's really a couple of ways to use scope to help our -- our collaborations be more effective. The first is really to discuss the scope with your team and your stakeholders. Even if the scope has sort of already been set, perhaps by groups external or higher ups, you still want to take time with your team and stakeholders to talk about the scope. Because that allows for some buy-in and for people to get on the same page. The other thing is that you want to document the scope. You want to put it in writing and share it. Getting the scope in writing which will create consensus, but it's helpful then to be able to come back to that and make sure folks agree to what you have documented.

The other thing that you want to do is then keep reminding people of the scope. You want to remind your team and your stakeholders of that scope that you've documented, and that's one way to help make sure folks stay on track and maintain focus on the purpose. This also helps you avoid scope creep. So most teams regardless of the type of collaboration, spend time talking about needs and ideas outside of the team's areas of responsibility, and it can be really easy to get sidetracked with those idea and with other projects that don't directly support the purpose. If you've defined and discussed and documented your scope, it's easier to remind folks of it.

So the next principle is deliverables. This is what are we accomplishing? What are we creating? What is our output going to be? And deliverables are really the crux of project management. All project activities and knowledge areas support planning for successful delivery of -- of some type of output. And so whether you're building a new service or a program or you're doing something very small like writing a social media post or just having a meeting. It is really useful to consider what you plan to accomplish. And like scope, you want to define the deliverables as early as -- as possible. Even if that deliverable is just that we're going to have a discussion or we're going to come up with a plan of action. And so when you're defining your deliverables, you do want to think about the scope and what best serves the scope's purpose.

You also want to use those deliverables to try to guide the team's work, whatever their activities are going to be. Best practice is to break each deliverable down into actionable tasks. The big thing here, though, is to review progress toward accomplishing the deliverables often. Review the progress often and document and share that progress with your team and with stakeholders.

And sharing progress is particularly important if you have members of a team working on different parts of something that eventually is going to be an integrated whole. Over on the forum, someone had asked about how we create trust in our collaborations. And this type of transparency of documenting and sharing progress I think really does help create trust. I think often people feel that they're either left out of what's happening or that their voices aren't being heard. And so being as transparent as possible is usually really important. I do see a question about deliverables being aspirational. And, yeah, I do think, you know, when we're kind of defining our deliverables, kind of our -- actually, I would actually say our scope can be aspirational, but our deliverables need to be actual things that can be accomplished.

So your scope can be pretty -- pretty broad, but the things that you're going to do,

the outputs that -- that your team is going to deliver need to be -- need to be small and something achievable.

So the next -- the next thing I want to talk about is schedule. We often think about schedule in terms of when deliverables are due or when we're going to have a meeting, but schedule is really -- can be much broader than that and really can help you determine when is our work as a team done, when have we achieved success. And so when you're thinking about schedule or timeline, obviously you want to consider how long we're going to work together and when we're going to accomplish tasks, but really schedule is about setting expectations. And so you want to document schedules and share them. By doing that, you are setting some expectations about when people can expect to hear about deliverables, when they should expect to have work done. And you're setting your schedule, you want to be realistic, which means you're going to need to get some feedback from stakeholders, anyone you're working with, members of your team.

I also suggest being specific and this means setting dates. I think often I've been a part of collaborations, you know, where it's like, well, we're going to try to do this by the end of the semester, we're going to do this over the summer. You really need to set some kind of date. We're going to accomplish this by July 15th. The other thing is you need to be flexible. We'll talk a little more about this when we apply these principles, but you need to build in time for things to go wrong, because they will because they will -- they will go wrong.

The next thing and this is an integrative principle that project management addresses really, really, well, communication. Who needs to know about your collaboration and how and when will they need to know it. So with communications, you want to plan for not just how you're going to talk and communicate with your team, but also how are you going to communicate up the hierarchy if there is one and down the hierarchy. Also, how are you going to communicate to stakeholders, eventual users, partners, people in your community about what you're doing. And so when you're thinking about format, format and how often you can communicate and sort of how much information you provide is going to really vary depending on your stakeholders, but this is also about setting expectations.

So you should be communicating your scope, kind of a general overview of deliverables and schedule and timeline as broadly as you're able to. And best practice in your communications of course is to be clear, but also to allow opportunities for feedback and we're going to talk more about feedback in a few minutes, but allowing feedback is really critical to not only supporting team work, but also the success of collaborations.

So the reason that we discuss document, share, review, support feedback when implementing these principles is that we're trying to reach consensus. And so when we set clear expectations, when we're transparent, when we clearly communicate, we are supporting consensus and that is going to help us move toward a shared vision of success. So consensus is general agreement. It does not mean that every team member or every stakeholder loves every element of your collaboration or every element of a plan. It doesn't even necessarily mean that a majority of people would have voted for a particular action. Consensus is really just about a willingness to accept the plan and move forward. And so trying to reach some kind of consensus and maintain consensus is important even when there are very established decision-making hierarchies. So when there's a project or team leader who is the decision-making authority, you still want to try to create and maintain some consensus because that's going to better support teamwork.

So let's talk a little bit about obviously how -- how we would apply this to a project seems, you know, maybe more -- more obvious than how we might apply it elsewhere, but I think it's really important to kind of think about each of these elements regardless of the size of your project. So for projects, you do want to try to define your scope and deliverables as early as possible. Kind of the big way that projects think about projects, as I've said before, is breaking them into pieces. You keep breaking the deliverables down until they are sort of individual tasks that can be accomplished.

Schedule and communications and project management are really used to set and assign and follow progress toward completing tasks and it's also used to document milestones, any sort of important deadlines or dates. When you're setting a schedule, you want to be realistic and flexible and of course allow room for delays. Communications and project management, there are a lot of project management tools and team collaboration tools out there, many of you have probably used Slack or Trello. And really these are built around using communications to assign tasks and share and document tasks' progress. And so sharing the schedule, sharing progress is really important.

One of the things that I think project management suggests that I often didn't see in projects when I was working in libraries or even leading projects in libraries was conducting what I'm going to call retrospective at the end of a project. There are a lot of other names for it, but it really is best practice to, at the end of a project, whether the project was successful or not, to get together with your team and some of the primary stakeholders to discuss and document lessons learned for future projects.

Let's talk about how we might apply some of these principles to being on a committee. And I'm going to differentiate between kind of committees and projects and meetings in that a committee typically is something that is -- is put together to consider a report on some topic. The committee tends to be static and stays in existence while the membership and often the goals evolve over a defined period of time. So committees may have meetings and they may do projects, but every meeting and every project doesn't necessarily involve a committee.

So if you are leading a committee or part of a committee, you still want to try to clearly define a scope. And often that's defined outside of the committee and you do want to try to tie it into the larger purpose, which is often easy to do because a committee either is part of a larger organization or spans some organizations and is put together for a very particular purpose. In my experience, people often join or are volu-told to join a committee and they really don't have any idea what the purpose of the committee is, or they have a very skewed idea of what the purpose of the committee is, and committees spend a lot of time spinning their wheels because members don't really understand what the committee scope is. And so once you do have a scope, you do need to share it regularly, particularly with new members, but also with people who have been on the committee for a while.

Regardless of your purpose and your scope, you do want to set some kind of goal or outcome. Even if the goal is that you are going to meet six times over the next 12 months and have discussions about X topic, you do want to use meeting agendas and do create and share a timeline of important dates that can help kind of provide some context for members and set some expectations. You also want to share and document any accomplishments over the committee's term.

This is really useful for people joining a committee who can look back and say, oh, wow, three years ago this committee already sort of looked at this and maybe wrote

a report about it. So you do want to make sure that you're documenting decisions, tasks, and accomplishments. Now, committees are sort of set up for discussion and feedback, and that can be really wonderful, but most of us have found that when you're spending a lot of time discussing things and encouraging feedback you sometimes get off track and you spend time discussing ideas outside of the scope of your committee. And so one of the strategies that you can use to deal with ideas and, you know, projects and things that are really outside the scope of your group is something -- it has a lot of different names. You can call it a parking lot, you can call it an idea board. But essentially what you're doing is putting those ideas that is outside of the scope of your committee to deal with somewhere.

And the somewhere is this idea board or a parking lot. And what this does is it allows folks who have those ideas to feel that they've been heard and that their ideas have been acknowledged, but it's not derailing the team's work. And so you're sort of putting them somewhere, and you can -- or not -- take action on these later. And so one of the strategies is to kind of put them in the parking lot and then say we're going to revisit this once we've accomplished our deliverables.

Or we're going to revisit this and I'm going to assign someone to see where this might go. Maybe there's another committee, maybe we take it up the chain. You can also apply these strategies to meetings. If you're a meeting leader, even if it's just a one-on-one meeting, you still want to clearly define the meeting's purpose. This allows you to keep the focus on whatever your outcomes are. And so you can use a meeting agenda, or if it's just a one-on-one meeting, when you're inviting someone to the meeting say, we are going to discuss X and decide on Y, that is the purpose. That helps get everyone on the same page. Just like in committees, you want to summarize and document any decisions or tasks or next steps before the meeting ends or right after the meeting and share those. You can use that idea board parking lot for things that are sort of outside the scope of the meeting.

Now, this is great if you're leading a meeting, but what if you attend a meeting where none of this is happening. And I'm sure we've all been there. So the strategy is an attendee -- and of course you're going to have to think about the politics of your team or your organization, but the strategy here -- and I've seen this used successfully -- is to ask questions that are going to point the team back to the scope or point the team toward implementing some of these principles.

And so, for example, before a meeting ends, you could ask that any decisions or next steps be reviewed or summarized. And the way you can do this is you can say, just to make sure I'm clear, we decided X and Jane and I are going to do Y. Is that correct? Did I get that right? You then can offer to document those decisions and next steps and share them with the meeting leader or the team. You can also ask that specific dates be assigned to -- to tasks or to deadlines. So you could say when should I get back to you about this. It's really helpful to me to put a date on something. So can we set a date of May 15th to report back. If there are meeting agendas, you can try to contribute items to them. You can reply to invites saying, great, I'm looking forward to the meeting and I'm really excited to talk about X and Y or to decide on Z.

So those are some of the ways that you can use these strategies if you're just attending a meeting. And so before we move onto talk about COVID, some strategies around COVID, I'd really love to know if there's anything -- and you can put this in the chat -- that I've just talked about that you can see yourself implementing. Is there some idea that I've just talked about that you're excited about? Okay. So I'm seeing a couple of things here. Okay. Great.

All right. I do want to spend a little time on -- yeah, and I see scope coming up and sort of clarifying scope. And I do think that is really, really useful. And I do see a question, and I'll write this down about how to deal with meetings that have no agendas or scope. And I do think the thing is there to sort of ask those questions and of course, you know, you can kind of ask what are we really trying to get at here. How you ask that and who and when you ask that to is going to depend a lot on your sort of office politics. I think the strategy is to keep asking questions that hopefully direct the team toward defining a scope, toward documenting process.

So let's talk about COVID. So COVID has had an impact on our collaborative endeavors and many of us have spent time over the last month or two sort of rushing to move our projects and our committees and our meetings online, and I think as folks have sort of settled in to the technology and to having interactions at a distance, many people are finding that just because we can communicate at a distance does not mean that that's enough to keep our collaborations going. And so my suggestion is really to kind of step back and think more broadly about a collaboration, particularly if you're finding that things just aren't moving forward or you sort of hit a wall. So one of the things that you can do is review the scope. Or if you don't have one, take some time defining it. But have a discussion. And when you think about the scope, that should help you determine is this still a priority, is this still how we want to be spending our time.

And if you're in a position to be -- to make those type of decisions about is this how we should be spending our time, I do think as much as possible if you have a team who is sort of looking to you for those type of decisions, do set a timeline and say, you know, I'm going to have to get back to you by this date with a decision. Even if you have to kind of keep postponing that. It gives people something to sort of hold onto and -- and relieves a little bit of the uncertainty about when decisions are going to be made. The big thing, though, is to go back to the fundamentals of the collaboration. So review and discuss, and if necessary, modify with your team your scope and deliverables. And the question that you can ask is: What does success look like now? So what does success look like under a stay-at-home order? What does it look like if our scope or deliverables need to be smaller or larger or we have to shift them in some way? What does success look like if we have to postpone, if we have to cancel? You may be able to think about what success will look like in a couple of months in some sort of relevant future and then you might be able to kind of revise your schedule. But I think thinking about what success looks like now and not just sort of imagining that our projects are going to continue in the same way they always have is really useful.

So the other thing is to focus on the quality of your communication. And so I think we've spent a lot of time focusing on communication tools when COVID firsthand. But we really need to focus -- first

Happened, but we need to focus on the quality of the interaction. You want to be clear, respectful, and reasonable, but you want to make sure you allow for discussion, inquiry, and feedback. By inquiry, I mean allow your team to ask some tough questions. Allow them to ask, you know, what if we're not able to do this. What if we're not able to succeed. So let that be allowed in your discussions.

The other thing, too, is it really is okay to say I need more time. I need more time to think about this, I need more time for a task. There's kind of more thoughts about COVID and collaborations on the blog, and so I'd love to take some questions now and I want to get a thank you in before I start answering questions, and also do please feel free to reach out to me if you have questions later. So I'm going to turn on my -- my

video to answer questions. So let's see.

>> SHANNA HOLLICH: Hey, Jami, this is Shanna. I saved some questions.

>> JAMI YAZDANI: Okay. Great.

>> SHANNA HOLLICH: There was a lot of discussion -- Kelly had a question early on: What would you do if you're working with faculty, I think specifically non-library faculty who are viewing the project as research and might bristle at the thought of defining scope and deliverables? There was a lot of chatter about that.

>> JAMI YAZDANI: Since I was an academic librarian, I hear that, and I've been on many a committee where that is the case. I think you don't call them scope and deliverables, first of all. You use some different terminology. I think one of the things that I often did in that situation was research is often the part -- a part of something. So let them do that. Let the folks who really want to investigate, send them off and let them investigate and try to have some of the people who are maybe a little more a little more logistical thinkers or willing to take the actionable deliverables deliver on that. Obviously this depends on how large your committee is. If somebody wants to spin their wheels researching and researching and researching, let them do that and sort of see if you can move the rest of the committee forward. Okay. So I don't know how much time we have for --

>> SHANNA HOLLICH: I think we're pretty much at time. I did -- you know, Jami, I can e-mail you a couple of the other questions that I pulled from the chat that we maybe didn't have a chance to get to and we can definitely continue this conversation over in the discussion forums on the Exchange website so we'll be able to do that this afternoon and throughout the weekend and next week.

Thank you very much for a great presentation. Yeah, it was very informative and enlightening. I really enjoyed it.

>> JAMI YAZDANI: Thank you. I appreciate it.

>> MIKE: Okay. Susan, if you are able to start your screen share, please. Sorry, not Susan Davis. Susan P., our next speaker. Okay. Wonderful. Thank you. And you can go ahead and unmute yourself. We'll begin the recording and turn things back over to Shanna. Just a quick moment here. Okay. Shanna, go ahead.

>> SHANNA HOLLICH: Okay. Great. So the next speaker we have with us this afternoon is Susan Ponischil, the metadata and resource discovery librarian at Grand Valley State university presenting on making connections through campus collections. Go ahead and unmute yourself, Susan, and take it away.

>> SUSAN PONISCHIL: There we go. Okay. It took me a minute to figure that out. Just a moment. Okay. Hi, everybody. My name is Susan Ponischil. I'm the metadata and resource discovery librarian at Grand Valley State university in Allendale, Michigan, just west of grand rapids. We serve approximately 24,000 students. I've worked in the technical services arena for about 15 years, primarily as a cataloger.

As an introvert, I've been perfectly content working behind the scenes, but when faced with a problem, like many of us, I wanted to try to find a solution. The problem I faced started with inventory. During this presentation -- did my slide advance?

>> SHANNA HOLLICH: Yes, it did. Go ahead.

>> SUSAN PONISCHIL: Thank you. During this presentation, I'm going to talk about the various aspects of a project I inherited which required an inventory process. The players are myself and GVSU staff and other departments on campus with small, focused collections. Just to be clear, when I say "campus departments," I'm not talking about academic departments. I'm talking about departments serving a variety of campus communities. I call them campus partners.

My approach to the presentation, the order of this outline, is pretty much the

approach I took when I first learned about campus partners. They have extension -- they have collections in the library catalog that the library doesn't house or manage except for an inventory. This presentation will cover the work that took place over the course of the 2018-2019 academic year. Over the next 30 minutes or so, I'm going to talk about practice and -- the practice that I inherited and the process that was in place. The first four collections and results of my conversations with department directors and staff, setting priorities and gaining more campus partners, systems settings and transportation issues, final thoughts where I'll address a few odds and ends, and a sequencing exercise for y'all to do at the end if there's time. And then questions.

To begin I found out there were departments on campus with collections represented in the library catalog. I found this out around May 2018 when I was told I should send an inventory list to campus partners. I had questions. What are campus partners and an inventory of what? The answers to those questions will be unpacked in the course of this presentation, but the bottom line is, I was new to my position and had just learned about a process I was expected to facilitate. Okay. So where do I begin? I didn't see that there was a real system in place, no guidelines, no established process other than to send an inventory list. So I came up with a few questions I wanted to find answers to.

Here are my questions. My first question was: When do campus partners plan on doing inventory? I would want to talk to campus partners about that, but based on the conversation with my supervisor, campus partners plan on doing inventory when prompted by library staff. My second question was: How do I identify campus partner collections in the catalog? My supervisor named a few departments that he wasn't sure if he named them all, so I had to figure out a way to isolate holdings in the catalog for these collections. My third question was: Who is the campus partner contact in each department? This was an unknown, so I decided I would contact directors of campus department partners. My first began with the second question, how do identify campus partner collections in the catalog. I looked for location codes in the system for non-library locations. I identified four. And here they are.

Representing small focused collections, I started with the Milton E. Ford LGBT resource center. It sits directly adjacent to the library. The opening was celebrated with a campus-wide event called three centers, one vision. The three centers were the LGBT center, the women in gender equity center, and the office of multi-cultural affairs. Each of the centers had collections visible in the library catalog. Interesting, I thought.

The other collection I discovered was located in the faculty teaching and learning center, or FTLC. This next slide shows the back of the main GVSU library on the far right, the clock tower on the left, and Kirkoff, the student union, is the brick building in the middle where the LGBT center, women and gender equity center, and office of multi-cultural affairs are housed in different areas of the building. There's also an underground tunnel connecting the library to Kirkoff.

Another view of the back of the library Kirkoff and the clock tower. The faculty teaching and learning center is in the far distance in zone berg, the white building barely visible between the tower and Kirkoff. This building was where the library used to be located prior to 2013 when we moved into the building on the right. It houses many departments including the faculty and teaching learning center in the lower level. This is the web page banner for the Milton E. Ford LGBT center. The mission statement begins with, collaborating with campus and community partners to create an inclusive and equitable environment where all are empowered to be their authentic selves. They host queer and trans training for allies. This slide shows the center where

a portion of the collection in the background. There are 537 titles. 79% of those titles represent unique content. In other words, no other collection in the catalog has holdings for the 79% of their collection. The collection consists of books and DVDs. Target audience is primarily students.

This slide represents the office of multi-cultural affairs, also known as OMA. Their vision statement includes the office of multi-cultural affairs will create an educational environment that cultivates the rich contributions of all cultures and also provides a place where student consist achieve academic, social, and cultural success. Initiatives include Laker familia orientation, leadership camp, and the annual heritage celebrations for a variety of demographics.

The office of multi-cultural affairs collection includes 150 titles, 69% is unique content. Books and DVDs and board games. This is the only collection with board games. And the target audience is students. This slide represents the center for women and gender equity. Their mission statement is to create meaningful learning about gender and to advocate for gender justice through the education, engagement, and empowerment of students in the greater GVSU community.

They offer programming that includes feminist film Fridays, domestic dating violence awareness month, girls of color summit, and a woman and environment symposium. This is the largest collection with 679 titles, 70% of they're holdings represent unique content in the form of books and DVDs. Their target audience is all, which means faculty, staff, and students. This is a picture of that far away white building where the library used to be and now includes an office for the faculty and teaching learning center on this lower level just inside that door. Like the other three departments previously mentioned, the FTLC was established in 2008. I have to take a minute here to give a shout out to FTLC staff because they sprang into action when the university recently closed due to COVID-19. They provided support and resources for online teaching within a week. So impressive.

This is the data about the FTLC collection. They have 353 titles, 70% is unique content. They have books, DVDs and journals. This is the only department with journals. And the target audience is faculty. A portion of their collection can be seen in the background. So as you can see in this slide, department directors didn't know much when I contacted them about the management of their collections, but they were able to point me to the person who did.

To be honest, I didn't meet any directors in person at first. I sent an introductory e-mail and was referred to a member of their staff. And this is what I learned from the department staff. The collection was managed by students and staff. Checkout, check-in, handwritten on a clipboard sheet. Inventory was done once a year, if prompted by library staff. No use counts were taken, and there was an inadequate location description in the library catalog, it was only the name of the department. In the next slide, I'm going to prioritize issues raised in this list, but first take a look in the chat let me know which you would address first. Maybe just the top one. I'm not seeing the chat. I think Shanna is managing that.

>> SHANNA HOLLICH: Yeah, so answers are kind of all over the place. I'm seeing a lot of E and D, a lot of E and D. A couple of Cs and a couple of Bs early on. Seeing a lot more Es rolling in now.

>> SUSAN PONISCHIL: Okay. Very interesting. Thank you. Okay. I will, in this next slide, I'll tell you what I selected. I prioritized the inventory, so C, inventory once a year if prompted by library staff. I did this because I wanted to manage my own workload. So I wanted to get this squared away to manage expectations for campus partners so as not to disappoint. Also to make sure that we had a process that worked

for everybody.

And the other solution I wanted to address, I completely agree with everyone who selected E. There was an inadequate location description in the library catalog and that was not at all helpful. So to address the inventory issue, I created an MOU. Just a second. I'm sorry. Memorandum of understanding, MOU. I wanted to establish criteria that I could live with keeping in mind the express concerns of campus partner staff. Here is a screen shot of the first page of the MOU. Back page simply has signatures and titles and lines for signatures. So the introduction defines the purpose and goals of the relationship between the library and campus partners. The purpose is to define parameters. The goal is to provide and promote access to campus partner collections. Then it goes onto establish library responsibilities and campus partner responsibilities. Basically, the library inventory would be done annually. The library would supply the list by May 15th, campus partner would return the updated list by June 15th. Transportation between offices had been discussed and arranged.

The second priority I set was to improve location display for campus partners' collections. One of the campus partners suggested this by adding the phone number and the address to the department name. I asked my systems administrator if he could modify the message. That would add a lot of text, and I wasn't sure that the system would accommodate it, but it did. Here are a few examples.

So the first example represents a book in the faculty teaching and learning center, and as you can see, the address -- there's the department name, here's the address, and here is the phone number. Interestingly enough, all of the collections did organize their collection by LC call number. The second is part of the LGBT collection listing that office address and phone number, and the third is for the office of multi-cultural affairs, listing their address and phone number.

Well, word got out, and staff from a few other campus departments contacted me. The Brooks College of Interdisciplinary Studies contacted me in the spring of 2019. Their vision statement reads: Brooks college of interdisciplinary studies will be regional and national model for creative inquiry, integrative programming, inclusive practices and student empowerment. They started out with a small collection, but steadily added titles and currently have 84 titles, 62% is unique content which includes both books and DVDs. Their target audience is inclusive, so all. The other partner we added is the Design Thinking Academy. It was added in the fall of 2019. Their stated purpose is to create a framework structure for focused study and application of design thinking that integrates student learning through high-impact activities that contribute to social, civic, and business innovations. This was a brand-new department referred to me by Brooks college staff. Currently, they have 14 titles, 86% of which are unique. Their collection consists of books and DVDs with a target audience of faculty and students.

Other collections, then there's the office of the student life collection. I think personnel changes in this office have impacted the management of this collection because it's not being managed. I made an appointment with the newly-appointed director in the spring of 2019. She didn't know anything about the collection which we found hidden in a closed cabinet across from the service desk. Long story short, this

Inventory has not yet been done, but I hope to reconcile that later this year. There's a small collection of poster tubes housed in the office of undergraduate research and scholarship that they want the university population to know about through the catalog. So let's talk about settings for a minute.

We currently use Sierra, which you can see in my screen shot. For item record

settings, location was modified to enhance the user experience, as I previously mentioned, and the status remained as before, which was call for availability. I created an item record template for each collection with the appropriate location code, status and item type. I have different templates for different formats. In other words, for books I have a

template for LGBT center books, LGBT center DVDs and so on. Items are not checked out using the library system. So loan type does not act loan period, but loan type should be accurate for running future lists, if nothing else. That's my opinion.

The item code two is used to establish loan permission. So this should have an X making it unavailable for interlibrary loan, but it doesn't. This record doesn't have an X because the bib code three in the bib has an X. But the bib represents the title not the item. And to assure these holdings are not available for interlibrary loan, I'm going to modify the templates by adding X in the item code two. That way and removing it from the bib code three. That way the 20 to 30% of items that do overlap with campus partners collections and hours will not be impacted by the campus partner holding. I hope that was clear.

And then for bib records, the first -- first the catalog is searched to determine if we have the item. If we do, we just add an item using the strategy mentioned in the previous slide. If we don't, we copy

Catalog the item from OCLC and add the campus partner location code to the bib record. Are there any questions about settings?

>> SHANNA HOLLICH: We do have some questions, Susan, but I don't see anything specifically -- there's one that just came in about settings. An X in item code two keeps it circulating only locally, is that correct?

>> SUSAN PONISCHIL: Correct.

>> SHANNA HOLLICH: There are some more general questions we can save for the end of the presentation.

>> SUSAN PONISCHIL: Okay. Thank you, Shanna.

>> SHANNA HOLLICH: Uh-huh.

>> SUSAN PONISCHIL: Next slide, I'm going to talk about transportation. I mentioned transportation when I talked about the MOU, and I want to talk more about that for a minute because it required action on my part. Since transportation was mentioned when talking to collection managers, I asked the library's mailroom manager for her opinion. She contacted the mailroom and the rest is history. It was easy. This slide shows a brief description of mail services. All we have to do is label boxes with name, department, building, and room number and they'll take care of it for us.

This next slide shows the mail pickup schedule which is Monday through Friday, two times a day. And it gives me an opportunity to tell you that I made a label template in word to label boxes for each department. Next step, I ordered some clear sleeves to slip the labels into. It seems like a more sustainable solution, but I'm not sure if it's going to work. I'll see how it goes.

I would say that over the course of the 2018-2019 academic year, I spent about 80 to 120 hours total getting the -- this arrangement set up. Time spent collaborating with campus partner staff as well as staff and other departments took about half of that. I met with -- I met with department staff one-on-one. I also had group meetings. I also did a survey with campus partners to talk about ways to improve processes. Planning and implementing those processes have taken the other half of my time. So once the template are created and the process created and documented, the work can be done by a copy cataloger or student staff no problem. Currently I have

an outstanding student doing this work for me.

I also wanted to talk about serials for a minute because one of the campus partners, FTLC, has serials. They want the GVSU community to know about. So adding serial records to the catalog was a conversation. If anybody manages serials, you know that it's a repeat -- you have to revisit. Long story short, I do not manage campus partner department serials. Serials are denoted in the volume field in the item record. Close date is represented in the slide. An open date would be looking at the slide V.25 space NO.1 dash. The dash would suffice. If they close the subscription, that would be revealed during inventory unless the department notified me sooner. And they were made aware of that. Notifying me sooner would modify the record sooner.

And last but not least, I wanted to revisit the list of what I learned from department staff. I was wondering how to make the user experience better for them. And personally, I was interested in use counts. Not important to them maybe, but it was on my wish list. I was talking to my supervisor about this and he mentioned this thing used by the fieldhouse, the athletics department, to track balls and bats and towels. And wondered if that might be modified for campus partner inventory. I was very excited about this. So I reached out to institutional marketing. And next slide.

I'm showing you this slide because I had never heard of a department called institutional marketing. I -- and if I had, I wouldn't have known that they did this. So I put this slide up here to give you perhaps some keywords that you could use if you're looking for something similar in your institution. So there is that. Then this next slide, I really love this tool so much. Because it gives me use counts. It also makes the inventory process so much easier. I thought you might be interested in seeing the interface. It's pretty simple. Essentially a tiered structure. I started the item level on the far right. I know this is backwards. So this is -- oops. Sorry. Oops. Went the wrong way. Sorry, people. So this is the item record essentially. Has an item name, category, does this item have a bar code, no. That's another conversation which I don't think I am addressing here. So feel free to ask about that later.

This is the category, board games. And on the far left is the inventory. Interface. Where it lists all of the items for the office of multi-cultural affairs, as you can see on the top of the slips, the office of multi-cultural affairs has board games, books, O3 calculators and DVDs. Okay. So I did get props for this. I also want to let you know that I did this -- the whole thing I did because this was a process that I inherited, and I wanted it to have meaning. And I hope that that comes across. I think it must have for the dean. In my most recent annual review -- I also had just done a 30 work which had not been done in a very long time. She doesn't mention a 30 work. She mentions the -- I applaud her campus relationship. So I appreciated that. That meant a lot.

So it looks like we have plenty of time. I'm wondering if you would like to consider approaching a project like this and how you might approach that project. In other words, who -- who would you contact first, what would you look for first, et cetera. So I have a slide with A through E. There is no right or wrong answer. It would -- it would probably depend on you and your institution, but I just thought it would be a good way to jump start thinking about this process. So I will read each one. Sorry. A, determine how to present idea to library administrators. B, determine the time commitment in developing campus partner connections. C, determine if supplies are needed and the cost, for example barcodes, spine labels, mylar covers, property stamps. D, determine benefits of collaborating with campus departments with small,

subject specific collections. E, determine campus departments with small, subject specific collections.

So in the chat, arrange the following steps in an order that makes sense to you. Give you a few minutes.

>> SHANNA HOLLICH: We have some answers coming into the chat already. It looks like for the most part people are starting -- the first few things in the list seem to consistently be D and E. Things closer to the end of the list. A lot of lists end with letter A or letter C then letter A.

>> SUSAN PONISCHIL: Okay.

>> SHANNA HOLLICH: I'm seeing a lot of DEBCA. EDBCA. They're pretty consistent with some jumbling in the middle there.

>> SUSAN PONISCHIL: Very good. Thank you, Shanna. Agreed. Especially -- I mean, D, I think, is ultimate. Is the top priority. If you don't already have something like this going on in your institution. I could talk about -- I mean, to me the benefits are building relationships on campus, promoting niche subject-specific collections that support niche communities. Those are the top two. Very good.

And then how to present idea to library administrators, C and A were the lowest ones. Determine if supplies are needed and cost. Okay. Yep, how to present idea to library administrators, that I think would be probably the last step because you'd want to know the answers to all the other questions before you present the idea. And I'll talk about supplies for just a moment. Maybe I'm going to answer questions that have been asked already, but I'll address this here.

Supplies were an issue -- not an issue. Supplies were a topic because we were applying barcodes to these items, and yet there was no checkout system that used the barcodes, number one. Number two, further on down the line, I suggested using ISBNs instead of barcodes when they did get scanners with the -- with the inventory tool, they could use a scanner. So that's still -- I still could eliminate the clust or use of barcodes by supplanting it with an ISBN which worked beautifully.

Spine labels, we do apply because the departments organize their items by call number. We don't apply mylar covers, but we do leave the paper cover on for them. It's their call. Property stamps, if the department wants a property stamp, then that's their responsibility. Oops. Okay. I think I addressed all of those costs. So the cost at this point is spine labels and staff time.

>> MIKE: Susan, sorry to interrupt here. This is Mike from LearningTimes. We are at the end of the allotted time.

>> SUSAN PONISCHIL: Okay.

>> MIKE: So if you could -- I can give you a moment to wrap, if you'd like.

>> SUSAN PONISCHIL: Certainly. Thank you so much, everyone, for your time and attention. My e-mail address is on the bottom of this slide here. Feel free to contact me at any time. Shanna, if there are questions, I would love to know what they are.

>> SHANNA HOLLICH: I have plans. I've compiled them in a document here, Susan. I'll be sending you an e-mail this afternoon, and I'm hoping that we can address some of these questions in the discussion forums on the Exchange website.

>> SUSAN PONISCHIL: Brilliant. Thank you so much, Shanna. Thank you, everyone.

>> SHANNA HOLLICH: Thank you, Susan, for that wonderful presentation. Thanks to all of our attendees. As a reminder, the recordings and the slides from today's sessions will be available on the Exchange website, and we encourage you to continue the conversation and get answers to your questions in the discussion forums there.

Right now, we are due for a break. We're going to reconvene at about 13, 14 minutes at 2:50 p.m. eastern time for our final presentations today. So stick around. You won't want to miss them.

[Break].

>> MIKE: Hi, Kelly, this is Mike from LearningTimes -- [please stand by].

>> MIKE: Hi, everybody. Thanks for joining us. This is Mike from LearningTimes. Yes, the session was supposed to start a few moments ago. We're extending the break a few minutes. Our apologies for that, but we will -- we're planning on starting shortly.

>> KRISTIN MARTIN: Hi, Exchange attendees. I'm sorry to report that our speakers for this upcoming session are not here and our emergency contacts to reach them have not been successful. So we are going to try to reach out and make sure everything is okay with Caroline, Kelly, and Breea and get a recording up for all the Exchange participants after the fact.

In the meantime, I would encourage you to enjoy a little bit of relaxing music and go over to the poster sessions if you haven't had a chance to yet. You have a little bit more time. I can share the link to that. And we'll go ahead and we will reconvene with the live sessions on our schedule that we have here at 3:25 with beyond OK boomer. I'm sorry for the a little bit of inconvenience. In the meantime, go over to the poster sessions. I can share that link. And then come back here at 3:25. Thank you. thank you.

[Live sessions resume at 3:25 p.m. ET]

>> MIKE: Hi, everybody. This is Mike from LearningTimes. The day is not over. I'm just responding to a comment from Kathy. No, the day is not over. We had a little bit of a scheduling hiccup and so we're just sort of extending the break. And we're actually going to just quickly do a quick sound check with our presenters for the next session which is going to be starting in 20 -- a little under 20 minutes from now.

So I do have our presenters Jahala Simuel, Eboni -- where did Eboni go? I believe we have lost Eboni Henry. And Sarah Dallas and Ray Pun. Let me mind Eboni and we will do a sound check. Hold on, Eboni. I'll make you a panelist once more. Okay. So I would like to just invite our presenters to please go ahead for a sound check if you want to unmute yourselves. Eboni, I can see your webcam.

>> EBONI HENRY: Hello. I have to fix the light.

>> MIKE: That's fine. But at least your audio is working well. Would --

>> JAHALA SIMUEL: This is Jahala.

>> MIKE: How are you?

>> JAHALA SIMUEL: Fine.

>> SARAH DALLAS: This is Sarah.

>> MIKE: You sound great, thank you.

>> RAYMOND PUN: Hey, everyone. It's Ray Pun.

>> MIKE: Fantastic. We're all good to go on your end. Thank you, participants, for your patience here. With regards to the session that was previously scheduled for this time slot, we have been in touch with the presenters and arrangements will be made to come up with an alternative means for them to present to you.

And so we'll just go ahead and put things on mute because we did invite people

to go and take a look at the poster sessions and lightning rounds again while we were taking this little interlude. It wouldn't be fair to go ahead and start and possibly have them miss again. So we will be back in 15 minutes with the scheduled next session. So thanks again, everybody, for your patience. Please enjoy some music.

>> SUSAN DAVIS: This is Susan Davis. Just wanted to make sure I sound good.

>> MIKE: Perfect.

>> SUSAN DAVIS: I'll turn myself off. Hopefully I remember to --

>> MIKE: Don't worry.

[Music -- sessions resuming at 3:25 p.m. ET]

>> SUSAN DAVIS: Good afternoon, everyone, and welcome back to our final session of the Exchange. I should say the final live session of the Exchange. As you heard earlier, we will have a recording of the session that was due to take place at 50 minutes before the previous hour.

I'm Susan Davis from the University of at buffalo libraries and a member of the Exchange working group. Now we're rounding third base and we're on our way home to score the winning run.

Remember that our Twitter back channel is #ALLEExchange, but please post all your questions in the chat Zoom window because we will not be monitoring the Twitter account for questions.

Also be sure to share in the conversations in the discussion forums on each program's page at the Exchange website. And just to make you-all feel better, it's 36 degrees at my house, and I have seen snow today. So moving right along to our stellar panel who are going to present "Beyond #OKBoomer."

We have Ray Pun who is from the Alder graduate school of education, Sarah Dallas from the southern Adirondack library system which is -- she's a colleague of our keynote speaker today. We have Eboni Henry who is from the District of Columbia Public School System in Washington, D.C., and Jahala Simuel head of access services at the Howard University Lewis stokes health sciences library. Take it away, folks.

>> RAYMOND PUN: Thank you, Susan. Hi, everyone, all of us are really excited that you're all able to join us for this session. I must say it's TGIF! You've made it! It's Friday. You can do a little dance or just sort of cheers to make it throughout this week. We're really excited to give you this opportunity to talk about this really important topic #OKBoomer.

We'll be doing several activities and posing some questions and sharing perspectives from our experiences. With that being said, I wanted to show what are the directions of this presentation. It comes in three points to simplify things. We'll talk about different considerations of different generational groups and how it works in terms of what's going on today with the panel, in terms of how the pandemic is affecting all of us. And then we'll move into a great discussion with our panelists and we'll do a Q&A with everyone if you have questions or thoughts. Feel free to add in the chat box or message us, the panelists directly, if you want to keep it anonymous or feel free to post it on Twitter.

With that being said, we want to do our first activity here. This is a chat box activity. Excuse me for the short answer poll. We had a poll initially. Now we're changing it to the chat box. When you think of millennials, what words come to mind? If you want, you can message us in the chat box, the panelists only, so we can definitely share the responses there. Great, we have people saying young, people mis-aging millennials, broke, socially aware, drowning in debt influencers, financially unstable, avocado toast, I like that. I don't like the

avocado. Under 40. Texting, millennials here, folks who are users of Twitter, technology, social media, amazing, self-centered, always online. Great. Yeah, all these responses that are going in and I think everyone can see it for themselves what responses we're getting.

We're going to show you what the responses came from when we did this at the joint conference of librarians of color 2018 conference in New Mexico. We had done a similar in-person session, and these were the responses we have gotten. Cool, hard working, avocado, connection, entitled, lazy, toast, right there. Smart. You can see it's very similar. It hasn't changed two years later and it's probably not going to change in the next few years. This is a really interesting exercise we wanted to share. Now we're going to move onto the next one. Jahala will help me with this.

>> JAHALA SIMUEL: When you think of gen x, what words come to mind?

>> RAYMOND PUN: Wow. We got a lot. Billy idol, mature, preppy, forgotten.

>> JAHALA SIMUEL: Cynical, latchkey, awesome, dedicated workers.

>> RAYMOND PUN: Great.

>> JAHALA SIMUEL: Middle children of America.

>> RAYMOND PUN: Misunderstood like millennials. That's a good one. Great. So as you-all are sharing that response, you can see what other people are saying. We also did this similar activity at JCLC, and these are some of the responses. Anything stood out for you, Jahala?

>> JAHALA SIMUEL: Cynical, creativity, young, latchkey, which was said, reckless, lost.

>> RAYMOND PUN: Yeah, thanks for reading those. You can see it's also another echoing the parallels of what folks who were in that session felt. And now we're going to move onto the last group, and I'll have Sarah help me with this.

>> SARAH DALLAS: When you think of baby boomers, what words come to mind? Please add it to the chat box.

>> JAHALA SIMUEL: Seniors, entitled, parents.

>> SARAH DALLAS: Savvy.

>> RAYMOND PUN: It's moving much faster.

[Laughter]

>> EBONI HENRY: Flip phones. Out of date. Oh, I see savvy.

>> RAYMOND PUN: Experienced.

>> EBONI HENRY: 1950s.

>> SARAH DALLAS: You-all are much kinder than the respondents at the joint council.

>> RAYMOND PUN: Here we go. We're going to show that. Ready? There you go. Sarah, anything stands out, and Eboni?

>> SARAH DALLAS: Traditional, rigid, grandparents.

>> EBONI HENRY: Entitled. Experienced.

>> SARAH DALLAS: Absorbed, boring.

>> RAYMOND PUN: All of these similar echoes, similar words. Thank you both for sharing and reading them. It's really interesting because we see of course the -- those really labels, those stereotypes coming in. What does that mean when we're all of us working together in different contexts coming in from different perceptions and experiences? I think that's something we need to dismantle. Something that we need to understand from different perspectives and really think about what that says not just about the groups we're thinking about, but about ourselves, too.

With that being said, I'll have Jahala share this part.

>> JAHALA SIMUEL: Intergenerational workplace cultures. We have the traditional list here, baby boomers, generation x and millennials. With the traditionalists, you have the people that are used to the fax machine, the radio, great depression, the baby boomers are more competitive, work long hours, your generation x, more used to the Walkman, a computer, mobile phone. Latchkey kids. And your millennials are more into internet, smartphone, text messaging, social media instant message and so forth.

>> RAYMOND PUN: And if you want to take a few seconds here, this is entirely optional. We didn't put this because of the nature of the question, but if you want to identify -- or you feel like you identify in one of these groups, feel free to chime in in the chat box. We left that out because initially we were thinking we wanted to figure out other questions and our time is limited to discussion portion. Feel free to type it out here. Got a lot of people identifying as gen x. Boomer.

millennials, great. Boomers, great. So we have millennials, boomers and gen x. We basically have everyone covered. As you're reading this and looking at this chart, you're probably thinking whether it matches some of your own experiences or not. And so we're going to transition to another group that is emerging and all of us should probably be aware of this, that there is a generation z or digital natives group coming in.

We have them in our schools, our universities. They're coming in as our users. They are a new group or emerging group, rather, that has different types of needs. There's been a lot of studies indicating there might be some connections between gen z and baby boomers, more so in terms of being focused on certain elements, certain areas that were -- were sort of not within the purview of the other two groups. So it's important to recognize this because as we're thinking about the future of the profession, how do we think about the role of technology, the role of cultures embedding into our workplace environments. And the needs of our users, that's also an important aspect, and how they're thinking and using so much resources. We're probably going to be hiring them as student workers, as pages, whatnot. It's going to be part of a broader and bigger intergenerational group in the workplace. So I wanted to highlight this book that came in about a couple years ago

The dysfunctional library.

There's two growths that stood out to me. Incivility students also reveal generational differences, and generational attitudes towards technology is witnessed in library users. This is from the ALA publishes book. It explained about different types of workplaces without understanding the communication and the resources, it can lead into a lot of confusion, missed opportunities for engagement, and really unfortunately, incivility and toxic environments. That is what I think many of us think about, might have seen and would like to mitigate, minimize and reduce as much as possible. To do that, we're going to have different perspectives sharing on the communications and all the other good stuff we have mentioned.

We're going to shift over to the panelists discussion time, and each panelist will have a question and they can respond based on their experiences and perspectives. So first question we have, this is from a Twitter account I saw, Tony Zanders. I asked him if we could share that. Graciously allowed and thankful. The modern library contains people across five generations creating a wonderful new opportunity for library leaders.

How might we leverage generational diversity across the gen z/boomer spectrum to create a culture of learning, mentoring, collaboration in preparation for 2030? Those in the attendees box, feel free to respond in the chat box. That a question we posed to

our panelists. Sarah, take it away.

>> SARAH DALLAS: Thanks, Ray. I had prepared answers before COVID-19 struck. And afterwards, I had been really thinking about this, so I have adjusted my responses just a little bit. I'm thinking that all generations should review what services the library provides and determine how the services are essential and if they translate to the new normal. And maybe it's time to think about all of those services that have been done forever and maybe kind of weed them from our services.

What a wonderful time to have people with all sorts of insights coming in and sharing and improving services. And with that, you need to utilize the multi-generational staffs. Look at their interests, experiences, and skill sets for creativity and other ways to get things accomplished. And my big takeaway is, as a supervisor, ask and embrace and listen to the people you work with.

>> EBONI HENRY: That was excellent, Sara, hard to combined. Working now in the school library, I always believed in cross-training. When I was a manager, I've had someone as old as 82, 85, and my youngest staff member being 19. So I always believed in cross-training. And like Sara mentioned, the idea of finding out what -- what strengths staff members have and using them to show each other how to, you know, utilize the library and attain certain skills. A lot of things that we do in the school library, we do the five love languages, and it gives people the opportunity to understand how we -- like I would say want to be handled. And we put our love language outside our doors and so you're able to know that for me, one of mine is act of service. If somebody does something for me, I know that I'm appreciated and they can understand my love language as well as theirs.

That, I think, opens up an idea of we are more alike than you think, because you may say, oh, the teacher's been there for 20-plus years and needs to get out. We have the same love language in we have this in common, we have that in common. So I believe in always cross-training and additional team building activities that staff should be doing and administration should do so people don't get to know each other.

>> JAHALA SIMUEL: Okay. This is Jahala coming from academic. I feel like managers must learn to show tremendous respect across multiple generations recognizing that great ideas and creativity and innovation come in all shapes and sizes and each generation has a distinct set of values, attitudes, and behaviors.

>> RAYMOND PUN: Those are really great points. When we're thinking about this kind of question as Sara, Ebony and Jahala mentioned, it's really coming down to how do we continue fostering that culture and recognizing that it will continue to change. It's not static. We have something prepared for 2030. By that time, even five years ahead, 2025, we're already thinking about 2040 and so forth. And that's something -- it's always a work in progress and recognizing the need to incorporate training that involves everyone's interests and needs. So I will move onto question two.

How do you -- how do you -- this Zoom thing is blocking. How do you diffuse intergenerational disagreements and support effective communications?

>> EBONI HENRY: This has happened to me in several ways. I've been the recipient of a conflict and I've been the person on the other end who has had to handle the conflict. The great thing about myself when I was in junior high school I took a training called peer mediation. It was part of conflict resolution training. I was able to learn certain skills that helped me bring people together who are very upset with each other who have probably said some mean things and done some mean things to each other and give them an opportunity in a safe place to talk amongst each other and feel free and feel like they're in a safe place and they're not being judged and what they have to say and their feelings are valid. I believe team building

activities like this such as somebody mentioned more about the love language, but that goes to the fact of doing team building activities such as the love language and possibly doing things like Meyer Briggs.

There's another one I've done where you learn your color. Who is orange and who's a blue. Putting those people together and realizing once again we have more in common. I believe in always providing a safe place for staff and handling things right away. Not letting things sit and people brew and be upset with someone because they didn't check in some books or something of that nature.

>> JAHALA SIMUEL: This is Jahala. Just about like Eboni, I've been on both sides of the fence with this. As being a young supervisor, I find it difficult to manage older employees. So as a manager, I feel that we need to find the right balance between establishing ourself as an authority while remaining open to others' ideas and experiences. We need to have superior communication skills, thoughtful management, a combination of generational differences and awareness of each employee's needs. employee's needs.

>> SARAH DALLAS: Now I'm up.

>> SARAH DALLAS: Supervising people is part of my job and anybody's job. One way to diffuse disagreements is to go back to the library's mission and share it with all employees, because we're there for -- we are the service providers and we need to work together. A good supervisor will always put people first and a good supervisor should be supportive, reassuring and flexible. And let me just add, and fair to everyone.

Lead by example and let all staff and coworkers know that they are valuable and the top priority is having people take care of their health and safety. And that's very, very difficult because the people you're supervising have to be open to that as well.

>> RAYMOND PUN: Great. You know, I'm thinking about all your responses and thinking a follow-up question which is more related to the pandemic. I'm seeing a lot of disagreements in terms of how and when and if the library should open and all of that. And I wonder if there's any sort of thoughts or question -- or responses you might have to that question considering the situations.

I mean, we can go, you know, all day about that question alone, but if there's anything you'd like to share. Maybe Sara, Eboni, or Jahala.

>> Sara Dallas: I'm in New York, and we have an executive order from the governor saying we are closed. As we begin to reopen, my paramount, paramount is to make sure all of the employees are safe and the public that we serve are safe as well.

>> RAYMOND PUN: Okay. Great. Thanks for that, Sara. I know a lot of people I talk to have been thinking about that in terms of the context of the pandemic. So we'll move onto our last question here. What are the best practices, ideas, that libraries can do to support intergenerational workplace community?

We've talked about team work activity, love languages, leading by example and all of that. Is there anything else you want to highlight, elaborate, it would be really interesting to see what has come up in light of the situation we're all experiencing? We'll start with Jahala, Sara and Eboni?

>> JAHALA SIMUEL: In an intergenerational workforce community there should be training possibilities. Attending conferences or workshops or seminars or webinars. I think that could help with the different learning styles and preference of different groups.

>> Sara Dallas: Here I am! Here I am! I'm a baby boomer and technology is tough. I think a good supervisor must be transparent with their staff. They should communicate and check in with their colleagues and with their -- the people that they work with. Now more than ever is time for supervisors to acknowledge and show

confidence in their teams and coworkers. I mean, we're in this together.

And be honest, especially now during the pandemic, because there are no correct answers as the ground seems to be continuously shifting under our feet. Make a decision based on the best data that you can, but really understand the things and situations are going to change so there will be a need to make adjustments and corrections and perhaps take a new path. And be aware of the people you work with and their physical and mental health because this is a scary, scary time.

>> EBONI HENRY: For me, like I said, I always believe in cross-training, in celebrating staff. And so I've -- like I said, worked with -- you have someone, you know, heading out to retirement and someone bringing themselves, this is their first, you know, government job, you know, at a very tender age still kind of teen, 18, 19. And so I just love to be able to show the positive aspects of the -- that a staff member has and bring it together and say, well, yes, this person is so good at technology, look how they're doing this. And have them work together. Have them do projects that is not so forced, but something that is eased and usually someone of the two is seeking knowledge. And so those staff members still can gravitate to each other as a funny anecdote, the staff member who was older, she was an older woman. And I noticed that she work well and gravitated more to a millennial male.

And she took the training to do a particular technology aspect, and she didn't always do it, but what she would do is connect herself and work with that young man who was open to learning from her, respectful, and had no issue with saying, okay, we're going to do this program, you tell me the program, I'll type it up for you. Even though she took the training, she still found a way to still work with somebody and still indirectly put the post up without actually putting the post up. Like I said, my biggest thing is for organizations to continue to always cross-train. Have fun. Team building activities that staff can do and enjoy doing and, you know, like I said, the newest wave now is all about the love language. And we've been using a book at my school. And it's helped me when I walk by and I look at a certain person's love language helps me interact with them.

Because I am in the school system, I am the librarian, and I should be -- you know, work with everyone and collaborating with everyone and talking to everyone, but sometimes I'm not. And so for me, I am an outgoing person. So if I see that your love language is, you know, access service, for example. If I see that you have a package in the office and -- you know, I've already passed your room, I know you're in there, I don't mind grabbing your package, hey, you know, this was at the office for you, I don't know if they told you, but here. That opens up dialogue with that staff member who may be shy and may think I'm mean. And so -- like I said, just different ways to always work together. That's like key.

>> RAYMOND PUN: Yeah. I agree with all of what you said. I think right now with everything being virtual, it's so important to have established and agreed norms in terms of a virtual environment. What are some dos and don'ts. If you expect everyone to have their cameras on, that something that has to be explicitly stated. If they have it off, have it off. Activities you do in a virtual setting, finding a funny picture. There's a lot of activities now that people are doing to feel engaged, especially right now. We're not sure how and especially now, we're not sure how and when people can come back into a single space together.

It's important to keep that in mind. And join the parameters. I have an example with somebody previously I supervised. It was just their style not checking e-mail after

work hours. That's an expectation that I didn't know, and then it became clear. Okay. We'll go with that. This was like years ago when the main mode of communication was e-mail as opposed to Slack, and all these other tools and devices we have going on today.

With that being said, we're really excited to have all these questions and comments in the chat box. I don't know about the rest of you, but I'm just like, whoa, there's a lot of really great points here being raised. And we can start taking questions from here. Let's start going in with the first question we have in the Q&A. If you want to type in the Q&A, feel free. Otherwise, we'll check back in the chat box shortly.

Might you talk about how the specific folks you manage have taught you to listen to them as you manage projects and situations?

>> EBONI HENRY: For me, like Ray has said, and Jahala, being a younger, I guess, person, and having to manage someone old enough to be your parent or grandparent, just being respectful. You got that job because you, you know, know what you're doing, but definitely just be respectful. I've always gone into different library buildings when I was new to a situation. I've been a manager at three different library locations. And I always go in and spend the time getting to know my staff and getting to know their strengths and what they're good at and just being respectful. Even if they're younger than me, they've been at that library location longer than I have, regardless if I was in the system longer than they have. Just being respectful and just open to what they may have to say because they -- they know something clearly that you don't know.

>> JAHALA SIMUEL: This is Jahala. The same as what Eboni kind of has said. Listen to what they say. Being respectful. Being younger supervisors, you may have -- we have supervised people that has been older than us. Like you said, it's being respectful, listen to what they have to say because sometimes they may say something that can help you in the long run.

>> Sara Dallas: I learned how to listen to everybody as an individual having been supervised by not so wonderful supervisors growing through my career. In addition, I did have somebody who is much older than me and I was her supervisor embarrass me in front of the entire workforce. And it was uncomfortable, but I still tried to be respectful and turned it around and asked her how she could make it better and what was her recommendation.

>> RAYMOND PUN: Yeah, and I'd like to say it's important to document a lot of the conversations you're having via e-mail like Eboni had mentioned the anecdote I shared, I e-mailed that person to confirm later this is what we said and agreed upon, is that correct. Just so you have that on record.

Another question here is what impact does

Race and age play in creating a happy intergenerational workplace?

>> EBONI HENRY: Wow. That's deep. I think it has a great impact. It just depends on the race. It depends on the community that you're serving. But it's ways you can still get around that. I know somebody mentioned something like doing food and activities is not always great, but sometimes having like an international night or just having a day where staff can bring things that they enjoy, you know, at home, part of their culture, is a good way to interact and bring enlightenment to different cultures. Same thing you would do at a school, you know, in a classroom.

>> JAHALA SIMUEL: We have done that at our library when we do have staff functions, we try to -- people will bring different things from their different -- foods from their different culture to kind of interact and make it a happy medium since everyone -- you know, the culture could be different. So we have had that done at my

university.

>> SUSAN DAVIS: This is Susan. I'm going to jump in and read one of the questions that was in the chat. How do you reconcile the fact that each generation always wants the others to change, to adapt to their style?

>> EBONI HENRY: And I had answered that quickly in the chat by saying that pretty much just always showing each other's strength and saying that we can use your idea, you know, your skill and see how it interlocks. Because we -- at least in the public library for the most part, they really try their best to put people in a building -- because we spend a lot of time together -- that can work together and have certain skills. So it's really about understanding your staff and making them understand how well this person works doing this and how well you work doing that and how they work well together. Especially sitting at a reference desk, for example.

>> SUSAN DAVIS: There were also just a lot of comments in the chat about the use of these different labels and, you know, people's feelings about they don't define you, they're just part of you. And maybe thinking in these terms is actually maybe not -- not the best idea, but I think an earlier speaker talked about cultural competence and we've all heard about empathy and some other things. If you want to share any of your thoughts sort of in general about, you know, the generational labels.

>> Sara Davis: This is Sara. I don't know if I like the generational labels. I think everything is stronger when you have different attitudes and views going into a project or providing services. But there are people who are rude. There are people who are introverts. There are people who are extroverts. There are all sorts of things that make us who we are. And it's learning to find a way for everybody to work together. And sometimes it just can't happen, but it doesn't always -- it's not always caused by how old a person is.

>> RAYMOND PUN: Yeah, and that's a great point. This is Ray again. I feel like there's a lot of conversations we've seen in the chat box. Certainly it's given a lot of folks to think about. The whole point of the session is to give you ideas and takeaways of what all of us as panelists think about this issue. There is no one right way of doing things, there's no one right way of looking at things. As Eboni has said, being really respectful is really key here and understanding a lot of differences and being inclusive in the process is really key and adapting to such changes, while also recognizing the differences, too.

I know we're sort of running out of time. Sorry we couldn't get through all the questions and comments. Really want to thank all of our speakers -- Jahala, Eboni, Sara -- for giving us this time and thoughts and Mike and Susan and everyone else for putting this conference together and all of you for joining. It's really, really been a great opportunity to learn from each other.

>> SUSAN DAVIS: Thank you, Ray. I do have a few wrap-up comments just to sort of end our day on not thinking about snow because, you know, it will go away. It really will.

But on behalf of the Exchange working group, I want to thank everyone for attending. We are thrilled to see, you know, the numbers of participants here and that people have stayed through the end of Friday afternoon. Also like to thank our gold sponsor Emporia state university school of library and information management and our silver sponsor for today, Elsevier. Special thanks to Mike at LearningTimes for keeping us from blowing our sort of minds here because the technology behind the scenes is -- he's handled it beautifully. He also has such a calm voice, so that helps, too. I also want to remind folks about the core virtual forum,

formerly the leader forum, that will be held November 18th and 20th. We heard about that earlier this week. The call for proposals has been extended to May -- May 20th, but that forum will be held online November 18th and 20th. So keep watching for details about that.

And also I want to mention that an evaluation will be e-mailed to all registrants and we do encourage you to send it back to us with your feedback. I think that's pretty much it and, again, don't forget to go to the discussion forums. They will be open -- I think at least through next week, probably longer so that we can do follow-up with some of the questions and you can share additional information.

So thank you all for coming and making this the huge success that it has been. These sessions have really been excellent. It's nice to see all the hard work of the presenters and the planners come to fruition.

So with that, happy Mother's Day to all of you who are mothers and anyway if you're mothers of pets, of children, if you're mothers of adults, in any role that you play as a mother, we appreciate you-all. Thank you. And so long.