

>> Karla Strieb: Welcome to the third day of the ALCTS exchange. We are so thrilled you can all join us for another interesting and engaging program. I'm Karla Strieb, and I'm a member of the Association for Library Collections and Technical Services, otherwise known as ALCTS. I'm also the chair of the ALCTS Exchange working group and my day job is at the Ohio State University library. On behalf of all the members of the Exchange Working Group, welcome back for our third day. It's been my pleasure and a singular honor to work with the ALCTS staff, our ALCTS leadership, the working group members and all the amazing folks who have prepared presentations, sessions, lightning rounds and posters for the exchange.

Our first two sessions provided lots of great content and interesting discussion, and I'll show you in a minute how to access them if you had to miss something. Just to remind everyone, every day has its own theme, in addition to our broader theme of Embracing the Past, Building the Future. Today's theme is Creating Connections with Users. In today's sessions, we will examine how acquisitions, collection development and management, cataloging and metadata and preservation support the needs of library users and impacts their experiences.

Like the previous sessions, we'd like to start the day by sharing some important information before we start our program. We'd like to take a moment to thank our sponsors for their generous support of the ALCTS Exchange. Thanks to Wiley and ExLibris group for their support of the inaugural ALCTS Exchange. We're very grateful for their help in making the exchange happen. Information about the code of conduct for the ALCTS Exchange can be found on the event Web site at the URL below. ALCTS leadership, the ALCTS office and the ALCTS exchange working group feel strongly that the event should be a comfortable and welcoming environment for everyone in attendance. Harassment or intimidation of any kind will not be tolerated. If you've been a witness to or recipient of any kind of behavior that you believe violates the ALCTS Exchange code of conduct, please contact Keri Cascio, ALCTS executive director at either the phone number on the screen or E\_mail her at [kcascio@ala.org](mailto:kcascio@ala.org).

Just a reminder that all ALCTS Exchange participants will be muted during the event. Please make use of the chat box if you have questions you wish to ask or comments you wish to share with program developers. For our returnees, I know you're very good at speaking up, so just keep on doing what you've been doing so well.

I also want people to know what when the ALCTS Exchange is not broadcasting in the live stream, there's plenty to do. If you're part of a group registration, your group leader can tell you how to set up an account so you can access the registration site. All registrants are invited to check out the discussion forum, take a look at pre\_readings and pre\_work, take surveys, and there are several surveys available for upcoming presentations, or make use of discussion guides created by ALCTS Exchange program developers.

Additionally, recordings of last week's sessions, including the lightning talks and posters, are available for you to view at your convenience throughout the two weeks of ALCTS Exchange. One of the forums offers you a chance to introduce yourself and meet your fellow registrants. Many folks have already said hello, but there's still room for more folks to chime in. We also have a list of registrants available. All this content is available on the ALCTS Exchange Web site once you've logged in as a registrant.

But if you're a tweeter or just a twitter lurker, you can join the conversation about the ALCTS Exchange on twitter. The ALCTS Exchange has an event hashtag, #ALCTSx17 and it's been getting a work out so feel free to join the fun. Freely free to join your questions, comments and ideas using the hashtag. If you encounter any technical issues or have a technical question, you can start a private conversation in the chat box with Learning Time's technical support. You can also contact them directly by E\_mailing [help@learningtimes.com](mailto:help@learningtimes.com).

As I noted earlier, today's theme is creating connections with users. In many of our work, we take much satisfaction in knowing that we're often helping hundreds, thousands, or even more users find access and use content. But at the same time, the way we often make our users' lives better is by taking direct, personal help out of their experience, unmediated access to content is usually our gold standard. But connecting our users directly to the content they want puts us in a position where we don't often get to see the people using the library's resources and services. And we can't easily talk to them directly. About how our content looks to them, and where we could be better aligned with their needs. I think that leaves all of us with a hunger to understand our users, and that's what's going to be driving our interest in today's session.

Last week, several of our contributors talked about how new rules and engagement with our users are driving change in our work practices. So I'm very pleased to be able to introduce today's keynote presenter, Trevor Dawes. Trevor is a distinguished library leader in a number of roles. He served as ACRL president in 2013 and 2014, and recently co\_chaired the ALA Task Force for equity, inclusivity and inclusion. His day job is the University of Delaware's vice provost for libraries and museums and May Morris librarian. There's a full bio on the Exchange Web site, of course. But that's probably enough for right now.

Trevor will be framing our day and our exchange experience with his perspectives on how our understanding of diversity, equity and inclusion are changing, and offer some things for us to think about as we seek new alignments and points of connection with our user communities.

Our keynote presentation will end at 2 p.m. eastern daylight time, and in the course of the next hour, we expect to have time for approximately ten minutes of questions. You can type questions for Trevor into the chat box at any time during his presentation, and we'll address them when he's finished. Trevor Dawes, thank you so much for taking the time to talk to us today about new ways for us to understand the roles for libraries and engaging communities.

>> Trevor Dawes: Great. Thank you. Thank you so much, Karla. It is, indeed, a pleasure for me to be here. I think we are still struggling with technology. I lost the connection a moment ago, and the Adobe Connect is reloading for me so I'll just take another second. Oh, here.

So welcome, everyone. And again, thank you, Karla, for the introduction and for setting the stage. I am really delighted to have this conversation with you today about libraries and the community engagement. I'm also going to contextualize the conversation within the frame of diversity, inclusion and social justice, as this has been a theme, or one of the themes, of the ALCTS Exchange so far.

As libraries and particularly academic libraries about which I will primarily speak become more engaged with their communities, they're taking these steps often with diversity goals in mind. In the library profession, we've often struggled with creating and fostering a sense of community, and where we \_\_\_ how we create and embrace diversity in our environment. We speak openly about our commitment to, as we say at the University of Delaware, inclusive excellence, and by that we not only refer to inclusivity on campus, but in the broader community. I'm encouraged not only by our local efforts, but also by the efforts that many libraries are pursuing to effect positive change. Before getting started, I'd like to get a sense of the types of libraries from which you are participating. Although the talk will address community engagement fairly broadly, all of my experience has been in an academic library and so I will admit to having that bias.

So can \_\_\_ you're already answering the poll. So thank you for your active participation. It's great to see that there are as many academic libraries participating as there are. Thank you. Okay. Great. So a majority of the participants are here from academic libraries. So thank you.

Because the backdrop for this presentation is based on equity, diversity, inclusion and social justice, I thought I would begin by defining these terms. For two years, as Karla mentioned, through June of 2016, I was co\_chair with Martin Garner from the University of Colorado at Colorado Springs of the American Library Association's task force on equity, diversity and inclusion. The task force made several recommendations to ALA about how the association and, indeed, our profession can be more engaged with our communities, and also be more welcoming and inclusive. Those recommendations are all available on the ALA Web site.

We began our work, however, with defining the terms that we would use throughout the association, and I thought it important to share those definitions with you today.

In some spaces, we use the term equity and social justice interchangeably, and we'll use this word or phrase when we speak about addressing the underlying conditions, or the systemic issues that continue to disadvantage certain groups, or privilege other groups over another.

Equity assumes a process, a system, a culture that is ultimately fair and in which all persons have equal access to opportunities. Sometimes, however, we confuse equity with equality. But as this image,

which many of you have probably already seen, shows there's a significant difference between treating everyone equally, and treating them equitably. Not everyone should be treated the same, because we each have our advantages or disadvantages in life, and equity allows for those differences.

A diversity and inclusion strategist based at the University of British Columbia speaks about the platinum rule. I think many of us know the golden rule, do unto others as you have them do unto you, but Mr. Habicon suggests this is rather egocentric and puts the focus on you rather than the other. He suggests the alternative, the platinum rule, do unto others as they would do unto themselves, which I think is very simple, yet effective in demonstrating the principles of equity.

Diversity not only encompasses our differences, but also our similarities. As a task force, we struggled with this definition as some members not only of the task force, but of the broader community wanted to keep the definition focused on some of the visible diversity characteristics, such as race and ethnicity. While we understand the systemic oppression that members of some traditionally under-represented groups face, we wanted our definition of diversity to be more inclusive, and therefore it included those invisible characteristics as well, such as the different abilities, sexual orientation, religion and others. But we intentionally did not list any of these so as to be inclusive.

And we need our communities to move beyond the recognition or appreciation of our differences or diversity. We must ensure that we listen to and value the unique qualities, skills and experiences that each member of our community brings. We know that diversity of opinion leads to more successful teams, and therefore, to be inclusive means that we value each of these opinions.

The task force did not define social justice, and I'm therefore using a definition by Chris Berg from the Massachusetts Institute of Technology. I made a reference earlier in defining equity that the terms are often used interchangeably. Social justice aims at ensuring that the systems that are in place provide opportunities for everyone to participate in society. So how are libraries embracing the concepts of equity, diversity, inclusion and social justice? I'll share a few examples. At the University of Wisconsin Madison, they've created what they call a reflection space. These types of spaces are becoming more common in academic libraries, and are being developed largely in response to a need or a request for prayer spaces.

Rather than, however, creating spaces that are meant for single purpose, they're made to be inclusive, and for all to use. There are libraries that currently don't have these types of spaces that are expressing interest in developing them, and they've been reaching out to other institutions, such as the University of Wisconsin, to learn about their experiences. In addition to having a reflection space, the library at Washington University in St. Louis is also the physical home to the campus's Center For Diversity and Inclusion. The center has no formal reporting relationship with the library, but the location provides great opportunities for collaboration and joint programming that can bring in library

resources, and both the library and the center share the responsibility for helping to achieve the campus's diversity goals.

I wasn't able to participate in the program last week on IMT's social justice agenda, the collections directorate, but I believe this is related. In addition to enabling broad access and implementing appropriate terminology, as was the topic for the MIT conversation, the library's interested in ensuring that different voices are represented in their collections. The University of Maryland Libraries has also created a collection development diversity statement, and I've noted in their statement, if we want to ensure our future, then our profession has to reflect and protect the rights of all people in order to bring about change in our diverse communities. Collections, strategies and services serve as the foundation for learning and give the information seeker tools to do whatever is of excellence.

As important as it is to have a policy, it is just as important to live that policy, which I believe they do very well at the University of Maryland. In the spring of this year, the library at Yale University highlighted the diversity of its collections with three exhibitions. Treasures from Japan in the Yale University Library highlights Yale's Japanese collection and the Association of Japan collection.

Fun on the Titanic, underground art in the east German states show cases a generation of poets, artists, musicians and performers who turned their backs on official culture in the east German state.

And Casting Shadows, integration On the American Stage, offers a chronological selection of examples of stage integration, beginning with the 1878 Uncle Tom's Cabin, and continuing through August Wilson's 1984 Black Bottom. The choice of these exhibition demonstrate one way in which a library can affirm its commitment to the University. As with the University of Maryland, with their diversity in collections, and it is important to highlight those areas.

And finally, I'll just read one section from this slide, from the Association of Research Libraries. The ARL libraries is committed to documenting voices of marginalized populations and to creating and sustaining library and information organizations that not only are diverse and inclusive, but that fully leverage those assets to ensure intellectual and social growth and engagement for all stakeholders.

To that end, the ARL members, library directors and other staff, have been submitting information about initiatives on their campuses that highlight what ARL member organizations are doing to support social justice movements, and to contribute in meaningful ways to the advancement of diversity, inclusion and equity. Libraries from Massachusetts to Kansas to Saskatchewan to others have pursuing their own initiatives. The links to all these examples that I just shared are shown here and will be available in the recording. Of course, these examples are but a sampling of what libraries are doing. More recently, libraries and library associations have also felt the need to affirm their values and their commitment to diversity and social justice. The American Library Association states libraries provide a safe place for individuals of all ages and backgrounds, and for difficult conversations on social issues. Our nation's libraries serve all community members, including people of color, immigrants, people with disabilities,

and the most vulnerable in our communities, offering services and educational resources that transform communities, open minds and promote inclusion and diversity.

The Association of Research Libraries adds, as social institutions, research libraries strive to be welcoming havens for all members of our communities, and ARL libraries will not deny service to anyone based on race, sexual orientation, gender identity, religion, disability, age, genetic information, veteran status, ancestry, national or ethnic origin or citizenship status. They've obviously taken a different approach than the task force in listing these, but they believe that it was important to have a list in this case. The Asian Pacific library association and the ALA equity diversion and inclusion working group, as well as other organizations and libraries, have also issued statements affirming their values.

Some, like the Princeton like in the have involved their community members in the message they want to send about their values. Equity and social justice are certainly important for libraries and these values will position libraries as the leaders in their communities, and on their campuses. And while these values are important, so, too, is representational diversity about which I have not yet spoken.

The most recent ALA demographic data shows that we remain a largely white, 88%, and female, 83%, profession. Despite efforts aimed at advancing racial and gender equity. Earlier, ALA diversity report from 2007 highlighted that between 1990 and 2000, there was an increase from 9 to 13 percent in the number of non\_white librarians. I think it's troubling that 12 years later, the time of this survey, we have not made any progress in changing that statistic. Again, despite our many efforts. The ALA report looked at representational diversity, looking at the population at large and the population of librarians. It also only looked at race and ethnicity, gender and age. The report suggests that ALA and other library organizations have a lot of work to do, both in terms of recruiting and retaining a more diverse workforce. We can speculate on the causes for this stagnation, and I would welcome your thoughts and ideas in the Q & A period.

There are many efforts aimed at increasing representational diversity in the profession, such as the spectrum scholarship program. Since 1997, the American Library Association has awarded scholarships to more than a thousand individuals from traditionally under\_represented groups, to complete requirements in an ALA accredited LIS program. Spectrum not only provides scholarship assistance, it also provides leadership development opportunities and creates a cohort experience among the recipients of the scholarship each year. We're happy that spectrum is celebrating its 20th anniversary this year.

The Association of Research Libraries also hosts several programs aimed at increasing representational diversity. These programs are geared towards individuals at various stages in their careers, and, like Spectrum, includes a leadership development component. ARL has also partnered with other organizations like the Music Library Association and the Society of American Archivists to help bring greater diversity to those areas of specialization within the profession.

More recently, a group of academic libraries partnered with the Association of College and Resource Libraries to extend the reach of the diversity alliance. In the diversity alliance, participating libraries agreed to host a library resident. This recent MLS graduate is either from a traditionally under-represented group or will demonstrate a commitment to diversity in a variety of ways. The format of the residency program may vary by institution, but by being a part of the alliance, the residence will become part of a cohort and will have a common professional development and networking opportunity. Residents will also learn not only about the institution in which they're working, but about other institutions that are part of the alliance.

These are just a few examples of national programs that are designed to encourage representational diversity. We can debate about the success of these programs based on the demographic data that I presented earlier.

As important, though, as representational diversity is, it's not enough. While many of our library users want to see themselves reflected in the composition of the library staff, there are other ways in which the library can be welcoming. One way is simply to welcome more users in a way in which they might be familiar. This is how we welcome our guests to the library of University of Delaware. These actions, statements, policies and collaborative efforts all tell a story of inclusion, but are they a part of the core role of the library?

Let me now turn for a few minutes to some data from the most recent Ithaca survey of Academic Library Directors. The survey was conducted in 2016 and the results were just released in April of this year. As with the previous surveys in 2010 and 2013, most library directors surveyed believe the role of the library is to help with undergraduate research and information literacy skills and to support faculty teaching initiatives. There are other areas of importance, according to the directors, but the diversity in social justice imperative does not appear here.

However, when asked how influential various factors are in shaping your library's strategic priorities, social justice imperatives appear in the list of issues with just over 20% of all directors, and the social justice imperative appears to be just slightly more influential among directors at doctoral institutions than among those from master's or baccalaureate institutions.

Understanding the desire for diversity and social justice, one might ask where directors would invest new resources. Approximately half of the directors said they would invest in staff or in redefined positions. It isn't clear what these positions are or would be, but one might speculate that they will be positions that would lead to greater community engagement or with greater diversity within the library.

The areas in which staffing would be added include instruction and information literacy, specialized faculty support, and digital initiatives, among the highest ranked by the directors. What might come as no surprise, the areas in which the directors say staffing is likely to be reduced include technical services, access services and reference.

Again, while not explicitly stated, one can speculate based on what the directors view as important, how these positions will be redeployed in the library. And, in fact, although I haven't seen a lot of these positions, the Midwest Collaborative For Library Services recently filled community engagement librarian position, a position that will coordinate outreach, marketing and training, and the libraries at North Carolina State University are seeking to fill a community engagement librarian position with responsibilities similar to those in the MCLS position, marketing, communication and collaborating with those positions. Collaborating with the community. Sorry.

Although no such position exists at the University of Delaware, we have now some specific language in all of our job ads about our candidates' expectations in supporting our inclusive environment. The language, we welcome those who have demonstrated a commitment to upholding the values of equity, diversity and inclusion, and will assist us to expand our capacity for diversity in its broadest sense sets the expectation for all our candidates. We also have specific questions asked of candidates during their interview about their commitment to diversity and inclusion.

In addition to language and job ads and changing job descriptions, some libraries are engaging with their communities through their campus partnership with Campus Compact. Campus Compact is a national higher education association dedicated to campus\_based civic engagement, and Campus Compact enables our campuses to develop students' citizenship skills and forge effective community partnerships. They're currently over a thousand colleges and universities that are members.

Campus Compact provides an opportunity for faculty, staff and students to partner with their communities on programs that are mutually beneficial. The action statements listed here by the Campus Compact align well with the community engagement emphasis on many of our academic campuses. They also host a national conference, the next of which will be in 2018. Campus Compact was founded in 1985 by the presidents of Brown, Georgetown and Stanford University, along with the president of the education commission of the states.

So we have a predominantly academic library in the audience today, so we have another poll for you, particularly those in the academic libraries. Is your college or university a Campus Compact member?

All right. I see that several of you don't know. So on the \_\_ I'm going to end this poll. Great.

So information about member institutions is available on their Web site, [campuscompact.org](http://campuscompact.org), and if you are not sure if your institution is a member, I'd encourage you to visit \_\_ it's [compact.org](http://compact.org), sorry, not Campus Compact. I would encourage you to visit that site.

Campus Compact recognizes there's a role for libraries in the campus's desire for greater community engagement. While these may seem obvious, these are some of the ways that they suggest libraries can become more involved. Libraries can connect the available resources for the campus and community needs. We can have exhibitions that showcase community works, and we can create



digital repositories of community collections, very similar to the examples of what libraries are already doing, but this is recognized by this organization that these are ways that the libraries can contribute to those campus initiatives.

In 2014, the American library association forged a relationship with the Harvard Institute for Public Innovation in an attempt to have libraries turn outward and be more involved in their communities. Although mostly geared at public libraries who would either host other organizations in the library to have community conversations, or having the library leading those conversations, academic libraries have also found the techniques of the Harvard institute to be valuable as they work not only with their campus communities but also with the broader communities outside of the campus. As suggested by Campus Compact, the libraries in St. Louis have created an online archive of photos, videos, tweets and other content that was created by the community in response to the killing of Michael Brown and subsequent activities in the City of Ferguson, Missouri. This project spawned an even greater collaboration documenting the now among the University of California Riverside, the University of Maryland and Washington University in St. Louis. With the support from the Mellon Foundation. Documenting the \_\_\_ about historic significant events in their communities, and it has developed tools enabling scholars to mine, use and analyze this data. And of course I have to put in a plug for my home institution, the University of Delaware, that is collaborating with the local branch of the NAACP to host an event to collect oral histories and document mementos from current and former residents of a historically African\_American neighborhood in Delaware. The library will provide both digitization equipment and expertise at this event, and will house the collected content in our institutional repository, making them available according to the wishes of the content's owner.

Back to Campus Compact, they also describe on their Web site some of the projects in which libraries have been involved. These projects at the University of Kansas, Loyola Marymount and the University of Michigan, for example, include exhibits, digital repositories, outreach in programming and access to health information. These examples are intended to demonstrate the ways in which libraries can be community engagement leaders.

So libraries have also created research guides, hosted events and programs of various types, developed exhibitions and collaborated with others on their campuses and in their communities in so many ways, all to demonstrate their commitment to equity, diversity and social justice. In addition to the questions that I hope you have, I would love to hear from you about the efforts at your institution in order to increase the diversity and to engage with your communities. Thank you.

>> Karla Strieb: Thank you, Trevor. We're now moving in to the question and answer period here. And it looks like we have about 20 minutes for folks to ask questions and think about different things. So just to remind folks that you ask questions by typing in to the chat box, and also that's a great place to type in any examples from your organization that you want to share, as Trevor just asked.

So Trevor, we have a question from Erin Leech in Athens, Georgia, and she knows that many specialized collections, and I think you've mentioned something like this, such as locally made publications, may be of interest to marginalized groups whose history they chronicle. So how do you reconcile making these resources searchable and accessible with the parent library director desire to decrease positions for metadata creation? What do you think about that?

>> Trevor Dawes: Thank you.

>> Karla Strieb: I'm sure you appreciate the irony there.

>> Trevor Dawes: Yeah. So it is interesting, and the Ithaca report, and I haven't been able to do the sort of analysis that Ithaca has done, but in the last survey that was released in 2014, the 2013 survey, there were more library directors who said they would decrease staffing and technical services than there were directors who said that in the 2016 survey.

Now, whether that is because they have already decreased their staffing in technical services sufficiently that they can't decrease them anymore, I don't know, but I believe that one of the things that's happening \_\_ and perhaps it's a way in which the question is phrased to the directors from Ithaca, I think the directors are probably \_\_ or the libraries, let me not just put this on the directors, but the libraries are repositioning the positions, and that was actually one of the things that was reflected in the response by the directors as well, that they would re\_frame positions. With an increased emphasis on the digitization efforts which would include things like chronicling local histories, gathering those stories that we're doing this weekend, for example. They do need to have the appropriate, you know, metadata or bibliographic control or whatever language you want to use around that, and so it's important to maintain that \_\_ the staffing that will enable that description to be performed in order to make the collections accessible.

I don't know, you know, I can't speak for all the folks who responded to the survey, but I don't think that by reducing the technical services staff or by the directors saying that they're reducing the technical services staff, I don't think that means we're abandoning the need for the sorts of descriptive roles that will continue to be necessary in libraries, and I would argue are probably going to be increasing in need in our libraries, particularly as we continue to make more material available in digital format. More locally created content available in digital format so we will have to have those positions.

>> Karla Strieb: Thanks, Trevor. Erica Sindley asks is there a link to more information about the historic preservation partnership Newark is doing with the local NAACP chapter? And she notes that the county is working on a similar project and would love to partner with the NAACP in this way. Do you have any advice on working with the NAACP?

>> Trevor Dawes: Sure. So great question. So our campus is a member, the University of Delaware, is a member of Campus Compact, and we do have a community engagement office that is led by a

former provost, actually, at the university, and it is through that office that this partnership has come about. They reached out to the library because they saw the need for the staff in the library to be involved in this project. So the relationship with the NAACP really happened outside of the library, but on campus, but because our campus partners recognize the value that the libraries would add to this project, and we were invited in to participate, so it's great to see that there's interest in a project similar to this, and I'd be happy to chat with you offline, Erica, if you'd like to be put in touch with our campus folks, or with the library and who is responsible for that project here.

>> Karla Strieb: Great. Thanks, Trevor. So going back to your comments about equality versus equity. Do you have suggestions for how librarians can work to ensure that their focus really is on equity in this space?

>> Trevor Dawes: Yeah. So, you know, I think that image that I showed, a fairly simple image that shows the difference between equality and equity, and the Alden Habicon phrase about doing unto others as they would do unto themselves, I think keeping those principles in mind whenever you're making decisions about \_\_ when you're making decisions about hiring, when you're making decisions about promotions, when you're making decisions about termination, when you're making decisions about your collection, I think, you know, keeping those principles in mind are going to be very helpful as you make decisions. There is no \_\_ there's no magic \_\_ you know, there's no magic potion except, it takes, as the now former president of Princeton would say, it takes eternal vigilance, and so with everyone in the organization sort of keeping those principles in mind, then I think you will be able to \_\_ or we will collectively be able to make a difference.

>> Karla Strieb: I'm glad you moved a little bit over in to the kind of diversifying the profession space as well. I'm just curious. Do you have, like, a top three suggestion list for libraries to think about when they're trying to reflect their values around diversity, equity and social justice as they approach hiring library employees, whether those are librarians or other kinds of folks working in our organizations?

>> Trevor Dawes: The top three suggestions. I don't know if I would have three.

>> Karla Strieb: You can have more or less.

>> Trevor Dawes: If I could cheat a little, certainly I \_\_ you know, the response to the previous question, you know, keeping those principles of equity in mind, I think, you know, being \_\_ just being more visible and engaged on your campus \_\_ well, in your community, whatever your community, whether that the campus or a city or town, so understanding, you know, sort of who your community members are, trying to understand who your community members are, and what their needs are, and that really starts with conversation. So, you know, how do you reach out, what are the sort of questions that you're asking, how do you invite your community members in. But also, not just invite

them in, but make sure that they're welcomed, and really listen when you're asking those questions, and really listen.

And a third. Hmm. I'd have to think about a third a little bit more.

>> Karla Strieb: Okay. That's okay. Maybe if we ask you a different question, it will come back.

We have a couple questions here, and I can really relate both to these from Sarah and Dejah Rubel, and I don't know if you're like this, but many of us in some ways, whether we knew it or not at the time, found our kind of first interest and connection to libraries when we were much younger than even in college, when, you know, we were young folks. Do you have thoughts about how libraries \_\_ we've talked, you know, about community outreach in kind of a Broad way, but do you have thoughts about how libraries can do outreach to some of the younger members of diverse populations, and somehow help them have those same kind of experiences that I think many of us had, where the library became the place that at some point later in our lives, we realized we really wanted to work.

>> Trevor Dawes: Yeah. So I think, you know, there are probably a few ways in which this could happen. One of the things that I have seen is librarians visiting either the high schools from which they graduated or just visiting other schools in general to talk about the profession of librarianship, because oftentimes, you know, we could probably \_\_ if we could put another poll up \_\_ if I could create another poll in a minute, I would ask, you know, how many of you really thought about librarianship as a profession when you were in high school, right? I would suspect the answer would be very few, if any, of the participants here. And so how can we, then, you know, talk about what we do in librarianship and the field of librarianship is so broad. So, you know, we're not all, you know, checking both out or cataloging material or, you know, buying material \_\_ you know, buying collections, whether print or electronic. We're working with technology. We're working and integrating in the classroom. We're doing community engagement work. And so the role of the librarian is so broad that I don't know if many of our students \_\_ and I'll, you know, I'll say high school students, and our college students don't really fully understand, or therefore appreciate what we do. So we need to be in those spaces. And there are some librarians that are doing that, you know, not necessarily with the aim of recruiting, but really just with the aim of exposure, you know, what is it that a librarian does.

Now, when one of the former ALA presidents had \_\_ his president's program was to work with a group of high schools in the city in which the ALA conference was held that summer that he was president, and we brought a lot of \_\_ he brought a lot of high school students in to the conference so they were able to have the ALA conference experience, and the goal was to sort of, you know, continue to keep in touch with these students over time to see if, A, they went on to college, and if they actually, then, you know, thought about librarianship. You know, they were paired up with mentors as well. It was a more complicated program that I'm describing here, but to see if they would ultimately think about librarianship as a profession. That was a one\_shot program that really was not sustained, and whether

that happened through ALA or it happens through our individual institutions or through other associations, I think that's certainly one of the ways that we can reach out to the younger generation. We've seen this happening in other professions that are creating, you know, these pipeline programs, if you will. You know, the pipeline programs for under-represented groups, we could just have a pipeline program for librarianship in general.

>> Karla Strieb: Yes. Don't over-think it, huh?

>> Trevor Dawes: Right.

>> Karla Strieb: So you alluded to this right at the beginning of the Q & A and I'm going to actually circle back while we're looking \_\_ oh, sorry here, just before I go on, someone asked, do you remember which ALA president that was?

>> Trevor Dawes: That was Jim Redding.

>> Karla Strieb: Okay. Because someone was just asking that. So I'm going to circle back to something you started off talking about is how this question of what's our future in tech services and how can we do more \_\_ not just tech services, collections, preservation, all of those areas \_\_ but how can we, from our kind of back room side of the organization, maybe help library directors understand better the different ways \_\_ or library leaders \_\_ understand the ways that we really try to reflect the values of equity, diversity and inclusion and the kind of work we do. And, you know, I was really struck by the Maryland's collection development statement, that they found a really interesting way to tackle this that communicated those values. And presumably to library leaders. So do you have any thoughts from your side of the desk of how we might be able to make our case better, or just make it more transparent, what we're already doing?

>> Trevor Dawes: Right. So on a perhaps semantic note, you know, I would say I wouldn't consider those operations, you know, back-room operations or back of the house operations, because I think that technical services operations are vitally important to the library operation. So let me start there.

>> Karla Strieb: Okay. Yeah.

>> Trevor Dawes: And I think, you know, the last part of your question I think is right. It's really how do we highlight these \_\_ that this is already happening. The Maryland example is a good one, but we \_\_ you know, Maryland has chosen to codify that in a way that is very public. Many other libraries may have the same ideas, but \_\_ and same practices, but they may not have codified that. So one thing that we should do, I believe, is to tell our stories, not just to the library director or to the others in the library, but really to the public. This is what we value. And then, you know, living that value. So then how do \_\_ how are the \_\_ these reflected in the collections, how are they reflected in the ways that I described earlier. How are they reflected in our exhibitions, how are they reflected in our

programs that we provide to our community members. And so it's great to have those values stated, but we need to demonstrate those values, and not just for the library director, but really for the community to see that we believe in them. They're not just, you know, something we put up on a Web page or we have a document about. Does that answer your question?

>> Karla Strieb: Yeah. Thank you. Thank you. And we have a comment from the folks at Duke, which has passed through my mind in the past hour as well, that often tech services, interestingly, is our most diverse group of staff within a library in terms of age, ethnicity, languages, spoken, all those kinds of things, and so I think it's something \_\_ we do think about, although I also have found, in my career, that that can be a challenge going forward sometimes to maintain that diversity as we go through retirement and we have kind of a different demographic of folks coming in to our pools for staff.

So I'm just waiting for \_\_ folks, we still have time for a few more questions.

>> Trevor Dawes: Yeah. So let me \_\_ and this is where we can think about \_\_ this is where we need to think about diversity in its broadest sense, right, because when we're looking at say technical services position, while, again, representational diversity is very important, we also need to think about the other dimensions of diversity that are going to add to the richness of the team, that are going to add to the richness of our collections, that are going to add to the richness of our conversation, the richness of our discussions and decisions. And so \_\_ and I'm not suggesting that we ignore the representational diversity component, because that is, in fact, a very important, but we need to embrace this also, I believe, broader definition of diversity if we are to be successful in our libraries, in our institutions.

>> Karla Strieb: So since I'm still waiting for folks to type things in, I'm going to ask a question about, you know, I'm noticing at Ohio State that we're talking more and more about how we can engage the community beyond our immediate campus and faculty and staff and student bodies, and I think we've already heard you allude a little bit to some ways in which you found or you've experienced academic libraries starting to partner with some maybe not so traditional partners, and starting to reach out in to the communities around their campuses in some different ways. Do you have any thoughts to share about that experience or how libraries can really start to open up some of those kinds of doors and, you know, work together across different kinds of libraries?

>> Trevor Dawes: Sure. And I think you're bringing in \_\_ there's another question about academic libraries partnering with public libraries that someone just asked, so yes, you know, the \_\_ both the library and the institution, if you're in an academic library, then it just needs to reach out to your colleagues at other institutions. I'll go back to the Washington University example that I demonstrated before when we had that incident in Ferguson. I was at Washington University at the time, and we worked closely with the St. Louis History Museum, the St. Louis art museum, because all \_\_ not all of the documentation that was being collected was necessarily appropriate for the academic library, but this was a historical event or historical moment in St. Louis, and so it was necessary. It was almost

obligatory to reach out to our cultural heritage partners in the city in order to have a complete representation of what was happening \_\_\_ of this history. Where we've started to do that \_\_\_ we've been doing that here in Delaware. We're doing that a little bit more actively now, and there are other examples of, you know, public \_\_\_ you know, both public/private or academic/public partnerships, but it really takes \_\_\_ it takes having a project that is worth working on collaboratively, or that there's a need to work on. You know, oftentimes the desire may be there to collaborate, but you can't think of, you know, what it is that you'd want to work on together, so really having that project is a good place to start. Thinking about what that would be. You know, the NAACP project, again, is a perfect example. So once you have something to work on that unifies those organizations, public library, academic library, special library, other cultural organizations, cultural heritage organizations, that's really the place to start.

>> Karla Strieb: Great. Thank you so much, Trevor. You've touched on a whole range of really interesting issues in this space around connecting with other communities, about honoring our values around diversity, equity and social justice, but unfortunately we're out of time, and so I'm going to say one final thank you very much and I'm going to turn it over to Alana Verminski, who's going to get us started with the break.