

FOL Day 2

Please note timestamps do not match with video, but might help provide a sense of the time period.

Thu, 10/8 9:11AM • 2:31:45

SUMMARY KEYWORDS

libraries, library, community, privacy, virus, great, questions, surveillance, talk, resources, data, conversations, battelle, technology, tools, systems, information, paula, access, advocacy

SPEAKERS

Sharon Streams, Tess Wilson, Beth Nawalinski, Elaine Tai, Skip Dye, Fiona Potter, Carol Frost, Alan Fishel, Paula Miller

Fiona Potter 00:00

Please visit sources like native land.ca. Or check out organizations like the Sogorea'Te Land Trust, which can offer actions that you can take to support native sovereignty.

Fiona Potter 00:15

We also want to remind all of the attendees of our standards of engagement for this conference. The standards that we're going to present were presented at the Denver Public Library Workplace Equity Symposium, and they're developed by Mackenzie Mack, an anti oppression consultant, founder of #BoundaryWork.

Fiona Potter 00:15

We agree to struggle against racism, sexism, transphobia, classism, sexism, ableism, and the way that we internalized it and information about our own identities and the identities of other people. We know that no space can be completely safe, and we agree to work together on reduction, surgery those most affected by injustice.

Fiona Potter 01:23

We agreed to stick with the discomfort that comes with having conversations about race, gender, identity, etc. We agree to try our best not to shame ourselves for the only ability that these kinds of conversations require. We are to value the viewpoints of other people that do not challenge or conflict with our own right to exist. And we agree that it's okay to have feelings. It's okay to feel uncomfortable when discussing complex topics about accountability, equity, relationships, justice and care.

Fiona Potter 02:03

Please, if you have any questions during the presentation about this, or anything else, please feel free to ask questions.

Elaine Tai 02:23

Thank you, Fiona. Okay, thank you for taking all of that on while we were fixing some issues, so I went ahead and put a transcript link inside the chat box, please use that for now. It should be getting the transcript up. It is temporary at the moment. And then we will get our closed captions back up. I think the window got closed as we were trying to figure out what was happening. So I'll go ahead and get that up soon. But we do want to go ahead and introduce our first speaker of the day. We're really excited. Let me see here.

Elaine Tai 03:03

So Tess, if you want to go ahead and bring yourself on screen, so we're excited to introduce her. Alison Macrina joined our panel on equity yesterday, and she was originally scheduled for this morning however a time conflict came up and Tess Wilson nimbly stepped up to help present on behalf of the Library Freedom Project. Tess Wilson is the Community Engagement Coordinator for the Network of the National Library of Medicine Middle Atlantic region. She currently serves as the YALSA Blog Member Manager, a privacy advocate with Library Freedom Project, and as a co author of the book All Ages Welcome: Recruiting and Retaining Younger Generations for Library Boards, Friends Groups, and Foundations. She earned her MFA in Creative Writing from Cheetham University and her MLIS from the University of Pittsburgh, please join us in welcoming her.

Tess Wilson 03:58

Hi everyone! I think I need to be co-host to share and be on video. Wonderful timing. Thank you.

Tess Wilson 04:15

Okay, and I'll put myself I'm gonna be on video for just a little bit today. And then I'm going to. Good morning everyone. Then I'm going to take myself off screen so we can focus on the presentation, and then I'll pop back in for q&a at the end.

Tess Wilson 04:33

Let me make sure that that works. Okay. Can everyone see my screen? Okay.

Elaine Tai 04:51

Yes,

Tess Wilson 04:52

Wonderful. Okay.

Tess Wilson 04:54

All right. Thank you everyone for joining me. I'm so excited to present this material and answer questions, and chat with you all about this today. Today we'll be talking about library values in the new normal. This is me, I'm Tess Wilson. I am a librarian with the Network of the National Library of Medicine. I'm also a privacy advocate and a member of Library Freedom Project, and I use she her pronouns.

Tess Wilson 05:27

Before I begin, I'd like to give you a little background about Library Freedom Project and the Library Freedom Institute. So since 2015, LFP has taught librarians about threats to privacy, government of police surveillance, big data, identity theft, and a lot more, as well as practical library privacy protected spaces through a combination of tools, strategies and knowledge. LFP collaborates with advocates, attorneys, and hackers from across the privacy and digital rights field, and tailors their approach to work in a variety of library communities. And LFP's website has free high quality resources that you can download to learn and teach about privacy in your community. I'll talk more about that later.

Tess Wilson 06:19

And the way I want the approaches this field is with these principles in mind, we recognize that privacy is autonomy, and technology's power, which means ultimately that we look at intellectual freedom through a social justice lens. Harm reduction and threat modeling are integral parts of this work, as well as building community around privacy. So we're Community Learning and practice focused on privacy, surveillance and intellectual freedom. And these are issues that are relevant both within the library and in the broader world. And in order to address these issues, our work takes a lot of different forms. We offer public programming conference talks, just like this one. We're also eternally evangelizing, advocating for privacy in libraries and beyond. And our work and the work of others will hopefully influence the ethical standards of practice throughout them.

Tess Wilson 07:14

We also work with a lot of incredible individuals and organizations that embrace the same values and focus areas as LFP, like Mozilla, the Electronic Frontier Foundation, the Tor project, and others. I'll be talking about EFF throughout today's presentation, but unfortunately, I don't have time to go into much more detail about the others on the screen. But I'd highly recommend you look into their work. There's a lot of great resources and tangible tools that are provided by these orgs. Another aspect of LFP is the Library Freedom Institute, LFI. And that's a free privacy focused six month program for librarians to teach them the skills necessary to thrive as privacy advocates. I was actually part of the first cohort in 2017. And currently LFI is in its fourth cohort of which a majority of members are Black

and POC. By the time this cohort is finished, there'll be more than 100 people who have gone through the program, and we can be found in more than 20 states over three countries. So it's become a very representative group of people. And these are just some specifics of the LFI curriculum to give you an idea of what's covered in our course, it changes every term, because there are always new factors to consider. But this just gives you an idea of what we study and what we learn.

Tess Wilson 08:38

So now we can get into the bulk of today's presentation. So when we say the new normal, what are we really talking about? Well, the new normal is a result of a gradual process that was recently kicked into high gear by largely unpredictable circumstances. We've been living in a new normal for some time, with AI becoming more ubiquitous and surveillance tools becoming harder to avoid. We're living in an increasingly digital world, which has recently become even more, dare I say, aggressively virtual. Our new normal, therefore is built on a shifting largely digital and virtual landscape. So we live in a moment in time and perhaps the worst year of some folks' lives, particularly those in historically marginalized populations. And we're all essentially being held hostage by technology that is being weaponized more frequently, but more surreptitiously.

Tess Wilson 09:30

So what are the larger implications of all this and what are the potential dangers of this? Well, this normalizes even greater surveillance and tech dystopian than we were already experiencing and what gets built now will stick around long after the pandemic. If we think about 9-11 surveillance measures like the Patriot Act, these are still around and getting renewed with even broader powers. So Naomi Klein posed the question will this technology be subject to the disciplines of democracy in public oversight, or will it be rolled out in state of exception frenzy, without asking critical questions that will shape our lives for decades to come. So that's an interesting question to think about when I think about all the technology that's being built, and also being used more frequently during this time, and plus libraries are being asked to implement some of these methods as we open our buildings, the contactless world that ____ doesn't exist in libraries. And in fact, there's a lot of trial at play here as well, we need to be considering these measures, and taking them seriously even, especially as we reopen our spaces and return to our station as a community information hub.

Tess Wilson 10:44

So these factors, of course, have sprawling ramifications. And I'll be covering just a few of them today, online work and learning, the Screen New Deal, consumer surveillance, AI and privacy, policing and surveillance, then once we covered a bit of that landscape, we will get into the function of the library, and some practical considerations when it comes to the role that we all play in this and in our community at large. So I'll leave you with a ton of resources you can look into, I have a resources

document that I can share afterwards. And I'm happy to share my slides as well. And also share some tangible tools to incorporate into your practice.

Tess Wilson 11:28

Okay, sorry, I just was checking the chat here. All right.

Tess Wilson 11:35

So I'll get into online work and learning. The pandemic has forced us to spend more of our lives online. Our work and school, social lives mediated entirely by online platforms like zoom Skype, or things like Panopto, or Proctorio. School administrators and employers have started demanding greater productivity from us in these environments and the tech platforms have obliged, building systems of surveillance into these online platforms that track what we click on, how much time we spend on the page, and how attentive we are to the screen. So we're seeing an increase in productivity and health surveillance in workplaces and schools. At workplaces, we see temperature checks and other health symptoms, data on worker location and proximity, attention tracking and logging of workday activities. So I want to pose the question what happens when you get tested and you report your results to your workplace if this is something that's required, who has access to that information, who should have access to that information?

Tess Wilson 12:40

In a recent slate article by Natalie _____ she notes that companies already had access to some of our most sensitive information, like our social security information, and they tracked behavior to some extent, but this has only gotten more rigorous and thorough since then. Of course, health monitoring has increased. Some tools have even integrated health tracking into employees' clocking-in process. So when we think about health concerns, that might be our first instinct to bring up HIPAA. But did you know that HIPAA doesn't apply to all institutions? Only covered institutions are covered by HIPAA, and those that aren't, don't need to follow those guidelines. So we're also seeing an increase in surveillance and monitoring in school environments, from virtual classrooms to testing and student health information. This is making an already increasingly virtual field even more dependent on these platforms and methods. And a recent article by Shea Swauger about software that monitors students during test taking. They explain a particular technology this way, if you're a student taking an algorithmically proctored test, here's how it works. To begin, the software starts recording computers, camera, audio, and the websites you visit. It measures your body and watches you for the duration of the exam tracking your movements to identify what it considers cheating. If you do anything that the software deems suspicious, it will alert your professor to view the recording and provide them a color coded probability of your academic misconduct.

Tess Wilson 14:17

Now add this to the fact that tech uses some amount of machine learning and facial recognition, which has proven over and over again to be biased. And we've got a real privacy violation on your hands. And that's just one specific example of a specific tool. So there are of course, a lot of class and race issues that come into play when it comes to school. And it's necessary for students to have a quiet place to work, but what if that's not a possibility in their home? And what about connectivity issues?

Tess Wilson 14:48

A teacher friend of mine mentioned that they were in week five of classes and some students hadn't even been able to set their tech up yet. So these are things that you need to consider even though logistic angles of this new world that we're living in. So we're dealing with these, these issues plus the technology itself, plus the data that's being created and collected from all these interactions. This is already being piled on top of an education system that's harmful to Black and Brown students in particular. As Naomi Klein says, The issue is not whether schools must change in the face of a highly contagious virus. Like every institution where humans gathered, they will change. The trouble is the absence of public debate about what those changes should look like and whom they should benefit - the tech companies or the students?

Tess Wilson 15:35

So what kind of tracking and monitoring is really going on? A lot of us are probably aware of Google's use of voice capture and recognition. There was a recent lawsuit actually filed against Google that claimed they violated federal privacy law by disclosing user conversations to third party contractors. The article noted that some of those conversations were recorded without consumers using the hot words that initiate voluntary interaction with those devices. So we know Google has a long history of privacy. But let's move on to some other platforms as well. Zoom also owns the AI transcription service Otter, something to consider is where's the training data for that transcription software coming from? I'll talk a little bit about AI in a moment and more of that training software for that training data. But Microsoft similarly has a vested interest in gathering that data and a lot of us are probably using Teams as well for our work. So one last note for online work and learning, the EFF, the Electronic Frontier Foundation produced a document called what you should know about online tools during the COVID-19 crisis that lays out some great information on tangible approaches to that landscape. And that's in that resources document that I'll share.

Tess Wilson 16:54

So Naomi Klein has dubbed the new normal the Pandemic Shock Doctrine or the Screen New Deal. So essentially, in the name of controlling the pandemic, we're being introduced to high tech solutions that don't address the complexity of the current situation, nor public health officials' demands and that results in greater power for the big tech companies. So they're able to better consolidate their power in this new environment. Which means that all of our fears about an app controlled tech dystopian

future have arrived. This is what billionaires like Eric Schmidt, Jeff Bezos have wanted. And now they have an understandably fearful public, and a willing set of state officials to help them realize those goals. So what was once sold to us under the guise of convenience, think about delivery services, telehealth, driverless technology, is quickly and already has, in many cases become a necessity.

Tess Wilson 17:51

So what does this really mean for us? It means that the cards are stacked against us as individuals. I'm going to talk more about this in the next slide. But essentially, it's become increasingly difficult for us to protect ourselves against surveillance and breaches of privacy by big tech. It's especially true when alliances exist between these companies and the government. And it's another reason why we need to leverage our communities in this fight, remember that community is our best defense.

Tess Wilson 18:20

So I talked about Jasmine McNeely's thoughts on surveillance and voice capturing and user agreements earlier. The language used in terms of service can be purposefully vague to allow for user surveillance. Some apps, for example, note that they're tech is capturing, quote, ambient noise. But what does that really mean? The use of language here is deliberately broad, and it seems to convey that ambient noise is impersonal and external from our own conversations. But really ambient noise is conversations. It's street noise. It's the noise of our everyday life. So what is being protected at that point? And what is it not protecting?

Tess Wilson 19:02

If anyone has heard the term Internet of Things, it really comes into play when we talk about consumer surveillance. Many of our homes are wired with technologies that talk not just to each other, but to the outside world as well. So voice activated assistance, entertainment systems, thermostats, and a lot more, are becoming increasingly ubiquitous. Ring security systems are a really good example. Now these are fascinating and pretty powerful, because they record not just what's happening outside your home, but in front of your street and in your neighborhood. So much like that ambient noise example, what's being collected is not easily defined. I have a kind of a funny, not funny anecdote about Ring that just came up the other day, my friend, actually a former colleague, with whom I've done a lot of work regarding data literacy and privacy. She posted a video the other day that her ring recorded. She'd just taken it out of the package and hadn't realized it was already on and recording. So she posted it as sort of a funny goof, but also it's a fairly revealing commentary on the surveillance state that we have bought into. So as we consider the tech we are either asked or forced to use or that we depend on at this point, we need to be asking ourselves who is in charge of it.

Tess Wilson 20:20

As I mentioned, it's extraordinarily hard for individuals to protect ourselves while using any technology. So it needs to be up to the government to regulate this. But the US government's been very, very, very slow at making moves when it comes to surveillance and privacy. The UN Conference on Trade and Development has a really great interactive map available that details data protection and privacy laws worldwide. It puts the onus on the user. But that's a huge power imbalance. So some individuals have been successful in suing tech companies, but it really hasn't changed the way they operate. Once again, community is our best defense, we need to build communities around these issues, and work together against policies we feel are unjust, or fight to put in place policies where none exist.

Tess Wilson 21:11

So before I go into AI and privacy, I wanted to define some terms Varoon Mathur of the AI Now Institute gave us this overview of AI. AI is this larger than life term that encapsulates any technological system that is, quote, trying to think on its own. Now machine learning is a more defined technical term, that's more often what we're referring to when we talk about AI. It refers to taking a bunch of data, and using pattern recognition within that data so you can forecast the next action, label, or classification. So this is where we get into that data that is being used to teach an AI.

Tess Wilson 21:50

Now there are two places where privacy comes into play here, the data that is being used, and what's being done with it. So I'll use facial recognition as an example. These systems depend on millions of images to learn from, which begs the question, Where are these images coming from? Now, it's hard to build these databases with considerations like consent because that's just not scalable. The realization of that combined with the growing field of AI gave way to the idea of scraping the internet for data. Facebook and Flickr became treasure troves for this kind of data and the platforms weren't very interested in user consent and we didn't really know enough at that time to be aware of that happening. So that means there are many many many instances of peoples' faces just showing up in these datasets without their knowledge.

Tess Wilson 22:10

And there's also the issue of bias in AI, which I've mentioned, but it's important to keep in mind because these biases and their ramifications are potentially even more harmful today than ever, especially for black and brown community members. So one example of how that bias shows up in AI is that of the Enron emails. It turns out that those emails that are now public domain after the scandal in the 90s are being used to train some AI systems, not just some actually but many. But think about who was working in Enron at this time. If you said rich white men, you are on the money so to speak, so not a super representative sample, and think about how those guys talk to each other in emails. That's the kind of data that's being used to train our AI.

Tess Wilson 23:30

The 2019 paper Dirty Data, Bad Predictions, details some case studies of jurisdictions that have used predictive policing tech, and the data that was used to create and train those systems. So these biases can show up throughout the process, and can have huge impacts, not just on consumers, but also on unwitting participants. From the recent protests, to online work and school environments, this has a wide range of effects, again, most often impacting black and brown users the most. So beyond, when it comes to policing and surveillance, we unfortunately have a few specific examples that make it very clear what kinds of threats are involved in our new normal.

Tess Wilson 24:16

During the George Floyd protests across the country, airbased surveillance was employed in many instances. So aircraft filmed demonstrations in Dayton, Ohio, NYC, Buffalo, Philly. And it sent that footage in real time to control centers managed by a branch of Customs and Border Protection. So if that wasn't a problem in and of itself, that footage was then fed into a digital network, managed by the Homeland Security Department called Big Pipe, which can be accessed by other federal agencies and local police departments for use in future investigations. So the result of all this, as of June 2020, was more than 168 hours of surveillance of protests in 13 different cities, the longest stretch of which was 58 hours over Detroit. Now the thing is that it's not, it's unclear how long these records are made available. We're not sure when, how long they're maintained, who has access to them.

Tess Wilson 25:47

So here are some of the tools that might be considered e-carceration tools. Facial recognition systems, so these can be used with photos or video, but also in real time. As I mentioned, and as many of many of us know, this type of tech is highly biased. So it means that we're already putting, we're putting already marginalized community members in an even more vulnerable position because of those biases. Tech now has the power to exacerbate and accelerate police violence. Another example is electronic monitors like ankle monitors. So those tools have expanded surveillance exponentially as folks can be monitored at their homes now. So that's concerning and harmful during a pandemic, because there might be limits on individuals' allowed movements that prevent them from getting certain jobs. And then finally, social media platforms. Law enforcement has been known to use social media to target individuals, and that's become especially clear with the current uprisings, and black and brown people are targeted far more than others. Some police departments have used platforms like Facebook to create blacklists of activists. There's a company called Data Miner, which is heavily invested in by the CIA that collates news articles and alerts. And that can be accessed by police and used to make arrests and locate protests. And once again, this is all being built into a system that's already stacked against people of color.

Tess Wilson 27:15

Something else to consider is the third party doctrine. And I have more information on that in that resources document I'll share, but that dictates that if you willingly give your information to an entity, that law enforcement can obtain it from that third party. So therein lies the problem that comes with the new normal. Willingly is a pretty loaded word. We aren't necessarily willing to give our information to these entities, nevermind law enforcement. But we're often forced to use technology that collects that data. In a time before COVID, I like to ask everyone to take two minutes to write down all the virtual accounts they currently have, and the companies that by extension have personal information from us. So for example, Gmail, Facebook, Microsoft. Now imagine, because it's true for me, that that list of accounts that you have online has expanded significantly recently because of either school or work obligations. Now, that's a lot of information that we've quote, unquote, willingly given over in the past several months, likely without choice. And again, this becomes a class issue when we think about the value of keeping one's job during a pandemic.

Tess Wilson 28:03

But beyond protests, what does surveillance mean when it comes to policing? So Myaisha Hayes, the campaign director at MediaJustice, points out that our criminal and legal system is moving quickly toward a future of incarceration, that is largely driven by technology. She uses the term e-carceration to refer to the outcome of the application of a network of punitive technologies that are being used to track and monitor communities on a massive scale, for the purposes of social control, and to perpetuate the deprivation of liberty.

Tess Wilson 28:26

So it is okay to be overwhelmed by all this information. I'm not here to scare anyone. We should think about all this information I share today as information that equips us to rally and fight against these larger entities. So what can we do? I'll go over some approaches that we can take to start combating surveillance and fighting for privacy. So we'll start here with five strategies for privacy that can be integrated into our practice.

Tess Wilson 28:56

Data minimization - think about what data is necessary for your purposes, how you can reduce the amount of data that you're asking for from your community, we should think critically about the systems in place that our patrons must use to access our spaces and materials. The less we collect, the less we can inadvertently share. And the more level we're making the playing field for users.

Tess Wilson 29:21

Data Security - how secure are our systems? Does your library have security cameras or motion detectors? How long is that information stored? Who has access to it? We should try our best to be aware of all these systems and how they impact our users. Threat modeling is a great exercise for

assessing security risks for a variety of individuals. And threat modeling is an exercise you can find on the LFP wiki which I'll link to in that resources document as well.

Tess Wilson 29:51

Police out of libraries - We just spent some time talking about policing and surveillance. If we reduce the connections libraries have with law enforcement, the more secure our patrons will be. As Myaisha Hayes points out, technology is never neutral, especially in the hands of police.

Tess Wilson 30:07

Security theater - we want to refuse the security theater. And that refers to security measures that make people feel more safe, without doing anything to actually improve their security. So one example is checking ID cards when folks enter a building. What does that do to protect our security really. Not much, but it is an accepted measure. So we need to be skeptical of these measures and think critically about who they're actually protecting. And if they're actually protecting anything, and perhaps more importantly, who is in charge of those measures, and who benefits from them.

Tess Wilson 30:45

And finally, creating a privacy culture. And I'll go into some more detail about that in the next slides. One of the great things we're able to offer through LFP's privacy one on one workshops, we've given these to individual libraries, library associations, and at conferences. But that's something you can offer at your own library too. These can be relatively basic trainings, covering topics like passwords, mobile security, encryption, really vital but easy entry points to these conversations. And if we start these conversations at a more basic level, and then keep them going, we'll eventually be able to scale up and start addressing these higher level more deeply rooted issues. And you can absolutely incorporate issues of privacy into your existing programming. So do you offer tech help workshops, do you offer so you've got a Kindle help sessions? You can weave in privacy lessons throughout those workshops. We can and should be introducing skepticism and critical conversation into our tech workshops. And LFP and EFF, the Electronic Frontier Foundation, have a lot of resources you can draw upon to enhance your programming in that way. And we're living in an age of misinformation and disinformation, but the library is still regarded as a trustworthy institution. And we need to take this responsibility seriously. We're in a unique position to help our users navigate the information that's out there. And we can make sure that the information our patrons are accessing is reliable and accurate.

Tess Wilson 32:24

So to do this, we need to keep up with trends, articles, and subscribing to newsletters from organizations like Data and Society, the Electronic Frontier Foundation, and the Tactical Tech Collective can be a great way to keep your finger on the privacy pulse. Some tangible ways to encourage your staff to be more aware of these issues, and therefore more equipped to bring them to our users, you

could start a resource sharing platform. So whether that's a reading group or an article-sharing group, or maybe even a monthly privacy email that goes out to your staff, that can be a really valuable way to start those conversations. Another way might be to ask employees to go through short privacy curriculum like Me and My Shadow, or the Data Detox Kit. Both of those are available from Tactical Tech Collective, and that's again in the resources document. In fact, there's a really great data detox resource that covers privacy concerns for voters, it asks some really good questions that you might want to look into. There are a lot of resources out there, and this is an ever changing environment. So there are articles that are coming out constantly about tech changes, new concerns, emerging strategies, and LFP is our attempt to create a community for privacy within the profession. But we have to remember once again, that community is our best defense. Reach outside the library and get support from other community members and organizations.

Tess Wilson 33:51

There are two great examples of the kind of community rallying, I'd like to point you to. Oakland Privacy - This is a citizens coalition that defends the right to privacy, and enhances transparency and oversight regarding surveillance techniques. They were instrumental in the creation of the first standing Municipal Citizens Privacy Advisory Commission in Oakland. And then the Detroit Community Technology Project. So their mission is to use and create technology rooted in community needs, that strengthens neighbors' connections to each other and to the planet. So they describe themselves as community technologists, with the desire to design, build, and facilitate a healthy integration of technology into people's lives and communities. And they work to demystify technology and expand digital literacy in the community.

Tess Wilson 34:44

So there's so much to take in and consider when it comes to issues of privacy and surveillance, but we can come together to bear that weight together. LFP's mission is to build community and give people a sense of empowerment as a group. So like I said, let's frame all these resources and articles about surveillance as tools that we can use in resistance.

Tess Wilson 35:08

And of course, you can lean on other organizations and groups who are doing this work already. LFP has a treasure trove of resources available to the public, including videos of past lectures. So there's an LFP wiki page that links to all the lesson plans and additional resources that LFI cohorts have used and created. And that also includes curricula that you could use to start your own privacy 101 workshops. There's also an entire section dedicated to libraries, and community support. The Institute will be shifting formats next year to a couple of shorter terms instead of one long one. So we'll cover programming, then systems and infrastructure in 2021. So keep an eye out for those. And I've mentioned EFF, the Electronic Frontier Foundation several times, but I can't emphasize enough the

amount of tools and resources they have available. They've got a treasure trove of articles, resources and tools that you can share with your community. And just some of those tools are Privacy Badger, HTTPS Everywhere, and Panopticllick. So if you're familiar with any of those, you'll have some idea of what a rich resource these folks are. And if you're not, I really encourage you to look at those tools, because they're really great. They also have some great entry points for activism that you can easily bring to your community.

Tess Wilson 36:28

Finally, remember that it's okay to not feel like a privacy expert, it's nearly impossible to be one. I am not one, the landscape changes from moment to moment. Again, we're just gathering all this to equip ourselves to bring this knowledge to our communities. So if we create a privacy culture, that is to say, integrate privacy concerns into not just our tech related programming, but other programming as well; maintain our skepticism and encourage critical conversations; keep up with tech news; remember that this is a process. And we'll keep learning and fighting as we go, and remembering that community is our best defense, then we'll be in good shape. And I am happy to answer any questions over email. That's my email. I'm going to pop into the chat here. And um, that is all. Oh, thank you for sharing all these links.

Tess Wilson 37:28

That's all from me. I am here to answer some questions. If anyone has any.

Elaine Tai 37:36

There are many questions. Um, would you do you want to pop on screen?

Tess Wilson 37:43

Yeah, let me start my video. Okay. Here I am.

Elaine Tai 37:47

All right. So sorry, we're trying to get some other things set up here. Thanks, everyone, for bearing with us through some tech issues. So that was a lot of amazing information. And it's so funny, because I didn't know otter had been acquired by Zoom. And I was like, Oh, it's so funny, because they still don't integrate captions. And so captioning is still very difficult. So what a lovely scam that is. But I know, I know, they've got like, some sort of thing launching.

Tess Wilson 38:21

Again, this is just knowledge, we're just equipping ourselves.

Elaine Tai 38:22

Yes. Um, so very interesting. Okay, so there are so many questions. One came in that I am not very familiar with about, regarding prop 24, on the November ballot. Um

Tess Wilson 38:39

Yeah, and I, I'm not too familiar, either, with what LFP's response to that would be. Um, so I am not actually sure what our, is that about? Is that the California?

Elaine Tai 38:58

Yeah, it may be a California one.

Tess Wilson 39:00

Yeah, about consumer data is that right? I am actually from the other coast. Yeah. So I don't know much about prop 24, but I am interested in the fact that it's on the ballot. I am going to write that down. And maybe Susan, maybe I can follow up with you on that, because I'd be really interested. I don't know that Pennsylvania, which is where I will be voting, I don't know that we have a similar one. But it'd be really interesting to know about that.

Elaine Tai 39:38

Yeah. So and maybe if the Library Freedom Project looks into it, that would be really interesting to learn more about.

Tess Wilson 39:44

And do you know what, Susan, if you want to look at Oakland Privacy, that organization I talked about for a little bit, that they probably will know and they'll have a lot of information about it. I imagine that they're pretty on top of it.

Tess Wilson 40:08

And what institutions are not covered by HIPAA?

Tess Wilson 40:10

So HIPAA covers medical institutions. And let me see, I had a list of, covered entities list. Yeah. What are covered entities under HIPAA? Let me share this. It's mostly health organizations. Going to share this in the chat that link. I'll also share it in that in that q&a, so health plans, healthcare providers, Health Maintenance Organizations, government programs. HIPAA also applies to business associates of HIPAA-covered entities, subcontractors, so the list can be a little fuzzy. But definitely there are a lot of organizations or entities that are not covered and don't need to apply the HIPAA laws, which makes it Which begs those questions when we are recording our health statistics or health status to our employer or to school? Who has that information? And who has access to that and what it's being used

for? Those are sort of gray areas. And, you know, it's worth thinking about, especially in this health, in this new normal. That is bringing up a lot of issues of health privacy.

Tess Wilson 41:44

Are there resources or training available to introduce the conversation of removing police from branches?

Tess Wilson 41:50

I will, uh, I do have some resources. There are some listservs. Let me think about that. Let me follow up with that. If you want to email me, I'd be happy to talk to you about some resources, or share out with anyone else who's interested.

Elaine Tai 42:17

I know it's a discussion with the Abolitionist Library Association, which Alison helps with and she mentioned it yesterday during a panel.

Tess Wilson 42:27

Oh good, so that that listserv and that group is full of resources. And I'm trying to think of what the best way to link people to that group would be because I'm just on the listserv.

Elaine Tai 42:42

There, there is a link to subscribe. So I can share that link. Oh, yeah, I'll find the link and share it because I know I've shared it with a few people. And it is about abolition in every sense of the word.

Tess Wilson 43:00

Yes. And there are a lot of resources that would be helpful for folks who are, who are hoping to have that conversation about removing police from libraries.

Elaine Tai 43:11

Yes. And I know there was a webinar. Yeah, there was a webinar recently. And I believe there was some unhappiness with it that was presented by um, was it webjunction? Or, I can't remember. But it was presented by a police officer. And so I think there was some conflict on that.

Tess Wilson 43:32

Yeah, there's it's a tough conversation I'll tell ya. But it's really important that we're having these conversations. Yeah.

Tess Wilson 43:41

Marketing engagement tools, which are frequently used by leverage to target services understand users and target marketing messages.

Tess Wilson 43:54

Oh, interesting. Do you know, so thinking about analytics on demand, tools, that tools that that use user information to make targeted messages and things like that? You know, what I would say about that, and I appreciate this last sentence, too. We don't share misuse people's information and thought the tools adequately protected privacy. One thing we talked about in LFI is doing sort of a privacy audit on any of the vendors that you work with. And taking a close look at their terms of service understanding what actually their privacy terms are, and what is being protected, what isn't being protected. Diane, awesome. Okay, great.

Tess Wilson 44:45

Um, well, then I think maybe, in this case, I would talk to the community about this as well. Because again, we LFP is hoping to introduce these conversations into the profession. But what we really want is to build communities around privacy conversations. So I think that is awesome that you're doing privacy audits. That's a huge step. But I think bringing the community into these conversations as well might be another step to take.

Elaine Tai 45:19

I mean, that that side of the info that you see, it is a lot, and it is kind of scary. And I think it is partly just I think the library having access to that information. I think that hits people differently than the fact. Um, sorry, Sharon says it was not webjunction. Okay. Sorry, I'm sorry, it was not webjunction!

Elaine Tai 45:49

Um, so I think like it, we know, or maybe people don't know, that marketing firms use that data all the time, that tells you pretty much what your household is spending on Spotify. And then grouping you into like the, you know, the very tiny little niche categories. And I think something about libraries, having that information is a little bit different.

Tess Wilson 46:23

Yeah. And, and I will also say, and just one thing to consider, too, is that these, these tools, there are also chains of access that are involved with these. So that's, that's why it's so valuable to do these privacy audits like you do, and to look into the chain of access. And a lot of times those can be very vagues so you know, subcontractors can have access to things and you don't really know what that means. We don't know who that is. So so I just, I just reiterate, looking at this vague language that's involved, sometimes the terms of service that can be really important, too, to think about. And also, why you're using these tools, just to think, to think about that, as well. You know, and weigh the

convenience and the benefits of those with potential community needs and with potential privacy violations as well.

Tess Wilson 47:37

Yes, that's a quick answer. LFP is funded by grants. And that's why we're able to have LFI and support students who are in LFI. But yeah, supported by IMLS funds, as well as others.

Tess Wilson 48:01

The public libraries that are good examples of privacy aware institutions, that is a great question. And a place to start would probably be, sorry, let me get to this page. There's a page on the Wikipedia, I'll share this with you in the chat, and in this box here. So this is the Wikipedia, the Library Freedom Project wiki. And there's a list of libraries that have Tor Browser installed on their public computers. And there's a list of libraries that are Tor relays. So that is a really great place to start. Because those libraries, you you know that if they have Tor installed on there, and I don't have time to go into the Tor project, but if you are not familiar, I really encourage you to take a look at the Tor project. But the very fact that they have Tor installed on their public computers, gives you a good sense of how they feel about protecting privacy. So that would be a really great place to start.

Tess Wilson 49:14

Yes, I'm sorry, I can read the questions I'm answering. Sorry. Um, so that was just a question about which libraries are really great privacy minded libraries to look at. I think specifically public libraries that they were interested in.

Tess Wilson 49:33

How do I connect with patrons without forcing them to use a digital platform that surveils them? How do you stay relevant in this digital landscape? Um, how do I connect with patrons, so with regards to

Tess Wilson 49:50

I'm sorry, I'm sorry, I didn't say the questions here. I wasn't sure if if people could see the q&a or not.

Elaine Tai 50:00

So when I hit that you're answering live, it does appear in the answer tab on q&a. So it should.

Tess Wilson 50:09

Wonderful. Yeah. Oh, that's great to know. So connecting with patrons without forcing them to use a digital platform that surveils them. Um, I would look into platforms that are encrypted. It depends, I suppose on what kind of engagement you're talking about? If you're looking for alternatives to zoom? There are some. There's one and I can't remember the name of right now. Sorry my mind is blanking.

Elaine Tai 50:35

Jitsu?

Tess Wilson 50:35

Yeah!

Elaine Tai 50:35

It's one that's often recommended but what we often run into is that it will not work for the capacity we need it to, and that is the problem with all the open source stuff that we're finding and it's really unfortunate, because as discussed we've moved into virtual environments, where zoom, Facebook and Instagram are major platforms for us to like, reach people, and we do, because it's what we know people have. So you know, when that's the case, you know, what can you do to protect patrons then and what can we do to remind patrons of security and privacy that they should be looking at?

Tess Wilson 51:08

Yeah, and it's also hard because so many institutions, it's really ingrained in the institution to use Zoom or to use, you know, we use WebEx in my organization, some people use Teams or GoToMeeting, it's really ingrained in the institution. So it's hard to make those switches and to justify that. Yeah, it's tough. But if it's a one on one, or with just a couple patrons at a time or if you're teaching a class in your library, look into using those platforms, if you know that the capacity is going to be able to be handled by that, by that open software, look into those channels as well. Any step in that direction is a great step, and that will at least spark those conversations.

Elaine Tai 51:55

And somebody's mentioning like the script add ons, do you find that those are helpful?

Tess Wilson 52:02

for PC browsers you can install.. Oh, yeah. And that is a great point too, script add-ons. But you have to toggle it a lot, and patrons might find it a hassle that's true too, that gets into that conversation about convenience versus privacy concerns. But yes those are handy as well, those and Firefox is really concerned about privacy concerns, so their proxy add ons are really handy. That's a great point.

Tess Wilson 52:37

Yeah, these were such great questions again I am so sorry that I didn't repeat the questions as I was answering them, I was trying to get to all of them. Hopefully, you can still access them in the answered portion of q&a. But again, if you have any questions at all, I'm going to put my email in the chat here. Feel free to email me and get in touch. And I'm really interested in looking more at prop 24. And

learning more about that. So if Susan, I think it was Susan, who asked that question, if you want to email me and get in touch, I'd love to talk more about it and maybe move Allison in too because she probably has a lot to say about this prop.

Elaine Tai 53:24

Okay, um, so I think we're going to end there. And Lana mentioned the ACLU says no on prop 24. Um, so that's good to know.

Tess Wilson 53:37

That's good to know.

Elaine Tai 53:38

Let's see here. Okay, so I apologize for that. So obviously, we did move a little bit late on time just due to our issues. So let's go ahead and take a break, we're going to move some of the lightning talks that were actually recorded, we'll go ahead and put those so that you can access them anytime. And then we do still have more lightning talks later. We do really apologize for all the issues we're having today. And also the fact that I'm brain dead and keep saying things that I are incorrect. So really sorry about that.

Elaine Tai 54:15

Yeah, so I do appreciate everything. And I appreciate all these amazing questions and for this amazing discussion. It is a lot to think about and look into and it is kind of scary to look into. But it's good for us to do because even the name Panopto cracks me up because it's panopticon which means all surveillance.

Elaine Tai 54:37

So anyway, thank you so much Tess. Stick around if you would like I hope you can. But otherwise

Tess Wilson 54:45

Thanks, these presentations look, your lineup is stellar, I have to say, it looks amazing. I'm going to stick around and quietly, mouse around in the background and listen, thank you so much everyone. Nice to meet you.

Elaine Tai 54:55

Awesome. Thank you! Bye.

Elaine Tai 54:58

Okay, so let's go ahead and just do a quick break. We're going to move our lightning talks, and they're recorded, so actually, you'll be able to watch them whenever you like. And we will be back with Alan, Skip and Paula to discuss the E's of Libraries. Thanks all.

Fiona Potter 58:25

Hello, everyone. Welcome back from that quick break. And hopefully you had a chance to take a look at the lightning talk videos that are available and we apologize again that we are not able to watch the full video with you today but we appreciate both of our panelists, lightning talk panelists. Liz Romero from the OC Public Libraries and my colleague, Pam Evans, from the Redwood City Public Library. Please do check out their stories about how their libraries have been adapting to the new normal.

Fiona Potter 59:05

So now please welcome our three panelists for next talk, Advocacy in COVID Times with the E's of Libraries. Our panelists are Alan Fishel, Skip Dye, and Paula Miller and the E's of libraries describes how expert library professionals help to facilitate education, employment, entrepreneurship, empowerment, and engagement for everyone everywhere.

Fiona Potter 59:35

Alan Fishel is a Partner at the law firm Arent Fox and leads that firm's Communications and Technology Group. He has represented ALA on many matters and currently serves on the Board of United for Libraries. He is also the chair of the E's of Libraries Task Force. Alan provides frequent training on a variety of topics including how to improve advocacy and negotiation skills. Welcome, Alan.

Fiona Potter 1:00:04

Our next presenter is Skip Dye. Skip is Senior Vice President of Library Sales and Digital Strategy at Penguin Random House. He is an active member of the United for Libraries Board since 2015, and served as President from 2018 to 2019. He is also Co-founder of the Penguin Random House Literacy Award for Teachers, and the Penguin Random House Innovation Awards for Libraries.

Fiona Potter 1:00:32

And last but not least, Paula Miller. She is the Director of the Baltimore County Free Library in Maryland. She has served as the Director or Administrator of libraries in four states - Maryland, Colorado, Ohio, and Delaware. And her work has always focused on identifying new and emerging needs, roles, connections that keep libraries relevant, effective, and sustainable. Paula believes our public libraries are critical community resources that bring together people and our bridges to opportunities and individual lives. So welcome again to Alan, Skip, and Paula.

Elaine Tai 1:01:15

Okay, let's see one second. And do you have them all set as co-hosts?

Fiona Potter 1:01:24

We are on their way to being co-hosts.

Elaine Tai 1:01:25

Alright, and then I am actually going to share their presentation.

Beth Nawalinski 1:01:34

Elaine, this is Beth, can one of them run the slides from your share.

Elaine Tai 1:01:42

Yeah, as long as we give remote control? I think you have.

Beth Nawalinski 1:01:51

So Alan, Skip, or Paula, are any of you interested in running the slides? I'm going to be monitoring chat and q&a. Or if you need, Elaine can run the slides, or someone from the partnership team can.

Skip Dye 1:02:09

Whatever everybody wants to do.

Beth Nawalinski 1:02:19

All right. Elaine, are you able to run them?

Elaine Tai 1:02:21

Yeah, so as long as you let me know when you want me to move ahead, I definitely can. And we really appreciate you all being here today.

Beth Nawalinski 1:02:33

So I will, uh I, for all of the attendees, my name is Beth Nawalinski, the Executive Director of United for Libraries. I'm not on camera with the speakers, but I will be monitoring the chat and posting links. And I will be coming back on with them after their presentation to facilitate q&a. So you if you have questions for the speakers, please put them in the q&a panel so that we don't miss those. And we'll be sure when we get to those questions to ask them or read them out loud. And give out a shout out to Tess by the way really quickly. Tess Wilson, fabulous volunteer with United for Libraries, our new Rep and Liaison to the Freedom to Read Foundation and also a co-author of a new book that we have out on engaging younger board members for library friends, groups, trustees, and foundations, released at

the same time as a book you'll hear about from these presenters. Alright, so over to United for Libraries' E's of Libraries.

Alan Fishel 1:03:36

Beth thanks. This is, this is Alan and it's just such a pleasure and honor to be here today with all of you to talk about what we think is a really important topic, the E's of libraries. Next slide. Oh, one slide back. So the E's of Libraries, and these are just our default E's, which are education, employment, entrepreneurship, empowerment, and engagement. When I got involved working with the libraries many years ago, the first thing that struck me is that libraries did so many great things. But it was really hard to organize and compartmentalize what they were. The more people you asked the more things you knew that they did. But it was kind of confusing, because the wording was so different all the time. And people were saying things in so many different ways. So we went back and thought about it, said what is it that librarians do? And you can quibble with the E's and you can change them but what we thought is you could really determine a lot of what libraries do with these five E's, you could put things into education, employment, entrepreneurship, empowerment and engagement. Sort of like when you have your drawers, you've got your drawers with your shirt, your drawers with other things you know you just for separating things to make it easier to sort of recollect and understand what libraries are doing both internally and externally. So we came up with these E's of libraries to cover it. The potential thing that libraries could be talking about. next slide.

Alan Fishel 1:05:11

The reasons we got involved in coming up with something like the E's of libraries was because of what we call the reality perception gap. And the question, of course, is right away, what is the reality perception gap when it comes to libraries? And what it is, is that in any organization, any industry to think about, it could fall into three categories, it could either be essential, it could be nice to have, or it could be obsolete. And there's no question that libraries are essential. And they're not only essential in one way, they're essential in many ways. In fact, with respect to all of the E's we just spoke about, yet, while some people realize how essential libraries are, others think of them as either nice to have or obsolete. So that's the reality perception gap. Libraries are clearly essential, but not everybody uses it that way. And many are misled into thinking that libraries are something less than essential. Next slide.

Alan Fishel 1:06:08

Okay, so there's a reality and perception gap exists. And that's, and we understand that and it's a shame and it shouldn't be that way. But why does it matter? So a lot of times when we tell people the reality perception gap exists, their first question is, okay, you're right, it absolutely does. But why does that matter that a reality perception gap exists. And the reason it matters is because when you are speaking with people trying to convince them to give you funding, trying to convince them to partner with you, it is really important, and possible that they consider you essential. And given that libraries

are essential and essential in so many ways, it makes such a difference when you're meeting with people that they recognize that because if they think you're just nice to have, or even worse, obsolete, they're going to take a different view. I do a lot of work with the Federal Communications Commission, you know, and I've done a lot of work with ALA with the Federal Communications Commission. But in a matter that didn't relate to ALA but related to a small client I had, I went into the FCC, and I made what I thought was a really good argument. And there was about nine people in the room from the FCC, and one of them looked at me and just said, that is a great argument, that is fantastic analysis, and you will lose. And that's exactly what he said in that way. It's like, Okay, so, you know, please elaborate, you seem to like the argument, why are we going to lose. Because your client's too small, because you're not important enough. We end up winning by forming a coalition. But that's neither here or there for the purpose of this. There's just no question when you go into a room and you're meeting with people, how they're perceiving you, whether you, who you're representing whether it's essential, nice to have, or obsolete, is critical to the success of your advocacy. Next slide.

Alan Fishel 1:07:55

So now, we have to get into what really are the reasons why we have a reality perception gap. And the real reasons we have it are two, one is the past perception hurdle. And one is the lack of one dominant activity hurdle. So what I mean by the past perception hurdle is a lot of people, you meet people, in fact, I introduce skip and others a lot of people to, to people who I know who, you know, have not been, you know, big library proponents. And the first thing they always say is, Oh, my gosh, when I was nine years old, I had a library card. And I took out books, and it felt really good. So a lot of people have this perception of libraries that's based on the past, sometimes based on 20 years ago, frankly, sometimes based on 40 or 50 years ago, that libraries are just a place to borrow books and therefore, not critical, not essential given you can get so many things online now. Other people are a little bit further along. And they have the perception that libraries are fabulous for getting information. But you can pretty much Google anything now in their minds, and so therefore, they're not viewing libraries as essential. And that's just sort of one of the two hurdles libraries have is the past perception. If you create a new startup, you have to convince people that what you're doing is excellent important. But what your libraries, you actually even have a further hurdle. People love libraries, because they don't always think of them as essential because of those past perceptions. But the second hurdle that libraries have to overcome is what I call the lack of one dominant activity, or libraries do so many great things as we talked about earlier, which provide ease great things in each of those categories. But so often, when you're dealing with groups that are clearly viewed as essentials, like schools or hospitals, they have one dominant activity. Schools are absolutely essential, they educate. Hospitals are absolutely essential, they heal hopefully most of the time and bring back health. So they're very easy to do very easy to explain how they can be essential. With libraries it's more complex, both because of the past perception hurdle, and the lack of one dominant activity hurdle. Next slide.

Alan Fishel 1:10:07

Well, so, so where I want to go with this, I'm going to turn it over to Skip in a minute, is how do we get past these two kind of hurdles. And the real thing to think about what this is, if you just have messaging that is kind of feel good messaging libraries are great, libraries are special, libraries are terrific. That can be terrific internal messaging, but it won't overcome either the hurdles, let alone both of the hurdles. What you're going to need is messaging, like the E's of libraries that people can look at it and say, Oh, my gosh, I didn't realize that they did all of these E's. Wow. So my perception in the past of what libraries were, I'm gonna change that view now. Now that I recognize all they are. And on the other hand, with respect to these five E's, they take what can be a negative in terms of marketing, a positive in terms of overall, but a negative in terms of marketing, which is, hey, you don't have one dominant activity, and really turn it into a positive because all of a sudden, you're seeing these five things. And I think the best analogy that I've come up with for it is, these two hurdles are really no different to deadbolts in a door, for which one key opens it. So you have two options, you could bang on the door and hope to open it and just hope you can overcome the two hurdles by banging on the door, probably won't work. And that's what we've been doing in the past with messaging, that's libraries are great, or libraries are terrific. Or, or you can take alternative, you could use the key, use messaging that addresses both of the hurdles, both the lack of one dominant activity hurdle, and the paths perception hurdle, which is what the E's of libraries do. And that completely changes the dynamic, and changes how you can succeed in advocacy. I'd like to now turn it over to Skip for the next portion of this.

Skip Dye 1:11:55

Alan, thank you. And thanks, everybody for joining me, right now my neighbor is practicing another E that being energetic, he has decided to start mowing his grass. So occasionally if you hear a lawnmower going by, know that someone's being energetic right now. So I in my involvement with United for Libraries, and my involvement with advocacy, started off with me trying to understand how to present ideas that resonated, presenting ideas and communicate, that would actually share a common thread of communication between whoever I'm advocating or talking to about the importance of libraries, for their community. So I thought I'd go over some of the E's of Libraries a little bit deeper, and go into some of these ideas about stuff, and we can go back to that previous slide, I'm just gonna stay on that slide, for the time being. but for education, and just so that you guys can see how to apply it, and seeing where I'm talking about and how you can use it.

Skip Dye 1:13:04

So for education, particularly now in COVID times, this is a really great and key point that really resonates to those people in your communities that are influencers, people who are influencers related to your budget, or influencers related to doing donations to the library, and supporting their activities with in-kind and actually monetary donations. So talking about education, we're talking

about, of course, like reading to children, to storytime to which is now gone virtual for most of the libraries out there, and schools. Also helping kids learn how to socialize with others. Those are important attributes of education that can be brought into the conversation. As you start thinking about and, and documenting what are some key components, all of these five points are just basically I call them stepping stones that you can then add to and bring your own. You don't have to be an E, it can be any letter of the alphabet if you want to. We just use that as a way as a vehicle to easily remember and connect things so that when I'm talking to a particular senator, for instance, and talking about what's important to them, I know education is a key component that I can talk about how libraries play a key role in their community. That also dovetails greatly, not only to early childhood in K through 12 education, but I'm also talking about adult education. And that's one thing that I want to remind people that that is a very salient talking point that really resonates with a lot of local leaders to understand about the importance of, of course adult literacy and reading, high school equivalency exams and diplomas, but also supporting colleges and community colleges in their education is a key piece of it as well. And as with COVID with what we've been going through right now many people have been using micro education courses to take it to home skills, since they are home, they're on furlough or unemployed, because of COVID.

Skip Dye 1:14:04

It allows them to look for other jobs, which kind of goes into my next E, which is employment, which is a key and strong resonator for any leader at the state level or county level. And it's talking basically very clearly how to get people employed. And it's basically from self evaluation, to skill building, to finding and helping land that job. I don't think that a lot of, especially state senators, really understand the role that the library plays with employment in their community from job applications to learning these skill sets. These two things alone, education, employment, are strong resonators, that can then create the conversation.

Skip Dye 1:15:59

Going on to entrepreneurship is one of the areas that a lot of people also think about in terms of what they want to see in their community, but not necessarily as it connects to a library. I know that there's so many libraries that have actually fostered in, where new businesses have actually occurred. And other programs that I've heard and actually witnessed in Ohio, and in Delaware, where I am now, where they actually work with people to help create businesses. And this is everything from basically allowing of course for exploration of interests in researching those interests, to facilitating actually connections. These can help develop social networks between other entrepreneurs in the community, and also identify resources for funding, particularly in growing the business. I think that right now, during COVID times, the entrepreneurship piece is very key. Because right now people are at home, are thinking differently about their roles and their jobs.

Skip Dye 1:17:02

As we go back to the empowerment piece, just to touch on that a bit, what we're talking about here is empowerment related to financial issues, technology, and health literacy, these literacy issues related to particularly financial right now and health right now are very much in demand. And one of the key roles that libraries used to talk about that empowerment. The last and I'll go into it is is key, that is the whole idea of engagement. And this engagement is a broad one, and it's one that is very exciting to talk about. And it's engagement that can talk to people about learning new skills. As we talked about in the morning, I would say stuff around cooking, or sewing or dancing or exercise. And even a lot of libraries have done some really wonderful web based programs now, and have great resources that need to be highlighted in your community in a different way. And not only to the patrons who use them, but also to those people who are influencers, and people you want to in fact engage to become more involved in the library.

Skip Dye 1:18:07

The key part about engagement and the role of the libraries as it's evolving is it being the Town Hall. And even in this time of COVID, I think that the greatest attribute that libraries have is their unique role in the community to make a connection, where otherwise people may not have thought to make connections before. And it's nice centerpoints, the highlight issue to your advocacy. So we can go on to the next slide.

Elaine Tai 1:18:36

Now. So I want to talk about the common, why I like this idea. And when I first met with Alan and talked to Alan a long time ago, and talked to others. This was actually at a live advocacy event sponsored with ALA in DC. We were coming in to talk to senators and representatives of various states. And I realized that there was no common language, sort of where we were all singing from the same hymnal, as I said, as I show my Baptist roots. But also it allowed us to basically have a common understanding and always be able to work together. The other thing is I needed it to be very easy and direct. And the nice thing about utilizing the E's for me was a very easy and direct way to talk about a topic. And the E's actually helped me facilitate many of my, as I call them the five minute elevator speeches, by having in my back pocket, and knowing who I was meeting with, some of the key points. Because I think is important as you speak to legislators and you speak to county commissioners and county executives or even to your boards about funding, I think the key point is to understand what's important to them first. And those are the points that you should bring up to resonate. And whether if it's education, employment in the county, or in the state, or if it's literacy scores in the city, or the county, or the state. Those are key things that your library advocate can bring and speak about very clearly by utilizing the E's to organize their language. I've talked about now the sort of the internal messages, and how to make them relevant, relevant a bit. So I hope that helps. And of course, if you have any questions, etc, continue to ask them. But I'm now going to pass the baton to the gracious

Paula Miller, and allow her to talk about some of the external applications now. Some actually, some practical uses.

Beth Nawalinski 1:20:58

Paula is getting her audio reset so she's more clear. We'll give her just a moment here.

Elaine Tai 1:21:49

And please remember, their handouts are available on the website, either on the PLP website or linked in the chat. And if you have any questions, feel free to put them in the q&a.

Beth Nawalinski 1:22:10

All right, Paula, you want to check your audio? Okay, you sound you sound more clear there. So I think you're good. Yep. You're good.

Paula Miller 1:22:20

Alright. Great. Great. All right, so no headphones.

Paula Miller 1:22:27

Thanks. So it is really a pleasure to join everyone today. For this session on the E's of libraries. When I first had heard about the E's of libraries it was before I think it became a thing and phenomenon that Alan and Skip helped it to become. So it was just sort of mentioned somewhere that United for Libraries was beginning to work on these. And in fact, I thought you have solved my problem. We do talk about our libraries so many times to so many different groups of people, and I was looking for a way that would allow us to talk about the services that we provide, but talk about it in a memorable way. And in an easy, easy way to remember, whether you're a staff member or a board member or legislator, when you hear something about us, we want it to be memorable. And so I loved that, you know, one of the external advantages is that it's very understandable. It's very supportable because it allows one to drop the many things that we do in our libraries into these big broad buckets. And we've been talking about five different E's for our library, for instance, we chose four and I'll talk to you about those in a little bit. And about the flexibility of those E's. But whatever you use, it's easy to remember, it's easy to remember, they all start with E. They're all important things to you or your library, and they're essential services that we're really talking about. Essential services, essential values that your library holds, that all fit into these buckets, and that makes them memorable. They're single, strong, powerful words. Next slide.

Paula Miller 1:24:43

I just talked a little bit about this. And I think I'm supposed to do this next slide. So there is no need to use all of the E's as the five that were presented. Again, we'll talk about that in a little bit. But those

that are most relevant to you, or to that occasion, or to that audience or to that encounter or meeting are the ones that you can bring up and talk about. You want to have several at the ready, but you can choose any of those categories when you're ready to talk about them. Next slide.

Paula Miller 1:25:29

Again, this is really all about the flexibility of E's. It's why I love them to begin with. There are no hard and fast rules, except that they begin with an E. Skip just said you can change that letter if you want. But mostly, it's that it's a single word. It starts with E. And again, five have been provided, but you can change those up. Choose what is best for you and your library. And that's what makes it easy, not hard. You're not trying to add another layer of complicatedness to the presentations that you need to do, to the marketing that you need to do, to flyers that you need to prepare, anything like that, we want to make it easy for you. Next slide.

Paula Miller 1:26:30

So let's talk a little bit now about the practical side of this. Let's talk about where the E's of libraries has been used, and where they've worked. Next slide. And next slide. All right, first of all, you have an example, in front of you from Brownwood, Texas, where they decided to do an entire campaign, using the E's of libraries. And their E's were education, employment, entrepreneurship, engagement, and empowerment. And they hold all of those together by saying libraries are essential. Again, it makes it easy that you align everything, and it makes it easy to talk about. So under education, they talked about the resources that they had for kids. Under employment, they talked about some of the testing resources they have. They had just begun a big effort around entrepreneurship with the Small Business Reference Center, and so promoted that here. Talked about engagement and libraries coming into love, or individuals coming into the libraries for that, and how that empowers both individuals and the community. Next slide.

Paula Miller 1:28:02

Alright. This is an example from Baltimore County, where we, and this is actually an excerpt from a budget presentation that we were doing. The four, we chose four E's. So here's, here's an example of some flexibility. And our E's were education, the economy, equity, and engagement. We chose education and the economy for obvious reasons. Those were very strong community needs, with high impact areas. Equity and engagement we chose purposefully to have a couple of things on the values side of our library. Again, all single, strong, memorable words. We used this to talk about what we do in each of those big buckets. You know, there's so many things that we do, and they're all in these little cups, and you can mix and match them and put them in the right bucket when you're ready to talk about them. So, this is our budget report, but we also use this in a transition report for a new county executive coming in. We used it in our annual report. We used it in at a legislators breakfast to talk to legislators about what the library is all about and doing. We used it at a Chamber of Commerce

presentation where it really was popular, because under the economy, we combined employment and entrepreneurship. And it was a presentation on the kickoff of our Entrepreneur Academy. So it really helped us to kind of roll all of that together. We've also used our four E's in grant applications, which makes it easier for grantors to understand the many things that we do and why they're important. Next slide.

Paula Miller 1:30:20

All right, uh, then in Maryland, and this was in 2018, or 2019. Skip you may remember?

Skip Dye 1:30:32

That was 2018-19 ___ that's when the funding campaign began. Because we were involved with it on the United side to help.

Paula Miller 1:30:44

Yes, to have greater impact. So there are 24 counties in Maryland, we have a Maryland Library Legislative Day, every year. And the library advocacy interest group that year decided to use the E's of libraries to talk to our legislators about what we do. So 24 counties, all those legislators, we came into Annapolis, equipped with this brochure that was handed out to every legislator, no matter what county you were from. And then each county also had provided photographs. So it's some of the activities from that county, each county right, all of the County Representatives arrived with stories in a hand that fit into each of those categories. This is a nice slide because it also shows the impact of numbers. And I think the impact of using the E's statewide was really beneficial. And the numbers were very impactful there for that as well. Okay, next slide.

Paula Miller 1:32:09

Here's a little bit more from that brochure, just showing what we did. There was also a reception in the evening for legislators. And we used the captions and some of the photographs in a slide presentation that ran throughout the reception that evening.

Skip Dye 1:32:38

I just wanted to jump in on Paula's messaging about what was nice about the Maryland Campaign. And it's been used by other libraries since and it's been great and wonderful and exciting to hear of different stories. But this is really an example of what we said earlier, right, of when you all met in Annapolis, everybody had the same story to tell everybody had the same choir book, to sing from. And they were able to use these views to resonate so that that after those advocates left Annapolis, and their legislative body in the members were talking and communicating with each other, it resonated because they were all hearing the same story, either together, or many times separately, all these unique stories, but the thread was consistent. So I think it really shows I think importance of, even

important now, with challenges in budgets that are being hit by COVID-19, and the revenues related to taxes, etc, for the communities, and the necessary funding needed, is just basically how can we use the Es of libraries right now to help and support the story? I think that's a key component. And Thanks, Paula, for going through those examples.

Skip Dye 1:34:05

To take off and talk a little bit more about it, and Alan you're welcome to jump in. And Paula, you could talk about, actually Paula some of the practical story etc, is just that right now is that you're thinking about any fundraising appeals. It's a great way to organize your thoughts, whether it is being going to grantors, as Paula said, or it's talking internally. But as I was raised, as I said, to talk about my Baptist roots, I was raised not to be a Christmas, Easter Baptist. I was raised - and so I'm the taking the same philosophy about being an advocate - the whole idea about advocacy right now, why I think is important, is that we need to be always talking about and sharing with others, and telling the stories of our libraries and I think that's very important. And as you partner with your friends groups and trustees and foundations, also get them too to join in and be and understand how you can help spotlight the importance of what you do, what your staff does right now, to show the value and how the libraries are essential, staffing is essential, and what they supply together as a unique, unique support system to the community right now, especially during this time of COVID.

Skip Dye 1:35:27

I know that we had, if we want to go into and ask and see if there's any questions now from people to have about the program, etc? We can talk about that? We can also talk about some other things related to what Paula is working on.

Beth Nawalinski 1:35:44

Sure. There are no questions currently in the q&a panel, I encourage everybody to put your questions in there. Also, in the chat, feel free to share what your E is. Let us know maybe it's not one of those five E's, maybe it's something different. Think of another E or another letter as was mentioned here, as well. Again, I'm Beth Nawalinski, I'm the Executive Director of United for Libraries, so honored and thrilled to be working with these speakers who are presenting to you today. And I'll let you know, too, that Alan is a Co-author with Jillian Wentworth, a United for Libraries staff member, of a new book called Proving Your Library's Value: Persuasive, Organized, and Memorable Messaging. And it is, Thank you, Paula, that's great. It is an interactive workbook, it has worksheets and tips and exercises that you can do to delve into your community, what's valuable, so you can identify those E's in your community and break that down. And we have a three by three network, uh a three by three framework. And Alan, maybe you could mention that real quickly of what how that three by three works. And then I do have a question. So you can mention that and then we'll pull to the question.

Alan Fishel 1:36:57

Sure. The three by three framework was, okay, you've got these five E's or whatever you want to use, how do we look at the categories underneath them. So our task force came up with three categories under, as Skip alluded to, underneath each of the five E's. So for like, just by way of example in education, it was Pre-K, K-12, and adult education, doing it by age. In some of the others it was doing it like, with employment, it was doing it more about where you were in the process. And with like engagement and empowerment, it was different types of activities you could be doing. And then under those categories, and this is what Beth meant by three by three, we had three categories for each E. So as I said, again, with respect to education it would be, you know, pre-K, K-12, and then adult education. And under each of those categories, we have three subcategories. And that way, if you're going to a meeting and you're thinking what they really want to talk about is K-12, you kind of have your subcategories under K-12. You're ready to go by this point, but as Skip pointed out, adult education is really important, so they may also want to talk with adult education. So you want to have that down as well in your back pocket just ready to go with it. The idea was, and as Paula talked about, we want to be really flexible here, but we also wanted to start with a default so that if people are looking at a blank sheet of paper, it's not as easy. You can take these categories, subcategories, and E's, and change them any way you want. But the overriding thing is if you think about all of the noise that is out there today, all of the noise in politics, non-politics, everything, how do you cut through that? the way to cut through it is in library world is through something like the E's that keeps it organized, consistent, and as Paula and Skip mentioned, is so important to us, and easy for us to remember, both when you give the presentation and for others when you leave. Beth let me turn it back to you.

Beth Nawalinski 1:38:48

Great, thank you. Alright, so we have two questions here. Skip, I'm gonna shoot the first one to you, and then Paula might also want to comment. The question is how might you use the E's to gain participation of groups and communities that traditionally do not use the library, and I am giving this one to you first Skip, because you you're coming in from a corporate background, and engaging with libraries in many different ways through your job, but also being involved in the State Friends group there in Delaware and getting involved in your local library. So give us some examples and talk a little bit about that.

Skip Dye 1:39:25

It is key. One of the things that I talked to, and that I'm going to reference a little bit of what the Friends of St. Paul has been doing. As you can all imagine, right now, St. Paul has been going through a lot of change, and a lot of, you know, introspective looking at their community. And it kind of, you know I'm getting long winded on an answer so if I become too Southern Baptist just call me down. But going back to gaining participation in the groups and going at it is the whole idea is how to relay the story, that for your library, to these groups about that when anyone walks in the door of a library, they

are equal. They have equal opportunity, they have equal access. And it's a great equalizer for anyone in the community.

Skip Dye 1:40:19

So I'm talking about how we've been using our library, you know, for Penguin Random House, how we partner with the libraries in our community, is that we saw a direct need. And this came from Carroll County Director(?), lovely, wonderful stuff, and the county in which we are located in Westminster, Maryland, as an example, by my avid ___ and advocacy efforts there in Maryland. Is that we had a need of basically getting a high school equivalency test, getting some of our employees to be able to have access and go to take the classes, they were having trouble getting access to working, feel comfortable going to a high school setting. For us actually, we started utilizing and partnering with Carroll County in a unique way to offer and help them offer support classes to those employees, many of whom had never walked in the door of a library. They never thought they would walk in the door of the library. Now going there to actually get tutoring help for their GED, that sort of brought them and introduced them to the whole new idea of the library. So that's just one group. And that came from other businesses, because when we started doing it, other businesses saw what we were doing and how we were using the library space and using the resources of the library to actually move our business forward in a unique way, then caused other business leaders to also look at that. So I don't want, I want to say, don't forget to go out and talk to your Chamber of Commerce. Partner with them in unique ways to introduce a library and the services that they can perform. Everything from meeting spaces, I know in the time of COVID that's not possible as much anymore, but you do have a lot of digital resources that they can use in partner. So that's one thing I want to highlight and talk about.

Skip Dye 1:42:14

In talking about what St. Paul went through, I mean, they had they took the E's and started re-, they had to think about how to reintroduce the library, as a healing space, how to introduce library as an education space for their community, and how to try to cross the barriers and have basically conversations around equality in a unique way. And they really did a great job in using the E's to reach out to their community to get more engaged with these topics, and became sort of a great pivot point for many organizations in the city as their role. They also looked at in terms of employment, going back to that, they were going and looking to businesses and saying how can we help you rebuild your business after it's been hit so hard by COVID? Is it through loan programs, is it through grant programs, also it's to try to think about creating unique coalitions within the city to help these businesses to survive. I am, I could go on for a long time with what St. Paul has been working on, and I think a lot of this stuff is a key component to, particularly to Mike's next question about virtual advocacy in the age of COVID. These are, these resources and how you actually go and translate them, I think is very key. And Paula, you've had such success in doing the translation and getting your staff members to

understand how to articulate it. But also your Friends groups, and your Trustees, all being able to understand how to apply and reach out to new communities in a unique way because of it.

Beth Nawalinski 1:43:59

I know we have just a couple minutes here that we need to wrap up. So Paula as that comes over to you, and then maybe add in the other question that's in the q&a about tips for virtual advocacy in the age of COVID. So maybe talk a little bit about how your specific library is handling that. In just a moment, I'm going to post over in the chat a link where you can go and watch the presentation that Skip referenced with the Friends of the St. Paul Public Library. So you'll be able to go to that link and register for free to watch it. And I'm also going to post a link with an interview with Simon Sinek author of Start With Why and What's Your Why because it dovetails very nicely with the E's of libraries and we do reference that in that interview as well. So over to you Paula and then we'll wrap up and get it back over to Elaine.

Paula Miller 1:44:48

I will say that the two E's that two of the four E's that we initially suggested, have proved right on during COVID, and that is equity and engagement. Because there has not been a lot of engagement, in person certainly, not even as much virtually originally, and we have been working on a lot of that. And a lot of what we do has always been about equity, but that was amped up in spades, during COVID, with WiFi boosts to our bookmobiles with WiFi boosts to the parking lots of our buildings. And so we we have begun doing a lot of virtual programming, we've been turning some of our, our regular programs into virtual ones. So community conversations, we've done that virtually. And we have series of programs on antiracism. We have you know information we have, we have done several videos that are STEAM videos to help parents who are at home with their kids and, you know, want to do activities with them as well. So I think they're, you know, especially those two, equity and engagement, will let you cannot go wrong by because those are really what we're all about. Yeah, all of that, inclusion and diversity and bringing people together for connection, in whatever way, physical or virtual.

Skip Dye 1:46:56

Yeah. I agree.

Alan Fishel 1:47:01

I think super quick with me, just real quick, with the question related to the getting groups involved. People are passionate about different things. But people who are you want to get involved, you're going to be passionate about one of the E's. If you find what their passion is, you then say hey, that's actually one of our E's, it just makes it easier to get them en, no pun intended, but engaged in it, whatever the E may be. You can say that's one of our Es and they're interested in whatever it might be. That's the way I've seen it play out over time as well.

Beth Nawalinski 1:47:34

Okay, great. So I'll put that link over in the chat where you can register to watch that fantastic session with the Friends of the St. Paul Public Library. And they are talking about reframing advocacy during this time, so thank you so much Skip for bringing that up. In a moment, I'm going to put in the link for the interview with Simon Sinek. It's always tricky to get links onto Facebook, and we broadcast it through Facebook Live, so I'll be putting that in there as well. Remember, if you scroll back up, there are many, many free resources on our website for the E's of libraries, including some other webinars that you can watch. And of course, I'll say again, the great book that Paula put up for us earlier, it is an interactive workbook. You can order it, oh Skip's got his and is Alan gonna do it too? Yeah, oh there, fantastic. And now you can buy the book from the LA store. We also offer an action planner plus, which includes the ebook for all your board members, webinars, and additional resources. But again, there are many free resources. So over to you Elaine.

Elaine Tai 1:48:36

Alright, thank you so much, Beth. And thank you for moderating that. Um, so yes, we definitely want to thank our panel, Alan, Skip, and Paula. It's really wonderful to hear about all the ways that this can help libraries and make sure that we are advocating for ourselves in a really interesting time. Okay, so thank you so much. We'll go ahead and just take a couple minutes before our next speakers but thank you so much, again, for being here you all. You know, wish I had time to ask skip about Penguin but we'll have to do that another time, I have your email now.

Elaine Tai 1:49:16

Alright, thanks, everyone. Bye bye. Thanks. Okay. All right, Fiona. Do you want to go ahead and just bring up the break screen for a couple minutes. Um, we don't want to get too far behind and we'll bring in Carol and Sharon next.

Fiona Potter 1:49:43

Yes, absolutely.

Elaine Tai 1:50:37

Okay, I think we should probably start.

Fiona Potter 1:51:59

Hello, everyone. Welcome back. We are now joined by Carol Frost and Sharon Streams. And I'm going to introduce Carol and Carol will introduce Sharon in a little chain. They will be talking to us today about the REALM project which is an acronym for REopening Archives, Libraries and Museums. So Carol is the Executive Director of the Peninsula Library System, a consortium of 35 libraries in San

Mateo County. She's also the CEO of the Pacific Library Partnership, a cooperative library system comprised of eight counties, and 42 Library jurisdictions in the San Francisco Bay Area. Carol is the Co-chair of the California Library Association's Advocacy and Legislation Committee. She has a passion for technology and how it can improve peoples lives, a love for adult and early literacy, and she enjoys finding news ways to help patrons, and we're so honored to have Carol with us today.

Carol Frost 1:52:49

Thank you Fiona, and welcome everybody to the Future of Libraries. Thanks for sticking around for day two. I'm super excited to talk to you today along with Sharon Streams about the REALM project. And I'm lucky enough to be on the operating committee for for the World project. And we are so honored today to have Sharon Streams join us. Sharon is the Webjunction Director, Director of OCLC, and she's also the REALM Project Director. And Sharon has taught me so much about words like fomites, and airborne, and just things that we normally don't think about in the library space. But I think our safety as it relates to COVID is really in the hands of this study right now. So with that I want to introduce Sharon and turn it over, Sharon is going to give us a presentation, and then we have lots of time at the end for lots of questions which we know that you're going to have.

Sharon Streams 1:53:52

Thank you, Carol, thank you so much. And thank you for the organizers of this conference. It's been great to listen to all the really excellent conversations and sessions and I'm really honored to be here today. As Carol mentioned, I'm the Project Director for OCLC's part of the REALM project, which I do as well as my other day job as Webjunction Director. So let's just dive right in. I'm hoping that everybody in the room has now heard about the REALM project, which stands for reopening archives, libraries and museums. And I have on the screen here the friendly URL to the project website that has all the information that I'll be talking about today. We just launched a new version of the website just a few days ago, so if you haven't been there recently do check that out. And I'm just gonna fast forward through our two pictures and then just take you a little bit, just briefly about the background.

Sharon Streams 1:55:01

So the original idea for the REALM project was conceived by a few library directors who were in conversation with IMLS. After IMLS hosted a webinar back in March that had CDC representatives who talked about some general guidance around emerging understanding about COVID-19, including about how the virus might survive on various materials. And really after that webinar, library staff, archive staff, and museum staff conveyed their concern that those guidelines were pretty general and didn't take into account that all the high touch operations and collections instance in their institution, um, you know, back when we were a much much of the country was on stay at home orders. So there was circulating collections that were quarantined in people's homes, along with us. So a lot of questions came out with that. So this led to this partnership that IMLS spearheaded with OCLC and Battelle. To

address these areas of concern. For those who of you who are not familiar with Battelle, they are a nonprofit contract research institute. They are headquartered in Columbus, Ohio. So just in the same neighborhood as OCLC quarters, as well as Columbus Metro Library, and there was, you know, they they all know each other there, so it was really nice to kind of to jumpstart those relationships from that. And Battelle has been working over the last couple decades - research into infectious diseases, all sorts of scary stuff like anthrax and ricin and the old the first version of SARS and MERS, and they have a level three biosafety lab so they can ____ infectious virus in the lab and conduct testing on that. And they also they had already been active with SARS COVID-2 research and they still have a number of projects that they're working to in parallel to the REALM project. So IMLS is the project funder, they consult on the project goals in the activities, and convened the steering group and working groups, which I'll mention just in a minute, I've just talked about Battelle. And then our role at OCLC is really to be the project manager, so we're really responsible for coordinating across all of the pieces and parts to deliver, deliver on the project, to bring in feedback and input from the library archives and museum community, make sure that Battelle understands that vice versa, bring the scientific research back out to the community, and continually listen and learn and respond.

Sharon Streams 1:58:15

We have an executive project steering committee. And this is comprised of leaders from across libraries, archives, and museums, as well as science. And that committee meets currently every other week, started out weekly, now it's every other week to provide input to the round project. And then we have working groups that are bringing in kind of real world perspectives, needs, and interpretations. There's representatives from individual institutions, consortial systems, and member associations. And this is where I get to interact with really thoughtful and committed leaders like Carol. And I'm just so indebted to that to the continued engagement of these folks, we could not do it without that commitment.

Sharon Streams 1:59:08

So when we architected the project back in the early spring, we knew that no one was going to know what how the pandemic was going to unfold, and how libraries, archives, and museums would respond, when institutions would be safe to open, and in what order. So we really constructed three phases. And the first phase, which was over this summer, was focused on helping to prepare public libraries who seem to be on the front, front end of the timeline of reopening, at least resume or resuming operations in some, some form. So we wanted to and also knowing that those circulating collections were very much on the mind of public libraries. So we wanted to get information out to that sector as quickly as possible. Overlapping that, though, was a phase two, which is where we were expanding it to look at libraries of all types, as well as archives, Special Collections, and museums of all types and museums is a broad category in itself from science museums, art galleries, zoos, aquaria, to uh, cultural heritage sites, so a lot to look at there. And then, phase three we constructed with was

really to say, you know, we're going to have to see what happens over these months and adapt according to where the what's the status of the pandemic, what's the status of the research, and what's the status of the institutions in their, in their reopening progress. So we're right at that, we're right at that spot right now, wrapping up the deliverables from the first phases and preparing for the year ahead of the project.

Sharon Streams 2:01:11

Just what we what we have been doing, what we will continue doing are these general categories of activities. One is to collect and review and summarize authoritative, evidence based scientific research that applies to operations and collections of libraries and museums. And specific to SARS COVID-2, which is the virus that causes COVID-19, ongoing consultation and engagement with the steering committee, working groups, but also the field at large, through presentations and discussions like this and other ways. And then designing and executing and iterating on the Battelle lab testing with lab testing being focused on materials commonly found in libraries, archives, and museums, and also identifying methods of how to handle materials in ways to reduce risk of transmission. Then to kind of pull that all together all those three things into outputs that are informational resources that can help inform reopening and operational considerations. I will freely borrow a phrase that my boss says, which is this has been like painting a moving train, you know, all of this is moving really quickly from what communities are doing, what states are doing, as well as what the virus itself is doing. So it's, we're trying to learn and, like I said, adapt and respond in a very fast pace.

Sharon Streams 2:03:02

So we're sharing this project information and resources. We do it primarily through the project website, but we have built a network of, of many of dozens of member associations and support organizations across all three sectors, who are spreading the word through their constituents and communications as well, so that we can reach as many in the community as possible. And, you know, all along the way, we're really cognizant of the enormous strain that all of you are under, and the reality that we're all being forced to make decisions in an environment that's really a combination, sort of a harrowing stew of urgency, complexity, and uncertainty. As I said, when the project was initially set up by IMLS, the focus was very heavily on materials and the possibility of materials being contaminated and then infecting people who are handling it. That was, you know, a very strong concern at the beginning. Over the course of the _____, there's been a shift in concern from surface contact, where now air transmission is being discussed quite a bit as well, and so we're seeing that in the literature review. We're also seeing the literature review that there's a lot of research being focused on less about the behavior of the virus in transmission and more about COVID-19 itself. The disease, why do people how to people get sick, and what's a way to alleviate their symptoms or prevent that through a vaccine. So we've been accumulating scientific knowledge, and we, I'm sort of referring to the entire scientific and research community, and trying to form like a cumulative picture.

Sharon Streams 2:05:15

But again, with this urgency thing, there's not really a time to spend a couple, you know, six months or a year to sort through it all and come up with a nice tidy, takeaway. Instead, speed means that we and other researchers are kind of publishing things to the literature as soon as they have some new evidence. And you see news media, picking up up the new study, and that sort of fans the new theory that springs up. Just today, I got a story about new research out of Japan, that showed that the virus can remain active on human skin for nine hours, and that's a much longer survival rate than influenza virus. And so, Oh, my gosh, okay. What do we do with this? So it is happening at a very fast pace with that, again, without that, you know, desired element where we can, you know, where we can synthesize and have well-considered takeaways. So, a key thing about this project is that the REALM project is not providing answers. We're not providing recommendations. We're providing evidence-based data that you can use to inform your local decision making. And certainly, you're encouraged to talk to your public health officials and listen to what they're advising to take into account the local library's context. You know, the, what's the caseload in your community? Is the virus spreading at a higher rate, or is it died down? And then it's institutional considerations. We know the way that, you know, the operational setup, the settings, your budget, all sorts of things need to be considered against the answer. This is, these are just some data points to help you in that.

Sharon Streams 2:07:27

I wanted to mention, and I don't know if someone's able to put links in the chat. Yeah, right there. Yeah. So there's a link in the chat to the British Medical Journal, which has a really nice article about the difficulty of making well-informed and thoughtful decisions under such complex conditions. I mean, it's, I don't want you to think you're failing at it if you're struggling because it's very much comes with this territory and event experts, you know, are have to juggle the same number of, again, this this urgency, complexity, uncertainty. So I know you're all doing the very best that you can under difficult circumstances, but that this article might provide some solace around that.

Sharon Streams 2:08:23

So with that background, let's talk about the status of COVID-19 research to date. So the project has conducted two literature reviews, over the the first two phases, the first one that captured a SARS COVID2 research that had been published through mid May, and then the second one picked up from that point and went through in August. And so that second one, we're just wrapping up and it'll go out next week. But I wanted to give you some highlights about what is showing up in this most recent research about what's been learned about the virus thus far and what open questions still remain.

Sharon Streams 2:09:12

I just wanted to give you a brief look here as what went into the scientific literature reviews. So these were conducted by Battelle, a combination of their library staff and their science, their scientists, and they did a systematic search of four scientific databases including Scopus, Web of Science, SciTech, and Medline. And they focused it specifically on SARS COVID2. They were not looking at older viruses, other viruses, but this coronavirus, and you can see the difference of the phase one and the phase two that there was quite a much bigger pool of articles to to work with for this second review. And then it went through a vetting process for relevance, relevancy by Battelle. So for the second review, they had about 200 articles that informed the synthesis. And there are actually quite a lot of questions that one could ask about the Coronavirus. But this, these literature review focused on these three questions that are of primary relevance for the project. So it's how might the virus spread through general operations and operations of specifically libraries, museums, archives? How long does the virus survive on material surfaces, and if it's just allowed to attenuate which is one of those words we've all learned, which it means just sort of like, die off, you know, just left alone, it'll become inactive. So what does that look like for SARS COVID2, and then how effective are various prevention and decontamination measures that are in the realm of possibility being available for our institutions to work with?

Sharon Streams 2:11:24

These literature reviews also, note that there are some really important questions about the virus that are not known. And so as we look at what the research has indicated, we have to be aware that there are some pretty big gaps still. One is we don't know how much virus an infected person sheds. And so sheds could be through a cough or a sneeze or, you know, a runny nose, or something like that. So that's not known how much virus is going to be in any of that. Another one, which is really nailing down whether people are getting infected by touching objects. There is definitely there are infected objects, but in order for it to lead to somebody getting COVID, they would need to, that infected object, the virus needs to transfer from the object to the person's blood stream in some way. That's a really hard transmission path to track. So that's still an open area of research. And then also how much or little virus is needed to cause infection. So if you look at other viruses, they can range from just a few particles are needed to cause infections to 100, or several hundred for others. And so that is not known for this new coronavirus.

Sharon Streams 2:12:57

But we can talk about things that are taking shape with this new literature review. So one is how the virus spreads, it's generally understood to spread primarily through direct contact from an infected person. So through either just person to person, or through virus containing water droplets, that they expel from a sneeze or a cough, or speaking or singing, talking. Basically, people in close proximity to a contagious but not necessarily symptomatic person. So that's, there's pretty good confidence that that's a primary form of transmission. Um also possible is aerosol particles, and I imagine many of us have heard about this by now, as we saw that the CDC just updated their guidelines earlier this week to

note that aerosols may be a factor. So aerosols, just remind us all these are, this is a microscopic virus filled particle of breath or spittle, and that's about five to 10 microns. And that comes out of the infected individual through the same ways of coughing, sneezing, breathing, but they're so small that they can hover in the air. So that just means that you know, someone doesn't have to be just within a few feet of and at the same time as the person to get, to interact with those aerosols.

Sharon Streams 2:14:41

Also still possible, it is touching a contaminated object. And so a contaminated object is what fomite is. So when you come across that word, it just means contaminated object. And so if a virus is on there, again, through those droplets, those aerosols, it falls down it lands on an object surface, and then someone touches it and then they might touch their mouth or their nose, and then it gets into their bloodstream. Also, it's being looked at much more closely now, our other body, bodily fluids and excretions that may be in play - tears, urine, feces, all that lovely stuff. So that is of greater concern right now as well.

Sharon Streams 2:15:38

There's also growing evidence that environmental conditions are a factor, such as temperature. Higher temperatures is believed to speed up the, I'm just gonna say death of the virus, and lower and conversely, lower temperatures, delay, relative humidity, and then also air quality and airflow. So I think probably many of you are hearing about the importance of having good ventilation, and if not good ventilation indoors then outdoors as much as possible. So fresh air, open spaces better with indoor air, looking at proper ventilation, adjustments to HVAC systems, and other air circulation methods. There's still, though, a lot of questions about these about the relative risks that these systems contribute, so lots of area for more research.

Fiona Potter 2:16:54

The research is underscoring the importance of the prevention and decontaminating measures that decontamination tactics that have been stressed over these months, but also giving some more details. So social distancing, still an effective tactic. If we factor in aerosols as a transmission route, though, we need to think about widening that distance, where since aerosols can travel much further than the rest of heavier respiratory droplets. Handwashing, of utmost important, you know that Japanese study that I just referenced about it on skin, but the good news is if you, you can easily just kill it right off by using hand sanitizer or washing your hands very quickly. So it lasts a long time, but easy to kill. But also we need to look at the bathroom hygiene to closing the toilet lid and such because of the concerns about other bodily fluids. Masks, PPE, for sure, still very effective. Of course, there's different types of masks more or less effective, too. So there's some details about that in literature review. But I think it's also information that you can find around the on the CDC and elsewhere. There's excellent information about that. As I mentioned before fresh air and open spaces. As we get into winter months, for those

in colder climates, then we have to look at the indoor climate control for when we can't be outside or open the windows.

Sharon Streams 2:18:50

There's also surface cleaners and disinfectants that are effective, there are ones that are more or less effective. An important consideration about both that and also another tactic which is a UV light treatment, that's actually kind of a combination of UVA and UVC light treatments, that you want to make sure that you're not damaging the the things that you're disinfecting at the same time. But this is where the the link to the NEDCC is something that I put in there because there's some really good guidance on how to care for collection items so that you don't damage the material. You also need to be careful about the staff who are using these things too, that you're using the cleaning agents and other methods safely and are using ones that are safe to be, safe tbe in the same room with.

Sharon Streams 2:19:59

So that's the literature review, and like I said, that will be posted next week with much more details, I just gave you some of the highlights from that. I wanted to talk about the lab testing. So the lab testing, we've had, we've conducted five tests, as part of phase one and two. Four of the reports of the findings have been published to date, the results of the test will release next week at the same time as a literature review. So this is the research question on this slide, which is simply stated, how long does the virus remain active on materials commonly found in libraries, archives, and museums. Active - another word for that is viable. Another word for that is infectious. Another word for that, although it's not precisely accurate, is alive. So a virus doesn't really live, but I think, you know, we get it. Um, so all of those just means like, it's not just viral particles, it's a virus that is capable infecting is that what we're studying, the lifespan. There are other tests that you can come across that is just detecting the presence of viral matter, but just not distinguish between active and inactive particles. So just wanted to make it clear that the Battelle research is using the method that studies active virus.

Sharon Streams 2:21:41

So here is an overview of how it's done. So I said that there's been five tests, and in each test, there's actually five different materials that are studied in each one. So we basically studied 20 materials to date. And for the prep for the test, droplets of the live virus are applied to the material in this synthetic saliva substance to mimic, you know, the respiratory droplets landing on the material. And then the materials are cut up into little coupons, there's five coupons per item. And then after they've all been inoculated, they're put in a test chamber, and the chamber doesn't have any light or additional airflow, and to date, they've all been at standard office temperature, so that's 68 to 72 degrees, and 30 to 50% relative humidity. And we've tested them both with materials in unstacked, and stacked configurations. And we'll talk a little bit about that in a few minutes. And then the researchers take the

samples out of the chamber at pre-selected time points and then measure how much active virus can be, is on the coupon at each time point.

Sharon Streams 2:23:22

This says some of the things that I said right here. There's a link to the test plan that has all of the many, many details around this, but this is the brief version of that. So two terms that you come across that you'll come across when you see this one is the limit of quantitation, which you can see is abbreviated as LOQ. So the limit of quantitation isn't indicating anything about a threshold of like safe or unsafe with the virus. It's a point where the methodology of the test itself changes. So when there's enough, when there's still so many virus particles left above the limit of quantitation, the researchers can use this measurement method to say we know how many virus particles are left. Once it falls below that threshold, they can't measure that precisely. There's just too few of them, so instead, they're just looking under the microscope at each coupon and noting Yes we see some virus and if there's like it's a yes or a no, and they assign a small number to that and then just average across all of it. So it's just less precise. So it's basically saying we still see virus but we can't tell you if it's one viral particle or five virus particles but it's it's still a little bit left. Once they can't see anything under the microscope, then that's called hitting the limit of detection. And that's how it's recorded there, which is saying it's all, it's all gone at that point.

Sharon Streams 2:25:12

So, just to show for comparison, test one was looking at unstacked library materials. So a hardcover book cover, a paperback book cover, the plain paper inside a typical trade paperback - those were stacked actually, because it's paper - and then the plastic protective cover that is often added to the book, a DVD case, were the five items. And so this is the one where, by the first day all of the items had already dropped below that limit of quantitation, so it was low enough where they could still see some under the microscope, but it was a pretty small amount. And then by day three, it was completely at the level where they didn't see anything. No active virus left.

Sharon Streams 2:26:24

So then there came some questions about well, you know, especially with everything coming back to the library, having most, and then when they even go back on the shelves, library books aren't just all happily laid out flat, but instead, they're in stacks they're either in bins or they're stacked vertically, or they're on the shelves in horizontal stacks. So it would be a more realistic scenario to see what happens if the virus is you know, on the cover of book and then it's sandwiched, sandwiched right up against another book, is there any difference. And this was really a configuration that Battelle hadn't tested before, so they never had tested stacked materials, so it was enough of a well we don't know what the answer is so let's test it out. And you can see in this picture on the right hand side that's what

the testing chamber looked like with the hardcover book stacked on top of the test coupon, just kind of jammed in there.

Sharon Streams 2:27:16

And this is where we saw quite significantly different results where instead of being, you know, below that LOQ line on day one, and then completely gone by day three, instead, we see a number of things still persisting, still detectable by day six. So that, and again, there was no you know, light or airflow differences in the chamber, it was just that they were in direct, the virus was sandwiched against and directly in contact with material.

Sharon Streams 2:27:59

And in kind of an easier way to see it, here's the differences between the two tests and the comparisons of the four items that were retested in test four, and where we see that difference. So that's a brief overview of the lab testing. And just, as I mentioned, the new website, if you haven't been there already, we've had a chance to sort of take all these research findings and make it more glanceable and sortable. We have an updated FAQ and created some home, we'll be producing a bunch of information resources in the coming weeks.

Sharon Streams 2:28:52

And I thought I'd also mention that we do put all of the work products to an open archive that is available, searchable through WorldCat. So it's discoverable to researchers through the global database there. I put the link to the direct WorldCat record on this slide. We will be adding, oh and I think in my next slide I talk about this, there's a little snapshot of that archive.

Sharon Streams 2:29:30

And then we are hosting today also Webjunction is hosting a webinar about REALM that has has NEDC on it talking about collections care, as well as Chris Karen from the Indianapolis Children's Museum talking about institutional considerations there. We record that that'll be open for anybody to watch, so I encourage that. Do check out the updated FAQ, if you haven't been already. There's also a question submission form for things I don't get to for you today. We, the project team, looks at that I often am responding that too myself, and we really appreciate your questions because it does help us hone our communications. So, also, coming this month we'll be announcing test six, and we'll also be publishing the raw data from the other tests, so other researchers can do their own data modeling with it.

Day 2 last hour

Sat, 10/10 9:20PM • 1:18:23

SUMMARY KEYWORDS

library, disability, create, question, includes, captioning, event, zoom, add, patrons, people, registration form, text, book, audio, post, recordings, presentation, accessibility, participants

SPEAKERS

Sharon Streams, Rachel Fager, Elaine Tai, Angi Brzycki, Fiona Potter, Carol Frost, Lauren Wittek

Sharon Streams 02:21

I'll turn it over to questions. Thank you.

Carol Frost 02:24

Thanks, Sharon. That was really, really well explained. I think a lot of people have been putting information, we have a lot of questions here. But I just wanted to note that somebody put in the chat, a, an article from New Zealand, the title is Rubbish Bin: The Likely Source of COVID Infection? And I think, it reminds me of the research that you were talking about that worldwide, there is no answer. It's not that there's no answer in the library field. It just like there just simply is no answer right now. And I love that vision of us trying to paint the train as it's going by, you know, we are all doing the best we can and making the best decisions we can based on the information we have at the time. And I think that our decision, our decisions can change as we get more information. So I know this is I think in a time of uncertainty, people want answers, and being in the in-between state can be uncomfortable. And I think we talked about that yesterday but I think it applies to this today. So I know we have some questions here. I'm going to read off some of them for you, Sharon, and maybe maybe you could give us your thoughts on them.

Carol Frost 03:56

The first one is from Kenny he says, How long do you believe libraries will need to implement the new COVID-19 policies, such as quarantining check-ins and configuring for social distancing? Will the development of a vaccine allow libraries to eliminate these policies? Or will these policies remain with us forever?

Sharon Streams 04:24

Oh, that's a big question. Yeah, uh huh, I think we're, I would it seems like we've all collectively let go of that, like back to normal or back to you know, it's going to be, and now we've all said the new normal and that's starting to feel sort of tired also. But yeah, I can expect that just as we had with, you know, post 9-11. That will be things that become permanent changes to how we go about our, you know, in public, that just become part of the process and other things that will fade away. I certainly, you know, reading about how it was after the 1918 pandemic, that there were things that affected social, you know, culture for a while, and then like don't shake hands, you know, things like that that went for a while, and then it sort of faded away as people's memories forgot. And we went, and then it sort of returned at some other things. So, you know, my personal opinion is that it's going to be some sort of hybrid of that. But there was something, that first part of that question was about COVID guidelines..Could you repeat that part?

Carol Frost 05:40

It was about, Yeah, sure. It says, um, how long do you believe we'll need to implement the new COVID-19 policies such as quarantining and configuring for social distance? And then it says, will the development of a vaccine allow libraries to eliminate them? Yeah.

Sharon Streams 05:57

Yeah, yeah. Yeah, I don't know. I'm not an epidemiologist, so I don't know. But I think it's going to be where what there's sort of that where we, we all develop that herd immunity at some some point like the vaccine is not gonna do it. And so it's going to be I think there's going to be things that are phased in and phased out. So over time, but a vaccine is not going to be like okay, great now just stop everything. It's not going to be like that.

Carol Frost 06:29

I remember too Sharon hearing somewhere. I don't know if it was in the operational group. But you you alluded to this earlier, there's been other SARS, this is a SARS virus and the previous SARS virus mutated itself out of existence. We don't know if this one is going to do that or not, but the latest I have heard is it may not. And so this may be our new normal for a while.

Sharon Streams 07:04

It also might be really preventative. I mean, not to get alarmist, but this is not the only virus, like there are viruses in the wings. So this is one, there are going to be more. But the more we learn now and the more sort of that we understand about prevention and decontamination, I think that's going to really help us when the next virus comes. It's just you know, when it was 100 years later after like, the flu epidemic, we lost that memory, institutional memory, but I think it's going to happen more fast and furious right now. And again, not to scare, just I'm looking for that bright side is like this will come in handy, these protocols.

Carol Frost 07:48

Yeah. So there's two questions here that are pretty similar that relate to test four where they had the stacked environment. So this is a great question - the virus was still detectable after six days on stack materials. Do you know how many days it took for the virus to no longer be detectable on stacked materials? So is there a good answer to that?

Sharon Streams 08:14

Yeah, so I guess the short answer is no. Because that's when the test ended, you know, the way the tests are constructed, we select time points in advance, and then we're really trying to test select time points where we will see it, get to that no detectable level, that's our goal. But when the virus doesn't behave as we'd want, you know, it's, it's, we have our best guess, then we're left with a little bit of a, you know, that cliffhanger. So we would have to run another test that had time points that extended past the six days, to see if we can get it to the point of detection. That being said, I mean, it is a very small number of particles on that day six, so it's, so you can, again, knowing we don't know how few particles it takes to infect, but it is few particles that were remaining.

Carol Frost 09:17

Thanks and I do think there was a question here from Chris _____. Are there any plans to go past the six days in any future test to see how long that virus lasts in that stacked environment?

Sharon Streams 09:31

There aren't any current plans around that. We are right now discussing what how what tests seven and beyond, we have a total of 10 tests that are in scope right now, so we have 7, 8, 9, and 10. One area that we're talking about actively is the effect of temperature and humidity, especially again as we're getting seasonal changes. What, you know, what effect that is, so we may be then revisiting some materials that were tested earlier, but just with different environmental conditions. Again, that's just an active discussion, no decisions have been made.

Carol Frost 10:10

Thank you. And then Daniela posted, it says, ah I just lost it. Hold on. She says, based on these lab tests, should we be quarantining items for six days, we simply do not have the room to stack them in our quarantine area. So I think that there's another question from some other people about like, how long should we be quarantining? And I think that that that's the \$64,000 question, right?

Sharon Streams 10:46

Yeah. And as I stated earlier, we are not, we're not giving you that answer a guideline, because we just, it's, we can't for a number of reasons. I mean, if I knew that answer, I would tell you, but we don't have

the answer, because of the complexity of the decisions. So again, I would think that a community with lots of active COVID cases, if it's spreading, you know, rapidly, then I would, I would consider that a higher risk situation than something where it's relatively stable. And you know, you know that you think that there are just fewer people out there that are infectious that would be handling your items. The other the other thing is, knowing that the other elements of prevention, like washing your hands after handling anything is really the key because it, you know, it's not going to leap off the material and jump on you, you kind of have to, you're part of that transmission process. So, so staff's own protocols of masks and, and hand washing can really reduce that risk, an enormous amount.

Carol Frost 12:06

And I think taking into consideration that balance of what science we do know, what science we don't know, the safety of our staff, the safety of our patrons, and public perception. I think public perception can be finicky, we want to make sure that the public know that we are, that all of us are, have their safety in mind. But at the same time, you know, they may think well, why quarantine for six days, you know, why not one day, and I think there's just so many unknowns there. So it's a tricky thing. And I think it really comes down to taking in all those environmental and other factors. There's a great question here. Speaking of that, and quarantining materials, you know, we've seen a couple products lately about using a UVA or UVC for library materials. And that's, that's always a little tricky. Do you want to, do you want to talk about that, Sharon?

Sharon Streams 13:14

Yeah, I think the biggest, you know, concern about that is damage to the materials itself. So this is where I, I do recommend, you can check out the leaflets provided by the NEDCC about some cautions around that. So, you know, there are, there are there is a UVA UVC, light treatment, you know, method that is shown to be effective against the virus, but if you're, you could, but if you damage your, your item at the same time, then that's not very helpful. So the CDC, you know, the scientists will tell you what's happening, virus wise, but our, you know, our sector has the expertise about collections care. And I just thought, go ahead.

Carol Frost 14:02

Oh, I was gonna say, I think I heard that it's not ,if you were going to do that, you'd have to be doing all the pages in the book, not just like, the cover of the book, right? Just

Sharon Streams 14:15

If you didn't know where the infectious spot was, then yeah, you're not. There's those machines that you can put it in, but it can have shading, so if, if the light doesn't get to where it is, then that part is not going to be decontaminated. I mean, there could be something like you do a combo, where you, you know do the outside with a wand, and then you put it for quarantine, and it might go you know, a

shorter period of time or something, but again, you know, just combine that with risk of damage to the material itself. And I just wanted to kind of reiterate, Carol, your point about the last question about, you know, considering the sort of the emotions of the of community members too and I do think it's important, I mean, we're kind of talking about a lot of like, what does the data say. But there's such a big factor about just engendering a feeling of safety in the community that we serve. And so I certainly, just as a private citizen, I feel so much safer when I see the protocols my grocery store and my library are doing. You know, I just, I just feel much more confident going in there. And regardless if like, what a data point says about it.

Carol Frost 15:41

Right, right, there is that perception. There's a good question here about if we know of any research being done, and how to measure air quality and airflow for indoor spaces, because library spaces are often in older buildings with questionable air filtration. I think that, didn't the American refrigeration association or something like that issue something?

Sharon Streams 16:06

Yeah, the, yes the, right I can't remember the acronym right now, but we can get that out. So there is the industry that is, an association that supports the HVAC and other industry. And so they had issued some protocols, you know, earlier this spring, in fact that I think were very good, but it also sort of is demanding for, you know, there's things that are going to be way out of the the price reach out of, or the resource reach for some of our institutions. So I think the key is looking for some that are more realistic for, for others who, you know, cannot buy a multi million dollar new system. So I think there's there is some details in the literature review. And that's definitely an area that we will continue to monitor and share information as we learn about it.

Fiona Potter 17:03

And um Carol, Carol and Sharon, this is Fiona. Sorry to interject in this fascinating discussion. I think we have time for one more question.

Carol Frost 17:12

Great. Thanks, Fiona. And so there is one here that says Do we even know how many viral transmissions happen through contact? It says, I believe the latest idea is that it's 10% or less.

Sharon Streams 17:30

Um, yeah, I've not heard that that percentage or not, I think it's, it's just a unknown. It's one of those unknowns. And I, you know, I highlighted the three unknowns. And that one is, you know, the World Health Organization has noted that it can be, there's a challenge to tracing it back to a contaminated object, because often where the contaminated object was there were also people. And so to kind of

separate what, exactly, you know, tracing, tracing it back to that, as opposed to where a person is, is a little bit hard to parse, but I think it requires some more like simulated scenarios where you can narrow, narrow the variables, the transition variable is to get right at the seeing how the objects played in that transmission.

Carol Frost 18:28

So I, thank you so much, Sharon, for talking to us today. I hope people learned a lot. I do want to point out that if you go to the OCLC REALM website, on the right hand side, there is a place where you can sign up to get alerts, anytime there's any new data posted there, you'll get pushed an alert. So I highly recommend that everybody do that. So with that, thank you for letting us present today. And thank you so much, Sharon. And thank you, turning it back to you Fiona and Elaine. Thank you so much.

Elaine Tai 19:05

Thank you, thank you for being here.

Fiona Potter 19:11

Um, so we're now we're going to take another short break. We know that screen fatigue is a real phenomenon that many people experience. So feel free always to stretch and we're going to play at least part of the video about a virtual art exhibit that was created by Elaine at the Burlingame Public Library as part of their Book to Action grant. And I know I was excited to watch the video because I think a lot of us provide art, art exhibit space in our buildings, and so this is a really interesting way to do that. But again, this is a break and we'll be back a little before 12:05 and we will start our next presentation. Thank you all again.

Elaine Tai 20:05

Okay, so I hope you all enjoyed the break, maybe some art, I did link to the exhibits in case y'all wanted to see them. As usual, we will add it to Padlet and all that jazz. So I hope y'all enjoyed that, they're some really awesome artists. And this was a focus on mental health, so it was really nice to kind of get some inspiration from them. And they all love to explore like intersectional concerns.

Elaine Tai 20:36

Alright, so we will move on and we want to make sure Rachel and Lauren have co-hosting abilities. Let's see, and they will be in our Accessibility and Virtual Environments presentation. So Rachel and Lauren are going to discuss accessibility concerns and best practices for connecting with patrons in a virtual environment. And Fiona, did you want to introduce their bios?

Elaine Tai 21:10

You're on mute.

Fiona Potter 21:14

Welcome to Zoom town! Um, Rachel Fager is the Cataloging and Metadata Librarian at St. Joseph's University. She has worked in academic libraries for the past eight years in both public and technical services roles. And Lauren Wittek is an Associate Professor and the User Experience and Assessment Librarian at Central Washington University's James E Brooks Library. She has worked in academic libraries for about four years and enjoys finding ways to make library resources accessible to all. I'm going to stop sharing my screen. So welcome again to Rachel and to Lauren.

Rachel Fager 21:55

Thank you let me just get my, Oh, could you give me access to share my screen? There we go. Can everyone see that okay?

Lauren Wittek 22:20

Yeah, I can see your screen.

Rachel Fager 22:22

Okay great.

Lauren Wittek 22:26

Take it away, Rachel.

Rachel Fager 22:27

Okay. So, Hello, and thank you very much for having us today and for joining us. We are going to be discussing how you can plan for accessibility for your online events. So I, as she mentioned, I'm Rachel Fager, I'm the Cataloging and Metadata Librarian at St. Joseph's University. I am also a member of their Digital Accessibility Committee, which is comprised of members from departments across the campus and provides leadership and direction in advancing the accessibility of information resources for all members of the university campus.

Lauren Wittek 23:11

And my name is Lauren Wittek. I'm, as Fiona mentioned, I'm an Assistant Professor and the User Experience and Assessment Librarian at the James E Brooks Library at Central Washington University. I've been here for a little over two years now, and my position includes among many other things, some graphic design work, as well as promoting our events through social media and designing assessment options. I serve on my institution's ADAPT committee, and adapt stands for Accessibility and Disability Action Planning Team, and it's made up of folks from various departments around campus including Veterans Affairs, IT, disability support, facilities, obviously the library, as well as

having two student representatives. And the goal of this committee is to address accessibility issues across campus and make recommendations.

Lauren Wittek 24:05

So this is what we're going to talk about today, we're going to start off talking about some background information related to disabilities in the United States. Then we'll talk about promoting and preparing for your virtual event. And finally, we'll discuss event execution. And we'll answer any questions you may have at the end, so just hold tight.

Lauren Wittek 24:29

So here's a little bit of background information about why accessibility is so important, particularly now that institutions like libraries, are relying on online instruction, programming, and outreach. According to the Center for Disease Control and Prevention, 61 million American adults live with a disability, and that translates to one in four adults. In this instance, disability is not just limited to issues with mobility, cognition and vision. It can also include challenges with self care and independent living.

Lauren Wittek 25:03

So here's a more detailed breakdown of disability type. It's a bar graph created by the CDC. And of those aforementioned 61 million American adults, 13.7% have issues with mobility, and that includes serious difficulty walking or climbing stairs. 10.8% of adults have issues with cognition, and that includes serious difficulty concentrating, remembering, or making decisions. 6.8% of adults have issues with independent living, and that includes difficulty doing errands alone. 5.9% of adults have issues with hearing and that includes both deafness and serious difficulty hearing. 4.6% have issues with vision and that includes blindness or serious difficulty seeing. And finally, 3.7% of adults have issues with self care, and that includes difficulty dressing or bathing on their own.

Lauren Wittek 26:01

So here's a great resource you might find useful. It's Cornell University's disabilitystatistics.org, that's disabilitystatistics.org, which compiles information from the Census Bureau into easy to read reports. And here's just a little brief video on how to access specific state reports. So you select the state and year on the homepage on their disability status reports, and then you select the year anywhere from 2008 to 2018, which is the most recent year available. And the report provides statistics including prevalence, employment rates, annual income, and more as it relates to disability. And you may find this helpful in determining what your patrons need from you when you're creating your virtual programming.

Lauren Wittek 26:46

So now we're going to dive into promoting your virtual event. So as you're promoting your event on social media, you want to keep these simple best practices in mind. Obviously, there are tons of other best practices, but we're focusing strictly on accessibility today. So you want to include a way for patrons to reach out to you. This could be an email address, or a phone number listed in your profile or link within your tweet or post. Alt text - I'm sure many of you are familiar with alt text is but alt text is crucial for those who are unable to visually identify a photo or GIF, because it describes the appearance and function of an image to those using a screen reader. And finally, you want to keep your language simple without a bunch of jargon and acronyms whenever possible. You also want to use something called camelcase. When using hashtags, and this just means capitalizing the first letter of each word. So screen readers read the words individually rather than one incoherent word. And the example I have here is hashtag LibrariesAreAwesome. So I capitalized the L in libraries the A in Are and the A in Awesome to make it easier to read.

Lauren Wittek 28:01

So as I mentioned in my previous slide, you want to add alt text to your graphics. Alt text maybe also called alt description or alt attributes, depending on the platform or program you're using. You're going to want to try to be as specific and descriptive as possible. For instance, if you have a photo of a basketball player, you're going to want to include the name of the player, what team they play for and what they're doing in the photo. You're going to aim to keep your description as short as possible. So about 125 characters or less, which roughly translates to a few sentences. It can be challenging when you're also trying to be as specific and descriptive as possible, so you've got to balance how long your alt description is with how, how many characters you've used. In this description, oh in your description, you don't need to type, for example, "photo of an elementary school student working on a laptop," you could simply say, "elementary school student working on a laptop." A screen reader will let users know an image is present, so it's redundant to say photo of or image of in your description. So adding alt text to your social media posts is very easy. In Twitter, you're simply going to click on the Add description link underneath the photo. Alternatively, if you use a social media management platform like Hootsuite like I do, you can add the alt text there when you schedule your posts. When you're uploading a photo to Instagram in the section where you add your caption, there's a link to Advanced Settings. From there you have the option to select write alt text, which is highlighted in the screenshot here, and it's in the accessibility section at the bottom.

Lauren Wittek 29:53

If you plan on posting a video with someone speaking, you're going to want to add closed captioning. You can use something like Clipomatic, which is a low cost video editor app that turns everything you say into live captions. You can record in 40 different languages including English, Spanish, French, Japanese, and many, many more. You can edit the captions if the auto caption isn't correct. Just one thing to know you have to record your videos in the app and cannot upload previously recorded

footage, so it's only for new content. And it's estimated 50% or more of viewers watch their videos with the sound off, so captioning your videos helps all kinds of users, not just those with hearing loss. I know personally, I watch videos all the time with the sound off, especially when I'm out in public so I don't disturb others. So within Facebook, you want to select Change alt text. Facebook may generate alt text for you, sometimes it works, sometimes it is way off, so you definitely want to double check. The nice thing about Facebook and Instagram is you can go back and add alt text if you forget when you create your original post.

Lauren Wittek 31:09

So when you're designing your promotional materials, think about the stock images you use. Typically these images are of white non disabled folks, or at least outwardly appearing disabled. In fact, Getty Images reports that only 2% of stock photos contain representations of disability, however there are inclusive free options out there. The Disabled and Here, collections collection features disabled black and indigenous people of color who have different diagnoses, body types, sexual orientations and gender identities. Disability: IN offers a limited selection of free photos primarily of individuals in a business setting. Finally, Pexels and Unsplash contain a variety of options, but these sites are less disability oriented, so you may need to try different search terms to find what you're looking for. There's certainly other photo options out there free or otherwise. I just gave free examples here because I know we're all on a tight budget. But just make sure the images that you're using are, are authentic and avoid depicting stereotypes.

Lauren Wittek 32:21

So we just went over photos, let's talk about the actual text within your social media posts. When you're creating promotional materials and hosting your events, it's really important to consider the language you use. Simply put, ableist language is language that is offensive to people with disabilities. Some examples might include saying turn a blind eye, fell on deaf ears, wheelchair bound, and even special needs. Now I was always taught special needs was the appropriate terminology growing up. But I've since learned that it can be viewed as offensive because people with disabilities, they don't have special needs, they have the same needs as disability folks, it's just going about it in a different way. And this is not about being the PC police. It's about creating a welcoming environment. It can feel challenging to avoid certain terms because many of these phrases have been baked into our everyday slang for so long. But at the end of the day, it's not hard to come up with appropriate synonyms.

Lauren Wittek 33:22

So there's some debate about using identity-first versus person-first language when it comes to describing disabilities. For example, identity -first, which would be diabetic adult, you put the identity first, while person-first would be an adult with diabetes or a person with diabetes. If you're ever unsure about what terminology to use, default to what that community at large generally uses, rather

than what family members or allies use. Some populations prefer identity-first, while others don't, and there isn't always going to be an agreement even within a particular community, so do some research to find a general consensus. If you want to learn more, the National Center on Disability and Journalism at Arizona State University created a disability language style guide. And it covers almost 200 words and terms commonly used when referring to disability. Here's just one example. The style guide is pretty handy because it not only provides you with a brief background related to a specific term, but it also provides recommendations as well as the Associated Press preferred terminology.

Lauren Wittek 34:31

So most likely, you'll have a registration form for your virtual events. You want to make sure your event lists the start and end time and the format of the event, such as will attendee strictly be watching your presentation, or will they be participating? This helps attendees know what to expect from your event and what any planning that needs to be done. And speaking of planning, you want to ask attendees if they need any accommodations and that accommodation would look like. I'd recommend putting in a deadline such as "request should be made at least one week prior to the event" to give you and your colleagues time to make appropriate arrangements. Just keep in mind, your library may not be able to afford or offer every accommodation request, but there may be workarounds, so try to work with the patron, and they may have suggestions that you've never even heard of. If you know in advance, you'll be providing a service such as closed captioning, say so in your event, promotion or registration form so attendees know they don't have to make a special request.

Lauren Wittek 35:35

While it may be tempting to create registration forms with backgrounds and patterns, please resist the urge. Make sure your registration form is easy to read with strong contrast between text and the background and avoid busy patterns. The example here in this slide shows black text over a gray pawprint pattern. And while it's from a survey, not a registration form I recently filled out, it clearly demonstrates how challenging it can be to read text over a pattern background. And remember this simple rule - less is always more. Before you take, before the event takes place, you want to check your presentation materials and handouts like your handouts and your slides are accessible. Microsoft Office has a great Accessibility Checker that tells you what is inaccessible and how you can fix it. If you really want to use PDFs, I generally recommend creating the document in Word first, and then convert to a PDF when you're done. After your materials have been checked, you might want to consider sending registered users any presentation materials beforehand, before the event takes place. So they they can become more familiar with the information and have time to set it up on their screen reader if needed.

Lauren Wittek 36:56

Here are some additional tips you want to follow. You want to provide multiple ways for attendees to join or watch. For instance, you can allow attendees to join zoom via their computer's audio, or they can call in using their phone. Another thing to think about, you may want to record the presentation and send it to registered attendees afterwards. This is helpful not just for folks with a disability, but also folks who may not be the most tech savvy or have a reluctance to use technology. And Rachel will be talking more about zoom settings next, so she can show you the specific options. As I mentioned in the social media best practices, you want to include contact information on your event link or within the registration form, depending on the platform you're using. For example, my library uses LibCal, so we put the contact information for each event within the LibCal events page because different librarians are running different events. And anytime you're unsure, you're going to want to contact you're going to conduct a low stakes test drive, create a practice event and ask a colleague or family member or friend to join you, so you can test out different features ahead of time. And with that, I'm going to hand it over to Rachel.

Rachel Fager 38:16

So talking about those, those difficulties people can have with technology. If you are helping someone keep in mind how you felt when a computer wasn't working as expected. We have all had that experience. Be patient. And or think back to a time when a mechanic or a doctor explained something to you using slang or jargon outside of your expertise. You probably felt lost or maybe embarrassed. You might not want, might not have wanted to ask questions. So when you're working with your patrons speak plainly, use direct simple terms, and be understanding of their emotions. Also, don't assume you know what the patron's prior experience is with technology. Ask, build on what they tell you, make connections with functions they understand or have used before. Ensure that you say the same thing in different ways to avoid confusion over terms that can have multiple meanings. For example, chat. If you're going to chat with someone, is that an online text based instant messaging conversation, or are you going to have a conversation on the phone?

Rachel Fager 39:50

So a few general tips. Use fonts that are large and simple. Make it easy to read. As Lauren mentioned in the right registration forms be aware of color contrast for your text, make sure that the text clearly stands out from the background. Lauren and I did a presentation earlier this year for ACRL, the Association of College and Research Libraries called Quickly Implementing Accessibility Tools. This goes into more detail about font and color contrast. If you're interested in learning more, the link to the recording is at the end of these slides, and these slides will be shared with you. Another good practice is to mute participants upon entry. This removes distracting background noise from participants who might not realize others can hear them eating Doritos, or whatever it is they're doing. Making this the default will make it easier for everyone to hear the speaker than trying to get people to mute later.

Rachel Fager 40:58

Zoom has integrated into their platform some accessibility features. We are focusing on Zoom because that's what we are most familiar with, because many of you are already using this platform. Zoom has integrated that users can customize the font size of chats, and closed captioning, which is helpful for those who need larger text. Zoom also offers keyboard shortcuts for those who may have limited use of their hands or may not be able to control a mouse well. Zoom is compatible with common screen readers, such as NVDA, Jaws, and Voiceover. It also has a auto transcribe feature for recorded sessions that will give a transcription after the event. It creates a separate text file you can download and share.

Rachel Fager 41:59

In your Zoom account, there are some settings you have control over that you should be aware of. By default, Zoom allows telephone and computer audio options for participants to connect. We recommend leaving this as telephone and computer to allow access to the most participants possible. Allowing phone connections makes your event accessible not just to people who might have a disability that makes this their preferred option, but also to people who have problems connecting online or have unreliable internet access.

Rachel Fager 42:37

Here are some additional Zoom settings. When you sign into your account and go to the Settings tab, you will see these. These allow the host to type closed captioning or assign a particular participant or third party device to add closed captioning. You can allow participants to save captions or transcripts. You can also enable the setting to add an interpreter. You will be asked to choose the languages, but this will allow the interpreters to provide their own audio channels for the language they're translating to. Attendees can then select the audio channel to hear the translated audio in their language of choice. They can also choose if they want to hear the original at a lower volume. Note that the cloud recordings of interpreted sessions will only record the original audio, not the translations. Local recordings of interpreted sessions will record the audio of the person who is recording their choice, it will not record multiple audio channels.

Rachel Fager 43:50

Spotlight is the feature that you can put up to nine users as the primary active speaker for all participants in a meeting and in the cloud recordings. To use spotlight you need at least three participants and with their video on. This feature can only be done by the host. This is helpful if you have an ASL American Sign Language interpreter for instance. Since they will not generate audio, the interpreter feature discussed in the last slide would not be effective. Pin screens allows you to disable the active speaker view and to only view a specific speaker. Pinning another user's video will only affect your local view and zoom, and it does not affect the view of other participants. And it does not affect the recordings, but any user can pin a video. If there is one or more participants who have

requested an interpreter, keep them together, buddy up. If you use a breakout room for interaction, make sure that the participants who have requested the interpreter and the interpreter go into the same room. This can be done by assigning groups ahead of time. Or you can manually create breakout rooms during the event, just be aware of who needs to be buddied up.

Rachel Fager 45:21

So for the zoom closed captioning, the host can type closed captioning or assign someone else to add the closed captioning. They don't necessarily have to type in real time. If it is written out ahead of time, you can copy and paste from, for example, a Word document. You would, if you are assigned you would see that image at the bottom, the host has assigned to you to type closed captioning and then you would get a pop up window to add that text. You can also integrate a third party service using, for example, an API. Most real time caption integrations do have a fee for their service. But it is something that you can set up.

Rachel Fager 46:13

Zoom will create an audio transcript if you have that setting enabled in the cloud recording settings. To generate a transcript, start the meeting or webinar, then click the Record button and choose record to the cloud. It takes a little while after the meeting ends for the file to be generated. It depends on the length of time of the meeting and how busy the zoom is at that time to get those files in your account. Audio transcripts are saved in a VTT format. If you download the VTT file, you can open it with a text editor like Notepad or word processing application. You can also view or edit transcripts in the web in the zoom portal itself. And you will have the option to display the transcribed text within the video itself as closed captioning.

Rachel Fager 47:14

So we've talked about some considerations of preparing for your event, publicizing your event, getting your Zoom settings ready, now we're going to move on to actually executing the event. If you use Google Slides, you can take advantage of their speech to text and use their closed captioning in presentation mode. You can see the caption icon at the bottom in all of your presentation settings. The options you have for the text position are top or bottom of the slides. And the text size small, medium, large, extra large. So we're going to do, hopefully, a quick demo. I'm gonna move the the transcript to the captions to the top. And I'm going to make the text size medium

Lauren Wittek 48:21

testing testing. This is a test of Google Slides.

Rachel Fager 48:29

Okay. So it's picking up Lauren, it's not picking me up. Oh, there it goes. Okay, it took a minute to wake up. So this is Google Slides. Captioning in real time. This is free. This is easy to set up. If you have multiple people, you have to make sure that whoever is displaying their screen doesn't have their sound going to headphones. My voice is displaying, even though it's Lauren's computer, because because her audio is coming out of her computer and her mic is picking up that audio. Google does a good job. It is not perfect. You cannot change it later. But if you need something quick and easy. This is a good option. Make sure that you speak clearly. Be mindful of acronyms, using jargon, and speaking quickly. Google does not, does not always recover well, especially with acronyms. I'm going to go ahead and close that.

Rachel Fager 49:58

For recorded programming, oTranscribe is a web app that lets users upload an audio file or an audio or visual video file, or enter a link to a YouTube video for transcription. Within that same webpage, you can pause, rewind, and fast forward without taking your hands off the keyboard. You can export the transcript to markdown, plain text, and Google Docs. So rather than having an audio or video player along with a Word document, you can play the file and transcribe in one place. Amara is a free web app that allows users to create or improve upon a video's captions or subtitles. After you have created the captions for your video, you can export them as a text file. You have the option to pay for captions, or translation services, if your budget allows. YouDescribe is a project of the Smith-Kettlewell Eye Research Institute. It is a free web based platform that allows you to add audio descriptions of the actions taking place within YouTube videos. You can search and browse for previously completed videos, create a wish list for others to help you out, and the site offers step by step instructions for adding your own audio descriptions. And just for clarification, Amara is to add subtitles or closed captioning of dialogue, and YouDescribe is for narrating what is happening in each scene.

Rachel Fager 51:36

A few general tips - describe visual contents, charts, graphs, graphics that are displayed. This will help anyone with a visual or cognitive diverse disability, as well as someone who may have needed to call in because of a poor internet connection. If you're using chat, q&a, and taking text base questions, make sure you repeat the question that's being asked through chat before answering, so that everyone knows in real time and in the recording what the question is and what its answer is.

Rachel Fager 52:15

So moving to post event. Assuming your attendees registered for the event and included their email addresses, you could send presentation materials such as the slides and recordings to them. If you did record your session, and closed captioning did not take place, you'll want to manually add captions before uploading and sharing. And it is fine to send the recording a few days after the session in order to add that captioning.

Lauren Wittek 52:48

So I just wanted to share a few successful events at Central Washington University Libraries. For safety and county health protocols, we transitioned all of our spring and fall events to online, despite opening up the building just last month in September. We've had some success with a handful of events, including something, we call it the Cultural Conversations Program, which is co sponsored by the libraries, the Office of International Studies, and our local public library. And each event features a storyteller who was raised or lived extensively abroad. And it provides an opportunity to hear different views to practice empathetic listening and speaking, and lets attendees learn about a new culture through storytelling. So the virtual setting was perfect for this this type of event. We created a couple Haiku and Limerick contests and the winners were awarded gift cards. And we had dozens of entries. And it was just fun to read through the creative responses and pick a winner and just engage our users in a different way. And just recently, as in last weekend, our Archives and Special Collections unit held a virtual archives and museums crawl along with local repositories around our county. And there was a panel discussion with the archivists and the curators followed by a brief video tours. And what they had done is they had sent out the tours, the link to the tours to attendees ahead of time, so they can watch at their own pace after the panel discussion.

Lauren Wittek 54:19

And here are a few of the resources that Rachel and I mentioned throughout our presentation, including the disabilitystatistics.org, specific zoom settings, and that disability language style guide. And we sent our slides to Elaine so she's going to share with everybody and these are embedded links so you guys will have access to those.

Lauren Wittek 54:40

And we just want to say thank you so much for joining us today. And here's our contact information in case you have any additional questions that we don't get to. We appreciate everything that you are doing, you know everybody in libraries are doing to serve your communities, and taking the time to be here with us to learn about accessibility, so you can continue to serve and better serve your communities. It's so so special to us. Now we're going to open up the floor for questions. And then if anyone has any suggested resources or programs they really like that, that were that were not mentioned. We'd love to hear about them.

Fiona Potter 55:18

Thank you so much again, Rachel and Lauren, we have some great questions in the q&a. I don't know if you were able to take a look at some of them. Hi. Hi.

Lauren Wittek 55:29

Not yet.

Fiona Potter 55:30

Okay. But if not, I can I can start reading. Okay. Someone asked if there's a way to let's see, to check if a website is appropriate, appropriately accessible in terms of layout and design? Are there tools that you would recommend for that?

Rachel Fager 55:52

Can I take the screenshare? Because I did. Yeah, I saw that. And so I pulled up, I did not pull up our library's website. I have not gotten there yet. I started in December, it needs help. But I pulled up one of my LibGuides, one of my research guides. So I have WAVE installed on my computer. So if I just click on that, it will tell me if I have errors, if I have contrast errors, alerts, features, structural elements, and then it will tell me where they are. And I can even get information for what that error means, why it matters how to fix it. There are things that are defaulted that I don't have control over, and our usability team has just started, so I've not gotten that in front of them yet. But there are like the contrast errors, I want to I want to get fixed. But if for example, I didn't have alt text for one of the book covers, this would tell me that there is an image without alternative text. And then I can just go in and add that. And it's, it's free. And it's the most helpful one that I've found.

Fiona Potter 57:19

That's great. And we'll, we'll link to that in the chat and in the Padlet. And then Lauren, we probably have time for one or two more of these questions. And the first one at the top is from actually the REALM presentation earlier. Okay.

Lauren Wittek 57:41

Do you want me to pick it? Or?

Fiona Potter 57:43

Oh, yeah, as an offer, if you want to pick it, but also,

Lauren Wittek 57:46

whatever you want, it's easier. It's easier if you just say you take them.

Fiona Potter 57:50

Right. So here's one. So for for a low stakes test run, what do what is a good way to reach out to our patrons with disabilities to be beta testers?

Lauren Wittek 58:03

I guess my first question would be how, if you have a couple willing participants, I think it's important to compensate people for their time, which I know is really tough right now. But I am very against expecting people to work for free. So even if it's like, Hey, could you spend 10 minutes with me? Here's a gift card for free coffee, you have something low stakes, I think most libraries can find a little \$10 pocket of money here and there. That's how I would go about it. It's different for Rachel and I, because we're both on campuses, and we have you know, a disability support service. So we can just reach out to them and say, I can call up Wendy, the director and say, Hey, Wendy, do you have any students that would be willing to help us with XYZ? And she says yes or no, no, we don't have any of those types of students. So if you do have patrons that you happen to know that come in, and you feel comfortable with asking, but definitely know that you should compensate people for their time and their expertise, because it's, you don't want to insult anybody and expect free work.

Fiona Potter 59:09

Right. And I think also, maybe even if you don't work at a university, but that kind of office, maybe there is a resource like that available to you and your city or your county, so.

Rachel Fager 59:19

Exactly, exactly. Yeah.

Lauren Wittek 59:21

Yeah and even if it's not a college, it might be the County Public Health Department, or they might have some resources that could you could get in contact with some folks.

Fiona Potter 59:29

Great. And then one last question. Is there any other way to add captions to a video posted to Instagram TV, so some libraries are streaming things live

Lauren Wittek 59:42

I think the Clipomatic should work I have not tried it with IGTV. But when I have used IGTV I've had clips, so you can add it afterwards in post-production and then just upload it like a regular mp4 file. So if you're doing something, you're using that, Amara, and you can add that caption or another service that you find that you like that works better, you can add it in post production, and then just upload it like a regular file.

Fiona Potter 1:00:11

Awesome. Well, thank you again, both of you so much for this presentation. I think it's, whether you've just heard about this today, or you've heard about it before, like things are always changing. And I know I learned so many new things today. So thank you. And oh, Rachel is going to come on, Hi Rachel!

Rachel Fager 1:00:29

I just realized it hadn't been on.

Fiona Potter 1:00:35

Thank you both so much for being here and sharing this with us. And again, they gave us their slides, and you'll have those hyperlinks to all those sites. So thank you so much. Again.

Rachel Fager 1:00:46

Thank you.

Lauren Wittek 1:00:47

Thank you for having us

Fiona Potter 1:00:58

And now, we are going to hear from a lightning talk speaker, and we apologize again to both our lightning talk speakers, and to all of you that we had to condense today's program a little. The good news is that many of those speakers provided their talk in a video form, and so we're going to make that video accessible to you to see on YouTube.

Fiona Potter 1:01:35

And then, of course, Zoom is still on the fritz but I'm gonna welcome Angi. Angi to the the co-host stage, and she has very graciously agreed to adapt her beautiful video on the fly into some short remarks for you. And I can tell you just very briefly that Angi is the Adult Librarian III for the Hollywood region in Los Angeles, LAPL. And she's worked for Los Angeles Public Library for over eight years, as a messenger clerk, as a substitute library, and as an adult librarian, and she's also the VP of Education and Training for her local Librarians Guild 2626 of AFSCME and is a member of CLA. So thank you so much for being here. Angi, do you want me to stay here or do you want to be fullscreen?

Angi Brzycki 1:02:33

Or I was gonna show slides. So.

Fiona Potter 1:02:38

Okay, take it away.

Angi Brzycki 1:02:41

Um, so, yeah, I do I spotlight myself or how does that work? Okay. All right. Hi, everyone. I'm Angi, thanks so much Fiona and Elaine and the whole crew of Pacific Library Partnership. This has been like

truly an amazing two-day conference, so I just wanted to share that. And today I'm happy that I was invited to just share some of the virtual programs and stuff that I've been doing to try to connect with our patrons. So this is our library, the Golden Hollywood branch where I work it's, the architect is Frank Gehry. Love him. Anyways, I'm not sure why it's in black and white, this picture's from '86. But it's part of our Herald Examiner Collection, our digital archives.

Fiona Potter 1:03:34

I'm going to break in for just a moment, I think your screen's not being shared.

Angi Brzycki 1:03:39

Oh, can you? Can you see me or no,

Fiona Potter 1:03:41

I can see you. So I think

Angi Brzycki 1:03:42

Okay, I'm gonna go ahead and share my screen. Oh, I think it'll work.

Fiona Potter 1:03:48

Okay, thank you. Thanks for the folks that reported that in the chat.

Angi Brzycki 1:03:54

So yeah, so I wanted to share with all of you the ways that I've been connecting with our patrons, mainly through social media and online programming since we closed to the public in March. The day after we closed it was like, I can't even remember like March 17, or something, I was really concerned about our patrons because we closed so abruptly to the public, and I'm sure like many of you too. So I wanted to make sure that our patrons knew how to access our digital content. So I made these like very short videos on Instagram and I'll share one with you.

Angi Brzycki 1:04:31

So this one is how to get an e-card:

Angi Brzycki 1:04:33

video Go to our website lapl.org. Go to our E media page. Click on the link e card. Fill out this form. And then instantly you will get an e-card. With your e-card you can access free ebooks, audiobooks, movies, TV, video, music, podcasts, Online Learning, newspapers, magazines

Angi Brzycki 1:05:03

Okay, so you get the idea. And then, so I did a bunch of these for all of our media rbdigital, kanopy etc. And then I was invited to join our e-media specialists on a segment that we do on our main account called Ask a Librarian Live. And this is where subject specialists and librarians engage with the public on various questions that they have, so it's really great to share and showcase our resources for kids, teens, adults. But yeah, that was a lot of fun, and that was through Facebook Live and our YouTube channel.

Angi Brzycki 1:05:45

And then back in April, our mayor made a directive for all of Angelenos to wear a face covering when performing essential tasks. So I wanted to do a very short, I think it was like seven minutes, tutorial on how to create a face covering without the use of a sewing machine. And then I started to do a weekly segment, it was about 15 minutes long, where I interviewed library staff, community organizations, and community members that were doing like really amazing work while we stay safer at home. And I really wanted to feature Los Angeles Public Library staff that were just doing phenomenal things like creating PPE equipment out of our makerspace Octavia Lab for healthcare workers, our outreach team were delivering books to shelters sites, we had, we still have our staff out of digital collections acquiring ephemera and materials for our Safer at Home archive. And then staff that are disaster service workers as city employees who are doing various roles at shelter sites, as well as contact tracing and doing a phone phone line for senior meal hotline. And then I also was really interested in what community organizations were doing, while we stay safer at home. And I was really impressed by my local neighborhood council who was really trying to connect with the most vulnerable residents who didn't have access to the internet, but needed resources. So they were like, definitely bridging the gap, and that was a way for me to connect with them as well is through that partnership. And then another organization that were, uh was building hygiene kits for folks experiencing homelessness.

Angi Brzycki 1:07:40

And I was one of the I believe it was 91 libraries that participated in this year's Book to Action. And so, you know, originally it was all organized to take place at the branch, but then we all had to kind of go virtual as of March with our programming. So this year I chose the book Urban Tumbleweed by Harryette Mullen. It's a series of Tanka poems she wrote one a day. So there's 366 Tanka poems in this book, mainly in Los Angeles, but she did do a residency in Marfa, Texas as well as traveled abroad. But the themes that I chose for for Book to Action, were basically urbanism, community engagement, writing, creativity, and really just exploring your neighborhood. So we we did a Tanka writing workshop, which was posted on our Facebook page, as well as IGTV, and then we encouraged patrons to submit their own Tanka poem, and we posted those on our Instagram as well as Facebook and Twitter.

Angi Brzycki 1:08:53

And then I partnered with the Downtown LA Walking Tour, and they did a virtual walking tour on Zoom. And I was so inspired by it that I created a program that was a virtual historical walking tour of the Hollywood Library. And I used a lot of our online resources, so LA Times, ProQuest. I used Tessa, the photo collection out of there, our City Directory, which had been digitized, as well as our California Index to do research on the Hollywood Library, which dates back to 1906. And part of this program was really to encourage our patrons to use these online resources to do their own research on their neighborhoods and create their own virtual walking tour. And then also did a program with Curbed LA Urbanism Editor Elise Walker, in conversation, it was a very candid, low key conversation with Rene Reisman. Just the changing of the times and, you know, LA is a very like, car-centric city, and this was back at the end of March, and we were just discussing how many people were just walking out on the street, and it was really relevant to the Book to Action programming. And then finally, for Book to Action, the California Center for the Book provided funding to purchase a large amount of stamps and mailers so that we could send out copies of the book, which normally would have been handed out at the branch, we could mail them. And then in response, we were really hoping to get engagement by having them post on their social media, the book that they received, and then we would repost it as a story in Instagram.

Angi Brzycki 1:10:47

And then finally, I did a Facebook Live YouTube Live, oh, no, sorry, this was through Zoom, actually, it was a closed program, so folks had to sign up in advance. A seven-week learning circle on the 1619 Project, and I partnered with our Literacy Coordinator. And so for those not familiar with learning circles, it's peer to peer learning, so you know, you know, we were just facilitators, we weren't teachers. So we were, we were essentially learning together. And then for folks not familiar with the 1619 project, it's an ongoing initiative from the New York Times Magazine. So this was published last August, so this is kind of like the year anniversary of the project. But at the time, it was the 400th anniversary of the beginning of American slavery. So this project aims to reframe the country's history by placing the consequences of slavery, and the contributions of Black Americans at the very center of our national narrative. So not only did we discuss the history of U.S. slavery, but we also discussed how it shapes our current healthcare system, the wealth gap, mass incarceration, redlining, capitalism, anti-black racism, the erasure of American history in our educational school systems, and how Black Americans are the true perfectors of our American democracy. So that's, um, let's see, I can stop share. So that's pretty much what I wanted to share with you. And yeah, that's it.

Fiona Potter 1:12:24

Thank you so much for that.

Elaine Tai 1:12:27

Thank you, Angi, that was so much, it was really great, like so many great programs. Um, and thank you for being super flexible and nimble to get here and do a lightning talk for us.

Angi Brzycki 1:12:39

Of course

Fiona Potter 1:12:41

Yeah, and that's a great preview of the three other great lightning talks that you can watch from the comfort of home, after you've taken a break from this Zoom marathon. And this video will also be available on YouTube again. So thank you. Thank you so much Angi.

Elaine Tai 1:13:02

Thank you Angi.

Elaine Tai 1:13:04

Alright. So we are going to invite Carol Frost back.

Carol Frost 1:13:13

Thank you, it looks like you need to start my video. There we go. Thank you.

Carol Frost 1:13:19

Okay, Is this it?

Carol Frost 1:13:27

Oh, my goodness. Oh, thank you so much, Elaine and Fiona. And everybody on the PLP Staff Development Committee. We have come to the end of our conference. I hope that over the last two days, you've heard something that resonates with you, and that you're able to take back to your library or your organization. I hope you agree with me that the topic of this event - equity, anti racism, and work in the new normal - is timely, and resonates with all of us. I appreciated Chantel Walker's comment yesterday - "If privacy was on par with race equity, what would we do differently?" And by Stacy Collins' comment - "How are we causing harm, what structure is in place to stop harm, and to help and heal?" Those are powerful statements.

Carol Frost 1:14:24

And I'm struck by the standards of engagement that the PLP Staff Development Committee posted on Padlet which they adopted from McKenzie Mack, the Anti-Oppression Consultant and Founder of #BoundaryWork. Those standards include: We know that no space can be completely safe. And we agree to work together towards harm reduction centering on those most affected by injustice. We

agree to sit with the discomfort that comes with having conversations about race, gender, identity, etc. And we agree to try our best not to shame ourselves for the vulnerability that these kinds of conversations require. We are to value the viewpoints of other people that do not challenge our conflict with our right to exist. And we agree that it's okay to have feelings. It's okay to feel uncomfortable when discussing complex topics about accountability, equity, relationships, justice, and care.

Carol Frost 1:15:31

And then today, our topic pivoted to advocacy, to reopening, to safety, about accessibility, and other sets of challenges that are going to be facing us in the upcoming months and years. And I was thinking about what they said about in the United for Libraries presentation this morning. What are our reality-perception gaps for libraries, and also looking at their program guide with the five E's where we can advocate for funds for libraries.

Carol Frost 1:16:06

So those are the the range of topics that we covered is just like, my mind is just overfull, and I'm sure that yours is too. And I appreciate your willingness to consider the topics that you've heard over the last two days and to continue the conversation in your libraries and with us. In closing, I want to again, personally thank the PLP Staff Development Committee, all of our amazing speakers, and the newly formed CALifornia Libraries Learn for the funding that helped all of our California Public Library employees attend this conference for free. And I want to thank the PLP Executive Committee for making, the people who are not California Public Library employees, the cost accessible for everybody else. So on behalf of the Pacific Library Partnership, thank you for joining us over the last two days at our future of libraries conference. Thank you.

Elaine Tai 1:17:05

Hooray, thank you so much, Carol, and thank you everyone for joining us. And those of y'all who stuck it to the end. And for those who didn't, there's YouTube recordings for a reason. So we hope you'll you learned some things. And again, I'm going to keep trying to make Padlet happen, because there's a lot of resources there and share resources because we can learn from each other.

Fiona Potter 1:17:31

Thank you so much, again, everyone, for coming, whether it was one day or both days. I know I definitely need to unpack everything, probably watch the whole conference.

Elaine Tai 1:17:41

Watch it when we're not worrying about zoom. And we'll see some of you in the open chat maybe? And we'll actually try to explore some of the lightning talks there too.

Fiona Potter 1:17:52

Yes, and please, please, please fill out a survey for each of the days that you attended. That really helps us develop and refine our future presentations. So thank you. Thank you all.

Elaine Tai 1:18:05

And if you ever want to join us reach out to us to be part of the team.

Fiona Potter 1:18:10

Yes, please do.

Elaine Tai 1:18:12

Alright, thanks everyone. Thank you, Carol. Thank you Fiona. Bye!

Carol Frost 1:18:15

Thank you everybody

Fiona Potter 1:18:19

Bye everyone!

Carol Frost 1:18:20

Bye