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A Message from the President: The Conference Issue!

Welcome to the PNLA Quarterly conference issue! The 2017 PNLA conference was held in Post Falls, Idaho, and showcased the wonderful and innovative work happening in libraries across the region. This particular conference will always hold a special place in my heart, as it was where I first took the reins as PNLA President.

For me, library conferences offer a great opportunity for professional development, rejuvenation, and meeting new people. The PNLA conference is no different. The recent PNLA member survey indicated that our membership also highly values the annual conference as a place to interact with and learn from peers in the Northwest. A unique aspect of the PNLA conference is its international scope, inviting librarians from both the United States and Canada to gather and share ideas. I am particularly drawn to the "just-right' size of the PNLA conference that allows for everyone to participate and interact. The PNLA Board is working hard to make sure that future PNLA conferences remain welcoming, diverse, and inclusive.

The success of any conference depends on the people who plan, present, and attend. PNLA is fortunate to have so many great librarians among our membership and in the region that have contributed to memorable PNLA conferences. To the PNLA membership and everyone that makes PNLA and our gatherings a success, I would like to extend my ongoing thanks. Our conferences are well-regarded in our Northwest library community because of you and your efforts.

The next PNLA conference will be held in Kalispell, Montana from August 1-3, 2018. The conference theme is Breaking the Fourth Wall which should elicit some interesting presentations and speakers. Kalispell is a beautiful location and I encourage you to plan to attend if you are able. I hope to see you there. In the meantime, please enjoy and be inspired by this latest conference issue of PNLA Quarterly.

For more information on the upcoming conference, please see: http://www.pnla.org/conference_2018.

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Editor's Column

My first PNLA Conference was in Eugene, Oregon, in 2006. I had developed a workshop on productivity which eventually became my first book, and got the dreaded "late last day" slot. I was worried that I would be presenting to an empty room; however, I had a full house of library workers eager to learn and discuss, going through the exercises I provided and staying late to talk about technology tools and best books on the topic. I was a relatively new librarian and new to the region, but still at this conference that was a two-day drive from my home I saw familiar faces from my home state and friendly faces that I didn't yet know but would develop into some very strong professional connections. Many of the fondest PNLA memories I have stem from the planning and execution of the centennial conference I worked on as Vice President, alongside Mary Lou Mires, the longtime Montana rep.

PNLA's annual conference provides a wealth of learning experiences across the spectrum of librarianship. As an academic librarian on the tenure track I always learned something new and worthwhile, directly applicable to my work, usually each day of the conference if not a few times a day. As a frequent presenter, I can vouch for the readiness of those attending the PNLA conference to learn and discuss. It's much more fun to present for a conference where attendees are ready to engage with you rather than marking time for professional development requirements.

The learning experiences loop directly into the vaunted PNLA social atmosphere—usually when I mention my affiliation with PNLA people say, "Oh, Corks and Cans!" These events and the overall atmosphere of fun provide conference attendees with an unparalleled opportunity to connect and network with professional colleagues in a wholly unique way. This makes the learning and presenting much more enjoyable and memorable.

The conference issue of the Quarterly allows those of us who were present to relive some of the learning that took place, as well as invites those who weren't present to also benefit from what was shared. I hope these articles help you make connections and plug you into our regional network of library professionals.

The next PNLA Conference will be in Kalispell, Montana, August 1-3, 2018. If you feel inspired to contribute directly to our next conference, either as a presenter or as an attendee, please check out the call for proposals at the end of this issue, right before the call for the Fall issue of the Quarterly. I hope to see you there!

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The Luddite

"I fear the day technology will surpass our human interaction. The world will have a generation of idiots." **Albert Einstein**

"Breaking the Fourth Wall" is our 2018 PNLA Conference theme. I suppose, satire is nothing if not metatheatrical… marionetteish, yanking the strings of the puppets, objects of our satire, out from their world beyond the proscenium arch. Their folly, subject of the satire, is extruded from one sheltered stage to the unfettered public's eye, cleanly surgical at best. At its worst, it could look a little like the last scene of Hamlet! Frighteningly, when I think of the fourth wall, I am catapulted to the futuristic world where books are burned. In Ray Bradbury's Fahrenheit 451 I read the following:

> *"It's really fun. It'll be even more fun when we can afford to have the fourth wall installed. How long can you figure before we save up and get the fourth wall torn out and a fourth wall-TV put in? It's only two thousand dollars."*
> *"That's one-third of my yearly pay."*
> *"It's only two thousand dollars," she replied. "And I should think you'd consider me sometimes. If we had a fourth wall, why it'd be just like this room wasn't ours at all, but all kinds of exotic people's room. We could do without a few things."*
> *"We're already doing without a few things to pay for the third wall. It was put in only two months ago, remember?"*
> *"Is that all it was?" She sat looking for him for a long moment. "Well, goodbye dear"* (pp. 20-21).

While my colleagues may see our new technologies as facilitating the breaking out of the confines of our physical library spaces, the cages of the zoo have always been open. We have always had the

The Technophile

Breaking the Fourth Wall

When we agree to allow technology into our lives we allow one (often very small) wall to contain us, to absorb us and convince us to devote time, energy and resources to its survival, its upgrades, its "connections", and not our own. By devoting time to screens we have become more sedentary, less focused, and more near sighted. New technologies and applications rush in to fix each symptom as they appear: apps to track movement for physical fitness, computer games to increase focus, or glasses to reduce eye fatigue. These are solutions to problems that we created.

Why do we subject ourselves to these conditions? We do not just carry a wall— we carry a tiny super computer that allows us to skip back and forth over the proscenium, dancing in and out of the roles of actor, director, author, audience, critic, and archivist. Better yet, we have the ability to carry these relatively inexpensive devices with us wherever we go. We have taken the production out of the theater (or classroom, office, study, or library) and out onto the grand stage.

This allows us to bring fantastical technologies wherever we please. While our grandparents had to sit for hours to take a photograph, our children record high definition video of each other goofing around at the press of a button. Finish a book while on vacation? Download another before breakfast. See something beautiful? Photograph it and share the joy of sunlight catching the snow to create a thousand little points of brilliance.

The portability of digital information, storage, and connection has become an asset that allows regular people to get outside and engage differently with each other. Yes, we have given something up

ability to play the Pied Piper of Hamlin and escort out patrons to the light of day through our glass ceilings. We have always possessed walking shoes to expand our terrain to include our neighboring libraries, social agencies, service clubs, to any individual or group that would listen to our embracing proselytizing. In fact, every corner in all our communities are the Speakers' Corner of Hyde Park! I sit in my old wooden chair, thumbing the tabs on my well-worn alphabetizing Sort-All, what YOU might euphemistically call an "idiot board." Buff subject catalog cards sit in little piles, and I wonder about the masochism here in this satire.

I will admit that the Smartphone, drones, Google Earth, Bluetooth technologies, GoToMeeting, and all things virtual are ready and handy sledge hammers to break that fourth wall down, yet I humbly point out that this transgression of planes is more a matter of outreach attitude than it is of electronic gadgetry. The only thing stopping our programming's outrageousness or casting further our grant writing net is the ambition that comes with dreaming big.

Guy and Mildred Montag of Bradbury's *Fahrenheit 451*? Mildred's our antithesis; she desperately seeks the fourth wall of mind-numbing surround-television. Theirs is the world of Mechanical Hounds, rampaging, roving, controlling technology beyond the scope even of the ever resourceful East Germans and their Stasi, masters of *Zersetsung*, the consuming psychological assault on enemies, translating as *decomposition*. For the Luddite Librarian, technology is like all things, existing in both yin and yang. I truly believe this duality of nature, but it is my zealotry NOT to be controlled by technology. The classic dystopian novels are my dark scriptures, filling me with trepidation of things that have leapt beyond the mechanical and analog.

by being able to answer work emails at 10 PM on a Thursday, but we have gained access to relatives across the globe, their faces beamed into our devices, their words transported to us in seconds. We can check a topographic map at a trail intersection deep in the woods, tune a guitar on the go, and look up facts about architecture in a strange city—all without detaching from our companions to visit a professional for assistance.

The interactive web, or Internet 2.0, is breaking down the fourth wall as it allows viewers to participate, creators to talk directly to the audience, people to engage with and write stories as they go. This has been a trend since live video began streaming into living rooms, since radio broadcast live voices, since letters crossed great distances to connect friends. To be a Luddite is to be afraid of the technology; to be human is to understand the potential of connection.

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The Luddite, Cont.

When I walk around home at night, it is not dark because the oven and coffee maker are lighthouses of LED illumination. This is unnecessary technology. Until it was totaled at an intersection, my last car had crank windows, and it was a relatively new Edsel! Why are electric windows so indispensable? If you wish to demolish that fourth wall, consider the Luddite way!

If you are an employer or supervisor, the Smartphone is a chink in the wall, at least. You want your workers to be productive, to be focused on the mission of your organization. But, that device may be the distraction that dooms your profit margin. With each text thumbed and sent and each cute puppy video viewed and reflected upon, your place of employment loses precious time not being spent on work, but nonetheless, time for which that worker is being paid. While that worker may still be in the cubicle or in the warehouse, they have broken down the shop walls and are free to roam planet Earth freely. The cosmos and chaos are theirs!

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The Mentor: Finding a Mentor

Tracy Bicknell-Holmes: Dean, Albertsons Library, Boise State University, ID

Editor's note: The Mentor column is a place for advice, storytelling, introspection, and professional growth.

In my last column, I discussed the difference between an advisor, a sponsor and a mentor as described by Carla Harris in *Expect to Win* (2009). A mentor is the person you trust to keep your confidences with which you develop a personal relationship. You tell them "the good, the bad and the ugly" and they respond with honest feedback about your behavior and strategies in context with your strengths, weaknesses, background, and career aspirations.

Some of the most effective mentorships are informal and serendipitous, as mine have been. Ideally in a large organization, someone within the organization will take an interest in you and take the lead in developing a relationship. However, many of us in library and information science work in very small libraries or institutions and may not have obvious opportunities to develop a mentoring relationship naturally. If you need to seek out a mentor, how do you do that? What characteristics are critical?

First and foremost, this is someone with which you share confidences, who can respond honestly in the context of your strengths and weaknesses. This needs to be someone you know, who knows you. You need to trust them to keep your "good, bad and ugly" to themselves.

Other characteristics of a good mentor vary across sources, but the following tend to be common. A good mentor:

- Is a good listener, empathetic, and non-judgmental
- Is focused on *you* and has your best interests at heart in all of your dealings
- Gives you honest advice that is tailored to you and relevant to your situation
- Asks questions that lead you to your own conclusions rather than providing you with answers
- Complements your style and has similar values and world views
- Challenges you to consider new perspectives
- Is committed to lifelong learning and the development of others
- Has sufficiently more experience than you to be valuable, but not so much that their experiences are irrelevant for you

Formal mentoring relationships can be successful, but you should not share all of your fears, mistakes, or concerns with an assigned mentor until you know them and are sure you will be able to develop trust and a long term relationship with them. If you are in a situation where a mentor is assigned, make sure you understand the purpose of the relationship. An assigned mentor is often more like an Advisor – someone who gets you oriented to an institution or organization - which is different than the type of

mentor we are talking about here.

Ultimately, *you* need to define the qualities you need in a mentor. Recognize that mentoring relationships can be life-long affairs and be strategic about what you want to learn. If you are not sure that someone will be a good fit, try approaching them as an Advisor and see if the individual is a good fit for mentoring. If the answer is yes, ask them if they are willing.

When you find the person you want as a mentor, be clear about what you are asking them to do and your expectations about what you would get out of the relationship. Don't be too disappointed if they say no. Mentoring is time intensive, and good mentors put a lot of in depth attention into their mentee's career. Perhaps that person is willing to serve as an Advisor while you continue to seek the mentor you need.

In my next column, I'll talk about managing the relationship and setting expectations.

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Book Review: *Fables for Leaders*

Editor's note: Book reviews are an irregular feature of the Quarterly; interested authors, reviewers and publishers may contact the editor for information.

Book Review: *Fables for Leaders*. By John Lubans with illustrations by Béatrice Coron. Salem, Ore.: Ezis Press, 2017, 201 pages. ISBN: 978-0-692-90955-3, $26.99.

Books about leadership abound—one can easily spend one's life reading the classics alongside the new releases and reinterpretations. Ranging the gamut from self-help to academic treatise, a significant portion of these books use fables as an illustrative tool. For example, you may have heard the plaintive question of "Who moved my cheese?" or have delved into Patrick Lencioni's extensive works, most notably dealing with death by meeting.

The strength of fables when discussing leadership topics is their ability to offer digestible questions around morality and values in a way that appeals to a love of stories and storytelling. This makes the questions more relatable and opens the reader's mind to discussion and contemplation.

Lubans' new book presents over 100 fables, most with accompanying illustrations. Following an introduction, the fables are gathered into seven thematic chapters: Us and them, office politics, the organization, problems, budgeting and strategic planning, the effective follower, and the effective leader. Each chapter contains several fables organized around subthemes like "Looks can be deceiving," "Group think," or "Jumping to conclusions." The fables themselves are gathered from traditional sources like Aesop and European folklore, but also contain some more modern sources as well as creations by Lubans. The fables are fully credited at the conclusion of the book.

Each fable is followed by Lubans' commentary. In an accessible and friendly manner, he shares what thoughts arise in him when reading the fable, and relates the stories to workplace conundrums. One of my favorites, "The Cowardly Lion" from Aesop, about a lion that's frightened by the sound of a nearby toad, was presented alongside analysis about 'talking big but doing nothing' along with a note about how some translations of the fable end with the crushing of the toad, and how that can impact the lesson learned.

Lubans is a respected voice in both librarianship and leadership studies. He is the author of <u>Leading in the Middle: And Other Contrarian Essays on Library Leadership</u> (ABC-CLIO, 2010) and has worked in several administrative positions in higher education. He has served as a Fulbright Scholar and visiting professor at the University of Latvia, teaching about democratic workplaces.

I found this book thoroughly enjoyable both in content and in design. The presentation of the fables and accompanying text provides an excellent launching point for conversation among fellow library

workers. I could see this book being the basis of a leadership discussion group, with meetings to discuss one or two of the fables at a time. Discussing a fable might also liven up a staff meeting or serve as an icebreaker activity for an association or organizational retreat. Overall, the approach of analyzing and discussing leadership through the lens of fables allows us, in my opinion, to consider more deeply the values involved, which can be a welcome departure from librarianship's primary focus on the development of leadership skills.

Developing Dynamic Leadership in _YOUR_ Library

Gavin J. Woltjer: Director, Billings Public Library, MT

Abstract
This paper, converted from a presentation given at the 2017 PNLA Conference in Post Falls, Idaho, briefly examines four areas that library professionals, regardless of experience, education level, station or title, can begin cultivating in order to better hone leadership skills. The four topics of: communication, accountability and expectations, failure, and initiative and creativity are by no means an all-inclusive list of areas needing to be examined when honing leadership skills. These areas were chosen as a base-set of common areas all aspiring—and established—leaders should focus on to begin transformational leadership change.

The intent of this paper is to begin the following three things:

- Bring awareness and understanding to one's personal leadership strategy within the four areas covered;
- Provide suggestions how to begin implementing change in one's leadership strategy in order to become a more effectual leader; and,
- Act as a resource for identifying one's own strength and weaknesses in order to grow as a leader.

WARNING!
Strong leadership is essential for any library. From the top-down and the bottom-up, every position within a library needs a dynamic individual to share their leadership skills. As the Library Director for the Billings Public Library in Billings, Montana, I strive to employ librarians, clerks, and pages who are willing to constantly hone their leadership skills. Libraries are constantly changing; and to address these changes, leadership needs to change in order to meet the new demands of a constantly changing profession. Unfortunately, the term 'management' is often misconstrued as leadership. While related, they are two very different and distinct concepts from each other. Management involves overseeing a plan so that it is successfully executed. This happens every day in a library in the form of troubleshooting a technical problem, arranging a schedule, and performing programming, among many other examples. Leadership is a bit less structured. Simplified, leadership involves creating a vision for the library, establishing a library's identity and culture, and compelling others to want to achieve and contribute to a united goal.

Developing leadership is a personalized, proactive, and consistent endeavor. All leadership paths are not created equally. All libraries are not the same. Apply your leadership strategy to the defined variables of your library. Work within the parameters of your staff, your budget, your facility, and your community. It is easy to compare your leadership with another's leadership—try not to do this. You need to focus on how best to strengthen _your_ skills. Developing leadership is a daily grind. Some days will be easier than others. Some days will feel as if backslide is occurring—this is normal. Keep your ego in check as you develop your leadership. A great fallacy of leadership, especially new leadership,

is that you have to be immediately better than your predecessor. While this is not necessarily a bad goal depending on the circumstances and history of your organization, it is commonly a misplaced goal. The ultimate goal of a leader is to lead an organization in such a manner that the organization attains a new level of success. In other words, answer the following question: Are you willing to have your leadership accomplishments be only a footnote in the success story of your library?

Communication
Improving communication skills is a difficult endeavor. It takes time and patience and diligence. Of the four areas covered in this paper, communication is the foundation for all of them. There are countless ways that communication is misconstrued, not successfully executed, or simply ignored between parties each and every day within your organization. As leadership, the manner in which you communicate or do not communicate is the most important tool you employ or do not employ on a daily basis to drive your vision, support your team, share expectations, discuss failure, promote creativity and initiative, and connect with others. Without effective communication the whole organization falters.

To begin enhancing your communication skills, start by listening more than speaking. Strive to be the type of person that listens to others in such a way that they desire to speak with you. Be open to input—even if it is sometimes difficult to hear. Stay away from the default setting of being defensive about what you hear. Everyone has the right to voice their opinion—even if the opinions are overly critical. If you give those you lead the opportunity to share their thoughts through open communication, trust will develop. Communication should be geared so that it is always complete, concise without being vague, and clear in order for the message to be exchanged. Stay on message. Focus the intent of the message so that action can be implemented. Details are necessary, but should not overwhelm the communication process. Additionally, as a leader know when to communicate and when not to communicate. Sometimes less is more. Sometimes more is needed in order to gain understanding.

Be available during the communication process—both physically and mentally. Let your body language showcase that you are actively listening. Make eye contact. Reiterate main points to the messenger in order to show comprehension. Ask questions if uncertain about the message delivered. Invest your time in the communication process. If you as the leader are initiating the message, give examples about what you are sharing so others gain understanding, have the chance to ask questions themselves, and to fully realize expectations.

Most importantly, communication should be consistent. Within leadership, it is crucial that your communication is consistent to all members of your organization, your department, or your committee. If certain standards are given to one member of the team, all other members of the team should adhere to these standards—this includes leadership. Establishing this level of continuity between leadership and the team fosters an environment of inclusion and professionalism.

Finally, as leadership, take the time to understand how each different team member's personality reflects the manner in which they communicate. This is a laborious process that takes time to develop. We all communicate differently. But these differences should not be the deciding factor of how the message is exchanged, processed, and acted upon.

Accountability and Expectations

Every position in the library has certain expectations associated with its job description and responsibilities. As leadership, one of the expectations connected to this role is being the face of the organization, or the department, or the committee that the individual leads. During times of success, being the leader is a wonderful experience. But what about times of distress? What are the expectations of leadership now? And who is accountable? Unfortunately, many organizations have seen leaders within these circumstances shift the blame from leadership to other staff workers who have a limited voice. Obviously, this is a toxic leadership strategy that in the end solves nothing while also creating a culture of mistrust, confusion, and timidity for staff members.

To establish healthy and transparent expectations and accountability within an organization, leadership should not only thoroughly explain and share their expectations for the staff, department, or committee, but also ask their staff, department, or team what their expectations are for the leader. Creating this avenue of discourse—information sharing—allows for greater transparency, understanding, and the establishment of accountability. Once leadership has shared their expectations, and has also received the expectations of their staff, leadership should further the conversation to the many different organizations, partnerships, and stakeholders associated with the library, when applicable. Understanding the expectations of the Library Board, the Foundation Board, the Friends of the Library, public stakeholders, elected officials, and community members will ensure that all parties are given a voice for the advancement of the library. Moreover, understanding expectations will also set a precedent for accountability. It is extremely difficult to hold someone accountable if they do not understand what is expected of them. Ultimately, the expectations leadership holds their staff, department, or committee to should be able to be reciprocated in the expectations the staff, the department, or the committee holds for leadership.

Failure

Failure should always be looked upon as a constructive and informative opportunity for development. Oftentimes this is not the case and is looked upon as an opportunity to assign blame or to castigate an idea. To thwart this mindset, leadership needs to rewrite the failure narrative. In rare cases failure is catastrophic, or unrecoverable, or permanently damaging. In most cases, failure is common; or has evolved from other experiences that have given insight or guidance for future success; or is even premeditated, strategic, and intentional.

Enabling staff to fail, leadership gains many positive outcomes. Instead of fear of reprisal for failing, staff who know that failure is part of the progression toward success feel emboldened to challenge themselves, each other, and their departments to incorporate new ideas or processes. Instead of creating a culture that assigns blame, the allowance of failure helps cultivate a culture of ownership for one's failure which then encourages growth, collaboration, and new direction. And instead of a having a fear of being isolated in one's failure, the allowance of failure as an organization creates a team mentality that enforces the concept of togetherness, interdependence, and innovation. Failure is normal. Ultimately, it is what leadership does with failure that directs future success. Failure does not happen in a vacuum. So in order to apply what was learned during failure, leadership must strive to understand the failure. The following steps are a straightforward approach to begin understanding failure:

1. Identify the variables that failed;
2. Study them as an individual first, then study them as a team to gain insight and consensus of why something failed;
3. Make adjustments and try the endeavor again; and,
4. Repeat the process.

Learning from failure is one of the greatest assets a leader can employ to move an organization toward success.

Initiative and Creativity

It should come as no surprise that leadership does not have all the answers or always have the most creative idea when trying to rectify a problem. Instead of forcing creativity or initiative to happen, leadership needs to establish a culture of honoring creativity and initiative. Most leaders will say that they do this. But if you take the time to ask their staff, their department, or their team if this is actually the case, the feedback will give a contradictory reality. Oftentimes, in order to solve a problem, leadership will encourage creativity and initiative in their team, but really want the problem solved a certain way—their way. Repeatedly doing this is a surefire way of not only hampering possible good ideas, but also creating a stifling culture of exclusion. Leadership needs to be a cheerleader for their team. Encouragement and incorporation of creativity and initiative has to be honest and sincere. This means trusting in your team, giving them the resources and time to solve a problem, and to be open-minded with the results given.

A common misconception about leadership is that leaders need to make all the decisions. In reality, leadership needs to be able to back all the decisions made of their staff, their department, or their team based on the guidance given from leadership. If done correctly, leadership that is able to establish a culture of creativity and initiative will embolden staff to take full ownership of their job responsibilities within the library. A leader who embraces creativity and initiative is one that feeds the drive of their team; accepts new perspectives; is part of the team; actively listens; and is constantly building up their team. Conversely, the leader who says they want creativity and initiative, but, who in fact wants to create automatons, is one who is overly critical; has a my-way-or-the-highway mentality; is on the outside looking in (or worse: is Monday-morning quarterbacking); talks more than listens; and tears down their team for not doing something the "right" way. It is easy to see how comparatively different these two styles are from each other. Additionally, leadership needs to encourage curiosity amongst their staff, their department, or their team. There are numerous ideas that never become realized because leadership has not allowed curiosity to blossom. Leaders who encourage thinking, researching, reading, exploring, and the application of new ideas soon realize the immense potential of creativity and initiative among their team to drive innovation, which then makes it possible for the library to best serve today's patrons, stakeholders, and partners.

Conclusion

Focusing on the four topics discussed in this paper allows for aspiring—and established—leaders to begin understanding their strengths and weaknesses in these areas regarding their personal leadership style and strategy. Fully developing these areas is not achieved overnight. Be patient with the process. Learn from your past mistakes in these areas. Be bold in your leadership. Be innovative in your leader-

ship. Be fearless in your leadership. Strive to be the type of leader you would like to follow.

Social Justice in the Library is Critical

Jennifer Wooten: Teen Services Librarian, King County Library System, Renton, WA
Leah Griffin: Librarian, University Prep School, Seattle, WA

The core values of librarianship (ALA, 2004) include access, democracy, diversity, the public good, and social responsibility. These values demand that librarians advocate for our patrons, struggle toward equity, and support the basic tenets of social justice. These values professionally bind us to advocate for the social equality of all people. Jennifer Wooten, a Teen Services Librarian at King County Library System's Downtown Renton and Renton Highlands Libraries, saw a need for programs made for youth of color, and in particular, that address police shootings of innocent black men and women. Leah Griffin, teacher librarian at University Prep in Seattle, saw middle and high school students rife with anxiety about social issues taking place across the country, but with limited outlets for activism, or means by which to express their ideas.

Librarians have always been motivated by the needs of their patrons, and in today's difficult political climate, we must address issues of social justice and equity. We have adjusted our practices to meet these needs, and will describe ideas for displays, programming, and curricula that have been successful in our libraries with the hope that you might be inspired toward social justice in yours. This paper will outline several areas where librarians can address social justice in connection to their communities.

Representation is important and has a deep impact on the communities that libraries serve. Patrons should be able to see themselves through collections, staffing, programming, and publicity (i.e. flyers for events reflect the community). While the greater library community contends with the overwhelming whiteness of librarians (per Rosa and Henke (2017), 86.7% of librarians identify as white), those of us on the ground can still contribute to equitable representation. In addition to seeing oneself appropriately and respectfully represented in the collection, patrons should be able to read about, and empathize with, the experiences of others. This means that a collection ought not necessarily be representative of the community it serves. For example, in a school or public library with a primarily white population, the librarian might consider purchasing a seemingly disproportionate number of books featuring minority characters and authors as a way of ensuring there are not merely enough mirrors for minority students, but also enough windows for the majority of patrons.

This same philosophy can be applied to displays. Underrepresented groups ought to be featured more in library displays, and not only when associated with events like Black History Month, or Pride Month. These populations do, in fact, exist all of the time.

Interactive displays can also engage patrons. At the University Prep Library, we created a "legislation station" where students could voice their concerns on pre-addressed postcards to be sent to Washington Senators Murray and Cantwell. Students were empowered to use their voice without being told what to say. This interactive display could be adapted to address local, or even library specific, patron

concerns.

Librarians can also reinforce the importance of social justice with their presence. At KCLS, Jennifer attends Social Justice Club at the local high school, and at University Prep, Leah regularly attends Gender and Sexuality Alliance. Both also attend community events where social justice and equity are the focus. For example, the city government where Jennifer works coordinated a unity march which brought together city officials, the mayor, police chief, pastors of local African American churches, and a community organization working with youth to address issues such as police bias, housing inequity, and the school to prison pipeline. Jennifer was able to attend and walk with the youth group in support of the work being done to bring the community together. Through your presence, you can quietly show your support of the community. You become a safe person who can be trusted with resource requests, or recommendations. This action for social justice requires nothing but your time.

The library community is not the only entity having this conversation. In many communities, non-profit organizations, city departments, and businesses are doing the work of social justice. Jennifer Wooten took advantage of the wealth of knowledge in her local community and offered a seven-week series of social justice conversations just for youth. She partnered with Kiana Davis, an instructor at a local community organization helping disenfranchised youth earn their GEDs. Ms. Davis, also a published poet, led a powerful poetry program that focused on identity and the impact of racism on young people's lives. She also used her connections in the community to help find a wide range of presenters for the other programs in the series. Youth in King County were able to see their neighbors, adults in their own community, who are doing the hard work of social justice, and having a measurable, positive impact on their community. Calling out problems is not enough: We must show young people that it is possible to make change. We can do that by introducing them to others in the community that live the mission of social equity.

Teacher Librarians have tremendous opportunity for implementing social justice into their school's curriculum. At University Prep, the ninth-grade students do a unit on energy, in which they learn about different energy sources, and develop informed opinions on State and Federal energy policy. At the end of the unit, Leah teaches students how to locate relevant bills, and contact their representatives in support or rejection of specific legislation. Students must write an email, or develop a call script that integrates evidence of their learning. This legislative action can be adapted to history units where current policy may be repeating harmful historical trends, English classes where exploration of identity runs into conflict with executive orders, math classes where groups are targets of discrimination or violence at statistically significant higher rates.

We believe that social justice is inextricably tied to librarianship. Our hope is that each reader can identify one action from this article that they can implement into their practice. We are on the front lines of democracy, diversity, the public good, and social responsibility and we are uniquely placed in the community to show our patrons ways to positively impact social justice and equity.

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Rosa, K., & Henke, K. (2017, January). *2017 ALA Demographic Study*. Retrieved from American Library Association Office for Research and Statistics website: http://www.ala.org/tools/sites/ala.org.tools/files/content/Draft%20of%20Member%20Demographics%20Survey%2001-11-2017.pdf

From Safe Spaces to Brave Spaces: Rethinking How We Talk About Diversity in the Library Profession and Learning from Failure

Samantha Hines: Associate Dean of Instructional Resources, Peninsula College, Port Angeles, WA

I moved to Port Angeles, Washington, right before the 2016 US Presidential Election, and even though my new community was much more conservative than my previous home in Missoula, Montana, I wasn't worried because we all knew how the election would turn out. And then it turned out the way it turned out, and I, like a lot of nice white ladies, had some thinking to do. I hadn't thought much about it because I hadn't had to before, but I started feeling a lot of concern about the white supremacy rising in the U.S., and had concerns about the profession of librarianship in particular. According to the ALA 2012 Diversity Counts survey, 88% of librarians are white, which isn't reflective of society as a whole.

Part of the reason my concern linked back to my profession was because of a disastrous 'safe space' discussion I'd participated in about six months prior to the election, at a library leadership institute. The topic of the discussion was ostensibly about attracting and retaining persons of color to librarianship, however, the main points of view that ended up dominating the conversation were that white men are the real victims within librarianship because "look at all the women in this room" (espoused by one middle aged white man who was fairly well-situated within his career while another white man, also doing well in his career, nodded furiously behind him) alongside "we should place persons of color in communities that are predominantly white so that they can bring them some diversity" (espoused by several nice white ladies). The objectification of persons of color and the twisted misinterpretation of the gender balance in librarianship shocked me to silence, which is something that bothers me to this day. I wish I had had the capacity to speak out, but at the time I had hoped these views were a weird fluke. The election, and what's happened after, have convinced me they were not, and that we need to start talking more openly about diversity within the library profession and how to dismantle the structural barriers that exist and persist within librarianship as well as society as a whole.

I cast about for a tool that could make such a discussion possible, and after some research I felt like I had come across a solution: "From Safe Spaces to Brave Spaces," a chapter published in the book *The Art of Effective Facilitation* published in 2013. It sets up a challenge, particularly within academia, to reframe discussions around diversity and social justice away from 'safe' and toward 'brave.' It does this through the revision of the standard ground rules used in safe space discussions to shift away from the concept of safety toward one of taking risks, in order to encourage participants to rise to the challenge of dialogue on social justice issues.

One of the most striking things for me, in this chapter, was the realization that safe spaces are really only safe for white people, particularly able-bodied white men. The safety of the conversation is predicated on the white privilege to only take part in activities when they don't cause discomfort or risk—a privilege that marginalized groups aren't allowed. Concerns about safety in conversation reinforce ex-

isting power structures and ensure a lack of authenticity in the resulting discussion (Arao & Clemens, 2013, pp.140-141).

The chapter lays out the framework for developing a brave space through engaging participants on the difference between brave and safe spaces from the start, and then through the establishment of ground rules from this perspective. There's an aim to decentralize power from the facilitators and put it in the hands of the participants through the ground rules, but to do so mindfully, moving toward inclusion of minority perspectives and leaning into discomfort. Once the ground rules have been established for the discussion, a provocative social justice question or dilemma needs to be introduced—one that's designed to require bravery.

I was really excited by this concept and couldn't wait to give it a try, in order to facilitate a discussion about the lack of diversity within our profession. I put in a proposal for the first time to speak at a conference in my new state, and was thrilled that it was accepted. I eagerly prepared for the day I was going to deliver the facilitated session. Unfortunately, it was a complete failure. I saved the evaluation emails but I don't think I can ever look at them again. The participants hated the session and wanted me to know.

When something fails, it helps me to examine what happened on two levels: what was within my control and what was outside my control. I'll start by addressing the things that were outside my control so that I feel better about sharing the things that were within my control.

- First, the time slot: I requested 2 hours at the most, and ended up with 3. I found this out the week before the presentation, and tried to think up some ways to stretch the session out.
- Secondly, the room: I requested a cozy room conducive to a brave conversation around risky topics, but got a sterile auditorium set up for a single speaker lecturing a crowd from a podium with a microphone. I also had no white board or flip charts. However, I didn't learn this till the day of the presentation.
- Thirdly, the technology: I had failure upon failure upon failure upon failure for the video I wanted to show to engage us in conversation, and there was no on-site tech support. I was left in the end with no framing device for the session and 20 extra minutes to fill.
- Finally, I brought my family along to the site of the conference, and my 4-year old had left his beloved 'binky' at home by accident, and thus neither of us got any sleep the night before.

That said, there was a lot within my control that led to my failure that I should share.

- First, I approached the subject like the academic that I am. While I'm a fairly active presenter, I still wasn't quite ready to be a true 'facilitator' and could have used more training and thinking in how to present the topic as a facilitator as opposed to a theoretical concept. The participants took over the session in a way that they shouldn't have if I were a better facilitator.
- Secondly, I could have had better and more backups for the technology. It's the first thing they always tell you to do when presenting, and I fell through on this point.
- Third, I could have followed my instincts and cancelled the session when I saw the room setup and when my tech failed. I didn't want to do this because it felt like a 'prima donna'

move, and I really wanted the chance to connect with my new colleagues, but it would have been a much better connection if I was able to deliver a professional-caliber session, rather than leave participants with a bad impression. It's important to remember as presenters that we are providing a service in a sense, and that if our needs aren't met to deliver that service effectively that we can in fact say no.

Since I still believed in the concept, I decided to try the session out again, at the Pacific Northwest Library Association Conference this past summer in Post Falls, Idaho. This time, I was a lot more successful. I did three things differently. First, I shifted the presentation to a shorter, more academic style rather than a facilitated workshop. This kept me in my comfort zone. Secondly, I had every tech backup imaginable, so that when the video that was to frame our brave discussion played without sound, I had subtitles and printed transcripts. Thirdly, since PNLA was a group I've worked with for 15 years, I felt very comfortable and welcomed with this familiar group, and knew they'd be more accepting of anything that went wrong.

For the particular session at PNLA, I began with a short introduction to the chapter/concept outlined on the attached handout, focusing discussion on ground rules and how the standards can be differently adapted to become more inclusive and force us to take more risks. An example is the common rule "Agree to Disagree." On the surface this rule is innocuous and can be seen as encouraging conversation; however, in practice, what usually ends up occurring is the invocation of "Agree to Disagree" when conversation gets stuck and people don't want to explore the perspectives causing the disagreement more deeply. An alternative rule that doesn't stop dialogue could be "Controversy with Civility," which asks participants to understand the sources of the disagreement (Arao & Clemens, 2013, pp. 143 -144).

After about 20 minutes introducing the Brave Spaces concept and discussing ground rules and framing, I then showed Vernā Myers' TED Talk on overcoming bias as a framing device for a 25-minute conversation on diversity within the library profession. I also offered some probing questions that came from the Race Matters Unconference held in early 2017 in New York City by several local library associations. While we certainly didn't solve any problems, we had a deep conversation that was enlightening to others in the room, and additionally we learned a bit more about how to facilitate a brave conversation versus a safe one.

Failure is all about continuous improvement, and I think that my initial failure with Brave Spaces helped me develop a better presentation for the PNLA Conference in the end. I still have a lot of interest around sharing the Brave Spaces concept and am looking for more venues to bring it forward. I would be delighted to work with or even just hear from others who are adopting this approach in their work.

Resources

Arao, B., & Clemens, K. (2013). From Safe Spaces to Brave Spaces: a new way to frame dialogue around diversity and social justice. In Landreman, L. (Ed.), *The Art of Effective Facilitation: Reflections from Social Justice Educators* (pp. 135-150). Sterling, VA: Stylus Publishing.

Metropolitan New York Library Council, Library Association of the City University of New York, and
ACRL/NY-The Greater New York Metropolitan Area Chapter. (2017, March). Race Matters
Unconference. http://www.mnylc.org/racematters/

Myers, V. (2014, November). *Vernā Myers: How to overcome our biases? Walk boldly toward them*
[Video file]. Retrieved from https://www.ted.com/talks/
verna_myers_how_to_overcome_our_biases_walk_boldly_toward_them

From Safe Spaces to Brave Spaces
Samantha Hines, Peninsula College
PNLA Annual Conference 2017

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diversity and social justice. In Landreman, L. (Ed.), *The Art of Effective Facilitation: Reflections from Social
Justice Educators* (pp. 135-150). Sterling, VA: Stylus Publishing.

The chapter is available online from the U of Michigan School of Social Work:
https://ssw.umich.edu/sites/default/files/documents/events/colc/from-safe-spaces-to-brave-spaces.pdf
I make no promises about continued availability of this resource or UM's compliance with copyright law!

The Differences:

- A safe space is a manifestation of dominance and privilege
- Safety is not a reasonable expectation in an honest discussion about social justice issues
- Framing activities are vital to creating a brave space, particularly the ground rules

Ground Rules:

A large part of the chapter is devoted to the linguistics of the ground rules in formulating a brave space,
and how challenging familiar/established ground rules in facilitation can move a safe space to a brave
space. Particular examples offered include:

- *Agree to Disagree* restated as *Controversy with Civility*
- *Don't Take Things Personally* restated as *Own Your Intentions and Your Impact*
- *Challenge by Choice* restated as *Consider the Impact of Your Participation*
- Consider what *Respect* looks like culturally and with regard to bravery
- Consider what *No Attacks* looks like culturally and with regard to bravery

Remember: Controversy and Conflict Are Okay!

A big part of formulating a brave space is having something controversial or conflict laden to talk about,
and to foster the feeling that it's okay to talk about these issues. That's why a brave space can be
particularly useful for discussions around diversity and social justice issues, and can provide more
outward and progressive focus than a safe space, which usually focuses on internal motivation,
experiences and values.

In librarianship, we have a particularly hard time with conflict and controversy, due to various forces:

- Political concerns (funding, board approval, community approval)
- Gender roles
- Service ethos

A facilitator external to librarianship may be an asset in fostering a brave space, and some sort of formal
facilitation training is incredibly useful.

The Achievement Gap: Federal, State, Provincial and Nonprofit Websites That Publish Research Reports About the Achievement Gap in PNLA States and Provinces

Kellian Clink: Librarian, Minnesota State University Mankato, MN

The achievement gap "refers to a difference between the academic achievement of linguistic and ethnic minority students, students with disabilities, students from low socioeconomic status backgrounds, and female students, and either the mainstream student population in general or the white student population more specifically" (Odekon, 2015, p. 7). There are as many causative factors as there are rocks on a beach in Alaska. While books and articles may refer to these and act as a finding aid, I find it valuable to have a certain familiarity with federal, state, and nonprofit organizations that publish timely and authoritative research reports. These resources are gathered together with the criteria that they had published robust and recent research reports about the causes or impact of the achievement gap. Geographical limitations were the U.S. or Canada in general or one of the states or provinces served by PNLA. General sources are arranged in alphabetical order by name of organization. After the title of a representative document, the organization's own description follows in italics. Following that is my brief annotation describing succinctly the overall scope of the website. The next section has state/provincial-specific websites.

General

Aboriginal Affairs and Northern Development Canada. (2012). The Aboriginal Peoples Survey at a Glance: Preliminary findings on Education and Employment Outcomes. https://www.aadnc-aandc.gc.ca/DAM/DAM-INTER-HQ-AI/STAGING/texte-text/ai_rs_re_apsgpfee_1406036103534_eng.pdf "*Indigenous and Northern Affairs Canada (INAC) supports Indigenous peoples (First Nations, Inuit and Métis) and northern peoples in their efforts to: improve social well-being and economic prosperity/ develop healthier, more sustainable communities/participate more fully in Canada's political, social and economic development — to the benefit of all Canadians.*" Find information under both departmental names (Indigenous and Aboriginal).

Annie E. Casey Foundation. (2015). Measuring Access to Opportunity. Retrieved from: http://www.aecf.org/m/resourcedoc/aecf-MeasuringAccesstoOpportunityKC2-2015.pdf *"As a private philanthropy based in Baltimore and working across the country, we make grants that help federal agencies, states, counties, cities and neighborhoods create more innovative, cost-effective responses to the issues that negatively affect children: poverty, unnecessary disconnection from family and communities with limited access to opportunity."* This group produces the Kids COUNT book every year for every state with invaluable information about every aspect of the well-being of young people.

Canadian Child Welfare Portal. (2016). Fostering Success: Improving Educational Outcomes for

Youth in/from Care. http://cwrp.ca/publications/3117 *"The Canadian Child Welfare Research Portal (CWRP) provides access to up-to-date research on Canadian child welfare programs and policies. The Portal is a partnership supported by the McGill Centre for Research on Children and Families (CRCF), the Factor-Inwentash Faculty of Social Work at the University of Toronto, the Faculty of Social Work at the University of Calgary, PART (Practice and Research Together) and PolicyWise for Children and Families."* Obviously there are many issues that the child welfare system would be tackling that would impact children's ability to succeed in school.

Center for Standards and Assessment Implementation. First Nations, Metis, and Inuit Education: Overcoming gaps in provincially funded schools. (2013).   Retrieved from http:// www.peopleforeducation.ca/wp-content/uploads/2013/10/First-Nations-M%C3%A9tis-and-Inuit-Education-2013.pdf. *"A core feature of CSAI's research activities is our continual monitoring of states' policies and activities to support the implementation of their college and career readiness standards and assessments. We leverage the resources available from a range of federal networks, including the Regional Educational Laboratories, Equity Assistance Centers, and our partner comprehensive centers, to provide the most up-to-date information about states' standards, assessment, and accountability systems."* This website acts as a clearinghouse for other organizations' reports as well as reports they create themselves. This has useful ways to search (guidance, product, and service) as well as grade level and controlled vocabulary keywords.

Canadian School Boards Association. (n. d.). *Wiiji Kakendaasodaa: Let's All Learn* https:// www.themfi.ca/ppw-issue/issue-68 *The Canadian School Boards Association (CSBA) consists of members from provincial school boards associations that represent just over 250 school boards, serving more than three million elementary and secondary school students across Canada. The CSBA advocates educational success for each and every student and promotes the value of locally elected school boards. We maximize our advocacy efforts through collaboration and information sharing among all educational partners across the country."* This organization has a section of best practices for equity in indigenous students.

Center for Standards and Assessment Implementation—LINK to People for Education Website. (2013). First Nations, Metis and Inuit Overcoming gaps in provincially funded schools. http:// www.peopleforeducation.ca/wp-content/uploads/2013/10/First-Nations-Métis-and-Inuit-Education-2013.pdf *"CSAI provides state education agencies (SEAs) and Regional Comprehensive Centers (RCCs) with research support, technical assistance, tools, and other resources to help inform decisions about standards, assessment, and accountability."* This website is easy to navigate, using keywords, limits next to guidance, knowledge, product or tool. Also click the box to limit by topic or population, such as teacher effectiveness or English Language Learners.

Center on Budget and Policy Priorities. (2017). Pell Grants: A Key Tool for Expanding College Access and Economic Opportunity. https://www.cbpp.org/research/federal-budget/pell-grants-a-key-tool-for-expanding-college-access-and-economic-opportunity *"We are a nonpartisan research and policy institute. We pursue federal and state policies designed both to reduce poverty and inequality and to restore fiscal responsibility in equitable and effective ways. We apply our deep expertise in budget and tax issues and in programs and policies that help low-income*

people, in order to help inform debates and achieve better policy outcomes." Great resource for evidence about how policy intersects with social justice issues.

Conference Board of Canada. (2013, March). Equity in Learning Outcomes. http://www.conferenceboard.ca/hcp/details/education/equity.aspx *"The foremost independent, evidence-based, not-for-profit applied research organization in Canada. We are objective, independent and evidence-based. We do not lobby for specific interests. Funded exclusively through the fees we charge for services to the private and public sectors. Experts in: Conducting, publishing, and disseminating research; Forecasting and economic analysis; Helping people network; Running conferences; Developing individual leadership skills; Building organizational capacity."* This connects users to many indicators, including math and reading scores, graduation rates, and more.

Economic Policy Institute. (2016). *Mass Incarceration and Children's Outcomes.* Retrieved from http://www.epi.org/publication/mass-incarceration-and-childrens-outcomes/?mc_cid=6a03f82f92&mc_eid=481697166f *"The Economic Policy Institute (EPI) is a nonprofit, nonpartisan think tank created in 1986 to include the needs of low- and middle-income workers in economic policy discussions. EPI believes every working person deserves a good job with fair pay, affordable health care, and retirement security. To achieve this goal, EPI conducts research and analysis on the economic status of working America. EPI proposes public policies that protect and improve the economic conditions of low- and middle-income workers and assesses policies with respect to how they affect those workers."* Any topic of interest to economists, and the working class in particular, will be the subject of substantial reports here.

EdCanNetwork. (2017). How Equitable is Canada's Education System? https://www.edcan.ca/wp-content/uploads/CEA_FACTSONED_EQUITY.pdf *"With over 125-years of experience as the leading independent national voice in Canadian K-12 education, the Canadian Education Association is proud to launch the EdCan Network to support the thousands of courageous educators working tirelessly to ensure that all students discover their place, purpose and path. The EdCan Network is more than a new logo – it embodies a reinvigorated position of the CEA to amplify how teachers, principals, superintendents, researchers and other education leaders are boldly challenging the status quo."* Lots of reports, news articles, and conference announcements.

Excelencia in Education. (2016). *What Works for Latinos in Higher Education.* http://www.edexcelencia.org/gateway/download/30351/1508267283 *"Excelencia in Education accelerates Latino student success in higher education by providing data-driven analysis of the educational status of Latinos, and by promoting education policies and institutional practices that support their academic achievement. A not-for-profit organization founded in 2004 in Washington, DC, Excelencia in Education has become a trusted information source on the status of Latino educational achievement, a major resource for influencing policy at the institutional, state, and national levels, and a widely recognized advocate for expanding evidence-based practices to accelerate Latino student success in higher education. Excelencia is also building a network of results-oriented educators and policymakers to address the U.S. economy's need for a highly educated workforce and for civic leadership."* Anything about Latinos and Education, you can find it here first!

Education Policy Analysis Archives. (2015). *Measuring the Alignment between States' Finance and Accountability Policies: The Opportunity Gap* http://epaa.asu.edu/ojs/article/view/1782 "*PAA/AAPE is a peer-reviewed, open-access, international, multilingual, and multidisciplinary journal designed for researchers, practitioners, policy makers, and development analysts concerned with education policies. EPAA/AAPE accepts unpublished original manuscripts in English, Spanish and Portuguese without restriction as to conceptual and methodological perspectives, time or place. EPAA/AAPE publishes issues comprised of empirical articles, commentaries, and special issues at roughly weekly intervals, all of which pertain to educational policy, with direct implications for educational policy.*" Articles about school choice in Canada.

Equality of Opportunity Project. (July 2017). Mobility Report Cards: The Role of Colleges in Intergenerational Mobility. *http://www.equality-of-opportunity.org/papers/coll_mrc_paper.pdf* "*Our mission is to develop scalable policy solutions that will empower families to rise out of poverty and achieve better life outcomes. We aim to achieve this mission by harnessing the power of big data to learn from areas where the American Dream is still thriving.*" Data about Alaska, Idaho, Montana, and Washington are abundant.

Feeding America. (2017). Hunger in Idaho. http://www.feedingamerica.org/hunger-in-america/idaho/ "*Today, Feeding America is the nation's largest domestic hunger-relief organization—a powerful and efficient network of 200 food banks across the country. As food insecurity rates hold steady at the highest levels ever, the Feeding America network of food banks has risen to meet the need. We feed 46 million people at risk of hunger, including 12 million children and 7 million seniors.*" Kids who are hungry are more like to be truant and experience behavioral issues when at school.

Harvard University Native American Program. (2008). Status and Trends in the Education of American Indians. http://www.hunapstatisticsproject.info/NCES%20(education%20-%20NA)/2008%20NCES%20RptonStatusandTrendsintheEduof%20AmIndandAlNat%20Stdts/2008%20Status%20and%20Trends%20in%20the%20Education%20etc.pdf "*As a project within the Harvard University Native American Program, the Harvard University Native American Statistics Project shares its mission of bringing together Native American, Alaska Native, and Native Hawaiian students and interested individuals from the Harvard community for the purpose of advancing the well-being of indigenous peoples through self-determination, academic achievement, and community service. We understand that good research is essential to reaching these goals and are dedicated to supporting research using statistical and demographic data about the Indigenous people of the United States. This site is a research portal for individuals looking for statistical and demographic data about American Indians, Alaska Natives, and Native Hawaiians. All of the data on this site are publically (and digitally) available from their original sources – but this site brings them together in a user-friendly, intuitive manner. Although we realize that this is neither a comprehensive database, nor an exhaustive library, we hope that it provides a good starting point for research and facilitates access to a large portion of the current data about American Indians, Alaska Natives and Native Hawaiians.*" Their description suffices. Most of the data is dated, but it is helpful to bring it together in one place.

Indigenous Northern Affairs Canada. (2016). First Nations Education Transformation. https://www.aadnc-aandc.gc.ca/eng/1476967841178/1476967897566 "*Indigenous and Northern Affairs Canada (INAC) supports Indigenous peoples (First Nations, Inuit and Métis) and north-*

ern peoples in their efforts to: improve social well-being and economic prosperity/ develop healthier, more sustainable communities/participate more fully in Canada's political, social and economic development — to the benefit of all Canadians." Presents both reports and plans.

Institute of Educational Sciences. National Center for Educational Statistics. (2016). *School Composition and the Black White Achievement Gap. Retrieved from* https://nces.ed.gov/nationsreportcard/subject/studies/pdf/school_composition_and_the_bw_achievement_gap_2015.pdf *"The Institute of Education Sciences (IES) is the statistics, research, and evaluation arm of the U.S. Department of Education. We are independent and non-partisan. Our mission is to provide scientific evidence on which to ground education practice and policy and to share this information in formats that are useful and accessible to educators, parents, policymakers, researchers, and the public."* Provides more analysis, NCES provides more raw data.

Knowledge Network for Applied Education Research. (2013). Demographic Data and Study Equity. https://www.knaer-recrae.ca/about/phase-1-projects/154-demographic-data-and-student-equity?highlight=WyJhY2hpZXZlbWVudCJd "*The Knowledge Network for Applied Education Research (KNAER) was established in 2010 through a tri-partite agreement among the University of Toronto, Western University and the Ontario Ministry of Education to build, advance, and apply robust evidence of effective practices through promoting research use, synthesizing state-of-the-art knowledge from existing bodies of evidence, and facilitating networks of policy makers, educators, and researchers, working collaboratively, to apply research to practice.*" Using equity instead of achievement gap was more helpful in the Canadian resources.

National Center for Education Statistics. (2017). *Status and Trends in the Education of Racial and Ethnic Groups 2017.* (NCES 2017-051). https://nces.ed.gov/pubs2017/2017051.pdf *"The National Center for Education Statistics (NCES) is the primary federal entity for collecting and analyzing data related to education in the U.S. and other nations. NCES is located within the U.S. Department of Education and the Institute of Education Sciences. NCES fulfills a Congressional mandate to collect, collate, analyze, and report complete statistics on the condition of American education; conduct and publish reports; and review and report on education activities internationally."* The NCES has all the statistics anyone could need about U.S. education.

National Center on Educational Outcomes. (2014, July). *Technical Report 69: 2011-12 Publicly Reported Assessment Results for Students with Disabilities and ELLs with Disabilities.* https://nceo.umn.edu/docs/OnlinePubs/Tech69/TechnicalReport69.pdf "*NCEO helps students with disabilities, English learners (ELs), and ELs with disabilities by: Collecting, analyzing, synthesizing, disseminating, and providing leadership on evidence-based information on inclusive assessments and comprehensive assessment systems. Promoting the use of assessments for instructional decision-making purposes. Assisting states in their efforts to support districts to improve results. Reviewing the participation and performance of students in national and state assessments, including the use of accessibility features and accommodations and alternate assessments. Examining national and state practices in reporting assessment information.*" Links out to state report cards.

National Conference on State Legislatures. *Closing the opportunity gap under ESSA. Retrieved from* http://www.ncsl.org/research/education/equity-and-the-opportunity-gap.aspx "*Since 1975,*

NCSL has been the champion of state legislatures. We've helped states remain strong and independent by giving them the tools, information and resources to craft the best solutions to difficult problems. We've fought against unwarranted actions in Congress and saved states more than $1 billion. We've conducted workshops to sharpen the skills of lawmakers and legislative staff in every state. And we do it every day." Often has articles and graphs that compare summarized state legislation passed to resolve all issues, including educational ones.

National Council on Teacher Quality. Roll Call: The Importance of Teacher Attendance. (2014, June). https://www.nctq.org/dmsView/RollCall_TeacherAttendance *"The National Council on Teacher Quality is led by this vision: every child deserves effective teachers and every teacher deserves the opportunity to become effective. For far too many children and teachers, this vision is not the reality. That's because all too often the policies and practices of those institutions with the most authority and influence over teachers and schools—be they state governments, teacher preparation programs, school districts, or teachers' unions—fall short. NCTQ focuses on the changes these institutions must make to return the teaching profession to strong health, delivering to every child the education needed to ensure a bright and successful future. Our Board of Directors and Advisory Board are composed of Democrats, Republicans and Independents, all of whom believe that policy changes are overdue in the recruitment and retention of teachers."* Produces both reports and a periodical. It is easy to get state specific or national data comparing teacher preparation, state policies, and specific issues such as dismissal.

National Education Association. (2017). Educating Students from Poverty and Trauma. http://www.nea.org/assets/docs/21372%20Bacgrounder_Poverty-FINAL.pdf *"The National Education Association (NEA), the nation's largest professional employee organization, is committed to advancing the cause of public education. NEA's 3 million members work at every level of education—from pre-school to university graduate programs. NEA has affiliate organizations in every state and in more than 14,000 communities across the United States."* Has research reports on ESSA, College affordability, human rights, charter schools, nutrition and more.

National Governor's Association. (2016). Promising Practices in Boosting School Leadership Capacity: Principal Academies. Retrieved from: https://www.nga.org/files/live/sites/NGA/files/pdf/2016/1612BoostingSchoolLeadership.pdf *"Founded in 1908, the National Governors Association (NGA) is the collective voice of the nation's governors and one of Washington, D.C.'s most respected public policy organizations. Its members are the governors of the 55 states, territories and commonwealths. NGA provides governors and their senior staff members with services that range from representing states on Capitol Hill and before the Administration on key federal issues to developing and implementing innovative solutions to public policy challenges through the NGA Center for Best Practices. NGA also provides management and technical assistance to both new and incumbent governors."* This association organizes by centers, such as health, education, etc. These centers lead to reports that compare how states are responding to citizen needs.

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*cial development needed for children to succeed in school and later life. NIEER provides inde-
pendent, research-based analysis and technical assistance to policymakers, journalists, re-
searchers, and educators. Collect, archive and disseminate information on the status of early
education access and quality, exemplary practices and policies, and public opinion"* This Rut-
gers site links out to other organizations' research as art of its role to disseminate research
findings.

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than 40 years to protect and promote equality and opportunity for women and families. We
champion policies and laws that help women and girls achieve their potential at every stage
of their lives — at school, at work, at home, and in retirement. Our staff are committed advo-
cates who take on the toughest challenges, especially for the most vulnerable women."* It pro-
vides snapshots of states. For Montana, for example, it shows, by hovering a cursor over the
map that 13.8 percent of women live in poverty. The national figure is 12.8 percent. Women
in Montana typically make $0.73 for every dollar paid to men. The national figure is $0.80.
9.9 percent of women aged 18-64 in Montana are uninsured. Nationally, 10.6 percent are un-
insured.

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tion Equity Report Tool*. https://ocrdata.ed.gov/DataAnalysisTools/DataSetBuilder?
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cial aid for education, and distributing as well as monitoring those funds. Collecting data on
America's schools and disseminating research. Focusing national attention on key educa-
tional issues. Prohibiting discrimination and ensuring equal access to education."* The
CRDC includes data about: Enrollment Demographics/Preschool/Math & Science Courses/
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velopment. https://oere.oise.utoronto.ca/wp-content/uploads/2014/05/
WW_Familes_Literacy.pdf *"The OERE accepts research summaries with an Ontario con-
nection – either research conducted all, or in-part, in Ontario or research studies summa-
rized by Ontario organizations for educators. We partner with Ontario organizations devel-
oping research summaries for educators, such as the E-Best team at Hamilton-Wentworth
District School Board, the EENet team at the Centre for Addiction and Mental Health, the
Ontario Ministry of Education, and the Elementary Teachers Federation of Ontario. We now
have close to 300 research summaries available for teachers and administrators on our web-
site!"*

Policy Options. (2012). Closing the Gap in First Nations Education. http://policyoptions.irpp.org/
magazines/policy-challenges-for-2020/closing-the-gap-in-first-nations-education/ *"This digi-
tal magazine invites the question about the available Policy Options in its very title, but it
also opens up the discussion to a much wider audience. It is a window into some of the dis-
cussions that key decision-makers are having, or else should be having. In our pages you will
find people who are experts in their fields, contributing to this open forum in the hopes of im-
proving the quality of debate over public policy. Our commitment is to bring you viewpoints
from a diversity of voices and in both official languages. The articles and podcasts here are*

presented in a style that we hope is engaging and accessible to any Canadian who is curious about the thinking behind public policy."

Statistics Canada. (2013). Study: Literacy and numeracy among off-reserve First Nations people and Métis, 2012. http://www.statcan.gc.ca/daily-quotidien/160518/dq160518b-eng.htm *"Statistics Canada produces statistics that help Canadians better understand their country—its population, resources, economy, society and culture. In addition to conducting a Census every five years, there are about 350 active surveys on virtually all aspects of Canadian life. Objective statistical information is vital to an open and democratic society."* Obviously, this is the first stop for any information about Canada."

Stanford Center on Poverty and Inequality. (2016). The State of the Union: The Poverty and Inequality Report. http://inequality.stanford.edu/sites/default/files/Pathways-SOTU-2016.pdf *"In 2006, Stanford University committed to a new program of research, training, and policy analysis on poverty and inequality, a commitment that reflects Stanford University's recognition that universities have a special obligation to provide leadership on the most pressing problems of our time. The backdrop to this new initiative is a recognition that poverty and inequality have become an unprecedented threat and that the great universities of the world must address this threat with all the resources and initiative that we have applied in the past to other major social problems. If poverty and inequality were treated in the past as simple moral problems, now they are appreciated as problems with more profound consequences and threats for the world than those of moral discomfit. It is increasingly problematic in this context to regard poverty and inequality as soft social issues that can safely be subordinated to more important interests in maximizing total economic output. Rather, social policy must simultaneously be oriented to increasing economic output and restraining the rise of debilitating and counterproductive forms of inequality, a rather more complicated maximization problem."* Since generational poverty impacts academic success, this is a useful place to look for pattern recognition.

Specific Locales

The following are state/provincial departments of education are listed followed by an example of a report found there.

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indigenizing-your-curriculum This website has a vast array of presentations from this annual gathering.

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British Columbia

First Nations Education Steering Committee Authentic First Nations Resources K-9 http:// www.fnesc.ca/k-7/ *The First Nations Education Steering Committee (FNESC) was founded in 1992 by participants at a provincial First Nations education conference at the Vancouver Friendship Centre. That visionary group of people determined the need for a First Nations-controlled collective organization focused on advancing quality education for all First Nations learners, and they set out FNESC's commitment to supporting First Nations in their efforts to improve the success of all First Nations students in BC. FNESC works at the provincial level to provide services in the areas of research, communications, information dissemination, advocacy, program administration and networking.*

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Montana

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Small and Rural Libraries Leading via TV Whitespace Networking Technology

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Abstract

This article describes TV Whitespace (TVWS) technology and the role it can play in addressing access and inclusion, developing distributed programming, and supporting crisis response. Focus is placed on the Pacific Northwest as a context for TVWS and the ways in which small and rural communities are uniquely suited to implement TVWS networks. A series of steps are provided for libraries interested in exploring the design and implementation of a new network. Finally, a preview of expected costs and anticipated performance is discussed.

Introduction

The Pacific Northwest is characterized by diverse landscapes including urban, suburban, rural, and Tribal settings. In the Pacific Northwest, like much of the United States, many communities struggle with bringing basic broadband access to their citizens in addition to creating public spaces that provide Wi-Fi connections. According to the United States' National Telecommunications and Information Administration (NTIA), "79 percent of Washington State residents, 80 percent of Oregon residents and 81 percent of Idaho residents were online last year. That compares with 75 percent of all Americans. Still, roughly 2.5 million people across the three states didn't use the Internet" (NTIA, 2016). Libraries are on the front lines of these challenges due to the strong role they play in providing millions of people with access to the internet, (Horrigan & Duggan, 2015), (Inklebarger, 2015). The reliance on libraries for internet access is directly correlated with the lack of free internet access in many communities (Pew Research Center, 2015). The dependence upon libraries is exacerbated by the reality that WiFi signals and Broadband connections only connect users within the boundaries of the library building. In 2014, the Association of Tribal Archives, Museums and Libraries prepared a report, *Digital Inclusion in Native Communities: The Role of Tribal Libraries*, which discusses the challenges Tribal Libraries face in providing access to their community members (Jorgenson, M., et al).

TV Whitespace (TVWS) offers one new technology capable of expanding libraries' ability to extend their Wi-Fi signals beyond the library building (and beyond library hours) to public spaces such as subsidized housing, schools, clinics, museums, senior centers, and other community anchor institutions. By implementing a TVWS network, libraries have the potential to support access and inclusion in new ways. In this article, we describe TV Whitespace technology and answer several common questions about its implementation. We extend two discussions that emerged at the 2017 Pacific Northwest Library Association's annual conference in Post Falls, ID (Rebmann & Means, 2017) and in an article we wrote as a primer for understanding the basics of the technology (Rebmann, Te, & Means, 2017).

What is TV Whitespace?

Koerber (2016) found that when libraries implement technology upgrades there can be significant positive

impact on programs and services. TV Whitespace (TVWS) represents one technology upgrade that libraries can introduce to improve access and inclusion in their communities. TVWS spectrum refers to radio frequencies that were released by the Federal Communications committee in 2008 to provide license-free access for the public. These frequencies were unused and released with the goal of supporting public access to data and broadcast communications.

TVWS is unique in that it does not require line-of-sight to support signals. Frequencies associated with TVWS reside in the lower radio frequency bands. For this reason, signals can travel for several miles and oftentimes pass through geographic and community obstructions such as trees or buildings. Frequencies located in the higher radio frequency bands (such as those associated with traditional WiFi) can be blocked by similar obstructions. In addition to these technological benefits, TVWS is powerful due to its role as a publicly accessible communications technology. Through its regulatory agency, the Federal Communications Commission (FCC), TVWS is not owned or controlled by a private entity. Therefore, access to TVWS is and shall remain freely available.

How can TVWS benefit communities in the Pacific Northwest?
WiFi, with a reach measured in 10s of meters, provides great service for users within or very close to the library building. WiFi, with a reach measured in 10s of meters, provides great service for users within or very close to the library building. By contrast, the range of TVWS-enabled networks is measured in 100s or even 1000s of meters (Chavez et al, 2015), thus augmenting the number of patrons libraries can serve via wireless connections to the internet. TVWS can work as a conjugate to WiFi, thus allowing libraries to extend their wireless networks of internet access. This strategic extension of WiFi into new community spaces augments the number of patrons able to access library programs/services and the internet.

The FCC defines Community Anchor Institutions (CAIs) "as schools, libraries, hospitals and other medical providers, public safety entities, institutions of higher education, and community support organizations that facilitate greater use of broadband by vulnerable populations, including low-income, the unemployed, and the aged" (FCC, 2011, p. 38). As part of their role as CAIs, libraries can leverage TVWS to provide convenient WiFi access for the community in new places never before served. Parks, shelters, playgrounds, senior centers, and post offices are just a few places that can serve as candidates for new library hotspot locations.

Libraries can likewise partner with K-12 schools to close the "homework gap," or work with healthcare providers to create connections to the homes of patients for services such as remote patient monitoring. The portability of access points can support distributed programming and wireless connections to community-based activities and events. Still in its nascent stages, TVWS has the potential to improve disaster response also due to the portability of TVWS hotspots. By moving with populations in crisis, TVWS hotspots can provide essential digital access to people under evacuation.

Small and rural libraries have an advantage with TVWS in that their communities enjoy the availability of many channels and less competition for those channels with independent broadcasters or private media companies. Yet, smaller communities face the challenge of having broadband connection rates that meet requirements for TVWS implementations. Successful networks require a minimum (backhaul) connection rate of at least 20 megabits per second (Mbps). An important first step for libraries is to work with

their information technology (IT) staff to determine their connection rate and the channel availability in their area.

Determining channel availability and coverage in your area

Several equipment suppliers provide access to tools and resources to help individuals determine channel availability and coverage in their area. For example, Spectrum Bridge provides a tool to search for open channels based upon user-provided information. See the Spectrum Bridge site here: http://whitespaces.spectrumbridge.com/whitespaces/home.aspx. On the Spectrum Bridge site you can enter the name of your town or zip code into the database for instant results. Important to remember is that you'll be searching for fixed devices, as mobile devices are not yet available.

Once you determine that channels are available in your area, you might wonder how far the new signals may extend or the amount of throughput that can be expected. In our experience with several library pilot and subaward sites, libraries can expect 3-15 megabits per second (Mbps) for each channel for up to seven miles. Performance depends strongly on equipment configuration, vendor, and community topology.

Once you understand the distance that TVWS signals can travel you might wonder whether a TV Whitespace Network can create a seven-mile WiFi hotspot. In fact, TVWS networks do not create a seven-mile radius WiFi hotspot but libraries will be able to use the technology to locate new remote library WiFi hotspots, of traditional range, up to seven miles away. Remote library hotspots with closer proximity to the TVWS antenna will enjoy better performance.

Design and implementation of a TVWS network at your library

Once a library decides that they are committed to the design and implementation of a TV Whitespace net-work, they should take the following steps:

1. Identify and quantify their current fiber-based connection to the internet and several community spaces where internet access is needed.
2. Make sure that the library's backhaul (broadband connection rate) is at least 20 megabits per second (Mbps) or faster.
3. Work with a TVWS equipment supplier to install a TVWS base station that is integrated with their wired connection to the internet. This step allows the library to gain access to public TVWS frequencies by which they can broadcast and receive internet connections from paired TVWS-enabled remote hotspots.
4. Place TVWS-enabled remote hotspots in (previously identified, community) locations where internet access is needed by underserved populations.

Publicize the new TVWS-enabled remote hotspots that now provide WiFi connections to patrons in community spaces previously out of the library's WiFi-enabled reach.

Expectations of cost and performance

Our Institute of Museum and Library Services (IMLS) grant supported the provision of five $15,000 subawards to cover installations of TVWS networks in five communities. During the course of the grant, we found that there was wide variability in terms of cost due to idiosyncrasies associated with library-driven network designs and configurations. Despite these differences, the subawards covered basic installations. Although there is an initial equipment investment, access to TVWS frequencies is free and requires no ongoing subscription fees (Chavez, et al., 2015).

Installation times also vary across project designs (and seasonal weather) but simple configurations of a base station and several remote units generally require no more than a week to install. Installations typically proceed along two phases. Phase 1 of creating a new TVWS network involves essential equipment installation while a second phase involves setting up the system to accommodate the new nodes (hotspots) on the local network.

TVWS networks are characterized by their stable and reliable performance. A critical component of the IMLS project mentioned above includes efforts to quantify increases in library network usage associated with the technology implementations. Also to be evaluated will be the attention and support needed to keep the equipment stable over long periods of time. We will publish our results as they emerge.

Conclusion

TVWS installations have been piloted by libraries in Mississippi, Colorado, Kansas, and Delaware. The Institute of Museum and Library Services recently provided funding for our team to provide subawards for several new networks in Maine, Georgia, South Dakota, Yakama Nation (Washington), and Nebraska. Libraries in the Pacific Northwest (particularly small and rural organizations) are well-placed to explore the potential impact TVWS might have on access and inclusion in their area. Partnerships with other community-based organizations can create opportunities to close the homework gap, design innovative (distributed) programming, and take a leading role in crisis response.

Acknowledgements

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Building Entrepreneurial Competencies in Library Staff: Getting Started

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Abstract

Library staff in public and academic libraries face challenges to build library staff competencies to serve a growing population of entrepreneurs. Most public libraries provide workforce development assistance, and of those, 48% provide entrepreneurial services to these communities (American Library Association, n.d.). What can we learn from those libraries in order to build our capacity to grow entrepreneurs? When library staff teach individuals about new technologies in our makerspaces, these community members invent new tools, or objects. How do we extend their expertise? Library staff can create pipelines to fabrication resources, patent centers, and small business resources in order to assist our communities to grow and start their own businesses. Meeting these growing needs, finding and providing information services in this vein is a part of the traditional library model. How can libraries best serve entrepreneurial-minded individuals? How can libraries boost their capacity to meet this need? What kinds of training do we need to address this issue?

Introduction

While most (99%) of public libraries offer workforce development to job seekers, 48% of libraries and library staff across the United States are offering entrepreneurial services to their communities, as part of their library's suite of services. Other libraries are just beginning, and even more are in some stage of consideration. Service to entrepreneurial types is a growing area. Many people can be considered entrepreneurs - and everyone can learn how to provide services to individuals in this group.

In this introduction, I will share some key definitions regarding entrepreneurship, and entrepreneurial services. In the following sections, I will: discuss some reasons why offering entrepreneurial services is beneficial to your community, share information about other libraries offering these services, and list identified key competencies library staff can build with specific practical steps for each suggested area.

In this article, I borrow a definition of entrepreneurship that a University Innovation Fellow, Angelica Willis, first shared on a blog written by Boise State University Student, and University Innovation Fellow, Camille Eddy. Willis, a student at North Carolina Agriculture and Technology University, defines entrepreneurship as "creating something that didn't exist before and attaching value to it," (Eddy, 2016). In this way, many library staff are already entrepreneurs. Being able to identify as an entrepreneur, or using entrepreneurial thinking, is the first step to recognizing what entrepreneurship can be. When library staff evaluate programs with data, and try new programs, and learn how their community values different types of programs, these staff members are using entrepreneurial skills to do so. This definition includes makers, farmers, Etsy store owners, local food or beverage craftspeople, teachers, educational technologists, and anyone with an idea wanting to turn it into reality.

Another key term to become familiar with is minimum viable product, which is a way to test an idea or hypothesis that doesn't cost any money. This can be a website that is marketed to a test user group promoting an idea, product or service that doesn't exist yet in order to gauge interest. Abby Fichter from Har-

vard's Innovation Lab refers to this technique as a "validation hack" (2013) – creating a resource-free way to test your idea to see if there is demand and interest.

Design Thinking is a methodology that helps entrepreneurs, or anyone leading a product or service, to create something that is really needed, and serves a real purpose. Design Thinking can be used to help anyone innovate and develop new business ideas. Design Thinking is described by the IDEO University website as a "process for creative problem solving" (2017).

Becoming familiar with these terms, tools, concepts, and processes is important because the number of new businesses and entrepreneurs is on the rise in the United States. There are many reasons why libraries may want to connect to this community, and creating a vibrant, local economy is one. Helping citizens learn new technology, and start new businesses based on this technology, should help improve the local economy, and in turn should also help improve local economies. This is particularly important in small cities through the United States who do not experience the same luxury of working in large cities with access to venture capital and many big businesses. Speaking for the states in the United States in the Pacific Northwest, Montana, Washington, and Oregon boast a strong entrepreneurial spirit compared to other states (Obschonka, M., Schmitt-Rodermund, E., Silbereisen, R. K., Gosling, S. D., & Potter, J., 2013). The Pacific Northwest libraries may want to focus more on meeting the needs of this user group, in comparison to other regions.

Librarians Hoppenfeld and Malafi (2015) note that the creation of new businesses "should have a positive effect on the economy." In this article they also discuss the different types of services that are offered at libraries across the country. These includes providing research services that are traditional, such as marketing data and research about similar companies and market share. Other services include networking, serving as an incubator, and serving as a place for patent and trademark research. Their article outlines specific ways to offer more in depth research to budding entrepreneurs, once introductory familiarization is complete, and a library team is ready to offer services to entrepreneurs.

Authors Wiens and Jackson state that of new businesses, those recently created tend to be small businesses, and they account for significant innovation and job creation, "are the primary source of job creation in the American economy. Not only that, but these firms also contribute to economic dynamism by injecting competition into markets and spurring innovation" (2015). Entrepreneurial services are natural extensions of other services that we provide such as helping community members find and apply for jobs, growing job skills in technology, and providing information resources, only the information is slightly different than other services. Entrepreneurial services begin with a reference interview, just like with any initial discussion with a library user. As many libraries are invested in helping others find new jobs, creating new businesses can help with that because "New businesses account for nearly all net new job creation and almost 20 percent of gross job creation" (Denning, 2014). Furthermore, the number of solo-entrepreneurs, or solopreneurs, is expected to grow.

Barbara Alvarez, a business liaison librarian at Westmont Public Library in Illinois, works together with other public librarians in the Chicago area to research more about how entrepreneurs work, and what their needs and values are. In 2015 Alvarez wrote, "On a national level, there are 17.9 million 'solopreneurs,' individuals who operate their business completely on their own; this number is expected to swell to 40 million by 2019." Libraries will experience this in the demand for certain services, including wireless internet,

solo desk space, and electricity. As they will be looking for those services, they will also welcome additional business expertise. Library staff must attempt to meet the needs of these users, and encourage all individuals to become entrepreneurs. Alvaraez writes that 80% of the businesses in her area have only 1-4 employees, which is why providing information and other library services to these individuals is critical. Without large staff members, with a small margin of error, the folks at these businesses need to boost their skillset rapidly to keep up with their growing business needs.

The American Library Association's Libraries Transform campaign also highlights entrepreneurship as a key element of libraries. Library staff help connect entrepreneurs to tools to make their new products and prototypes. Libraries Transform (2017) reports that "business owners and employees use resources at public libraries to support their small businesses 2.8 million times every month. Entrepreneurs are increasingly using 3D printers in libraries to build prototypes of new products." Library staff need to develop core competencies in entrepreneurship to help this user group. Library staff, when empowered with these skills, can fulfill a need in the local economy. Continuing to meet this gap will help libraries remain the innovation centers of their local communities, and help to create jobs.

Which libraries are offering services to entrepreneurs?
Many libraries across the United States offer services to entrepreneurs. The most traditional of those are Patent and Trademark Resource Centers (PTRCs). The United States Patent and Trademark Office has been designating PTRCs since 1871, when disseminating patent information to libraries was critical for innovation and development in industry (USPTO, 2015). These centers now exist in most states, and help teach individuals how to search patent databases, among other services.

The University of Nevada Reno DeLaMare Library hosts both a makerspace as well as a Patent and Trademark Resource Center combined to help the community with their new business needs. As individuals work to develop new ideas in makerspaces, and using emerging technology, they develop businesses, and can do this all in one place: the library.

While there are many more examples, here are a good selection of examples I chose for their diversity of type, in hopes that each might inspire library staff and their communities to create a similar kind of space. Additionally, there are libraries doing this work everywhere, and each deserve their own case study, but they are not mentioned as work and research on their services or innovation hubs is not readily accessible at this time.

In 2015, Steven Bell noted in Library Journal a space that served entrepreneurial students called The Hatchery. Bell writes that this service will expand in the future to serve all students, democratizing access so that all majors may become entrepreneurs: "Increasingly, colleges and universities want to expand these services to include liberal arts, communications, science, and other majors who can likewise benefit from exploring entrepreneurial possibilities." Due to this drive and need, academic libraries should be looking for more opportunities in this area.

The University of Arizona-Tucson now has an innovation center called iSpace housed in their library (Nichols, Melo, & Dewland, 2017). The iSpace partners with groups across their campus to host events and provide a space for diverse groups to work. They see makerspaces as a space for digital humanists to work. iSpace focuses on being a multidisciplinary learning space with tools, services, and equipment

available to use.

The New York Public Library has a Small Business Resource Center (New York Public Library, n.d.). There, library staff offer traditional information services, and also business plan competitions, as well as support for immigrants starting their new businesses. Offering venture capital and other competitive grants is a common way for libraries to partner with local businesses, and help grow new business ideas.

The Hillsborough County Public Library Cooperative offers Business and Entrepreneur Services (Hillsborough County Public Library Cooperative, n.d.). This is accomplished with a few easy steps. The library offers flexible space where entrepreneurs can work, information services for research, and instruction about how to start a business.

Idea +Space in Pima County, Arizona provides robust entrepreneurial services (Pima County Public Library, n.d.). They consider their audience to be small businesses, entrepreneurs, nonprofits, and others looking for jobs. They offer workshops on lean startups and other business tools.

Sara Peterson-Davis writes (2015) about the space at Mid-Continent Public Library in Missouri (MCPL). There they offer Square One Business Services, where the library is "making entrepreneurs our business by offering programs that provide information and skills they need to be successful." Peterson-Davis demonstrates that asking the entrepreneurs and listening to them when asked about their needs helps libraries grow their services. Their most popular programs were called Small Business Bootcamps and The Business of Food Trucks. Current offerings include help with business plans, and creating an entrepreneurial community.

How to Build Entrepreneurial Competencies and Begin Services to Support Entrepreneurs
In this section, I outline some key steps and easy entry points for library staff to become familiar with entrepreneurial services. Library staff who try a few of these action steps will begin their journey in entrepreneurial services. Trying a few of these ideas will help library staff get started building key competencies to serving entrepreneurs in their community. Like any good library service, the key to success is working with invested members of that community to advance the services based on feedback. In general, the core value sets for developing these services include: design thinking, user experience, makerspaces, entrepreneurship, and business skills.

Conduct an Environmental Scan of Innovation Spaces

The most critical first step for library staff interested in building entrepreneurial skills is to first get a grasp on what already exists for entrepreneurs and small business owners by making a list of the available innovation spaces (startup hubs, co-working spaces, meetup groups, small business development centers, patent and trademark centers, makerspaces) in the area.

An environmental scan is a survey of local, existing services that serve entrepreneurs within the city, or region. They serve entrepreneurs in many ways – prototyping assistance, manufacturing, software development, venture capital, and skill building. Are there places that offer such services? Conduct a scan by identifying those and listing their services. Are there businesses who cater to a specific type of entrepreneur? For example, library staff may find growing needs in the virtual reality area, and other businesses who help

the virtual reality startups design their objects.

Entrepreneurs need all kinds of services including small business centers to assist with filing forms and establishing lines of credit, connections to venture capitalists, technology meetups to find others passionate about their idea who might help them create a better product, co-working spaces to meet up and get work done without having to pay for their own office, and even places that host workshops on everything from patents to how to test good ideas through minimum viable products.

As library staff become familiar with the needs and the work of local entrepreneurs, keep track of the spaces, types of services, and their fee structure. This environmental scan will help library staff identify service gaps, if there are any, and evaluate whether or not the library can offer services that meet these gaps. Listening to individuals who use these services and leaders in this community will give library staff ideas that the library could do to help further services that overlap with the mission of the library.

Conducting customer interviews is a key skillset that can help develop library services in this area, and also is a skill that entrepreneurs and small business owners will need to use. Listen to the services mentioned by these user groups, and pay attention to pain points, and needs, that they identify.

Not only will visiting other innovation centers help library staff become familiar with these kinds of services but in addition they will be able to refer users to these spaces depending on the needs each individual user has.

> **Action Step:** create a spreadsheet listing innovation centers in your area, visit their websites, and drop by for a tour to learn about their services. Fill out information in the spreadsheet about who they serve, what kinds of services and tools they provide, and their fee structures. Interview customers and leaders to find out more about their needs.

Design Thinking

Having a good understanding of the design thinking process will benefit library staff who want to become intrapreneurs as well as entrepreneurs. Intrapreneurs help to reimagine services, processes, and models within the library or business entity, serving internal customers, which in turn benefits external customers. Libraries and library staff routinely work as intrapreneurs. Self-recognition of library staff and librarians as intrapreneurs will benefit those users who also identify this way.

Design thinking starts with empathy for the individuals, much like all library services. Using empathy, and discussing barriers that individuals have in their work, entrepreneurs can design and prototype services and products to help these individuals do their work better.

Library staff and librarians can use design thinking methodology to improve the ways that services are analyzed and revised based on feedback. Design thinking, as a methodology, has many different action steps that libraries can also adopt, to improve services overall. Through adopting some of techniques, libraries can make a greater impact in their communities, through continuous improvement.

> **Action Step:** Form a team and participate in the design thinking Crash Course from

the dSchool at Stanford University. After participating in this crash course, use the methodology to revise an area in library services. Create design thinking workshops for your library staff.

Co-working Spaces

Libraries may very well be the original co-working space. Full of information resources, and information services, anyone looking to start their own business or start-up can collaborate and meet in libraries. Since there is also wireless internet and electricity provided, that sets the stage for success.

As Alvarez writes (2015), entrepreneurs want to be around others like them, not working alone all day on their business. They are attracted to co-working spaces, and places like libraries, for the connection to other people.

> **Action Step:** Visit another co-working space where members pay for access. Review ways that the library can offer services. Can the library market remote information or marketing services? Can library staff change the library spaces to attract entrepreneurs and start-up folks?

Meetup groups

Many small and large cities have meetup groups. MeetUp is a website that allows like-minded individuals to meet regarding a certain topic, activity, or idea. Many of these are based around technologies including start-ups, makerspaces, or user experience design. If these exist in a library community, it is very easy for library staff to join the groups, and attend the meetings, offering services, and listening to needs.

> **Action Step:** Search MeetUp.com in your city for technology or entrepreneurial based meet up groups. Attend a meeting and learn what they do. See if you can speak at the next meetup to share the information services that the library offers. If you have a subscription to Lynda.com or Treehouse, many coders will be interested.

Business Model Canvas

Anyone starting up a business or new idea can use the business model canvas to develop the idea and help it come to fruition. The business model canvas is a standard tool that allows you to put a business model into one page. It is a tool that helps someone with an idea to outline different aspects of the idea so that others can help the business idea grow, see it's vitality, or probability of success. This process also helps the individual to see if they have a core market segment, or user group, and determine if it is feasible or not. The business canvas tool also helps individuals determine what kinds of resources they may need to develop the business idea.

There are many free resources, like Strategyzer Canvas, or Canvanizer, or Business Model Template, and related tools that can help library staff learn how to use the business canvas model or value proposition.

> **Action Step:** Use Canvanizer (https://canvanizer.com/) to evaluate an idea. If library staff use this tool to help them develop their entrepreneurial services, they will be able to

better communicate the idea with key stakeholders, and share the resources that are needed for the idea to succeed.

Conclusion

Library communities will benefit from linking makerspaces to job seekers to starting their own businesses. Makers typically enter a library makerspace in order to come up with a solution to a problem, to develop a tool, or educational model, or create something fun. Sometimes, these ideas that makers have meet the needs of more individuals besides the individual who walked in the door. This could help benefit the local economies where libraries reside. By offering innovation spaces that allow individuals to explore their own ideas, they can develop concepts, products, and services that can benefit their local community. Library staff can build their core competencies to serve these groups.

As librarians build their skillsets in entrepreneurial services, their communities will benefit. More research needs to be done to measure this relationship. As library staff become confident regarding these skills, so will their communities.

Library staff and librarians must continually research the ideas, and developments, in the field of entrepreneurship, to constantly grow the skillsets and competencies of library staff. Library staff would benefit from researching the local needs in their individual communities and libraries. Additionally, library staff that can connect their services to new business development may find this metric valuable to key stakeholders. More research needs to be done in this area in order to improve, standardize and refine library services to entrepreneurs. While it is possible that no two libraries will offer the same kinds of entrepreneurial services, more work needs to be done in order to standardize these services across libraries.

Meanwhile, participation in these action steps will help familiarize library staff with core competencies in entrepreneurship, gain familiar language, and will hopefully use these tools to develop new library services to reach entrepreneurs and meet their needs. Library staff have traditionally offered information services to diverse groups of individuals, and becoming more familiar with this growing user group will only help libraries maintain their position as the information and innovation hubs in their communities.

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Call for Proposals: PNLA Annual Conference

In the theater, "breaking the fourth wall" refers to the practice of ignoring the invisible wall between actors and their audience. This August we will explore what it looks like when libraries and librarians break the fourth wall. Among our different library and community types there are myriad creative ways to go beyond our four walls and traditional roles to meet the needs of our patrons. We are accepting proposals for presentations around this theme for our annual conference in August. We are looking for presentations from all corners of the library world – academic, public, school, special… and anything in between!

Visit http://www.pnla.org/conference_2018 by Feb. 17, 2018 to submit a proposal!

Save the Date!

You are invited to attend the 2018 PNLA Conference in Kalispell, Montana on August 1-3, 2018. Network with colleagues and be challenged to find new ways of engaging with and within your home communities in the comfort of the Red Lion Kalispell. Kalispell is north of Missoula, at the northern end of Flathead Lake, and less than an hour from Glacier National Park. With fantastic sightseeing and recreational opportunities, the 2018 PNLA conference will be another great family destination event!

Call for Submissions and Author Instructions

Crossing Borders is the focus of the Fall 2018 issue of *PNLA Quarterly*. We invite library practitioners, students, and educators in the PNLA region (Alaska, Alberta, British Columbia, Idaho, Montana, and Washington) to submit articles that deal with any aspect of crossing boarders in our profession, including (but not limited to) cross-training within libraries, unique collaborations between or outside libraries, or endeavors spanning geographic boarders. Articles may be theoretical, research-based, or practice-focused.

The deadline for submissions to pqeditors@gmail.com is June 30, 2018.

Authors are asked to:

Submit manuscripts of between 1,000-6,000 words electronically in Microsoft Word file format;

Use Times New Roman 12 point font and 1.15 spacing;

Adhere to guidelines in the 6th edition of the *Manual of Style of the American Psychological Association* (APA). This rule applies in terms of format and references;

Obtain any necessary written permission to use copyrighted material, and to pay any and all relevant fees. Appropriate credit should be provided in the manuscript;

Submit original work that has not been previously published and is not under consideration for publication in another journal;

Contact the PQ editors at pqeditors@gmail.com with any questions regarding these instructions, the publication process, schedule, or the appropriateness of a proposed article topic.

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