

**Co-Creating MLIS Curriculum for  
Cultural Competence and Community-Driven Learning:  
Making Progress for the Future of Libraries  
Report of Distinguished Practitioner in Residence Research Project**

**INTRODUCTION**

“iSchool 2018”, the University of Washington Information School’s strategic plan, emphasizes the iSchool’s role in preparing the leaders and innovators of the 21st century global information economy and their commitment to making the world a better place. Supporting and enhancing “The Future of Libraries” is as a key initiative of this vision. The iSchool’s intention with this strategic focus is to lead and collaborate with peers in the academy and the profession, and to direct and influence the practice of librarianship and the role that libraries must play in the lives of people and communities in the 21st century. That commitment has been realized through the Distinguished Practitioner in Residence (DPIR) program. The Bill and Melinda Gates Foundation Global Libraries provided funding for this unique program for ten years so that four to five library leaders could make a more impactful connection between the library and information science academy and the public library field. Each practitioner in residence is charged with identifying a research topic that will advance this integration of academy and field. I was honored to serve as the inaugural DPIR (Professor of Practice) and focused on the gap between MLIS curriculum and the needs of library and information science employers. My hope is that the findings from my research project, that has engaged and inspired a number of faculty, students and library stakeholders, will be used as a framework to reimagine MLIS curriculum nationally to create a professional workforce that strengthens the lives of our communities.

I have been supported in this effort by a number of individuals. First, I would like to thank Dean Emeritus Harry Bruce who gave me the opportunity to serve as the inaugural DPIR. I would also like to thank Dr. Jin Ha Lee, MLIS program chair 2015 - 2018, who provided her knowledge and support in guiding my project and my tenure as DPIR. I would also like to acknowledge Dean Eileen Abels and Dr. Laura Saunders, Simmons School of Library and Information Science, for their cooperation in the skills survey distribution and analysis. I appreciate the time, effort and enthusiasm of all the participants in my workshops. Finally, I would like to thank my project team, Hayley Bierbaum, HCDE graduate student, and Beck Tench, iSchool PhD student, who made this journey successful and enjoyable!

**EXECUTIVE SUMMARY**

**Background**

This paper is a summary of the research project that I undertook as part of the Distinguished Practitioner in Residence program. The primary goal of my work was to develop an open and useful dialogue between MLIS faculty, students and library employers to establish a framework that would result in students prepared with the skills required to serve successfully in 21<sup>st</sup> century libraries and information

centers. With the guidance of Dr. Jin Ha Lee, UW iSchool MLIS program chair, I developed a plan to achieve this goal through convening faculty, students and library employers to review curriculum using participatory design methods. We planned to hold two workshops, each focusing on a topic of importance to the field.

I began with a very broad literature search and discovered that faculty at the Simmons School of Library and Information Science had been doing similar research through an IMLS grant. They had developed a skills survey to gather input on which skills and knowledge areas MLIS stakeholders saw as most important, both now and in the near future in the library and information field. I distributed this survey to over 3,000 MLIS stakeholders in the Pacific Northwest during the summer of 2017. The most highly prioritized skill sets were emotional intelligence, including interpersonal communication, teamwork and customer service, with Pacific Northwest results aligned very closely to findings from survey distribution in the Northeast. Additional skills that were noted as particularly important for all graduating MLIS students were cultural competence and the ability to effectively deploy instructional design for effective learning outcomes.

### **Workshop Design**

In the fall of 2017, I began detailed planning for workshops to address cultural competence and instructional design in MLIS curriculum. Both topics were of interest to the UW iSchool and were confirmed as critical knowledge areas in the survey. I was fortunate to assemble a project team that included Beck Tench, an iSchool PhD student, who in her previous work experience had facilitated meetings using participatory design. We identified dates for the workshops and began conceptual and logistical planning.

There are a variety of models for collaborative and participatory design processes often using hands-on and iterative creative activities. Our approach was inspired by design workshops that Beck had previously facilitated successfully. These workshops were designed intentionally so that small teams would participate in extensive idea development, with refinement and iteration on their ideas driven by feedback from group pitches and discussion. We were interested in generating well-defined concepts that could be carried forward in the future.

Each workshop began with a context setting experience through expert presentation and interviews that generated ideas documented by participants on post-it notes. Themes were developed from this initial context-setting; and participants divided into work groups to further explore these themes. Their work was scaffolded by worksheets based on the Business Model Canvas,<sup>1</sup> a strategic management and lean startup approach to developing new business models. With several rounds of feedback providing opportunities for multiple iterations, work groups developed their final proposals documented in detail on "Tell the Story" templates. Participant feedback from the first workshop was used to slightly refine the process approach for the second workshop.

For each workshop, we carefully curated the participant list to insure that we had UW faculty, graduate and PhD students and library practitioners representing differing viewpoints. Pre-readings were prepared for each topic by the project team with the advice of experts. Also, for each topic, an

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<sup>1</sup> <https://strategyzer.com/canvas/business-model-canvas>

extensive review of the top LIS programs was conducted and shared with participants to give a brief picture of degree requirements, modes of instruction and courses offered on the workshop topics.

**Co-designing Cultural Competence** was held March 8-9, 2018, at the UW Intellectual House. Experts for this topic were Beth Patin, UW PhD student, Dr. Michelle Martin, UW iSchool Beverly Cleary Professor of Children's and Youth Services, Davida Ingram, Seattle Public Library Public Engagement Programs Manager and Amita Lonial, San Diego County Library Principal Librarian for Learning, Marketing and Engagement.

There was much energy around all the ideas generated by our engaged participants. They were primarily outward-looking in that several of the concepts were designed to be implemented at the community level and not necessarily in an academic program or in a specific course. Yet these concepts inform how libraries and information centers are functioning and will continue to do so; and our MLIS students must be prepared for and embrace deep and authentic community engagement. Specific suggestions that could be implemented at the UW iSchool and other programs were **a center for experiential learning**, in which the iSchool would create a platform to support community initiatives through assistance from MLIS students, and **the development of a student-led course on power structures**, which could be modeled in the academy and prepare students for the real-world challenges of librarianship.

A very clear take-away that was integral to all these conversations but was not really articulated in one of the specific ideas was that **cultural competence should be a foundational framework** for all that is taught in MLIS programs and all that we do in libraries. It cannot be compartmentalized as a separate course but needs to be embedded in all courses and programs.

**Co-designing Community-Driven Learning** was held April 26-27, 2018, at the UW Husky Union Building (HUB). Experts for this topic were Beck Tench, UW PhD student, Dr. Mega Subramaniam, Associate Professor at the University of Maryland College of Information Studies, Meredith Farkas, Faculty Librarian at Portland (OR) Community College, Brian Bannon, the Commissioner and Chief Executive Officer of the Chicago Public Library and Juan Rubio, Seattle Public Library Digital Media and Learning Program Manager.

Although when this topic was initially identified, we were focused on the criticality of instructional literacy skills for newly-graduating MLIS students, we expanded our focus as we reviewed literature in the field and consulted with experts. The additional and complementary topic that we identified was community-driven learning—learning in which the community identifies topics of the greatest interest or value to them; and the instructional skills of the librarian are used to provide the most engaging and effective treatment of those topics. **Design thinking and community engagement were seen as foundational** in both the development of MLIS curriculum and services and programs for all audiences in a variety of library settings. Another key theme that emerged was the clear priority for **a balance of content expertise and socio-emotional skills** required for well-rounded professionals. Content knowledge is important, yet constantly changing. Critical thinking skills, the ability to identify and respond to change required in design thinking and those socio-emotional skills that support empathy and understanding are the building blocks for success in the 21st century library or information setting.

Well-designed **experiential learning** was identified as a key element in a useful and relevant graduate program. Also the **partnership benefits** that could emerge from experiential learning were exciting. If

MLIS students were grounded in community engagement and design thinking as operational frameworks, as they pursued their directed fieldwork, internships or other learning opportunities, they would share their orientation and expertise with other library staff, thus pushing out the important contexts of community engagement driven by design thinking principles.

The power of current MLIS students, recent graduates who are new to the profession and library practitioners and employers is virtually untapped. One of the key actions to put forward any concepts identified in either workshop is to develop that **student- alumni-employer network** on a regional level to serve as the voice for changes in curriculum and program orientation.

## Conclusion

The misalignment of MLIS graduate education and the needs of library employers is a well-documented topic, yet the workshops we held with faculty, student and practitioner participants using participatory design methods to review MLIS curriculum represent a unique approach to this issue. Although I knew that we would not completely revise MLIS curriculum as a result of these workshops, I was surprised and pleased at the high level of thinking that the participants brought to this work. We identified and confirmed foundational principles that must be considered in curriculum and service planning. These workshops were focused on different topics, yet it was fascinating to see the similarity of themes that emerged from this work. Overarching themes included **community engagement and design thinking/participatory design** as foundations in MLIS graduate education and library service planning, **meaningful experiential learning** to ground theory in practice, using a **social justice/racial equity** lens in all that we do and utilizing the **power of the MLIS community** to instill change in MLIS education and practice. The UW iSchool MLIS program is establishing an alumni network, working with the Washington State Library to develop a certification program for practitioners and other interested stakeholders and developing service-learning courses with other iSchool partners.

## PROJECT FRAMEWORK

### Initial Planning

It is not an easy task to develop an impactful dialogue between LIS faculty, library employers and students to establish a framework that would result in students who were prepared with the skills required to serve successfully in 21st century libraries. The perceived or real “gaps” in LIS curriculum is a subject area that has been addressed formally and informally over many years. I aimed to create a platform utilizing unique approaches to these discussions that would result in actionable priorities.

I began my work by a general literature search that demonstrated that this misalignment between LIS curriculum and employers’ required skill sets had been well-documented. I was fortunate to identify an IMLS-funded project “Envisioning our Information Future and How to Educate for It”<sup>2</sup> that was closely aligned with my area of interest. This project was developed by Dean Eileen Abels, Simmons School of Library and Information Science, Dr. Linda Smith, School of Information Sciences at the University of Illinois Urbana-Champaign, and Dr. Lynne Howarth, Faculty of Information, University of Toronto. The

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<sup>2</sup> <https://slis.simmons.edu/blogs/ourinformationfuture/>

focus of the project was on identifying new skills that LIS students would need to be successful in future library settings. As a component of this project, Simmons developed a skills survey distributed in April 2017 to Simmons alumni, faculty and libraries in the Massachusetts area. The survey gathered stakeholder input on which skills and knowledge areas these stakeholders saw as most important, both now and in the near future. Simmons faculty encouraged me to distribute this survey as part of my project and to receive additional data that Simmons could compile. The survey was distributed in the Pacific Northwest (see below) and has now been distributed by several other library and information science programs.

My project was also significantly shaped by Dr. Jin Ha Lee, University of Washington iSchool MLIS program chair. Design thinking and the inclusion of these skills in LIS curriculum are top priorities for the UW iSchool. Dr. Lee was particularly interested in the potential opportunity of using a participatory design approach to my work that would be informed by 1) LIS faculty from the UW iSchool and other LIS programs, 2) library and information practitioners, and 3) UW iSchool MLIS and PhD students. The concept of participatory design workshops that would focus on LIS curriculum from a variety of perspectives began to take shape. Through a more focused literature review, I determined that LIS curriculum had often been reviewed by LIS stakeholders (primarily library and information employers) but the approach of using collaborative design with LIS faculty, stakeholders and LIS students was unique. My literature search was not exhaustive; and there may be similar activities that have been undertaken that I am not aware of.

### **Simmons Skills Survey**

Although I had identified a method to approach the curriculum review, I knew I could not undertake a review of multiple courses. I wanted to identify thematic areas for review that would be useful for the UW iSchool and other LIS programs as well. Because the Simmons survey identified skills and knowledge for LIS graduates that stakeholders saw as critical for success, I thought the information would be useful to inform curriculum priorities for my project; and a comparison of New England and Pacific Northwest responses would be interesting as well.

The survey gathered stakeholder input on which skills and knowledge areas these stakeholders saw as most important, both now and in the near future. Also, the survey aimed to differentiate between “core” areas, or knowledge, skills, and competencies in which all LIS graduates should be grounded regardless of their areas of specialization or ultimate career paths, and specialized areas, or knowledge, skills and competencies that were only likely to be needed in specific positions or information settings.

The survey consisted of a list of 53 skills and knowledge areas broken down into the following five categories: General, Communications, User Services, Management, and Technology. Survey respondents were asked to rate each skill as: core, very important, important, specialized and not important. An open-text question asked respondents to list any skills or knowledge areas that were not reflected in the original list.

The survey was distributed to over 3,000 individuals through a number of Pacific Northwest stakeholders groups, including UW iSchool alumni. The survey was distributed on July 12, 2017 and closed on August 15, 2017. 873 responses were received. We were very pleased with the robust response from Pacific Northwest stakeholders, particularly with a summer distribution of the survey.

The Pacific Northwest results were very similar to those from New England. Top skill areas included:

1. Emotional intelligence, including interpersonal communication, teamwork, customer service
2. Evaluate, select and search for information sources
3. Cultural competence, including interacting with diverse communities and practicing inclusion

There were extensive open-ended comments from both surveys and the results were similar as well. The highest priorities in the Pacific Northwest comments were:

- Working with emotionally challenged patrons and difficult situations
- Utilizing effective instruction skills, understanding learning styles, aligning program design with unique needs and interests of various age groups

A detailed executive summary of the survey results is included in **Appendix A**.

## **Project Implementation**

As this project took shape, I knew I would need assistance to accomplish this work. I was fortunate to work with two highly talented students as an engaged team to achieve success in this project. Beck Tench, a UW iSchool PhD student, has a deep background in design; and Hayley Bierbaum, a UW HCDE graduate student, wanted to experience collaborative and participatory design. The concept of collaborative design workshops to review LIS curriculum was becoming a reality!

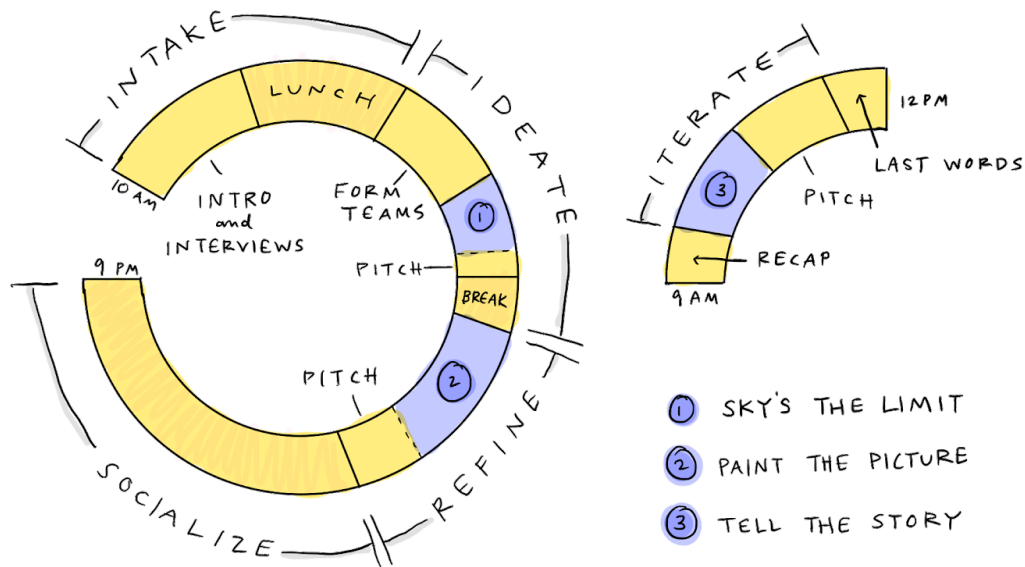
In the fall of 2017, we selected topics for the workshops in consultation with Dr. Jin Ha Lee. I also reviewed several alternative topics with the UW MLIS program committee; and we all agreed that cultural competence and community-driven learning were important areas for the UW MLIS curriculum and for LIS programs nationwide. The Simmons survey results reinforced these topic choices.

We also identified dates for the workshops, which were planned as 1.5 day events. It was important to schedule the workshops early in the school year so that we could have sufficient lead time for potential participants and logistics. Identifying dates that were not already booked for other UW iSchool faculty events or professional conferences was a real challenge and impacted the opportunity for UW faculty and other LIS faculty participation. Several faculty members from the UW iSchool and from other LIS programs were able to participate and I appreciate their contribution and dedication to this effort.

## **Methodology**

### **Workshop Design**

There are a variety of models for collaborative and participatory design processes often using hands-on and iterative creative activities. Our approach was inspired by design workshops that Beck Tench had previously facilitated successfully. We used a participatory model that set the stage for participants to think and design together. We developed an outline of this approach and reviewed it with Dr. Lee and Dr. Jason Yip, one of the most experienced participatory design faculty members at the UW iSchool. We revised the model based on their feedback and outlined the plan for the workshops. Please see the illustration below:



**Figure 1.** Visualization of our March Agenda

The first workshop (Cultural Competence) began with a presentation that set the context for the focus of the workshop. We then interviewed three subject matter experts and participants captured thoughts and ideas on post-it notes. During lunch, the post-its were grouped into themes by the meeting facilitators with input from any participants who wanted to help. Then, the themes were reviewed, revised and prioritized by the group into 3-5 big ideas. Participants self-selected the ideas they wished to work on and did a deep dive into those ideas with other team members on the afternoon of the first day. Their work was scaffolded by worksheets based on the Business Model Canvas, a strategic management and lean startup approach to developing new business models. These templates are visual charts with elements describing the value proposition, infrastructure, customers, and finances necessary to develop new services or products. We used and modified these templates under a Creative Commons License.

Participants were very busy in the afternoon by first focusing on the “Sky’s the Limit” exercise where they brainstormed their ideal outcomes—if everything went exceedingly well. Then they focused on the “Paint the Picture” exercise where the teams expanded their ideas into more realistic terms to define specific outcomes, resources, research, audience and partners. After each exercise, teams “pitched” their ideas and received feedback from individual participants in the form of color-coded post-it notes for kudos (green), questions (blue) and concerns (pink). There was an optional social activity in the evening; and all participants agreed they had an invigorating and tiring day.

The second day, a morning session only, began with a recap of progress from the previous day and further development and refinement of the team ideas based on the feedback from group participants. The “Tell the Story” exercise focused on how the idea becomes a reality, how it will change libraries and how we can move forward with this idea beyond the workshop. The “Tell the Story” template is critical as it represents the most complete documentation of the work of the teams on their big ideas and is the record on the content generated by the workshop. The workshop concluded with “Last Words,” an opportunity for all participants to share one word that represented how they felt about their experience

at the workshop. Workshop evaluations were universally positive and particularly enthusiastic about the experience of faculty, practitioners and students working together.

The second workshop (Community-Driven Learning) followed a similar outline, but with modifications in response to feedback from the first workshop. (Please note that our workshop process was intentionally iterative). In regard to activities on the first day, participants in the first workshop noted that the “Paint the Picture” exercise seemed somewhat overwhelming as teams were asked to develop complicated information over a fairly long period of time with no progress checks. In order to address that suggestion, “Paint the Picture” was divided into a series of five timed deep dives. While the format was different, the areas covered were the same as the original activity.

## Paint the Picture:

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	WHAT?		START HERE		
<b>KEY RESOURCES</b> <small>What people, materials, technology, money, expertise, marketing, and participation will your idea require?</small>	<b>KEY EXPERIENCES</b> <small>What activities are required to achieve experience outcomes? Consider faculty, students, staff, and outside partners.</small>	<b>EXPERIENCE OUTCOMES</b> <small>What is the key outcome for your idea? What will students learn? How will libraries benefit? What are possible unexpected outcomes?</small>	<b>PARTICIPANT SEGMENTS</b> <small>Whose participation is crucial for the success of this idea? Who else might participate? What will participation look like for each segment?</small>	<b>RELATIONSHIPS</b> <small>What relationships need to be developed for this idea to work? What's already established? What motivates and feeds these relationships?</small>	
				<b>AWARENESS</b> <small>How will students, faculty, and outside partners know about this opportunity? How will those participating share what they've learned?</small>	<div style="text-align: center; font-size: small;">WHO?</div> <b>PARTNERS</b> <small>Whose support, buy-in, or collaboration will you need? How will the idea be sustained when folks move on? What activities do partners perform?</small>
<b>LEARNING EXPERIENCE</b> <small>Describe the learning experiences and interactions of students, faculty, and other partners. How will this idea augment, replace, or innovate current LIS curricular offerings? How might it evolve over time?</small>			HOW?	<b>LIBRARY EXPERIENCE</b> <small>How will this idea address the evolving community needs in US public libraries? How will it change and grow based on feedback from the field?</small>	

DESIGNED BY: Beck Tench  
Adapted from "The Business Model Canvas" by Business Model Foundry AG

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**Figure 2.** March “Paint the Picture” Exercise



**Figure 3.** Modified April “Paint the Picture” Exercises

Some participants in the first workshop noted that they would have liked the opportunity to work on ideas in addition to the one they had initially selected. In order to respond to that suggestion, on the morning of the second day, participants were allowed to switch teams (we had two switches in a total group of 20). Also, the first activity of the second day included “Speed Thinking” where participants had the opportunity to engage with other participants not on their team to ask specific questions and also to provide more information about their big idea. This exercise created much engaging conversation and provided useful feedback for the “Tell the Story” exercise.

These workshops were designed intentionally so that small teams would participate in extensive idea development, with refinement and iteration on their ideas driven by feedback from group pitches and discussion. We were interested in generating well-defined concepts that could be carried forward in the future. There are many other methods for collaborative design activities that would result in different experiences and outcomes. The workshop evaluations demonstrated that the approach described above was a valuable experience for participants. Below are reactions from participants.

*“Energizing, inspiring to talk about democratizing institutions like libraries, and with practitioners, students and faculty together.”*

*“Working collaboratively with engaged stakeholders from different but related backgrounds is both important and really heartening. We all care about this field and it is energizing to engage in a discussion about its future.”*

### **Expert Consultation**

Although we had a very deliberative process for identifying the workshop topics, the team members were not experts on these subjects. For each of the workshops, we engaged with UW faculty, UW PhD students and other subject matter experts to inform our approach to the topics and advise on pre-reading materials so that the workshop experience could be impactful for all participants.

The context setting and expert interviews were a critically important element of the workshops because the ideas, experiences and content shared in that segment set the tone and provided the critical foundation for all the activity in the workshops. Also this information sharing was able to create a common ground for a diverse group of participants with differing levels of familiarity with the topics.

### **Literature Review/Research**

Pre-readings were prepared for each topic by team members with the advice of experts. The pre-readings represented a variety of background information from introductory texts to deeper dives to online talks. Pre-read lists for both workshops are included in **Appendix C**.

Also, for each topic, an extensive review of the top LIS programs was conducted and shared with participants to give a brief picture of degree requirements, modes of instruction and courses offered on the workshop topics. Although a number of courses related to the topics were identified, none were required to obtain the MLIS degree. These course lists were compiled to the best of our ability, but may not be completely accurate. Curriculum reviews for both workshops are included in **Appendix D**.

### **CO-DESIGNING CULTURAL COMPETENCE - MARCH 8-9, 2018, Intellectual House, UW campus**

The goal of the cultural competence workshop was to develop an open and useful dialogue between LIS faculty, students, and library employers that would result in a professional library workforce prepared with cultural competency skills required to serve successfully in 21st century libraries and information centers.

Because cultural competence has a wide variety of interpretations and meanings, we thought it was critical to provide a working definition of the topic to set the context for workshop discussions. We used the following statement by Dr. Nicole Cooke:<sup>3</sup>

*“Cultural competence is about knowing your communities in a personal and comprehensive way. Cultural competence brings us to action. It means that we have gone beyond awareness and are at the point at which we can actively work to improve our environment based on new knowledge and relationships with those who are different from us. Cultural competence is an ongoing and dynamic process that asks us not only to acknowledge the cultures of those different from us but to celebrate them. As author, activist and*

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<sup>3</sup> <https://lj.libraryjournal.com/2017/05/opinion/backtalk/tolerance-is-not-good-enough-backtalk/#>

*librarian Audre Lord said in her book Sister Outsider, 'It is not our differences that divide us. It is our inability to recognize, accept and celebrate those differences.'"*

This workshop was held at the University of Washington Intellectual House, wəłəbʔaltx<sup>w</sup>, a longhouse-style facility that provides a multi-service learning and gathering space for American Indian and Alaska Native students, faculty and staff, as well as others from various cultures and communities to come together in a welcoming environment to share knowledge. This inspiring space was a fitting venue for our discussions on this sensitive and impactful topic.

Please see a listing of the participants, short biographies, a glossary of terms and the curated pre-reading materials for this session on [our workshop website](#).<sup>4</sup> The participant list is also available in **Appendix E**.



**Figure 4.** March DPIR Workshop on Cultural Competence

### **Participants**

The nineteen participants in the workshop were carefully selected and represented University of Washington faculty, PhD and graduate students as well as library and information practitioners from Washington, Oregon and California. Workshop attendees represented a variety of cultural backgrounds and expertise and experience in libraries.

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<sup>4</sup> <https://sites.google.com/uw.edu/cultural-competence-workshop/readings>

## Workshop Activities

Please see [a detailed agenda for the March workshop](#).<sup>5</sup> This agenda is also available in **Appendix B**.

The workshop began with a context-setting presentation by **Beth Patin**, PhD candidate whose research focuses on crisis Informatics, digital youth and library services for children and youth. Beth brought diversity to the UW PhD cohort, hails from the South and served as a school librarian during Hurricane Katrina in New Orleans. In her context-setting presentation, Beth introduced the group to cultural competence, discussed opportunities for libraries, and introduced curricular approaches to teaching cultural competence in the classroom.

Beth then interviewed the three “expert” participants. Each participant was selected to represent a specific point of view.

- **Dr. Michelle Martin**, UW iSchool Beverly Cleary Professor of Children’s and Youth Services, represented the faculty perspective, with extensive knowledge in diversity in children’s literature and a commitment to equity, diversity and inclusion in the academy.
- **David Ingram**, Seattle Public Library Public Engagement Programs Manager, represented the community perspective as an artist and advocate for social justice and racial equity demonstrating that commitment by influencing the culture and services of the public library.
- **Amita Lonial**, San Diego County Library Principal Librarian for Learning, Marketing and Engagement, founding member of Libraries 4 Black Lives and co-chair of the Public Library Association Equity, Diversity and Inclusion Taskforce, represented the professional librarian perspective and is committed to making the value of inclusivity real for librarians and libraries.

The context setting and expert interviews provided an excellent opportunity for idea generation, with those ideas being captured by the participants on post-it notes. The collaborative design work proceeded as outlined in the Workshop Design section above. Themes were generated from the post-it notes; and the participants refined those themes into clear concepts for further consideration and development. Working teams were formed and those teams dove deep into their topics using the activities outlined in the workshop agenda. There were nine initial themes, ranging from new approaches to the MLIS degree to libraries as a platform for liberation. These initial themes were:

1. Libraries as a place for process, not answers
2. The MLIS degree
3. Libraries as a place of liberation (restorative justice, individual institutions, cultural meaning)
4. How do we invest in equity (broadly and financially)
5. Moving from ally to accomplice
6. Ethic of love: spiritual/emotional labor rewarded alongside intellectual labor.
7. Power of whiteness in libraries/academy
8. Self-awareness, inward gazing
9. Diversity in LIS, libraries, literature, recruitment and retention)

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<sup>5</sup> [https://drive.google.com/file/d/1rZ\\_gCMOLiRJvUSPW9\\_BcoSFKvy-8SRDn/view?usp=sharing](https://drive.google.com/file/d/1rZ_gCMOLiRJvUSPW9_BcoSFKvy-8SRDn/view?usp=sharing)

## Cultural Competence “Big Ideas”

There was much energy around all the ideas generated by our engaged participants. They were primarily outward-looking in that several of the concepts were designed to be implemented at the community level and not necessarily in an academic program or in a specific course. Yet these concepts certainly do inform how libraries and information centers are functioning and will continue to do so; and our MLIS students must be prepared for and embrace deep and authentic community engagement. Specific suggestions that could be implemented at the UW iSchool and other programs were **a center for experiential learning**, in which the iSchool would create a platform to support community initiatives through assistance from MLIS students, and **the development of a student-led course on power structures**, which could be modeled in the academy and prepare students for the real-world challenges of librarianship.

A very clear take-away that was integral to all these conversations but was not really articulated in one of the specific ideas was that **cultural competence should be a foundational framework** for all that is taught in MLIS programs and all that we do in libraries. It cannot be compartmentalized as a separate course but needs to be embedded in all courses and programs.

Key concepts of the “big ideas” are listed below. Each team documented a detailed description of their “big ideas” on the “Tell the Story” template. Those descriptions are included in **Appendix H**.

- **Practicing Liberation in the Library: Community-Centered Policy- Making**  
Create a framework for **community-led policy** making in our institutions that includes and possibly is driven by the community to ensure that we are meeting community needs.
- **Community Curated Conversations**  
Provide a **platform** for community-curated conversations that are developed and led by community members. (This concept integrated well with our second workshop topic – community-driven learning.)
- **LIS Education through Community-Centered Pathways**  
Develop a community-centered approach to **new pathways to LIS education** that are informed and embraced by our communities that will result in a diverse and engaged workforce.
- **Center for Experiential Leadership in Librarianship**  
Establish an **innovation center** that offers experiential learning opportunities for LIS students and supports community projects. The innovation center concept creates a learning lab for MLIS students and provides support and resources for community initiatives.
- **Modeling Conversations on Power Structure in the iSchool**  
Introduce an LIS student-led initiative to **understand power structure** challenges and strategies for addressing real-world conflicts. Students are very aware of the power structure in society which is replicated in libraries and the academy. We hope to develop a student-led initiative that addresses that power structure in an academic setting throughout their MLIS program and gives them the skills to be able to deal with similar power conflicts in a real-world setting.

## Evaluation

The primary focus of the workshop evaluation was to see how the process worked for participants. We received very positive feedback with a few specific suggestions that we incorporated into planning for the April session. We also received encouraging feedback on the impact of the workshop. Below are a couple reactions from our March participants:

*“These opportunities to gather with other library field people do not happen often enough. I love how diverse the representation was. The topic is also critical in its urgency, so I see it as our professional responsibility to be at the table and to dedicate my heart, mind and reason to listening and embracing viewpoints and possibilities with an open and responsive approach.”*

*“I can’t begin to describe the importance of these conversations. I wish that they were embedded in our iSchool curriculum. I’ve come away from this experience feeling challenged and empowered.”*

## **CO--DESIGNING COMMUNITY-DRIVEN LEARNING - APRIL 26-27, 2018, The HUB, UW Campus**

The goal of the community-driven learning workshop was to develop an open and useful dialogue between LIS faculty, students, and library employers that would result in a professional library workforce prepared with community engagement and pedagogical skills required to serve successfully in 21st century libraries and information centers.

Although when this topic was initially identified, we were focused on the criticality of instructional literacy skills for newly-graduating MLIS students, we expanded our focus as we reviewed literature in the field and consulted with experts. The additional and complementary topic that we identified was community-driven learning—learning in which the community identifies topics of the greatest interest or value to them; and the instructional skills of the librarian are used to provide the most engaging and effective treatment of those topics. Design thinking and planning also plays a critical role in this area because, to be truly impactful the community served by the library and the library staff must constantly identify, iterate and evaluate subjects that are meaningful to their lives. Design thinking can also be helpful as a framework for all MLIS curriculum development and teaching.

This workshop was held in a meeting room in the Husky Union Building (HUB). Although not as symbolic as the Intellectual House, this was a convenient location and the size of the room, which was smaller than the meeting space in the Intellectual House, led to an intimacy that was conducive for engaging discussions.

Please see a listing of the participants, short bios, and the curated pre-reading materials for this session on [our workshop website](#).<sup>6</sup> A participant list is also available in **Appendix E**.

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<sup>6</sup> <https://sites.google.com/uw.edu/dpir-workshop/>



Figure 5. April Workshop on Community-Driven Learning

### Participants

The twenty participants in the workshop were carefully selected and represented University of Washington faculty, PhD and graduate students as well as library and information practitioners from Washington, Oregon, Illinois and Colorado. We also were fortunate to have faculty from the library and information science programs at the University of Maryland, Simmons College, and the University of Southern California participating. Workshop attendees represented a variety of backgrounds in library instruction and community-driven learning and expertise and experience in libraries.

### Workshop Activities

Please see [a detailed agenda for the April workshop](#).<sup>7</sup> This agenda is also available in **Appendix B**.

The workshop began with a context-setting presentation by **Beck Tench**, UW iSchool PhD student whose research focuses on contemplative practice, technology, and public space. She is committed to cultivating compassion and awareness through the design of digital and physical space and has been a valuable thought partner in this work. Beck explored the intersection of learning, community engagement and participatory design and how it could inform LIS curriculum. A copy of this presentation can be [downloaded here](#).<sup>8</sup> This presentation is also available in **Appendix F**. In her context-setting presentation,

<sup>7</sup> <https://drive.google.com/file/d/11vRc3SjIMnFAmn3WSpzcpOVTEixRQu-b/view?usp=sharing>

<sup>8</sup> <https://drive.google.com/file/d/1FZVUfZiTvAK2qUI-F-6vNf1uTpfJ1iK9/view?usp=sharing>

Beck introduced the group to andragogy, participatory design, library community engagement frameworks, and gave a brief history of instructional design in library curriculum.

Beck then interviewed our four “expert” participants. Each participant was selected to represent a specific point of view.

- **Dr. Mega Subramaniam**, Associate Professor at the University of Maryland College of Information Studies, represented the faculty perspective, with extensive knowledge and research in re-envisioning the education of youth librarians so that they can better understand how youth learn with technology and thus integrate dynamic community partnerships, participatory design and design thinking in their program offerings and services.
- **Meredith Farkas**, Faculty Librarian at Portland (OR) Community College, the author of American Libraries “In Practice” column and a lecturer at San Jose State University Information School, represented the professional librarian perspective in an academic setting. Meredith is committed to making the role of librarians as effective teachers a mandatory skill set for the field.
- **Brian Bannon**, the Commissioner and Chief Executive Officer of the Chicago Public Library and a proud University of Washington Information School alumnus, sets the vision and strategy for one of the largest and most successful public library systems in the country, and represented the professional librarian perspective in a public setting. Brian has pioneered the use of design thinking in public library program and service development.
- **Juan Rubio**, the Digital Media and Learning Program Manager at the Seattle Public Library, where he designs, develops and manages educational technology programs with digital media, represented the community perspective. Juan is committed to engaging with the community, particularly low-income and marginalized families and organizations, to insure that library programming is meeting their needs.

The context setting and expert interviews provided an excellent opportunity for idea generation, with those ideas being captured by the participants on post-it notes. The collaborative design work proceeded as outlined in the Workshop Design section above. The multitude of post-it notes were grouped into major themes. The participants refined those themes into clear concepts for further consideration and development. Working teams were formed and those teams focused on a deep dive into their topics using the activities outlined in the workshop agenda. There were nine initial themes, ranging from assessing learning in libraries to changing the mindset of LIS program applicants. These initial themes were:

1. Internal community building in LIS and libraries
2. Tensions of teaching “true north” and community engagement (evolving “how,” but keeping “why” consistent)
3. Changing the mindset of who goes in and stays in the library world (extreme introverts, librarians as teachers)
4. Teaching 21st century skills (patience, letting go, community, empathy, resilience)
5. Moving LIS curriculum to applied skills from domain expertise (instructional design, facilitation, participatory design, etc.). The LIS curriculum we need now is outside the classroom
6. Public perception of libraries as a place to go to learn (especially. adults)
7. Leveraging diverse disciplines in libraries and LIS curriculum

8. Assessment of learning in libraries: Teaching systematic research in LIS. Access to tools, how to develop assessment using participatory frameworks
9. Design thinking as the foundation in LIS curriculum (diverse voices, theory informing practice)

### **Community-Driven Learning “Big Ideas”**

Although this topic emanated from the high demand in the UW skills survey for librarians with abilities and interests aligned with teaching, the participants moved the discussion to a much higher level.

**Design thinking and community engagement were seen as foundational** in both the development of MLIS curriculum and services and programs for all audiences in a variety of library settings. Another key theme that emerged was the clear priority for **a balance of content expertise and socio-emotional skills** required for well-rounded professionals. Content knowledge is important, yet constantly changing. Critical thinking skills, the ability to identify and respond to change required in design thinking and those socio-emotional skills that support empathy and understanding are the building blocks for success in the 21st century library or information setting.

Well-designed **experiential learning** was identified as a key element in a useful and relevant graduate program. Also the **partnership benefits** that could emerge from experiential learning were exciting. If MLIS students were grounded in community engagement and design thinking as operational frameworks, as they pursued their directed fieldwork, internships or other learning opportunities, they would share their orientation and expertise with other library staff, thus pushing out the important contexts of community engagement driven by design thinking principles.

The power of current MLIS students, recent graduates who are new to the profession and library practitioners and employers is virtually untapped. One of the key actions to put forward any concepts identified in either workshop is to develop that **student- alumni-employer network** on a regional level to serve as the voice for changes in curriculum and program orientation.

Key concepts of the “big ideas” are listed below. Each team documented a detailed description of their “big ideas” on the “Tell the Story” template. Those descriptions are included in **Appendix H**.

- **Teaching Transformative Practice: Revolutionizing the MLIS Curriculum**  
Develop an MLIS graduate experience that integrates transformative practice (critical thinking, emotional intelligence, empathy) with theory in an iterative process that brings community into the academy.
- **Dream-Driven: Incorporating Community-Based Assessment of Learning in Public Libraries**  
Fulfill community learning aspirations through a shared model of success developed by collaboratively engaging academic teams, library staff and community.
- **WeDesign: Preparing a Generation of Librarians as Community-Centered Designers**  
Infuse MLIS courses, projects and experiences with community-centered design thinking to model best practices, demonstrate value and augment students’ skills and abilities.
- **Align Community Values with MLIS Curriculum through Instructional and Participatory Design**  
Embed instructional and participatory design into the curriculum through curriculum innovation, paid practical experience and community engagement.

- **Librarianship as an Interdisciplinary Practice**

Promote directed research groups comprised of interdisciplinary teams that are impactful for students, align with faculty research priorities and are valuable for industry/library partners.

## **Evaluation**

The primary focus of the workshop evaluation was checking to see how the process worked for participants. We received very positive feedback with a few specific suggestions that we will incorporate in planning for future workshops. We received encouraging feedback on the impact of the workshop.

*“It provided different perspectives and also a place where group intelligence works. We grappled with problems that seemed unanswerable but it seemed collaborating around them didn't seem so unachievable.”*

*“Coming together with other passionate people who care about these issues helps me see diverse perspectives and new ways of solving problems. It has given me a whole new perspective.”*

## **DISSEMINATION**

Information about the Distinguished Practitioner in Residence Program and this research have been presented to many different audiences in a variety of venues:

- UW iSchool Research Fair, February 2018. Poster is available in available in **Appendix G**.
- Ensuring the Future of Libraries: Connecting the Academy to the Profession – Panel program at Public Library Association Conference, Philadelphia, PA, March 2018
- UW TASCHA (Technology and Social Change Group) staff presentation, May 2018
- UW iSchool Research Symposium, May 2018
- UW MLIS Advisory Board, May 2018
- UW All-School Meeting, June 2018
- Ensuring the Future of Libraries: Connecting the Academy to the Profession – Panel program at American Library Association Annual Conference, New Orleans, LA, June 2018
- Final project report available for dissemination and hosted permanently on TASCHA website
- Over 40 participants who attended the workshops are sharing their experiences with colleagues

## **CONCLUSION**

The misalignment of MLIS graduate education and the needs of library employers is a well-documented topic, yet the workshops we held with faculty, student and practitioner participants using participatory design methods to review MLIS curriculum represent a unique approach to this issue. Although I knew that we would not completely revise MLIS curriculum as a result of these workshops, I was surprised and pleased at the high level of thinking that the participants brought to this work. We identified and confirmed foundational principles that must be considered in curriculum and service planning. These workshops were focused on different topics, yet it was fascinating to see the similarity of themes that

emerged from this work. Key concepts that were present in all the “big ideas’ we developed were as follows:

### **Workshop Themes**

Embed all MLIS coursework and experiential learning with authentic **community engagement**.

Use **design thinking/participatory design** as framework for all courses, resulting in students informing MLIS curriculum and new librarians using design thinking on the job.

Create **meaningful experiential learning** to attract a more diverse range of students to MLIS programs and to provide value to community.

Infuse all that we do with a **social justice/racial equity** lens.

Utilize **power of MLIS community**—faculty, students, recent graduates, information/library employers—to reshape the field (including 40+ workshop participants who can model our experience).

Authentic **community engagement** is foundational for effective learning experiences in MLIS programs and for meaningful services and programs delivered in any library setting. Embedding library staff in their communities and teaching the skills necessary to be successful in establishing deep relationships with audiences are critical strategies for success in this domain.

**Design thinking** should be the platform for development of MLIS curriculum and service planning in libraries. Although librarians have been practicing approaches that are similar to design thinking for many years, this approach has not been employed as intentionally as possible. Grounding design thinking in MLIS programs will enhance development of curriculum as well as produce graduates who can share these skills with their peers as they enter the workforce.

Although MLIS students often participate in directed field work, internships, or culminating projects, i.e. Capstone, this **experiential learning** is not required in most MLIS programs. These experiences are not consistently developed so that students gain useful knowledge and sponsors receive valuable products or services. These experiences must be carefully crafted so that both sponsor and student receive benefits. These experiences can also be expanded to include students from different disciplines so that the utility of the information profession can be shared and information students can leverage knowledge they gain of aligned professions, (e.g. UX design, behavioral research).

**Social justice and racial equity** are recurring themes in all that we do. I was personally surprised in that, when I began this work, I thought one outcome might be a required cultural competence course. In contrast, I now realize that cultural awareness and sensitivity is a factor in all that we do and should not be compartmentalized. I would like to note that, in presenting the results of this work, Marcellus Turner, Chief Librarian, Seattle Public Library, noted that libraries are socially conscious organizations, not institutions of social justice. I wanted to acknowledge his comment as MLIS students and the information profession participate in an ongoing dialogue regarding the appropriate balance of social justice issues in the library, given each community’s unique value set. Yet I am encouraged that the commitment to these conversations is present in all the MLIS students with whom I have interacted.

The **power of current MLIS faculty, students, library practitioners and recent graduates** who are new to the profession is virtually untapped. One of the key actions to put forward any concepts identified in either workshop is to develop that faculty-student-alumni-employer network on a regional level to serve as the voice for changes in curriculum and library service planning.

### **iSchool Pending Projects**

The UW iSchool has several projects in the planning stages aligned with the key findings in the workshops:

- Development of alumni network to utilize the combined strength and influence of faculty, students, recent graduates and practitioners
- Development of a certification program to support those who could not attend an entire MLIS program yet are serving in library leadership positions and are interested in further training —exploring pilot program with Washington State Library
- Development of student service learning courses, expanding upon an IMLS funded project, by UW, in collaboration with information schools at Syracuse University, University of Illinois Urbana/Champaign and University of Maryland, MD. These courses would be similar to a course developed by UW Professor Jason Yip that combined theory and service learning working with the Seattle Public Library.

There is ongoing discussion with the Public Library Association to identify opportunities to convene these critical conversations regarding MLIS curriculum and employer needs at a national level.

This work has been a learning experience for me and I hope that it provides a foundation for improving the understanding and alignment between the academy and the field.

### **APPENDICES**

Appendix A	Survey Executive Summary
Appendix B	Workshop Agendas
Appendix C	Pre-read Lists
Appendix D	Curriculum Reviews
Appendix E	Participant Lists
Appendix F	Program Powerpoint - Community-Driven Learning
Appendix G	Project Poster
Appendix H	Tell the Story Templates, Cultural Competence and Community-Driven Learning

# **APPENDIX A**

## **Survey Executive Summary**

**University of Washington Information School**

**Co-Creating MLIS Curriculum for Cultural Competence and Community-Driven Learning**

**Susan Hildreth, Distinguished Practitioner in Residence**

**Skills and Knowledge Survey**

**Executive Summary**

I am honored to serve as the Information School's inaugural Distinguished Practitioner in Residence. The Gates Foundation has provided funding for this unique program for ten years so that four to five library leaders could make a more impactful connection between the library and information science academy and the public library field. Each practitioner in residence will identify a research topic that will advance this integration of academy and field. I am focusing on the gap between MLIS curriculum and the needs of library and information science employers. I have often heard library employers decry this misalignment during my career. The primary goal of my work is to develop an open and useful dialogue between LIS faculty and library employers to establish a framework that will result in students prepared with the skills required to serve successfully in 21<sup>st</sup> century libraries and information centers.

As a result of a literature review in preparation for this project, I discovered that the Simmons School of Library and Information Science had developed a skills and knowledge survey as part of a curriculum review project and as an outcome of their IMLS-funded project "Envisioning our Information Future and How to Educate for It" (<https://slis.simmons.edu/blogs/ourinformationfuture/>). The survey was distributed in New England in April 2017; and Dean Eileen Abels encouraged me to distribute it in the Pacific Northwest. Because the survey identifies skills and knowledge for LIS graduates that stakeholders see as critical for success, I thought the information would be useful to inform curriculum priorities for my project; and a comparison of New England and Pacific Northwest responses would be interesting as well. Thanks to Dean Abels and Dr. Laura Saunders, Associate Professor, for their support of the survey distribution and analysis.

The survey gathered stakeholder input on which skills and knowledge areas these stakeholders see as most important, both now and in the near future. Also, the survey aimed to differentiate between "core" areas, or knowledge, skills, and competencies in which all MLIS graduates should be grounded regardless of their areas of specialization or ultimate career paths, and specialized areas, or knowledge, skills and competencies that are only likely to be needed in specific positions or information settings.

The survey consisted of a list of 53 skills and knowledge areas, culled from various sources including competency standards, MLIS literature, and job listings. The skills were broken down into the following five categories: General, Communications, User Services, Management, and Technology. Survey respondents were asked to rate each skill according to the following scale: 1. Core: All MLIS graduates should have a strong foundation in this area, regardless of area of specialization or career path; 2. Very important: Most professionals will need to know/be able to do this; 3. Important: Many professionals will need to know/be able to do this; 4. Specialized: Only professionals in specialized positions are likely

to need this skill/knowledge; 5. Not important. An open-text question asked respondents to list any skills or knowledge areas that were not reflected in the original list.

The survey was distributed to a number of different stakeholders groups through the following channels:

- Direct email to 2,660 UW iSchool MLIS alums
- Direct email to UW iSchool faculty, PhD students and MLIS graduate students
- Direct email to UW iSchool guest lecturers
- Direct email to UW iSchool internship/practicum supervisors
- Direct email to UW iSchool MLIS Advisory Board
- Posted on UW iSchool Association of Library and Information Science Students Facebook page
- Email to Washington Public Library Directors listserv
- Email to Library Council of Washington listserv
- Link in Washington Library Association weekly newsletter during survey period
- Email to Washington Library Association School Librarian listserv
- Email to AskWA listserv
- Email to Keepers (WA tribal libraries) listserv
- Email to Oregon libraries listserv
- Email to Oregon Library Association listserv
- Email to Orbis Cascade Deans and Directors listserv
- Email to Pacific Northwest Library Association listserv
- Email to ACRL Northwest listserv
- Email to Special Library Association, Northwest Chapter

The survey was distributed on July 12, 2017 and closed on August 15, 2017.

873 responses were received. Although we are not sure of the universe of potential respondents who were asked to complete the survey, we are very pleased with the robust response from Pacific Northwest stakeholders, particularly with a summer distribution of the survey.

The responses show some clear patterns for which skills and knowledge areas are considered core or specialized. Setting a cut-off point of 45%, Table 1 illustrates the skills that were identified as core for all MLIS students by 45% or more of respondents, listed in descending order:

Table 1: Core Skills and Knowledge Areas

Skills/Knowledge Area	No. of Respondents	Percentage
Interpersonal communication	744	86%
Knowledge of Professional Ethics	727	84%
Search skills (ability to search databases, internet resources and catalogs efficiently and effectively)	683	78%

Skills/Knowledge Area	No. of Respondents	Percentage
Evaluating and selecting information sources	666	78%
Writing	667	77%
Teamwork	670	77%
Customer service skills	612	71%
Cultural competence (ability to work effectively in cross-cultural situations/with people of various cultural backgrounds)	589	68%
Interacting with diverse communities	568	65%
Reflective practice grounded in diversity & inclusion	487	57%
Reference interview/question negotiation	453	52%
Knowledge of user information behaviors	414	48%
Describing information resources	387	45%

It is interesting to note that the top 12 skills and knowledge areas that were considered core by respondents to the Simmons survey were identical to the areas seen as core by the University of Washington Information School respondents, although the skills were ranked in a slightly different order by each group. The only skill noted in the Simmons responses that was not identified in the University of Washington survey group was “fundamentals of management” which was seen as core by 46% of the Simmons respondents. The iSchool respondents rated “fundamentals of management” at 37%, with “project management” (42%), “leadership” (40%) and “change management” (37%) at higher or similar levels.

In addition, certain skills were identified as specialized. Table 2 lists skills that were identified as specialized by 45% or more of respondents.

Table 2: Specialized Skills and Knowledge Areas

Skills/Knowledge Area	No. of Respondents	Percentage
Management of archival records and manuscripts	585	68%
Managing network systems	538	62%
Preservation of non-digital resources	481	58%
Preservation of digital resources	392	46%

Again, the top 3 specialized skills and knowledge area were the same for both the iSchool and the

Simmons respondents. The iSchool respondents identified an additional skill, “preservation of digital resources” as critical.

All other skills were ranked as “very important” or “important” by a plurality of respondents, suggesting that those skills are relevant to a broad range of professionals across a variety of positions and settings, but are not necessarily core or specialized.

The survey also included an open-ended question inviting respondents to list any additional skills or knowledge areas not included in the quantitative portion of the survey. University of Washington iSchool participants provided over 300 responses to the open-ended question. The iSchool open-ended responses were coded using the 58 additional skills and knowledge areas that were identified from the Simmons open-ended responses. Again, the open-ended responses were similar, with one category (Youth Services) added to the list that was mentioned in 23 iSchool comments and not noted specifically in any Simmons comments; and only 5 skills in the Simmons responses that were not mentioned in the iSchool responses. It is interesting to note that Simmons had 1,117 surveys completed, with 300 open-ended responses (27%). The iSchool had 873 surveys completed, also receiving 300 open-ended responses (34%), with many of those responses including the mention of several skills and knowledge areas in the response.

Table 3 provides a summary of the qualitative responses, listing the skills and knowledge areas identified, along with the number of mentions each received. Although in some cases the write-in responses were similar to the quantitative factors, the respondents noted that there were skills and knowledge areas that were particularly important; and they were being noted for emphasis. In other cases, the duplication appears to be a matter of interpretation or possible misunderstanding of the quantitative factors. Working with emotionally challenged patrons and difficult situations was consistently mentioned as a critical skill for those in the public library field; and additional training in all types of social and life skills services was suggested in many responses. Also, there was a very strong emphasis on effective instruction skills, understanding learning styles, focusing in many types of literacies and aligning program design with the unique needs and interests of various age groups. “Interpersonal communication” was the highest ranked skill of all respondents yet there were additional, more specific write-in responses that focused on emotional intelligence, navigating organizational culture and change management that really did not fit in any specific category. Management in all forms, with a special emphasis on project management and human resources, was seen as very important as well as outreach and advocacy that included partnership development. Also a variety of youth development skills were seen as important, from delivering baby storytimes to creating engaging digital programming for teens.

Table 3: Qualitative Responses

Skills/Knowledge Area	No. of Mentions
Working with emotionally disabled/difficult/IS and SSW	34
Instruction, literacy, IL, classroom management	34

Skills/Knowledge Area	No. of Mentions
Management, including managing up, project management	24
Outreach and advocacy	24
Youth Services - UW iSchool category	23
Working with diverse populations, including anti-oppression/anti-racism, cultural competence	17
Professional Development/Lifelong Learning/Professional	15
Cataloging and related	14
Negotiation, including vendor, licensing	13
Working with Boards, Friends, Unions	13
Copyright, public policy, regulatory law	13
Community relations and community needs assessment	12
Ethics/Values	12
Understanding of government role, esp. funding	11
Budgeting, fundraising, prospect research, grant-writing	11
Data Science/Curation/Management	11
Evaluation & Assessment	11
Collection Development	10
Professionalism	10
Design thinking, innovation, creativity	10
Database Construction/Management, including query languages	8
Emerging Tech	8
Research Methods	8
Multi-tasking, time management	8
Knowledge Management	8
Statistics/Workplace data	7
Library systems/OPACs	7
Conflict resolution	7
Crisis/Disaster Management/Safety Planning	7
Web/graphic design, Info Architecture	7
Open Access/Open Source/OER	6
Search skills	6
Strategic planning	6
Accessibility, assistive tech, ADA	6
Customer service	5
Practical Experience	4
Presentation/Public Speaking	4
Reference, including specialized (medical, humanities, etc)	4
Materials Processing	3
Digital Assessment Management	3
Scholarly Communications/Publications	3
Theories of LIS	3

Skills/Knowledge Area	No. of Mentions
Knowledge of language other than English	3
Facilities Management	2
Digital Libraries/repositories	2
Access Services	2
Archival basics/lit	2
Competitive Intelligence/Corporate libraries	1
Writing, including Technical writing	1
Records Management	1
eResource Management	1
Cyber security, digital forensics	1
Ability to talk to IT professionals	1
Policy Development	1
Donor relations	0
Succession planning	0
Learning Platforms (Moodle, etc.)	0
Content Management	0
Bibliometrics	0

The data from this survey will continue to be analyzed and will be used to inform the identification of critical topics to address in the iSchool MLIS curriculum review. As part of my project, the iSchool will convene several collaborative design workshops where faculty, library and information employers and students will work together to identify resources and learning strategies to ensure that MLIS students are being prepared for a successful future, providing beneficial services to their communities and their libraries. Thanks to all who took the time to respond to the survey and those who distributed it. Again, thanks to Simmons School of Library and Information Science for their generous support and collaboration.

# **APPENDIX B**

## **Workshop Agendas**

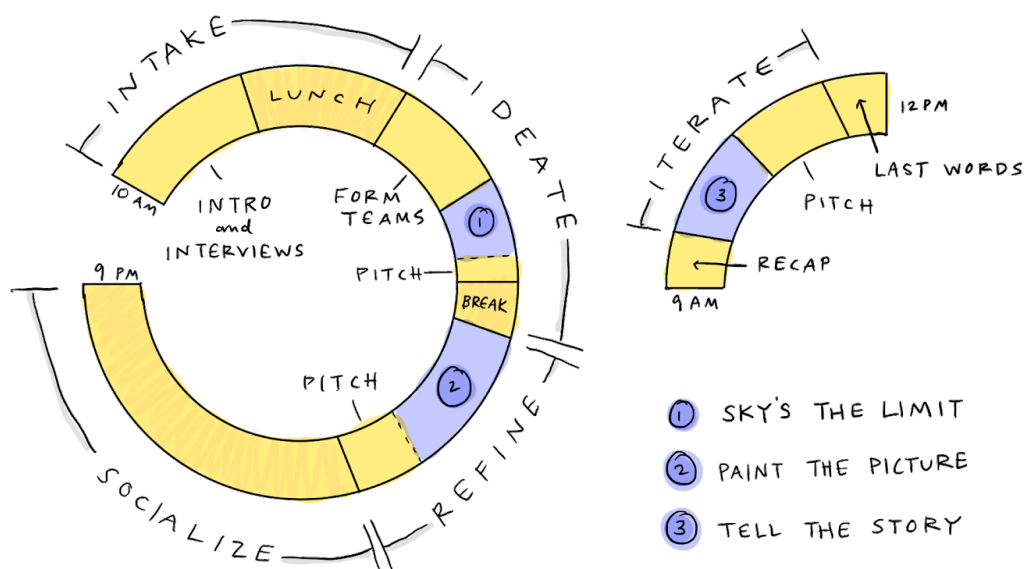
# PARTICIPATORY DESIGN WORKSHOP AGENDA

March 8-9, 2018

wə'təbʔaltx™ – Intellectual House

University of Washington, Seattle, WA

Welcome to Co-Designing Cultural Competence. The goal of this workshop is to develop an open and useful dialogue between LIS faculty, students, and library employers that will result in a professional library workforce prepared with cultural competency skills required to serve successfully in 21st century libraries and information centers.

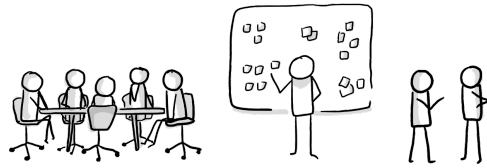


Over the course of the next two days you will think and design together in the hopes of generating curriculum-focused ideas for LIS programs nationwide. You are here because your experience and knowledge are highly valued. We are grateful for your attendance, attention, and contributions. We hope you'll find the experience transformative and also, just a lot of fun.

## AGENDA: DAY ONE

Arrive by 10am.

We'll set context, interview experts, form teams, think big, and paint a picture of our ideas.



10-10:30a  
*30 minutes*

### Introduction

We will set the stage for our meeting & warm up with some easy drawing.

10:30-11a  
*30 minutes*

### Cultural Competence

Beth Patin presents why cultural competence in LIS curricula matters.

11a-12p  
*60 minutes*

### Interviews

Beth Patin will interview three experts and we'll take notes as a group.

12p-1:00p  
*60 minutes*

### Lunch

A time to eat and crowdsource the clustering of our collective notes.

1-2p  
*60 minutes*

### Form Teams

We will report out on our collective notes and brainstorm ideas we have as a group. Based on interest in ideas generated, we will form teams and coalesce as smaller groups.

2-3p  
*60 minutes*

### Sky's the Limit

Small groups brainstorm their idea in a "sky's the limit" scenario. What would happen if everything went exceeding well? What would be possible? Teams will have three minutes to pitch their ideal scenarios. During pitches, others give feedback on post-it notes.

3-3:30p  
*30 minutes*

### Break

Make your own trail mix. Technology check-in. Walk outside.

3:30-5:30p  
*120 minutes*

### Paint the Picture

Small groups work to expand their idea in more realistic terms (outcomes, resources, research, audience, partners, etc.). Teams will have seven minutes to pitch their progress and receive feedback on post-it notes.

6p-until

### Dinner

## AGENDA: DAY TWO

Arrive by 9am.

We'll recap, adjust teams, refine based on feedback, and tell the story of our ideas.



9-9:30a  
*30 minutes*

### Recap

We'll recap our progress and make any necessary adjustments to the teams.

9:30-10:30a  
*60 minutes*

### Tell the Story

Small groups digest feedback from Wednesday and refine their idea.

10:30-11:30a  
*60 minutes*

### Final Pitches

Each team will have seven minutes to pitch final idea, followed by a seven minute period for positive feedback from the larger group.

11:30a-12p  
*30 minutes*

### Last Words

Final remarks from the project team and "last words" from everyone.

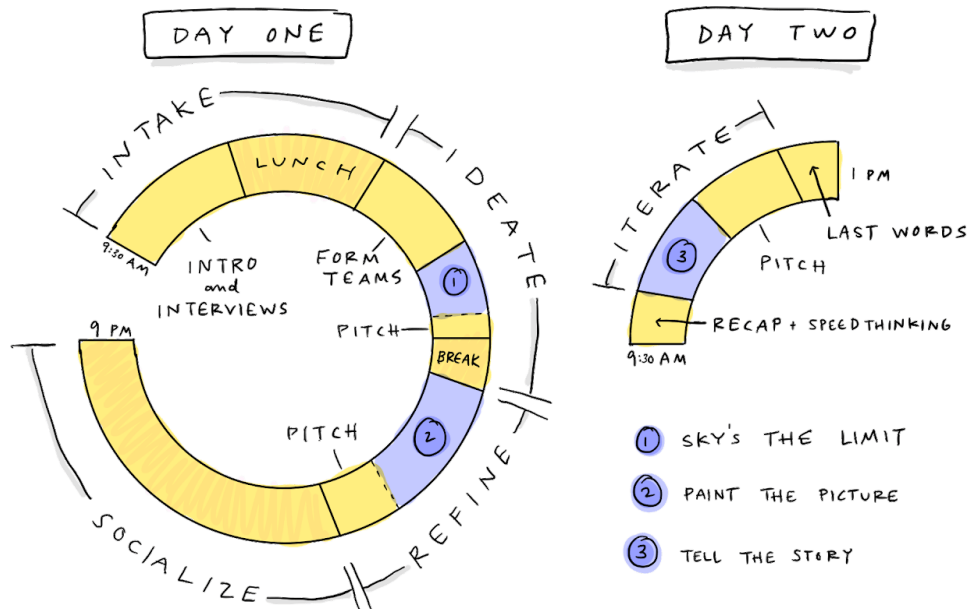
# PARTICIPATORY DESIGN WORKSHOP AGENDA

April 26-27, 2018

Husky Union Building "The Hub" Room 214

University of Washington, Seattle, WA

Welcome to Co-Designing Community-Driven Learning. Together, we hope to develop an open and useful dialogue between LIS faculty, students, and library employers that results in a professional library workforce prepared with community-engagement and pedagogical skills required to serve successfully in 21st century libraries and information centers.

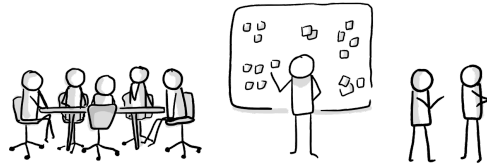


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# AGENDA: DAY ONE

Arrive by 9:30 am.

We'll set context, interview experts, form teams, think big, and paint a picture of our ideas.

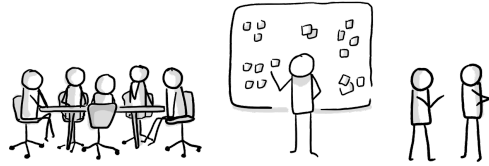


- |                                   |   |
|-----------------------------------|---|
| 9:30-10a<br><i>30 minutes</i>     | <b>Introduction</b><br>We will set the stage for our meeting & warm up with some easy drawing.  |
| 10-10:20a<br><i>20 minutes</i>    | <b>Community-Driven Learning</b><br>Beck will introduce why community-driven learning in LIS curricula matters.   |
| 10:20-10:30a<br><i>10 minutes</i> | <b>Bio Break</b><br>Use the restroom, refill your coffee or tea, peek at your inbox.  |
| 10:30a-12p<br><i>90 minutes</i>   | <b>Interviews</b> -Beck will interview experts and we'll take notes as a group  |
| 12p-1p<br><i>60 minutes</i>       | <b>Lunch</b><br>A time to eat and crowdsource the clustering of our collective notes.   |
| 1-2p<br><i>60 minutes</i>         | <b>Form Teams</b><br>We will report out on our collective notes and brainstorm ideas we have as a group. We'll form teams and coalesce as smaller groups.   |
| 2-3p<br><i>60 minutes</i>         | <b>Sky's the Limit</b><br>Small groups brainstorm their idea in a "sky's the limit" scenario. What would happen if everything went exceeding well? What would be possible? Teams will have three minutes to pitch their ideal scenarios. During pitches, others give feedback on post-it notes. |
| 3-3:30p<br><i>30 minutes</i>      | <b>Break</b><br>Make your own trail mix. Technology check-in. Walk outside.   |
| 3:30-5:30p<br><i>120 minutes</i>  | <b>Paint the Picture</b><br>Small groups work to expand their idea in more realistic terms (outcomes, resources, research, audience, partners, etc.). Teams will have seven minutes to pitch their progress and receive feedback on post-it notes.  |
| 6p-until                          | <b>Dinner</b>   |

## AGENDA: DAY TWO

Arrive by 9:30 am.

We'll recap, adjust teams, refine based on feedback, and tell the story of our ideas.



9:30-10:30a  
*60 minutes*

### Recap + Speed Thinking

We'll recap our progress from yesterday and get a chance to talk with folks on other teams about our idea. We also can adjust teams, if necessary.

10:30-11:30a  
*60 minutes*

### Tell the Story

Small groups digest feedback from yesterday and this morning. Then, using the provided worksheet, teams refine their idea through storytelling.

11:30a-12:30p  
*60 minutes*

### Final Pitches

Each team will have seven minutes to pitch their final idea, followed by a seven minute period for positive feedback from the larger group.

12:30-1p  
*30 minutes*

### Last Words

Final remarks from the project team and "last words" from everyone.

1p-Until

### Lunch

Eat with the group or grab and go.

# **APPENDIX C**

## **Pre-read Lists**

# READINGS

On Cultural Competence, Libraries, Diversity, Equity, and Difference

We recognize that our attendees represent a wide range of experiences and perspectives and so we have provided resources that we hope will appeal and inform wherever you are on the path. We ask that you spend about an hour diving into the links that resonate most with you.

## INTRODUCTORY TEXTS

- [Tolerance Is Not Good Enough](#) by Nicole Cooke
- [Social Justice as Topic and Tool: An Attempt to Transform an LIS Curriculum and Culture](#) by Nicole Cooke
- [Making a New Table: Intersectional Librarianship](#) by Fobazi Ettarh
- [Cultural Competence: A Conceptual Framework for Library and Information Science Professionals](#) by Patricia Montiel-Overall

## DEEPER DIVES

- [Vocational Awe: The Lies We Tell Ourselves](#) by Fobazi Ettarh
- [Diversity, Inclusion, and Library and Information Science: An Ongoing Imperative \(or Why We Still Desperately Need to Have Discussions about Diversity and Inclusion\)](#) by Paul T. Jaeger, Lindsay C. Sarin, and Kaitlin J. Peterson
- [The Virtuous Circle Revisited: Injecting Diversity, Inclusion, Rights, Justice, and Equity into LIS from Education to Advocacy](#) by Paul T. Jaeger, Nicole A. Cooke, Cecilia Feltis, Michelle Hamiel, Fiona Jardine, and Katie Shilton
- [Microaggressions in Librarianship](#) Tumblr

## LIS CURRICULUM SURVEYS & AUDITS

- [Diversity and Cultural Competence in the LIS Classroom: A Curriculum Audit](#) by Nicole Cooke
- [Review of Cultural Competence-related Curricular Offerings of Top MLIS Programs](#) collected by the DPIR Project Team

## VIDEOS



TED Talk, 19 minutes



Understanding Intersectionality, 3 minutes



On "Cultural Humility," 30 minutes



Understanding Microaggressions, 2m

⚠️ Note: Uses strong language

# READINGS

On Community-Driven Learning, Libraries, and Participatory Design

We recognize that our attendees represent a wide range of experiences and perspectives and so we have provided resources that we hope will appeal and inform wherever you are on the path. We ask that you spend about an hour diving into the links that resonate most with you.

## INTRODUCTORY TEXTS

*On Libraries and Learning:*

- [The Hats We Wear](#) by Candice Benjes-Small and Rebecca K. Miller
- [Learning to Teach](#) by Meredith Farkas
- [The Importance of Teaching Adult Services Librarians to Teach](#) by Jessica A. Curtis
- [Removing the I from Instructional Design](#) by Dominique Turnbow and Amanda Roth

*On Community-Driven Planning:*

- [Libraries Igniting Learning](#) by Urban Libraries Council
- [It Takes a Community to Build a Library](#) by Kenneth Williment

## DEEPER DIVES

*On Libraries and Learning:*

- [Becoming an Andragogical Librarian: Using Library Instruction as a Tool to Combat Library Anxiety and Empower Adult Learners](#) by Nicole Cooke
- [Improving LIS Education in Teaching Librarians to Teach](#) by Merinda Hensley
- [The Adult Learning Theory - Andragogy- of Malcolm Knowles](#) by Christopher Pappas

*On Community-Driven Planning:*

- [Community Led Libraries Toolkit](#) by Working Together Project

*On Participatory Design:*

- [Design Thinking for Libraries Toolkit](#) by IDEO
- [Tensions and Possibilities between Learning and Participatory Design](#) a conversation between Yvonne Rogers, Christopher Frauenberger, and Chris Quintana

## LIS CURRICULUM AND SURVEY AUDITS

- [Education for Instruction: A Review of LIS Instruction Syllabi](#) by Laura Saunders
- [Review of Community-Driven Learning Curricular Offerings of Top MLIS Programs](#) collected by the DPIR Project Team

## VIDEOS



TEDx Talk, 11 minutes



Lynda.com Course, 5 minutes

If you have questions about the workshop or readings, please contact [Susan Hildreth](#).

# **APPENDIX D**

## **Curriculum Reviews**

## US Top-ranked Master's in Library and Information Science Programs

Please note that no listed cultural competency courses are required.

### University of Illinois – Urbana-Champaign – residential/online

- 40 credits, 2 required courses
- [Information Services for Diverse Users \(IS 590DU\)](#)
- [Social Justice in Information Professions \(IS 545\)](#)

### University of Washington – Seattle – residential/online

- 63 quarter credits, 7 required courses + capstone
- [Cultural Competence for Library and Info Professionals \(LIS 598\)– special topics, 1 credit](#)

### University of North Carolina – Chapel Hill - residential

- 48 credits, 8 (22.5 credits) required courses
- [Information Services for Specific Populations \(INLS 739\)– offered irregularly](#)
- [Going the Last Mile: Information Access for Underserved Populations \(INLS 539\)- offered annually](#)

### Syracuse University – residential/online

- 36 credits, 7 required courses + internship or independent study
- No specific courses with cultural competency focus

### University of Michigan – Ann Arbor - residential

- 48 credits, 1 mastery course or master's thesis required
- No specific courses with cultural competency focus

### University of Texas – Austin - residential

- 40 credits, 3 required courses + capstone
- No specific courses with cultural competency focus

### Rutgers, State University of New Jersey - residential

- 36 credits, 5 required courses and 3 required electives
- [Planning Outreach Services \(517\) – focused on working with underserved communities](#)

### University of Maryland – College Park – residential/online

- 36 credits, 4 required courses
- Offer a [Diversity and Inclusion Specialization](#)
- Sponsor annual [Diversity and Inclusion Conference](#)
- [Diverse Populations, Inclusion, and Information \(LBSC 620\)](#)

**Indiana University – Bloomington** - residential

- 36 credits, 4 required courses + internship
- No specific courses with cultural competency focus

**University of Pittsburgh** – residential/online

- 36 credits, 4 required courses
- No specific courses with cultural competency focus

**Drexel University** – residential/online

- 45 credits, 5 required courses + capstone
- No specific courses with cultural competency focus

**Florida State University** – residential/online

- 36 credits, 5 required courses
- [Cultural Competence for Information Professionals \(LIS 5916\)](#)

**Simmons College** – residential/online

- 36 credits, 3 required courses
- [Information Services for Diverse Users \(LIS 410\)](#)

## US Top-ranked Master's in Library and Information Science Programs - April 2018

Please note that no listed instructional learning or design courses are required. Specific courses for those interested in school libraries are offered in some programs. Specific courses for UX design are offered in some programs. This is not an exhaustive review and may not include all pertinent courses.

### University of Illinois – Urbana-Champaign – residential/online

- 40 credits, 2 required courses
- [Instruction and Assistance Systems \(IS 458\) - Undergrad or grad enrollment](#)
- [Advanced Information Literacy and Instruction \(IS590AE\)- IS 458 and graduate standing required](#)
- [Inquiry-based Learning \(IS590IBL\) - graduate standing](#)
- Optional teaching practicum

### University of Washington – Seattle – residential/online

- 63 quarter credits, 7 required courses + capstone
- [Instructional and Training Strategies for Information Professionals \(LIS 560\); recently shifted from required course to elective](#)
- [Design Methods for Librarianship \(LIS 547\)](#)
- [Participatory Design and Libraries \(LIS 598A\)](#)

### University of North Carolina – Chapel Hill - residential

- 48 credits, 8 (22.5 credits) required courses
- Management specialization requires at least 1 class taken through business school
- User Education (INLS 502; 3 credits) ; Prerequisites INLS 501 & 500

Examines the history and context of LIS training programs. Pedagogy, teaching skills, and methods of evaluation are addressed. Students may tailor learning projects to their own interests.

### Syracuse University – residential/online

- 36 credits, 7 required courses + internship or independent study
- [Instructional Strategies and Techniques for Information Professionals \(IST 662\)](#)

### University of Michigan – Ann Arbor - residential

- 48 credits, 1 mastery course or master's thesis required
- [Instructional Skills for Information Professionals \(SI 643\)](#) ; Recommended course
- [Pervasive Interaction Design \(SI 612\)](#)
- Optional teaching practicum

### University of Texas – Austin - residential

- 40 credits, 3 required courses + capstone
- [Library Instruction and Information Literacy \(INF 382S\)](#)

### Rutgers, State University of New Jersey – residential/online

- 36 credits, 5 required courses and 3 required electives
- [Learning, Theory, and Instructional Design](#)
- [Information Literacy, Learning, and Teaching](#)
- [Interpersonal Communication for Information Professionals](#)

### **University of Maryland – College Park – residential/online**

- 36 credits, 4 required courses
- [LBSC 702 User Instruction](#)

### **Indiana University – Bloomington - residential**

- 36 credits, 4 required courses + internship
- [Education of Information Users \(Z573\)](#)

### **University of Pittsburgh – residential/online**

- 36 credits, 4 required courses
- The Information Professional's Role in Teaching and Learning (LIS 2850)

Prepares participants for formal and information educational roles as teachers, trainers, and facilitators of learning for all age groups found in school, public, and academic libraries, as well as those found in archives, museums and other information service organizations. Topics include teaching and training fundamentals, information literacies, learning styles, instructional strategies, managing large and small scale programs and delivering online instruction.

### **Drexel University – residential/online**

- 45 credits, 5 required courses + capstone
- Library Programming (INFO 649) Although not specifically related to instruction, addressed some of those skills

Provides an overview of the broad range of cultural, educational, and social library programming initiatives available for children, adolescents, and adults in academic libraries, public libraries, and school library media centers. Teaches community analysis, planning and evaluation. Emphasizes the collaborative nature of developing and implementing library programs.

### **Florida State University – residential/online**

- 36 credits, 5 required courses
- [The Instructional Role of the Information Specialist \(LIS 5524\)](#)

### **Simmons College – residential/online**

- 36 credits, 3 required courses
- [User Instruction \(LIS 408\)](#)
- [Usability and User Experience Research \(LIS 455\)](#)

Covers the conceptual frameworks and applied methodologies for user-centered design and user experience research. This is a research and evaluation course on usability and user experience with the assumption that the results of user and usability research would feed directly into various stages of the interface design cycle.

- Optional teaching practicum

# **APPENDIX E**

## **Participant Lists**

# March DPIR Workshop on Cultural Competence



C Davida Ingram is an artist, curator, public speaker and art administrator who is passionate about beauty and social justice. She is one of Seattle's most dynamic audience engagement specialists. Her artistic and institutional work focuses on examining social relationships related to race, gender, age and sexuality to deepen the leadership and agency of communities of color and low-income people. With this in mind, she works to support communities that are organizing for social justice and to increase institutional accountability. She has worked at the Seattle Art Museum, Gates Foundation, and at present the Seattle Public Library (SPL) as Public Engagement Programs Manager. At SPL, Davida has pioneered

community-led programming on arts, social justice and civic engagement, including beginning the library's year-round investigation of one equity-related topics with most affected communities. In doing so, she has helped build deeper public awareness of issues such as homelessness, criminal justice reform, and environmental racism. Because she is an artist that works within institutions to transform them via inclusivity, Davida is dedicated to being a generative artist, a curator, and a thought leader who sees creativity as an important part of designing a more just and beautiful world. She curates art shows to create exhibitions that reflect the lived experiences of communities of color. Ingram's own artwork has been shown at the Frye Art Museum, Northwest African American Museum, Evergreen College, Bridge Productions, Intiman Theater, Town Hall, and more. Her writings have been included in *Arcade*, *Ms Blog*, *James Franco Review*, and *The Stranger*. Ingram received the 2014 *Stranger Genius Award* in Visual Arts. In 2016, she was a *Neddy Artist Award* finalist, a *Kennedy Center Citizen Artist Fellow*, and was voted one of the twenty most talented people in the city by *Seattle Magazine*. In 2017, she was voted one of the most influential people in Seattle.



Dr. Michelle H. Martin is the Beverly Cleary Endowed Professor for Children and Youth Services in the Information School at the University of Washington and from 2011-2016 was the inaugural Augusta Baker Endowed Chair in Childhood Literacy at the University of South Carolina.

She published *Brown Gold: Milestones of African-American Children's Picture Books, 1845-2002* (Routledge, 2004) and co-edited *Sexual Pedagogies: Sex Education in Britain, Australia, and America, 1879-2000* (with Claudia Nelson, Palgrave, 2003). She's also the founder of *Read-a-Rama*, a non-profit that uses children's books as the springboard for year-round and summer camp programming.

Vailey Oehlke has served as director of libraries for Multnomah County since 2009. She began her career at the library in 1997 as a youth librarian in the School Corps program and served in several leadership roles in the library before being appointed director. A longtime resident of Portland, Vailey is pleased to

## March DPIR Workshop on Cultural Competence

be leading the library that serves the community she loves. A champion of innovation and equity, Vailey passionately supports the continued adaptation of public libraries, both locally and across the country, as they strive to maintain relevance and support local communities in a global context of ever-changing information technologies and community needs. Life outside of work is focused on her partner and stepson and the best dog in the world, Tucker. Vailey received her bachelor's degree from Northern Illinois University in 1988 and her master's degree in library science from the University of Illinois, Urbana, in 1992.



Amita Lonial (she/her/hers) is currently the Learning, Marketing and Engagement Principal Librarian at San Diego County Library. She is also serves as co-chair for PLA's inaugural Equity, Diversity and Inclusion (EDI) Taskforce. Prior to becoming a librarian she spent 8 years in the non-profit sector organizing for racial and economic justice. She is deeply committed to exploring how libraries can create racially just and equitable communities through public programs and services.

Jessica Luke is the Director of the Museology Graduate Program at UW, and a Senior Lecturer in the iSchool. My areas of specialization include research and evaluation; art museum education, critical and creative thinking; and youth development, family learning, and parent involvement. Before coming to the UW, I spent 15 years at the Institute for Learning Innovation, conducting evaluation and research with museums across the country to help them better understand their visitors, how and what they learn, and what that means for developing meaningful museum experiences. I have a master's degree in Museum Studies from the University of Toronto, and a PhD in Educational Psychology from the University of Maryland College Park.



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Sandy Littletree comes from the Eastern Shoshone Tribe and is an enrolled citizen of the Navajo Nation (Diné). She is a PhD Candidate at the University of Washington Information School and a member of the Indigenous Information Research Group (IIRG). Her dissertation examines the history of tribal libraries in the United States. Previously, she worked as the Knowledge River Program Manager at the University of Arizona School of Information Resources and Library Science where she focused on recruitment and retention of Latino and Native American graduate students. She has developed advocacy resources for tribal libraries, produced a series of oral histories that document the stories of Arizona's tribal libraries, and oversaw the revision of the 3rd edition of TRAILS (Tribal Library Procedures Manual). She was one of the six Honoring Generations Scholars at The University of Texas at Austin iSchool. She is a past president of the American Indian Library Association (AILA). She is originally from the Four Corners region of New Mexico.



Beth Patin is a Ph.D. Candidate at the Information School at the University of Washington in Seattle. She received her B.S. in Education from Loyola University in New Orleans and taught in the New Orleans Public Schools prior to pursuing her master's degree in Library and Information Science at Louisiana State University. She has an additional master's degree in Information Science from the University of



Washington. In 2007, Patin was named an American Library Association Emerging Leader. Recently, she was nominated for the Excellence in Teaching Award at the University of Washington. Patin currently serves a member of the advisory board for the [Laura Bush Foundation for America's Libraries](#). Her [research](#) focuses on the equity of information in two areas: crisis informatics and building cultural competence. She is currently researching how public libraries make their communities more resilient in times of crisis.

## March DPIR Workshop on Cultural Competence



Ben Reisenberg entered the MLIS program knowing that he was interested in academic librarianship, and has since become focused specifically on digital collections, including aspects of description, access, and preservation. For his capstone project, he'll be publishing bibliographic descriptions of items from UW's Historical Children's Literature Collection as linked datasets, hopefully making these resources more discoverable and useful to scholars at UW and around the world. Ben believes that cultural competence matters in librarianship. The decisions we make about what materials to include in (or exclude from) collections, how we describe them, and even how we go about making these decisions, can either point our work towards supporting a society in which diverse voices are heard or one in which dominant cultural paradigms go unchallenged. If he hopes to provide a complete picture of a community through work at a memory institution, he recognizes he needs to be in dialogue with this community as one aspect of ongoing work in cultural competence.



My name is Sunny Kim and I'm a new teen librarian at The Seattle Public Library, Rainier Beach Branch. I'm excited to combine my years of youth development and community engagement experience with my library school education in my new role for SPL. Prior to becoming a librarian, I spent a decade working at Seattle non-profits and volunteering as a community organizer. I worked the most closely with Seattle Young People's Project (SYPP), supporting youth-led community organizing, and with Social Justice Fund Northwest, a member-led foundation funding community organizing in the Pacific Northwest. I also currently serve on the Taskforce on Intersectionality and the Young Adult Literature Award for Asian Pacific American Librarians Association and I am an ALA Spectrum Scholar.

## March DPIR Workshop on Cultural Competence

Helene Williams has more than 25 years of experience in academic and public libraries, and in addition to teaching full-time in the iSchool, she is a consultant to libraries, consortia, and arts organizations. She has taught graduate courses in research methods, digital humanities, information in social context, academic librarianship, and collection development as well as undergraduate courses in social science program assessment and business writing. Her curriculum is based on issues in social justice, diversity, and equity in libraries and the information field. In her academic library career, Helene's areas of focus were collection development, instruction, and reference, with additional experience in licensing and usability testing. She is the editor for the ALA/ALCTS Sudden Selector's Guide series, and is a mentor for ALCTS. She was awarded the iSchool TEACH (Teaching Excellence and Creative Honors) award in 2015 and 2017.



Gabi is a first year student in the Master of Library and Information program at the UW's iSchool. I hope to eventually work as a teen/youth services librarian at a public library, and am interested in how libraries can work to enact ideals of equity and inclusion.

Arthur Aguilera is a third-year online MLIS student at the University of Washington Information School. His research interests include diversity and inclusiveness initiatives in academic libraries. He recently completed an Independent Study exploring the various "costs" and decisions academic libraries make when striving to become an inclusive institution. He currently serves as a Peer Mentor for the MLIS program and he is looking forward to attaining his degree this Spring. He currently works for Albertsons Library at Boise State University in Boise, Idaho.



## March DPIR Workshop on Cultural Competence



Jo Anderson Cavinta studied political science at Western Washington University, where she worked as a student and later interim coordinator for the Ethnic Cultural Center. She obtained a Master's in Public Administration from Seattle University while advising at their Office of Multicultural Affairs. After serving as the University of Washington's Women's Center Assistant Director and manager of the Making Connections program (STEM for girls of color), she became the director of diversity and retention for South Seattle College where she also co-taught "Race and Social Justice." She currently leads the King County Library System's diversity, equity and inclusion efforts.

Dr. Negin Dahya is an Assistant Professor in the area of Digital Youth at the University of Washington Information School, Seattle, WA. Her research expertise includes digital media and learning, media education, refugee education and technology, as well as feminist, sociotechnical, and postcolonial theory.

Dr. Dahya's work is focused on the social and cultural contexts of how digital media and communication technology are used and produced among girls, women, people of color, immigrants, and refugees. Recent project work explores how technology mediates educational practices and learning outcomes for refugee communities in refugee camps, with a current focus on mobile phones and social media applications. Dr. Dahya also works locally with girls of color in Canada and USA exploring the relationship between technology, pedagogy, and representation in digital media making practices among minoritized young people.



## March DPIR Workshop on Cultural Competence



Joanna Bailey began her library career in 2001, as administrative assistant for the City of Pullman's Neill Public Library. She cut her "directorial teeth" in 2009, during the Great Recession, when she took over as interim director. In 2011, she was officially hired as director after becoming one of just a handful of librarians in the state to be awarded her professional librarian certification as MLS equivalency from the Washington State Library, Office of the Secretary of State. When not at work, Joanna loves to spend time with her family and their wheezing pug dog, Jonesy. Joanna is currently reading "The Choice" by Dr. Edith Eger.

Elizabeth Myers comes to librarianship from a background in arts administration and rural community development. She and her capstone partner are working with Kitsap Regional Library to develop a community listening/youth engagement project for the Kingston community. Elizabeth currently serves as the residential student representative to the MLIS Program Committee, Co-Chair of iYouth, and the iSchool's student liaison to the WLA's Children's and Young Adult Services Steering Committee.



Cynthia del Rosario is the Diversity, Equity & Access Officer at the University of Washington Information School and has been influential in increasing the number of students and faculty of color at the iSchool. She works to foster an equitable educational and social learning environment and to advance iSchool students, faculty and staff in their understanding, engagement and advocacy regarding diversity at the iSchool and beyond.

With a commitment to public service, she serves on numerous university and community boards and committees, including Chair of the iSchool Diversity Committee; campus-wide UW Diversity Council; co-founder of the UW Asian Pacific Islander American Faculty and Staff Association; UW Alumni Association Multicultural Alumni Partnership; and former Board of Trustee for the Wing Luke Asian Museum, the nation's only pan-Asian American Museum.

## March DPIR Workshop on Cultural Competence

Cynthia was honored with the University of Washington Office of Minority Affairs and Diversity Community Building Award, as well as the Women of Color Empowered: Mentoring and Community Activism Award. She is currently completing her PhD in Educational Leadership & Policy Studies. Her research areas include faculty diversity, equity and access for graduate students of color; racial and ethnic identity development; and Asian Pacific Islander American leadership in higher education.



Susan Hildreth is the inaugural Gates-funded Professor of Practice at the University of Washington Information School. She also serves as the fellow for the Aspen Institute's Dialogue on Public Libraries and is the current American Library Association Treasurer. Previously, she served as the director of the Institute of Museum and Library Services, appointed by President Obama and confirmed by the US Senate, from January 2011 through January 2015. Susan is the former Seattle Public Library city librarian and the state librarian of California, appointed by California Gov. Arnold Schwarzenegger. She also served as the city librarian of the San Francisco Public Library and in other leadership positions in California public libraries.



Jin Ha Lee is an Associate Professor and the MLIS Program Chair at the Information School in University of Washington, and the director of the GAMER (GAME Research) Group. Her research focuses on exploring new ideas and approaches for organizing and providing access to video games and interactive media, understanding user behavior related to video games, and using video games for informal learning. She holds an M.S. (2002) and a Ph.D. (2008) from the University of Illinois at Urbana-Champaign.

## April DPIR Workshop on Community-Driven Learning



**Brianne Hawes** is an MLIS student in her final year. She is currently working with Seattle Public Library, using Participatory design to create a 3D printing workshop for elementary aged students. Her work generally focuses on young adult literature and engagement of underrepresented groups. She earned her BA in Classics from Colgate University and her MA in Classics from the University of Michigan. In her spare time, she sews fancy gowns with her gentleman cat, Jasper.

**Colin Rhinesmith** is an assistant professor in the School of Library and Information Science at Simmons College and a faculty associate with the Berkman Klein Center for Internet & Society at Harvard University. Rhinesmith's research and teaching interests are focused on the social, community, and policy aspects of information and communication technology, particularly in areas related to digital equity and community technology. He has been a Google Policy Fellow and an adjunct research fellow with New America's Open Technology Institute in Washington, D.C. He was also a faculty research fellow with the Benton Foundation, a private foundation which works to ensure that media and telecommunications serve the public interest and enhance our democracy. Rhinesmith received his Ph.D. from the Graduate School of Library and Information Science at the University of Illinois at Urbana-Champaign, where he was an IMLS-funded Information in Society Fellow and a Research Scholar with the Center for Digital Inclusion.



**Joseph Janes** is Associate Professor at the University of Washington Information School, teaching and researching in the evolution, history, and uses of information resources and other documentary forms. He is the author of several books, including *Documents That Changed the Way We Live*, and *Library 2020*, and has written a monthly column for *American Libraries* magazine since 2002. Joe has spoken widely in the US and abroad, and is the incoming Vice Chair/Chair-Elect of the University of Washington Faculty Senate. He holds the M.L.S. and Ph.D. from Syracuse University, and has taught at the University of Michigan, the University of Toronto, the University of North Carolina at Chapel Hill, the State University of New York at Albany as well as at Syracuse and Washington.



## April DPIR Workshop on Community-Driven Learning



**Meredith Farkas** is a faculty librarian at Portland Community College and a lecturer at San Jose State University's iSchool. She is the author of the monthly column "In Practice" for American Libraries and the blog Information Wants to be Free. Meredith was honored in 2009 with the LITA/Library Hi Tech award for Outstanding Communication in Library and Information Technology, and in 2014 with the ACRL Instruction Section Innovation Award.

**Brian Bannon** serves as Commissioner & CEO of Chicago Public Library. Appointed by Mayor Rahm Emanuel in 2012, Bannon is charged with the oversight of the \$130 million urban public library system that serves more than 10 million visitors annually through a network of 80 libraries. CPL is the largest and most visited civic institution in Chicago and is among the largest urban public library systems in the world. Under his leadership, CPL has been recognized as a top U.S. urban library and has won numerous awards and accolades including the National Medal for Museum and Library Service and being named the best urban public library in the United States. Bannon is a recognized leader in the government and nonprofit sectors and known for driving growth and impact within large complex organizations. Prior to this role, Bannon held a variety of leadership positions within the San Francisco Public Library, Seattle Public Library and the Bill and Melinda Gates Foundation. He received his master of library and information science from the University of Washington Information School and is a 2017 Henry Crown Fellow.



**Linda W. Braun** is a learning consultant with LEO: Librarians & Educators Online and the continuing education (CE) Consultant for the Young Adult Library Services Association (YALSA). In her work she focuses on helping library and out of school time staff develop high-quality activities for and with teens. As CE Consultant for YALSA she organizes a wide-array of professional development and manages two YALSA IMLS projects: Future Ready with the Library - focusing on supporting middle school age youth college career readiness needs and Transforming Teen Services through CE - focusing on the teen services related continuing

## April DPIR Workshop on Community-Driven Learning

education needs of library staff. Linda is the co-author of the Future of Library Services for Teens: A Call to Action, Ready to Code: Connecting CS Opportunities to Youth Through Libraries, and Putting Teens First in Library Services: A Roadmap. She has Master of Science Degree in Library and Information Science from Simmons College and a Master of Education from Lesley University and is a past president of YALSA.

**Mega Subramaniam**, Ph.D. is an Associate Professor at the College of Information Studies (iSchool) at the University of Maryland. She is the Associate Director for the Information Policy and Access Center (iPAC) at the University of Maryland and serves as the co-editor of School Library Research journal. Her research focuses on enhancing the role of libraries in fostering the mastery of information and new media literacies that are essential to STEM learning among underserved young people. Mega is the lead PI for the IMLS-funded [Graduate Certificate of Professional Studies in YouthExperience \(YX\)](#), co-leads two IMLS-funded projects, [ConnectedLib](#) and [Safe Data Safe Families](#), and recently received a grant from Google for [Libraries Ready to Code](#) project - all intended to bring research and practice together to enhance the skills of in-service and pre-service librarians. To learn more about her research and teaching interests, please visit <https://terpconnect.umd.edu/~mmsubram/>



**Helene Williams** has more than 25 years of experience in academic and public libraries, and in addition to teaching full-time in the iSchool, she is a consultant to libraries, consortia, and arts organizations. She has taught graduate courses in research methods, digital humanities, information in social context, academic librarianship, and collection development as well as undergraduate courses in social science program assessment and business writing. Her curriculum is based on issues in social justice, diversity, and equity in libraries and the information field. In her academic library career, Helene's areas of focus were collection development, instruction, and reference, with additional experience in licensing and usability testing. She is the editor for the ALA/ALCTS Sudden Selector's Guide series, and is a mentor for ALCTS. She was awarded the iSchool TEACH (Teaching Excellence and Creative Honors) award in 2015 and 2017.



## April DPIR Workshop on Community-Driven Learning



**Juan Rubio** designs, develops, and manages educational technology programs with digital media, such as games, interactive storytelling, and augmented reality narratives. He is the Digital Media and Learning Program Manager at the Seattle Public Library (SPL) and the author of the chapter, Working Together: Youth-Adult Partnerships to Enhance Youth Voice, in YALSA's new book, Putting Teens First in Library Services: A Roadmap. He is on the board of directors of [Filmmakers without Borders](#).

**Audrey Barbakoff** is the Community Engagement and Economic Development Manager at King County Library System. She has worked as an adult, teen, and children's librarian, as well as the Adult Services Manager at Kitsap Regional Library. She is a 2013 Library Journal Mover & Shaker and the author of Adults Just Wanna Have Fun: Programs for Emerging Adults (ALA Editions, 2016). Audrey received her MLIS from the University of Washington iSchool in 2010.



**Rachel Mahre** is a soon-to-be graduate of the UW MLIS program. She previously graduated with a Bachelor's in Gender, Women, & Sexuality Studies, and has experience in public libraries, metadata, archives, and academic research. Currently, she spends her time interning at the Seattle Municipal Archives, completing her capstone project at the Gay City Library in Capitol Hill, and serving ice cream to hungry customers at Full Tilt. She is passionate about continuously learning how to better serve her communities, and hopes to continue this education throughout her career, wherever it leads.

## April DPIR Workshop on Community-Driven Learning

**Kung Jin Lee** is a second year PhD student in the iSchool of University of Washington. Kung Jin's main interest is working with children in designing new technology for children with children. Kung Jin has been a researcher for an intergenerational co-design group, *KidsTeam UW* for three years. Currently she is a Research Assistant in *VR in Libraries project* working with six libraries in Washington state. Before PhD, Kung Jin has received a bachelor's and masters in both Library and Information science.



**Gary Shaffer** Ph.D., serves as the head of Library and Information Management programs at the Marshall School of Business and as an Assistant Dean of USC Libraries. In these capacities he oversees two programs, the Master of Management in Library and Information Science (MMLIS) and a post-master Graduate Certificate in Library and Information Management. He also directs the Center for Library Leadership and Management at USC Libraries. He is the former CEO of the Tulsa City-County Library (TCCL), a 24- location public library system, with over 405 employees located in Northeastern Oklahoma. Prior to Tulsa, Dr. Shaffer served the Brooklyn, Los Angeles County, and Sacramento public libraries. He was named a Library Journal Mover & Shaker in 2006. Shaffer is active in several professional organizations including ALA, ALISE, IFLA, LLAMA, PLA, SLA, and the ALA Sustainability Roundtable. Shaffer

speaks nationally and internationally on library sustainability, emotionally intelligent library leaders, and creating 21st Century-responsive libraries. He has advocated for libraries and archives as an IFLA delegate to the UNs' World Intellectual Property Organization's Standing Committee on Copyright and Related Rights in Geneva. He is a past member of the PLA Board and a past ALA Councilor at Large. In addition to his Ph.D. in Managerial Leadership in the Information Professions from Simmons College, Shaffer holds a Master's in Library and Information Science from the Pratt Institute, a Master's of Professional Writing from USC, and a Master of Laws in Intellectual Property Law from the University of Turin School of Law in Italy. Prior to working in libraries, Shaffer supervised Fortune 500 accounts for various advertising agencies. He has authored scholarly articles, a book chapter, and a textbook, as well as edited an advocacy manual.

## April DPIR Workshop on Community-Driven Learning



**Frederick Slyter** started working in libraries when he was in high school. After that, he worked as a data analyst for the military. Then he went to work at a ski resort for several years. As a nontraditional undergraduate freshman at the age of 30, it only made sense for him to work at the library. All of this has taught him not only how to work in libraries and/or with data, but how to work with a wide variety of people from different backgrounds, each with different stories, goals, and needs.

**Eliza Summerlin** is a first-year MLIS student. She got her undergraduate degree in Media and Cultural Studies at Macalester College and has since worked in public libraries, museums, bakeries, and cheese shops. She is interested in the intersections of social justice, access, and media in public libraries.



**Pam Sandlian Smith** is the Director of Anythink Libraries in Adams County, Colorado, just north of Denver. Through her leadership, the public library system went from being the worst funded system in the state of Colorado to one of the most recognized library brands nationwide by creating an entirely new service model. Anythink was awarded the 2010 National Medal for Museum and Library Service, the 2011 John Cotton Dana Award for Outstanding Public Relations, and the *Library Journal* 2011 Landmark Libraries award. Pam was the 2010 Colorado Librarian of the Year and the recipient of the 2012 Charlie

## April DPIR Workshop on Community-Driven Learning

Robinson Award for innovation and risk taking. She has also been honored for her work in library technology innovation and early literacy projects. Through her speaking and writing, Sandlian Smith stimulates discussions on innovation, creativity and participation in libraries worldwide. She is the 2017-18 President of the Public Library Association and is a member of the working group for the Aspen Institute Dialogue on Public Libraries. She enjoys traveling, writing, cooking for friends and family, telling stories and inventing libraries that support learning and curiosity.

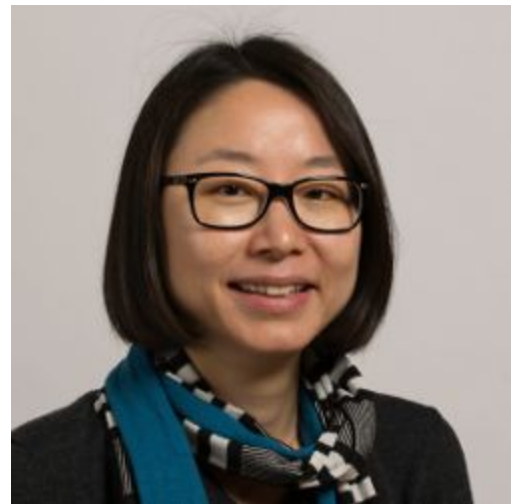
**Christina Hussain** earned her B.A. in International Studies from American University and later her M.A. in Education from San Francisco State University. Her experience working in education spanned a great variety of roles and locales, including working at several Guatemalan schools and education organizations, serving as Assistant Director of Admissions at a prep school, and as an Assistant Head of School at a Montessori school. She has also worked in people operations roles at two tech start-ups, where she sought to create successful training and onboarding processes for new employees. Christina is currently in her first year of the Master of Library and Information Science program at UW, focusing on user experience research and design in the context of information services and technologies. She is passionate about creating informational experiences that are meaningful, valuable and inclusive.



**Kathleen Sullivan** is an online MLIS student, graduating in June 2018, with interests in data and information literacy, health sciences librarianship and data management. Her professional background includes government and financial journalism, writing and editing, and nonprofit development. She lives in Seattle with her husband and sons.

## April DPIR Workshop on Community-Driven Learning

**Jin Ha Lee** is an Associate Professor and the MLIS Program Chair at the Information School in University of Washington, and the director of the GAMER (GAME Research) Group. Her research focuses on exploring new ideas and approaches for organizing and providing access to video games and interactive media, understanding user behavior related to video games, and using video games for informal learning. She holds an M.S. (2002) and a Ph.D. (2008) from the University of Illinois at Urbana-Champaign.



**Susan Hildreth** is the inaugural Gates-funded Professor of Practice at the University of Washington Information School. She also serves as the fellow for the Aspen Institute's Dialogue on Public Libraries and is the current American Library Association Treasurer. Previously, she served as the director of the Institute of Museum and Library Services, appointed by President Obama and confirmed by the US Senate, from January 2011 through January 2015. Susan is the former Seattle Public Library city librarian and the state librarian of California, appointed by California Gov. Arnold Schwarzenegger. She also served as the city librarian of the San Francisco Public Library and in other leadership positions in California public libraries.

**Beck Tench** is a PhD student at the University of Washington Information School. She researches contemplative practice, technology, and public space. She is particularly interested in understanding how the design of physical and digital space helps us access personal wisdom, connect to each other, improve the quality of our lives, and cope with the distractions of digital culture. She was formally trained as a designer at the University of North Carolina at Chapel Hill and spent her career before returning to academia helping museums, libraries, and non-profits embrace risk-taking, creativity, and change through technology and personal space-making. Her work from that time was mentioned in the New York Times, National Public Radio, Scientific American, and several books and blogs.



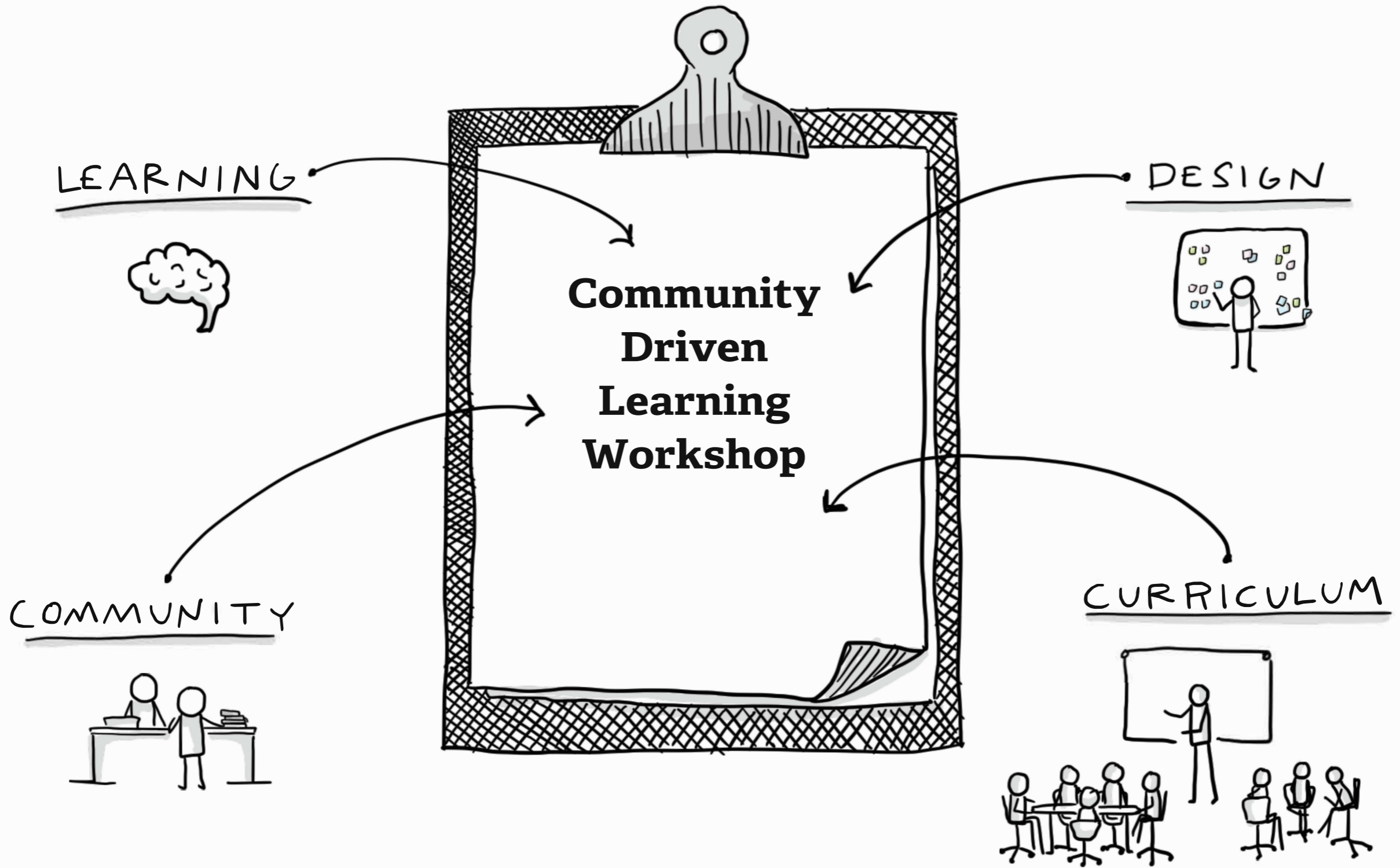
## April DPIR Workshop on Community-Driven Learning

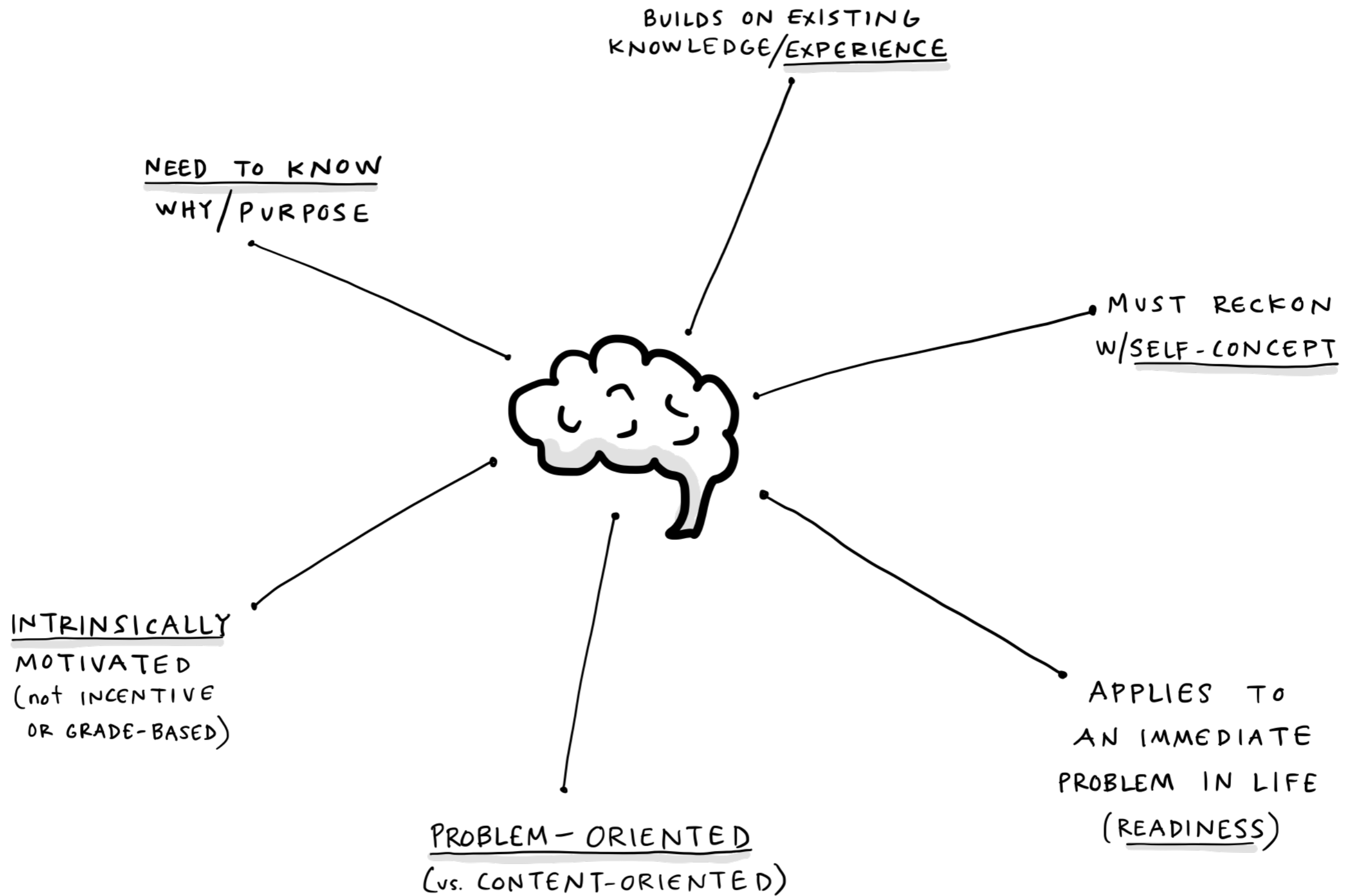


**Hayley Bierbaum** is a first-year master's student in the Human Centered Design program at the University of Washington. She studies User Experience Research and is particularly interested in inclusive design and accessibility. Prior to coming to UW, Hayley worked at a research consultancy where she led qualitative and quantitative research studies for large technology clients. Hayley has always been curious about human behavior; this interest drove her undergraduate studies in psychology at University of California Berkeley. Her experiences practicing psychology, qualitative research, and survey research prepare her to solve challenging problems using a multi-faceted approach.

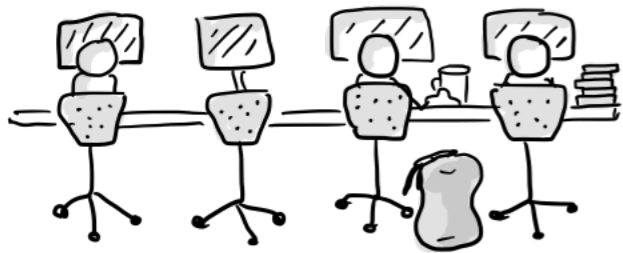
# **APPENDIX F**

## **Program Powerpoint**





\* MALCOLM KNOWLES (1972)



INFORM:

WE ARE HAVING  
CHERRY PIE!



CONSULT:

HOW ABOUT  
CHOCOLATE  
CHIP COOKIES?



INVOLVE:

HEALTHY  
OR  
DECADENT?



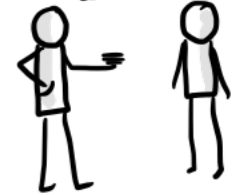
COLLABORATE:

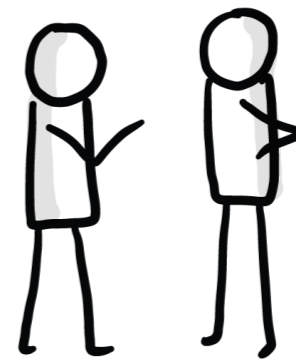
LET'S  
MAKE  
SOMETHING!



EMPOWER:

HERE'S  
SOME  
MONEY,  
YOU  
DECIDE!







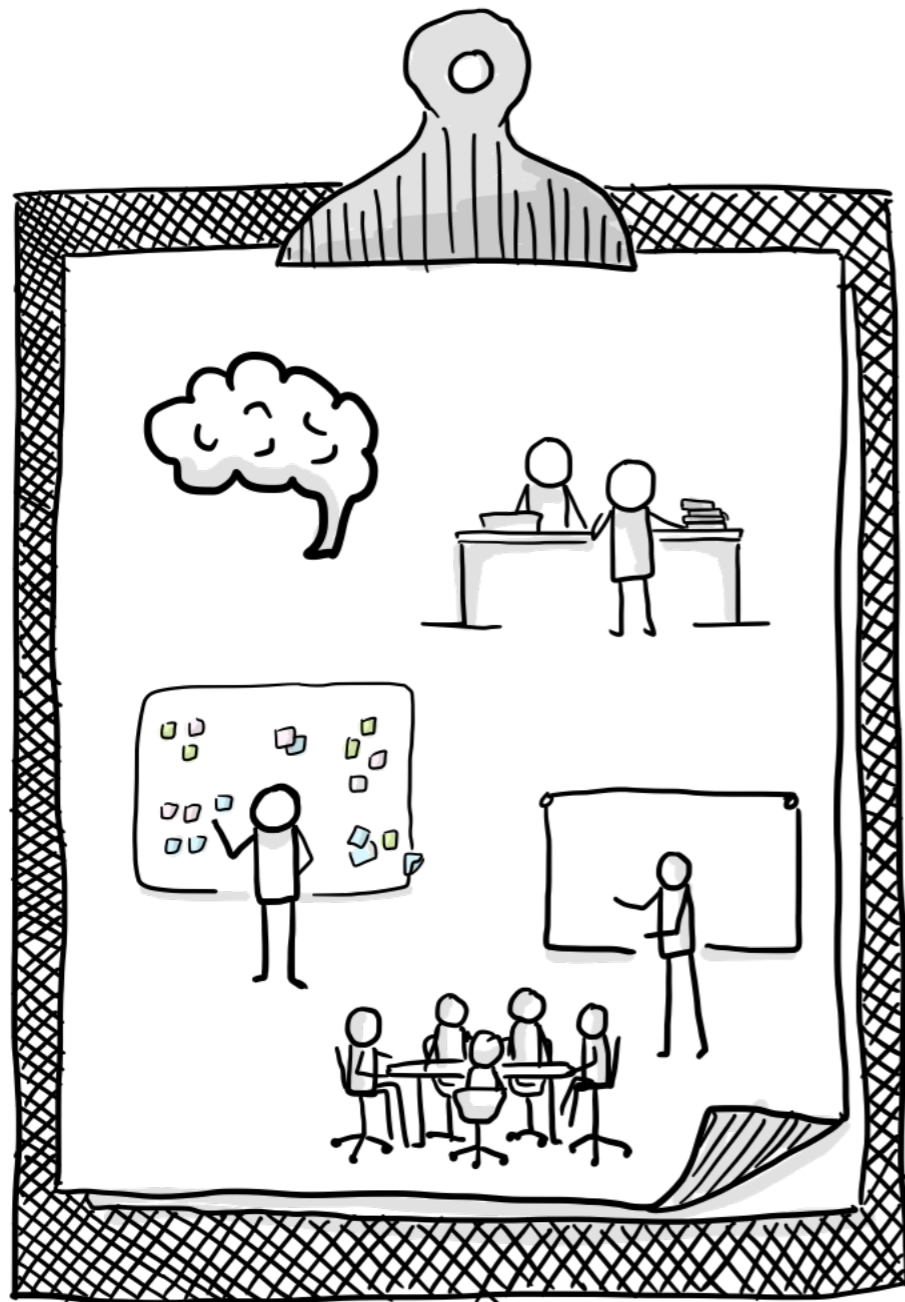
ONLINE



CLASSROOM



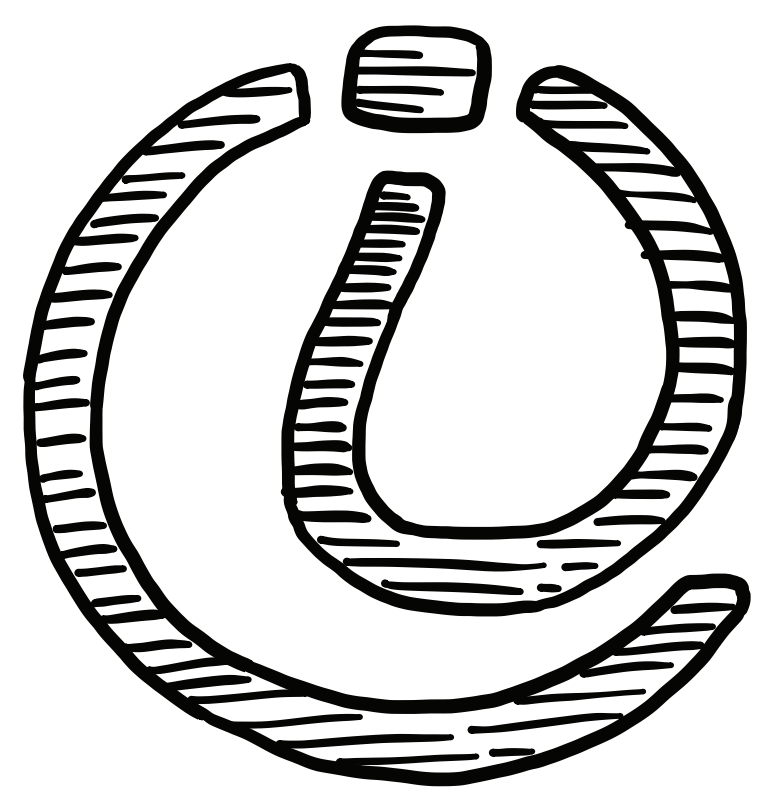
FIELD WORK



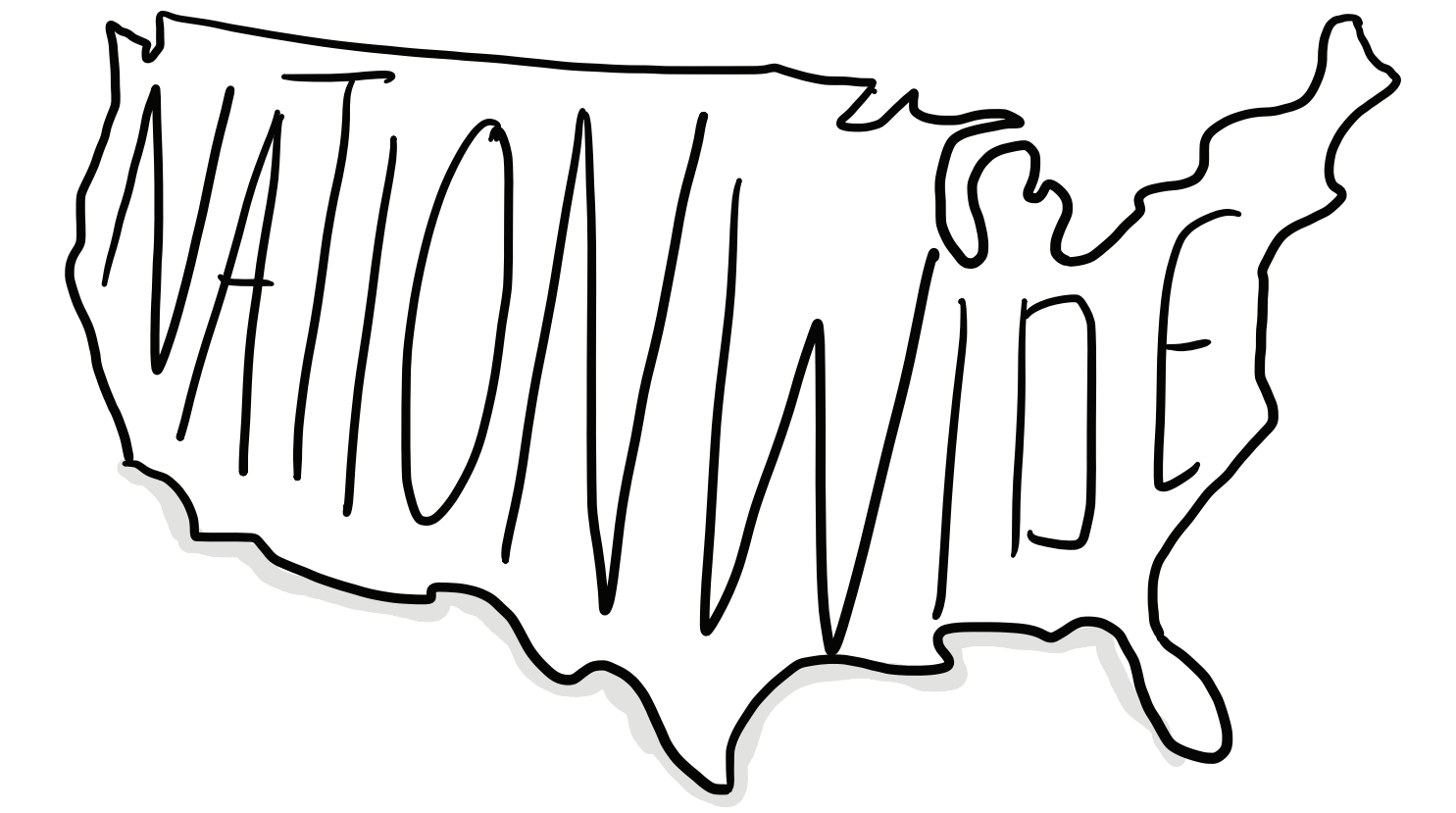
THE OPPORTUNITY :  
LEARNING,  
COMMUNITY  
ENGAGEMENT,  
and DESIGN  
AS EMPOWERMENT  
with  
WIDE-OPEN  
CURRICULAR  
TERRAIN

# **APPENDIX G**

## **Project Poster**



# CO-CREATING MLIS CURRICULUM FOR CULTURAL COMPETENCE AND COMMUNITY-DRIVEN LEARNING



## ENVIRONMENTAL SCAN

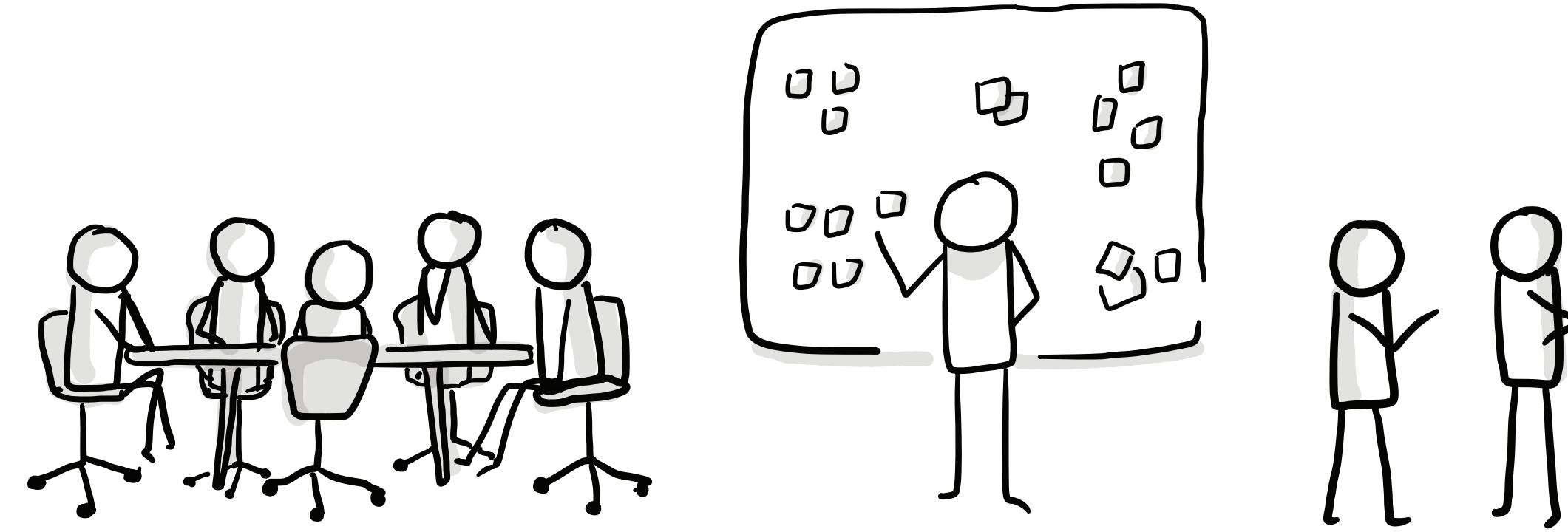
- Identified current research/activities related to gaps in MLIS curriculum and employer needs, including skills survey developed by Simmons School of Library and Information Science
- Survey, distributed in Northeast in April 2017, focused on relative importance of 53 skills and knowledge areas in five categories: General, Communications, User Services, Management, and Technology

## SURVEY DISTRIBUTION & ANALYSIS

- Survey useful in identifying skills and knowledge areas in which all MLIS graduates should be grounded and in informing focus for DPIR workshops
- Collected **873 responses** from library and information science professionals, UW alumni and faculty in Pacific Northwest
- **Quantitative findings:** Most critical skill areas were interpersonal communication (86%), professional ethics (84%), search skills/ability to evaluate information sources (78%), teamwork (77%), customer service skills (71%), cultural competence (68%)
- **Qualitative responses:** From over 300 comments, instructional skills/information literacy and working with challenging populations were most frequently mentioned skill areas

## WORKSHOP PLANNING & RESEARCH

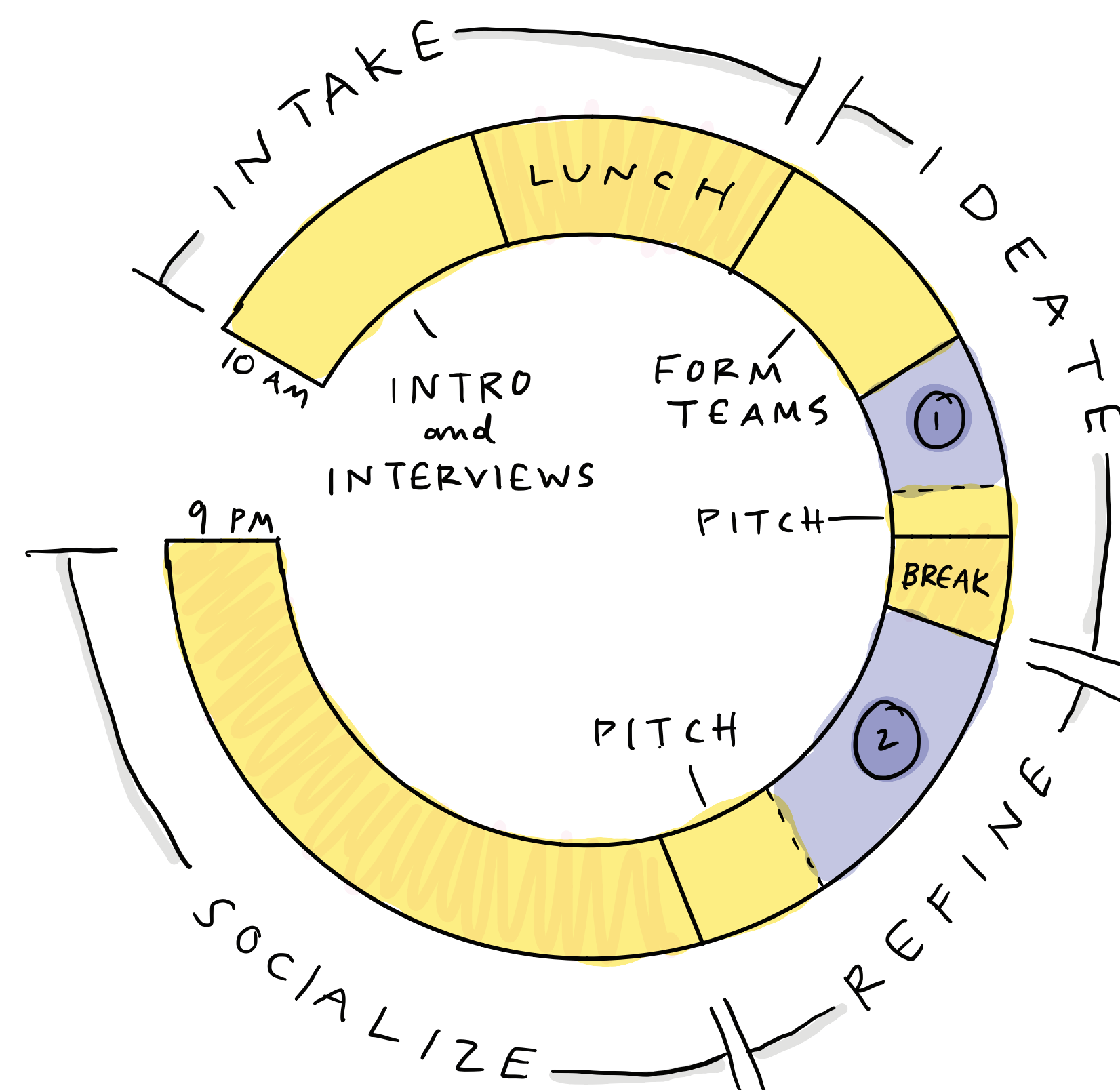
- Identified **cultural competence** and **community-driven learning** informed by effective instructional design as workshop topics
- Developed slate of workshop participants including UW and external faculty, UW students and library practitioners
- Conducted curriculum review of top 13 MLIS programs to identify existing syllabi in topic areas. Key finding: **Cultural competence is not required in any MLIS program reviewed**
- Conducted literature review and identified experts in topic areas. Reviewed their work, participated in presentations led by experts
- Conducted interviews with local subject matter experts to inform topic knowledge and context for workshops



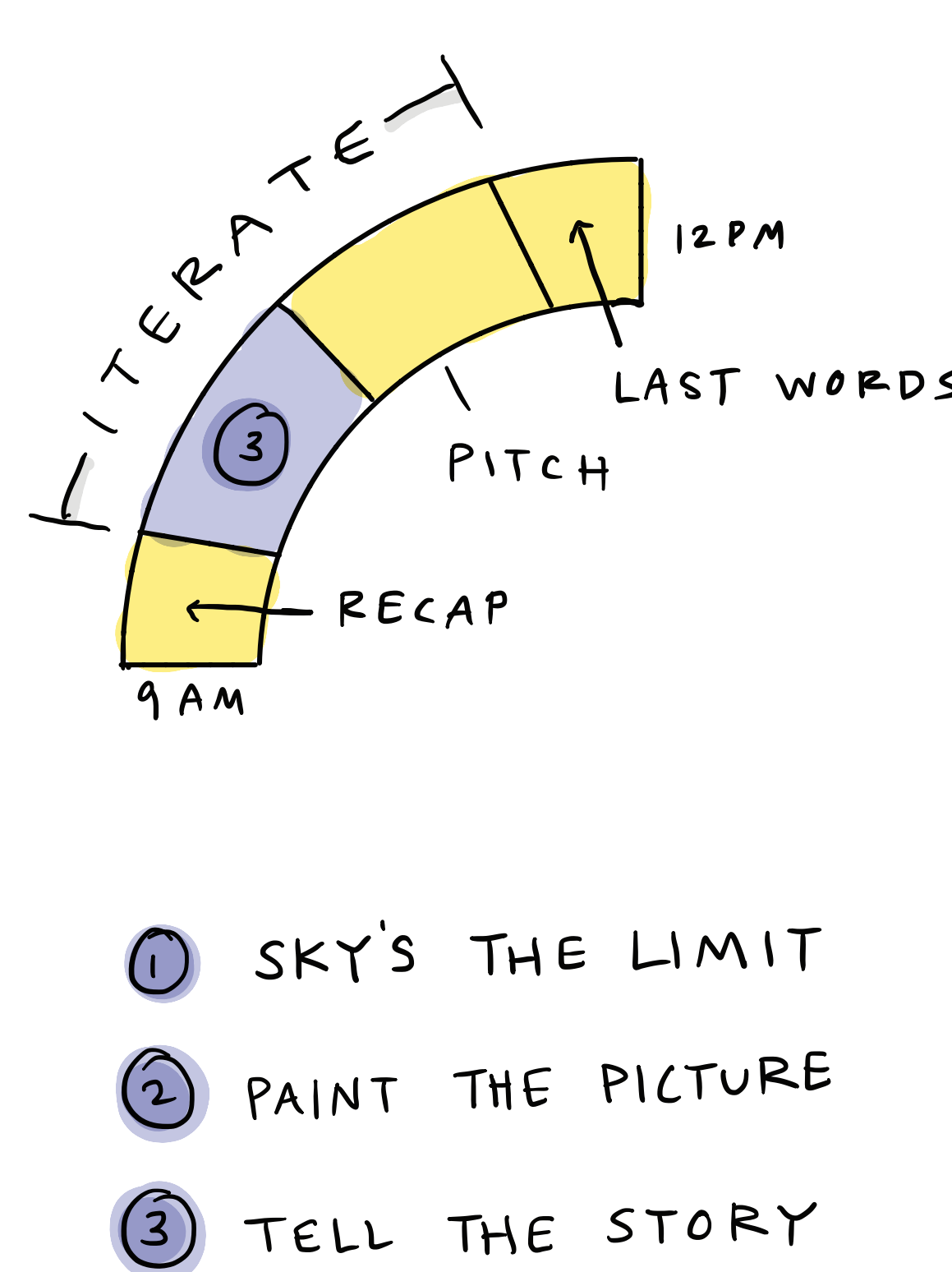
## TWO DESIGN WORKSHOPS — MARCH 8-9, APRIL 26-27

Gathering of LIS **faculty, students** and **practitioners/employers** to address critical knowledge, skills and abilities necessary for authentic cultural competence and successful community-driven adult learning in a real-world setting. The primary goal of this work is to develop an open and useful dialogue between LIS faculty and library employers to establish a framework that will result in students prepared with the skills required to serve successfully in 21st century libraries and information centers.

### AGENDA: DAY ONE



### AGENDA: DAY TWO



## CONCEPTUAL OUTCOMES & PROJECT DISSEMINATION

New or revised LIS courses • Pedagogical training • Extracurricular groups or programs • Strategies for buy-in across schools • Research or writing projects • Cross-institutional partnerships • Recruiting and support for diverse faculty and students

Program presentations are scheduled for PLA Conference (March 2018) and ALA Conference (June 2018). A summary article will be available in June 2018.

The Gates Foundation has provided funding for its **Distinguished Practitioner in Residence** program for ten years so that four to five library leaders could make a more impactful connection between the library and information science academy and the public library field. Each practitioner in residence is charged with identifying a research topic that will advance this integration of the academy and the field.



- iSchool responsibilities include teaching, curriculum development, service, and research
- Taught LIS 580 (Management) and LIS 586 (Public Libraries and Advocacy)
- Developed LIS 598 (Community Engagement in Libraries)
- Member of MLIS program committee, admissions committee, advisory board and TASCHA advisory, Library Council, Washington State Library
- Appointed by President Obama to serve as Director of Institute of Museum and Library Services
- Led San Francisco Public Library in 2000s, California State Library from 2004-2009, and Seattle Public Library from 2009-2011.
- Fellow, Aspen Institute Dialogue on Public Libraries
- Treasurer, American Library Association, 2016-2019
- Member, Reach Out and Read National Board
- Member, Library of Congress Literacy Awards Board

The Distinguished Practitioner in Residence for 2018 - 2020 will be announced in March 2018.

# **APPENDIX H**

## **Tell the Story**

## **Cultural Competence - Tell the Story:**

### **Community-centered Approach to New Pathways to LIS Education**

#### **DEFINING THE EXPERIENCE**

##### **THE BIG IDEA**

*Write one sentence that captures what your idea is about. How would students describe it? How would practitioners describe it?*

Creating multiple, community-centered pathways to library and information science education.

- A. 4-year undergrad degree, in partnership with community college/tribal college
- B. Certificate (1-year) targets paraprofessional
- C. Fellowship (1 year)

##### **WHAT MAKES IT CULTURALLY COMPETENT?**

*How does it create more culturally competent librarians? How does it celebrate difference and empower communities?*

- Community-centered: community needs/opportunities, advisory board, hiring community members to teach
- Accessible/reduces barriers

#### **PARTICIPANT EXPERIENCE**

##### **WHAT WILL PEOPLE DO?**

*What happens to **people** as a result of their participation? How or why might they change?*

- New students: more access, see library science as a viable career option, see libraries as community-centered
- Paraprofessionals: more empowered, inclusive

#### **LIBRARY EXPERIENCE**

##### **HOW WILL THIS CHANGE LIBRARIES?**

*How are communities affected? How will the staff culture change? What might happen that otherwise wouldn't?*

- People trained under "old" system need to see value in this approach
- Administration needs to recognize value, advocate for it, legitimize it

## **THE EXPERIENCE WILL INCLUDE**

### **LIST ALL THE THINGS**

*Provide further description where necessary for: content, people, technology, events, partnerships, space, data, etc.*

- Content: community-centered, emphasizes practical experience
- Partners: community organizations, community colleges, tribal colleges

## **TWENTY-FIVE WORD DESCRIPTION**

A community-centered approach to new pathways for LIS education that results in equitable libraries that reflect and impact their communities.

DESIGNED BY: Beck Tench 

Adapted from “The Business Model Canvas” by Business Model Foundry AG

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## **Cultural Competence - Tell the Story:**

**Community-centered Policymaking in the Library:**

**Practicing liberation in bridging between intention and impact**

## **DEFINING THE EXPERIENCE**

### **THE BIG IDEA**

*Write one sentence that captures what your idea is about. How would students describe it? How would practitioners describe it?*

Practitioner definition ---> How can public libraries authentically and accountably share power with the communities they serve?

Student definition ---> Creating a new framework for policymaking in public libraries. Specifically focused on inclusion/exclusion policies/methods that center the voices of marginalized communities.

## **WHAT MAKES IT CULTURALLY COMPETENT?**

*How does it create more culturally competent librarians? How does it celebrate difference and empower communities?*

Librarians are not the center of the process—they serve as catalysts for the process but participation pushes them towards cultural competence because the purpose is to create authentic engagement and relationships.

## **PARTICIPANT EXPERIENCE**

### **WHAT WILL PEOPLE DO?**

*What happens to people as a result of their participation? How or why might they change?*

> Staff will develop facilitation skills (skills in leveraging library resources in a way that is meaningful for the community).

> Community members will engage with a civic institution and “come to the table”—this is meaningful at this point in time (low trust in institutions).

## **LIBRARY EXPERIENCE**

### **HOW WILL THIS CHANGE LIBRARIES?**

*How are communities affected? How will the staff culture change? What might happen that otherwise wouldn't?*

> More agile and accountable staff culture.

- Receiving input on how day-to-day practices affect communities. This includes traditional decision makers receiving non-mediated feedback from the community.

## **THE EXPERIENCE WILL INCLUDE**

### **LIST ALL THE THINGS**

*Provide further description where necessary for: content, people, technology, events, partnerships, space, data, etc.*

Include consciousness-raising, skill-building, analysis (including racial equity)—this means investing in staff.

## **TWENTY-FIVE WORD DESCRIPTION**

CREATING space and allocating resources for the community to lead us. CREATING a framework for public library policymaking that centers the voices of marginalized communities.

DESIGNED BY: Beck Tench 

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## **Cultural Competence - Tell the Story:**

### **Community Curated Conversations**

#### **DEFINING THE EXPERIENCE**

##### **THE BIG IDEA**

*Write one sentence that captures what your idea is about. How would students describe it? How would practitioners describe it?*

This series aims to use the topic of liberation (or social movements more broadly) to build community-led projects and discussions.

##### **WHAT MAKES IT CULTURALLY COMPETENT?**

*How does it create more culturally competent librarians? How does it celebrate difference and empower communities?*

How does celebrating difference and empowering communities create more culturally competent librarians? Cultural competency will be cultivated between librarians, library staff, and community members by starting this project with a brainstorm discussion about what the values of the library institution are, and how they align or misalign with the community.

## **PARTICIPANT EXPERIENCE**

### **WHAT WILL PEOPLE DO?**

*What happens to people as a result of their participation? How or why might they change?*

- Empowered
- Informed
- Cultural pride and preservation
- Called to be accomplices
- Unified

## **LIBRARY EXPERIENCE**

### **HOW WILL THIS CHANGE LIBRARIES?**

*How are communities affected? How will the staff culture change? What might happen that otherwise wouldn't?*

- Radical change
- Enable community members to know how to engage with the library
- Institutional/individual accountability
- Exploring mutuality
- Mutual support
- Exploring how dominant culture can align with community-based culture and values (white supremacy, poverty, gender, etc)
- Change policy to require staff to work from a community-led framework

## **THE EXPERIENCE WILL INCLUDE**

### **LIST ALL THE THINGS**

*Provide further description where necessary for: content, people, technology, events, partnerships, space, data, etc.*

- Initial project draft
- Kick off meeting to come to a consensus about project goals and outcomes
- Conversations about how we use time and what success means for us
- Make community norms and agreements
- Discuss conflict resolution norms and styles
- Acknowledging how disparities happen when we follow policy

## TWENTY-FIVE WORD DESCRIPTION

Flexibility....collectivity....liberation....provocative....collaboration....solidarity....  
perspective-taking....liberating....affinity-building....community....de-mystifying....  
inclusion....transformation....transparency....dialogue....failure....experimentation....  
rise....open-endedness

DESIGNED BY: Beck Tench 

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## Cultural Competence - Tell the Story:

### Modeling Conversations on Power Structure in the iSchool

#### DEFINING THE EXPERIENCE

##### THE BIG IDEA

*Write one sentence that captures what your idea is about. How would students describe it? How would practitioners describe it?*

Student-driven community that is empowered to have difficult conversations and insert themselves into the narrative of power structures in institutions

##### WHAT MAKES IT CULTURALLY COMPETENT?

*How does it create more culturally competent librarians? How does it celebrate difference and empower communities?*

Puts focus on power structures in the academy and the working world. Power structure awareness and deconstruction is important in fostering culturally competent libraries and librarians as well as changing the institutions they interact with.

## **PARTICIPANT EXPERIENCE**

### **WHAT WILL PEOPLE DO?**

*What happens to people as a result of their participation? How or why might they change?*

Students are more confident and prepared to confront and discuss power dynamics and relationships in their programs and places of employment

Modifies power structure so that faculty and students work as partners

Modeling dealing with power conflict in the academic setting which is somewhat more protected than the real-world work setting will better prepare students for those encounters in their professional work

## **LIBRARY EXPERIENCE**

### **HOW WILL THIS CHANGE LIBRARIES?**

*How are communities affected? How will the staff culture change? What might happen that otherwise wouldn't?*

- Graduates gain skills so that, in their work, libraries will be better positioned to be a venue for conversations on difficult societal issues
- Generation of “woke” practitioners ready to address power struggles in libraries and personal life
- Development of research questions regarding how to effectively work with power dynamics and work settings will impact/improve services in libraries

## **THE EXPERIENCE WILL INCLUDE**

### **LIST ALL THE THINGS**

*Provide further description where necessary for: content, people, technology, events, partnerships, space, data, etc.*

- Opening symposium to discuss power structure, relationships as part of student orientation
- Develop 1-credit course exploring power structures in the academy and in libraries – could be developed by interested faculty, PhD and graduate students working together
- Implement student-led discussions occurring throughout each cohort's course cycle to explore dealing with power structure and conflicts found in academy and workplaces

- May need to revise faculty workload requirements so that interested faculty would be empowered to take on these opportunities for working closely with students on challenging issues

## TWENTY-FIVE WORD DESCRIPTION

Use safety of academy setting to create an ongoing platform for power structure awareness with initial training at student orientation and ongoing student-led discussions to prepare students for dealing with conflict and addressing power inequities

DESIGNED BY: Beck Tench 

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## Cultural Competence - Tell the Story:

The Susan Hildreth Center for Experiential Learning in Librarianship

### DEFINING THE EXPERIENCE

#### THE BIG IDEA

*Write one sentence that captures what your idea is about. How would students describe it? How would practitioners describe it?*

A new center designed on legal clinic models to provide students with experiential learning.

#### WHAT MAKES IT CULTURALLY COMPETENT?

*How does it create more culturally competent librarians? How does it celebrate difference and empower communities?*

The center would be focused on long-term social justice projects that foster and sustain long-term relationships between the iSchool and community embedded libraries and social justice organizations.

## **PARTICIPANT EXPERIENCE**

### **WHAT WILL PEOPLE DO?**

*What happens to people as a result of their participation? How or why might they change?*

Students will be prepared to serve diverse communities well and have a professional network and gain real-world work experience while applying what they're learning. Community partners will have people who can dedicate time to working on long-term projects.

## **LIBRARY EXPERIENCE**

### **HOW WILL THIS CHANGE LIBRARIES?**

*How are communities affected? How will the staff culture change? What might happen that otherwise wouldn't?*

Librarians would be embedded in the communities that they are trying to reach and engaged in long-term social justice projects.

This will shift perspectives about libraries and change ideas of what libraries can provide.

This creates more trust and helps empower the community members as we redistribute our resources (and power by result).

## **THE EXPERIENCE WILL INCLUDE**

### **LIST ALL THE THINGS**

*Provide further description where necessary for: content, people, technology, events, partnerships, space, data, etc.*

- Redesign of curriculum to prepare students for this work—to include opportunities for service-learning and bigger/longer capstone projects.
- A center that is led by a distinguished scholarly practitioner who stewards the center (2-3 year appointment).
- This involves creating new spaces to house this center and provide spaces for community partners, like small satellite campus, innovative research space with technology needed for projects.
- Work with smaller, less funded social justice and equity based organizations and established local libraries (academic, public, school, special, archives, etc).

## TWENTY-FIVE WORD DESCRIPTION

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## **Community-Driven Learning - Tell the Story:**

**Aligning community values with LIS through instructional and participatory design**

### **DEFINING THE EXPERIENCE**

#### **THE BIG IDEA**

*Write one sentence that captures what your idea is about. How would students describe it? How would practitioners describe it?*

Embedding instructional and participatory design into the curriculum through curricular innovation, paid practical experience, and community engagement.

#### **WHAT MAKES IT COMMUNITY-DRIVEN LEARNING?**

*How does it create authentic community engagement around learning with libraries?*

- Students are working in the community—while learning—on practical projects for the library or industry
- Members of the community are included in informing curricular improvement
- Faculty are deeply engaged in the community to support student work

### **PARTICIPANT EXPERIENCE**

#### **WHAT WILL PEOPLE DO?**

*What happens to people as a result of their participation? How or why might they change?*

- Students will be better-equipped to teach and incorporate participatory design when they graduate
- Students will gain more 21st century skills through practice
- Community partners will feel more connected to the LIS program because they will have a voice in LIS curriculum
- Faculty will see the value of their work in the community through their community engagement and will align their teaching and research to community needs

### **LIBRARY EXPERIENCE**

#### **HOW WILL THIS CHANGE LIBRARIES?**

*How are communities affected? How will the staff culture change? What might happen that otherwise wouldn't?*

- Community partners will build capacity for participatory and instructional design through their work with students
- Graduates will bring a community-centered mindset to their workplaces
- Libraries will get better-prepared librarians
- Libraries will get a more diverse professional workforce because LIS students will be paid for fieldwork

## **HOW DO WE GET STARTED?**

### **MOVING FORWARD FROM TODAY**

*What specifically do we need to do to make this idea a reality? Consider the people, technology, partnerships, content, space, data, events, etc. that may be involved.*

- We will form an advisory board of community partners and recent grads as well as an internal task force to plan the pilots. Both groups would talk to each other to share ideas.
- We will seek grant funding for the initial pilots.
- We will pilot new structured fieldwork experiences with vetted community partners as an alternative to the capstone.
- We would assess through reflections of students, community partners, and involved faculty.
- Planning groups would design a larger-scale model based on pilot feedback.
- We would offer faculty training and incentives to support faculty in incorporating instructional and participatory design into their teaching.
- We would start conversations around changing promotion and tenure requirements to reward community engagement.

### **TWENTY-FIVE WORD DESCRIPTION**

We will embed instructional and participatory design into the curriculum through curricular innovation, paid practical (field) experience, and community engagement.

DESIGNED BY: Beck Tench 

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## **Community-Driven Learning - Tell the Story:**

### **Dream-Driven: Incorporating Community-Based Assessment of Learning in Public Libraries**

#### **DEFINING THE EXPERIENCE**

##### **THE BIG IDEA**

*Write one sentence that captures what your idea is about. How would students describe it? How would practitioners describe it?*

Fulfilling community learning aspirations through a shared model of success developed by collaboratively engaging academic teams, library staff, and community.

##### **WHAT MAKES IT COMMUNITY-DRIVEN LEARNING?**

*How does it create authentic community engagement around learning with libraries?*

Achieving Community Aspirations through Participatory Design

#### **PARTICIPANT EXPERIENCE**

##### **WHAT WILL PEOPLE DO?**

*What happens to people as a result of their participation? How or why might they change?*

Participants will become more engaged in the community's success and understand the value of learning outcomes and metrics.

#### **LIBRARY EXPERIENCE**

##### **HOW WILL THIS CHANGE LIBRARIES?**

*How are communities affected? How will the staff culture change? What might happen that otherwise wouldn't?*

- Community aspirations will drive library programs and services
- Libraries will be able to validate our impact due to a culture of evaluation and continuous improvement
- Community members have equal partnerships through PD

## **HOW DO WE GET STARTED?**

### **MOVING FORWARD FROM TODAY**

*What specifically do we need to do to make this idea a reality? Consider the people, technology, partnerships, content, space, data, events, etc. that may be involved.*

- Make a connection between academy and a public library
- Design a course/independent study
- Library and student group brainstorm participants
  
- People: library, academy (faculty, MLIS, PhD), community
- Tech: likely basic, but could change based on aspirations identified
- Partnerships: leadership, elected officials, chambers, educators, nonprofits, health departments, etc.
- Content: participatory design tools
- Space: library community meeting rooms
- Data: collect, protect, academy assures validity and reliability
- Events: convened by library

### **TWENTY-FIVE WORD DESCRIPTION**

Working with the community, library staff and the academy, we develop learning aspirations with programs to support achievement of those aspirations, develop outcomes to demonstrate impact of addressing those aspirations and create an evaluation tool to assess programs in place to ensure they are achieving desired outcomes. This concept initially began as an assessment of adult learning and rapidly evolved into a community-driven activity.

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## **Community-Driven Learning - Tell the Story:**

### **Librarianship as an interdisciplinary practice**

#### **DEFINING THE EXPERIENCE**

##### **THE BIG IDEA**

*Write one sentence that captures what your idea is about. How would students describe it? How would practitioners describe it?*

Hacking directed fieldwork to make it more impactful for the students and more valuable for the industry/library partners, including interdisciplinary teams, more robust onboarding/training for students, and faculty involvement.

##### **WHAT MAKES IT COMMUNITY-DRIVEN LEARNING?**

*How does it create authentic community engagement around learning with libraries?*

It creates a system where all parties work together and are providing real-time feedback.

#### **PARTICIPANT EXPERIENCE**

##### **WHAT WILL PEOPLE DO?**

*What happens to people as a result of their participation? How or why might they change?*

Students ---> gives opportunities to strengthen skills by applying theory and knowledge and prepares them for providing valuable expertise to solving problems in future work settings.

Faculty ---> support in research and richer and deeper partnership with students and industry partners.

#### **LIBRARY EXPERIENCE**

##### **HOW WILL THIS CHANGE LIBRARIES?**

*How are communities affected? How will the staff culture change? What might happen that otherwise wouldn't?*

By embedding highly trained, design thinking, problem-solving team members who will bring new and innovative thinking into their roles and the communities they work with. For both faculty and host will show them the value of the skills of LIS students.

## **HOW DO WE GET STARTED?**

### **MOVING FORWARD FROM TODAY**

*What specifically do we need to do to make this idea a reality? Consider the people, technology, partnerships, content, space, data, events, etc. that may be involved.*

1. Focus on program key domains (digital youth, open data, etc).
2. Determine onboarding students will need to successfully understand human-centered design process.
3. Identify other programs/schools/departments at UW to be partnering with.

## **TWENTY-FIVE WORD DESCRIPTION**

Creating valuable learning experiences between LIS students, faculty and industry partners creates an ongoing, information-sharing dialogue where LIS students demonstrate the varied interests, principles and values of library and information science as a profession. Industry partners and colleagues from other disciplines provide opportunities for LIS students to work with other professionals and sectors to understand their interests and values and together leverage the strengths and capacity of all the partners.

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# **Community-Driven Learning - Tell the Story:**

## **Teaching Transformative Practice: Revolutionizing the MLIS Curriculum**

### **DEFINING THE EXPERIENCE**

#### **THE BIG IDEA**

*Write one sentence that captures what your idea is about. How would students describe it? How would practitioners describe it?*

Our reimagined MLIS graduate experience offers a two-part curriculum that integrates transformative practice with theory in an iterative process that brings community into the academy.

#### **WHAT MAKES IT COMMUNITY-DRIVEN LEARNING?**

*How does it create authentic community engagement around learning with libraries?*

This curriculum revolutionizes traditional LIS pedagogies by incorporating exposure and practical experience as a foundational component of the classroom. Our program creates networks of mutual learning between students, faculty, practitioners, and alumni. This new ecosystem contributes to a robust, dynamic, and sustainable field.

### **PARTICIPANT EXPERIENCE**

#### **WHAT WILL PEOPLE DO?**

*What happens to people as a result of their participation? How or why might they change?*

Engagement with our MLIS curriculum challenges participants to courageously invest in the field. The coursework encourages meaningful risks that integrate our communities in authentic ways. Participants cultivate curiosity for their work within a culture of mutual trust and support.

### **LIBRARY EXPERIENCE**

#### **HOW WILL THIS CHANGE LIBRARIES?**

*How are communities affected? How will the staff culture change? What might happen that otherwise wouldn't?*

These changes ignite our communities and facilitate innovative, adaptable, and dynamic libraries that extend beyond the confines of our physical buildings. At the core of this change is a renewed investment in our relationships to our work, our peers, and our patrons. These networks are integral to an enriched, collective society.

## **HOW DO WE GET STARTED?**

### **MOVING FORWARD FROM TODAY**

*What specifically do we need to do to make this idea a reality? Consider the people, technology, partnerships, content, space, data, events, etc. that may be involved.*

We need a collective cultural shift that embraces risk, change, and investment in networked libraries and communities. This change requires a core group of revolutionaries (PD practitioners, academic gatekeepers, passionate students, invested librarians) that are willing to advocate for an overhaul of the MLIS curriculum.

### **TWENTY-FIVE WORD DESCRIPTION**

This concept began as the concept of better integration of socio-emotional or “soft” skills into the MLIS curriculum and expanded far beyond that initial idea to developing the concept of transformative practice that is grounded in empathy and emotional intelligence.

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## **Community-Driven Learning - Tell the Story:**

### **WeDesign: Preparing a Generation of Librarians as Community-Centered Designers**

#### **DEFINING THE EXPERIENCE**

##### **THE BIG IDEA**

*Write one sentence that captures what your idea is about. How would students describe it? How would practitioners describe it?*

Infuse LIS courses, projects, and experiences with community-centered design (CCD) thinking, to model good practices, demonstrate value, and augment students' skills and abilities.

##### **WHAT MAKES IT COMMUNITY-DRIVEN LEARNING?**

*How does it create authentic community engagement around learning with libraries?*

Each learning experience includes explicit identification, incorporation, and involvement of a community partner, potentially in collaboration with a local library.

#### **PARTICIPANT EXPERIENCE**

##### **WHAT WILL PEOPLE DO?**

*What happens to people as a result of their participation? How or why might they change?*

Instructors, students, and community organizations and members (including libraries) are developing CCD tools, skills, and knowledge, through various activities. The experience should lead to greater success, more satisfaction and fulfillment (experience will be part of evaluating).

## **LIBRARY EXPERIENCE**

### **HOW WILL THIS CHANGE LIBRARIES?**

*How are communities affected? How will the staff culture change? What might happen that otherwise wouldn't?*

Future librarians will be more responsive to their communities. Staff culture will come out from behind the desk, reach out to the community. Everything might happen: more visits to the library from new community members, new services, more fulfilled staff, greater clarity about the essential mission of the library and how to work to achieve it.

### **HOW DO WE GET STARTED?**

#### **MOVING FORWARD FROM TODAY**

*What specifically do we need to do to make this idea a reality? Consider the people, technology, partnerships, content, space, data, events, etc. that may be involved.*

Need funding to support a 3-year project. Specifically:

- Administrative staff
- CCD expert to train instructors, students, etc
- Stipends for faculty, student, and community CCD fellows

Need early enthusiasts from faculty, students, and initial community partners, including libraries.

Need support from iSchool leadership, and ideally cooperation with UW-wide outreach or other entity.

Software—maybe, once CCD identifies assessment methods

## **TWENTY-FIVE WORD DESCRIPTION**

This 3-year pilot project infuses Community-Centered Design in 3 LIS areas: courses, student-driven projects (capstone, independent study, DFW), and extracurricular events/experiences. We'd start with early enthusiasts (CCD fellows) and infuse their courses, projects, or experiences with CCD framework, assessment, and process. Early success builds momentum for growth. The project pulls together these experiences into a "cookbook" of replicable cases/strategies.

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