Final Projects Report of the Montana State Library Summer Library Leadership Institute 2019-20

The Montana State Library (MSL) Summer Library Leadership Institute is an 18 month endeavor that starts with recruiting facilitators from the Montana library community and working with the facilitators and library consultants to craft a week of intensive activities at the Rising Wolf ranch for emerging library leaders followed by several customized webinars for the cohort and support as the participants explored and expanded their leadership capacity by focusing on a challenging project. The institute finishes with this report to the Montana State Library Commission, and with certificates awarded to all participants that complete the program.

This institute's cohort featured both seasoned professionals and librarians just a few years into their careers. For the first time, an out-of-state applicant from Minnesota was admitted when space was available. The facilitator group consisted of one librarian that had attended the MSL institute in 2017, one that had attended the PNLA program and one that had participated in a leadership training program at Harvard. The facilitators worked with two MSL consulting librarians and the CE Coordinator to design the retreat at the Rising Wolf Ranch. Each took turns presenting at the retreat and accepted the role of mentor in the following months. This planning team also designed a journal for participants to use at the retreat to keep notes and for assigned reflection.

Prior to the retreat, all participants (including facilitators) took the Kiersey Temperament Sorter and read Patrick Lencioni's book, The Five Disfunctions of a Team; a Leadership Fable (2002). Much of the retreat referred to this book as a framework for exploring personal leadership capacity.

During the retreat, the focus is on supportive discovery about one's personal leadership style and capacity. Participants are guided toward selecting a project that will challenge them to expand their leadership skills and broaden the value of their library in their community.

After the retreat, the group selects topics for further review online in webinars that are planned just for the group. This cohort selected to hear from a former participant, Megan Glidden of ImagineIF, about her personal leadership journey and also from two of the cohort members. As a result of Megan's session, the cohort decided to take an LinkedIn Learning online course together on time management.

The program is evaluated primarily through this final report but also with a quantitative self-assessment conducted prior to, immediately after, and after final project reports are submitted. Final reports have been assembled into a story map with Joann Flick working with a committee of participants.

Participants are encouraged to seek out leadership positions in the communities and in the library professional community and evidence of that is notable in that Stephan Licitra, Dani Buehler, Laura Tretter are all serving in leadership roles at MSL and MLA. The MSL SLLI participants will go on to be presenters, serve on committees and take leadership positions.

This is the second time that MSL has sponsored this institute using the facilitator team model. In the next iteration of this institute, MSL intends to design a program targeted to advancing skills of those already in some leadership capacity rather than on emerging leaders.

2019-20 Summer Library Leadership Institute Logic Model

Inputs	Outputs	Outcomes
• facilitator team (honorarium & travel stipend) • pre-conference assignments: focused on the basic philosophy of leadership & the difference between leading & managing • Retreat June 18-21 • Journals & other materials & supplies • follow-up webinars & face2face meetings • report to the MT State Library Commission – Spring 2020	• 6-10 online meetings with facilitators, 1 face2face meeting in Helena; facilitators present most of activities at the retreat, assist MSL staff with follow-up, & as mentors for SLLI participants • Participants spend 10-20 hours with assigned reading, viewing, & reflection based on assignments planned by the facilitator team. • Retreat: camp-like atmosphere at a secluded & private location, 4 days of activities, presentations, discussions • Participants reflect on their learning & use their reflections to make mid-course corrections & plan future actions. The journal provides a long-term resource to the learner & a way for them to chart their progress. • MSL staff & facilitators, as well as peers, provide continued support, as participants transfer their new knowledge to a real-life project at their library. • Participants plan & deliver their reports in a format they design and attend the Commission meeting to answer questions & present their work.	• Participants RECOGNIZE THEIR OWN LEADERSHIP STYLE as well as the benefits & challenges of their style, so that they can participate more productively in management teams & to effect positive change in their library & community. • Participants DEVELOP LISTENING & COMMUNICATION SKILLS so that they are able to INSPIRE OTHERS & collaborate toward a shared vision. • Participants will be CONFIDENT TO TAKE RISKS & to create an environment that is resilient in failure so that libraries & librarians are positive innovators in their communities. • Participants DEVELOP A PROJECT using productive strategies for managing change that has a real impact. • Participants PURSUE THEIR OWN LEADERSHIP DEVELOPMENT to try new things, grow, to evaluate their efforts, to view hardship, failure, or fear as catalyst for positive change in their own lives, their libraries & communities. • Participants ARE OPEN TO CHANGE, develop goals and a process for how to address their own leadership weaknesses and implicit biases. • Participants ENGAGE IN THE LIBRARY COMMUNITY.

2019-20 Montana State Library Summer Library Leadership Institute
FACULTY

Facilitators:

Gavin Woltjer, Billings Public Library Director

Margaret Stell, St, Matthews School Librarian

Carmen Clark, Bozeman Public Library Adult Programming & Outreach

MSL Staff:

Joann Flick, CE Coordinator – PROJECT LEADER

Tracy Cook, Lead Consulting Librarian – planning and presenting

Pam Henley, Consulting Librarian – planning and presenting

Also contributing:

Megan Glidden – SLLI 2015 – ImagineIF Libraries Public Services Senior Librarian

Jack Gladstone – cultural speaker

Mariah Gladstone – cultural speaker

Ranger Kelly Lynch, Glacier National Park – Native America Speaks Program

Rising Wolf Ranch Lodge, East Glacier Park, MT

Pre and Post Comparative Self-Assessment Data

	June 2019 - 12 responses	May 2020- 8 responses
Rate your own proficiency from 0 (none) to 100 (expert)		
recognize own leadership style	63	79
listen & communicate as a leader	74	86
resilient in failure	71	80
manage complex project	76	87
How do you view hardship in your professional life? (select all that apply)		
indication that I have failed	8%	0
opportunity to learn something new	84%	100%
challenge that must be overcome	25%	12.50%
clue to re-evaluate my approach	67%	87.50%
hardship should be avoided	0%	0%
hardship is scary	33%	12.50%
a catalyst for positive change	50%	87.50%
hardship often comes with change, even positive change	92%	100%
I have failed to plan or implement correctly	50%	75%
Rate your own proficiency from 0 (none) to 100 (expert)		
Open to change?	80	86

When confronted with change, how do you deal with it most often? (select all that apply)

work w peers to develop goals & a process to manage the change	84%	100%
recognize my own weaknesses or biases that may impact how I deal with change	42%	100%
avoid engaging with change until I have to	17%	0%
let others take the lead	25%	12.50%
resist change	0%	0%

comments:

listen, collaborate, think critically, utilize different perspectives; I tend to evaluate the positives and negatives and how best to address it; look for examples of others who have successfully implemented similar changes

Engagement in the professional library community

member of state professional organization	83%	100%
attended state prof org events	100%	100%
presented at prof org events	50%	37.5%
committee member	33.3%	62.5%
officer or chair	33.3%	37.5%
regional prof org	33.3%	37.5%
attended regional prof org events	16.7%	25%
leadership in regional prof org	33.3%	37.5%
member of ALA	50%	75%
attended ALA events	33.3%	62.5%
ALA leadership	0.0%	12.5%
committee work at MSL	25%	12.50%
other professional orgs participant	50%	50%
officer or chair - other professional orgs	50%	50%
planning to become involved in other prof orgs	50%	62.5%

Overall experience evaluation using LSTA questions - asked on the final evaluation only

I learned something	strongly agree 87.5%	agree 12.5%
I am confident about using what I have learned	strongly agree 75%	agree 25%
I am likely to apply what I have learned	strongly agree 87%%	agree 12.5%
Applying what I learned will help improve library services to the public	strongly agree 75%	agree 25%

comments:

I have loved everything about the SLLI experience and webinars, from the Ranch itself, the peers, the professional leadership, the knowledge gained, and the personal experiences. I would highly recommend SLLI should anyone ask. It would be enjoyable and beneficial to attend a regional library leadership institute, too. Thank you for this experience.

I loved my time at the Ranch. It was a wonderful and enlightening experience with so much support.

I think that the 2019 SLLI, that I was fortunate enough to participate in, was a very good concept program. I met with various librarians that were developing their leadership skills while fulfilling many different roles within the library. This created interesting and diverse conversations from multiple points of view. This is by far the greatest strength of the 2019 SLLI in my opinion. That being said, I often found myself wanting a more pointed discussion focused on library administration. Discussions centered around this topic would be more directly helpful to me and my leadership journey. For this reason, I am thankful that the Directors Institute is being revitalized and I look forward to attending the upcoming event. On the whole, the 2019 SLLI was an amazing opportunity and I hope to stay close with my many new friends and look forward to the future we can create together for the MT library community.

2019-20 Montana State Library Summer Library Leadership Institute
Final Reports

Participants:

Danielle Buehler

Christine Call

Chani Craig

Andrea Eckerson

Maren Engen

Molly Hudson

Karen Ketchu

Stephan Licitra

Cara Orban

Laura Tretter

Jane Young

Story Map report:
http://arcg.is/1L09y

SLLI participants, facilitators and MSL staff

Dani Buehler, Lewistown Public Library Director

The MOU

Description:

The Lewistown Public Library has been an established community hub since its inception, but the financial reality of the Library has been precarious. During each budgetary cycle, we stand tall as the funding sent our way is scrutinized and debated down to the dollar. I was new to this dance and had only once before stood in front of the City Commission and negotiated our next year's funding. The narrative was negative, "We cannot afford…, our monies should be spent on other services…., other entities should pay more…" And so, I went to the Summer Library Leadership Institute in June 2019, seeking inspiration to restructure our financial story. I left with motivation and a limited outline. I researched other Library financial agreements and discovered unlikely proponents along the way. It turns out both sides of the discussion were tired of the "long slog" the Library budget had become. I spent 6 months meeting with all interested parties and stuck to my original ideal. When the dust cleared, the City of Lewistown and the Lewistown Public Library had entered into a Memorandum of Understanding that outlined exactly what funding was expected of the City and what power remained within the Library with the Board and Director. The 2020 budget is still a few months off, but I do believe this year, I will be able to sing the praises of the Library and secure Library funding without political posturing. In the end, I sought to change a narrative but wound up wrangling a financial contract.

Outcome:

- The staff at the Lewistown Public Library are paid for entirely by the City of Lewistown. This includes benefits packages and retirement costs.

Geographic impact:

Lewistown and Central Montana

Christine Call, Butte-Silverbow County Youth Services Librarian

Diversity in YA Collection Development: Including Diverse and Native American Graphic Biographies

Description:

This project focuses on YA Collection Development - specifically, improving the graphic biography collection with an emphasis on diversity and Native American subjects. The audience for this project is the YA patrons of the Butte-Silver Bow Public Library, with the goal being increased access to a diverse collection of graphic biographies. The benefit will be that the YA graphic biography collection will better represent minority and Native American communities. This project is designed give me experience in collection management and improving this skill will give me the knowledge and confidence to teach and lead other staff members through the process. This is an ongoing project that I will be working on until the end of April. The first step will be to assess the existing collection and mark items for removal, the second will be to research possible additions to the collections, and the third will be to use reviews and a budget to create final selection list.

I anticipate that it may be difficult to find Native American Graphic biographies written for young adults. As part of the project, I intend to use professional and other resources to search for diverse and Native American YA graphic biography titles and also to evaluate titles written for adults that might also work for YA.

Outcome/deliverable:
- More diverse access to BSBPL patrons, specifically YA patrons, resulting in a carefully curated, updated, and more diverse YA graphic biography collection

Geographic impact:

The Butte-Silver Bow Public Library, BSBPL patrons, specifically young adults. This region includes the city of Butte and all of Silver Bow County.

Chani Craig, Whitefish High School Librarian

School Library Social and Emotional Support Programming to STOP Suicide

Description:

With depression, anxiety, and suicide rates on the rise (and social services and mental health professionals in schools and communities underfunded) leveraging libraries, especially school libraries, as a tool for social, emotional, and mental health supports is vital. This project works to provide a template for libraries to utilize specific tools and strategies to help curb the epidemic of suicide. From SEL-based programming to physical space design and structures librarians can utilize this tool as a resource to choose the strategies that best fit their programming and populations.

The student population of the district is growing and approaching 2,000 with over 700 in the elementary and nearly 600 each in the middle and high school. The most recent data from the 2019 Youth Risk Behavior Survey recently released from the Montana Office of Public Instruction shows over 20% of both high school (23.4%) and middle school (20.5%) students have "seriously considered attempting suicide in the past 12 months" and that nearly 20% of high school (19.5%) and middle school (18.3%) students have "made a plan about how they would attempt suicide" (Montana Office, 2019, p. 59). Additionally, at the high school over 35% reported feeling "sad or hopeless." This data is for our specific school district.

Outcomes/deliverables:

- Starting with one training in the spring of 2018, the Whitefish High School library has offered six more Youth Mental Health First Aid trainings (2 each in the fall of 2018, spring of 2019, and fall of 2019) which have certified over 100 adolescents in YMHFA, a National Institute of Mental Health supported curriculum.
- The school has approximately 60 students, over 10% of our student population, who are currently trained in this peer to peer "triage until treatment" model.
- During finals testing first semester, the library coordinated with Intermountain Animal Therapy to bring in six therapy dogs (three each testing day) during lunches for student visits. We had over 100 students between the two days visit to see the dogs.

Geographic Impact:

Whitefish School District 44

Andrea Eckerson, Lewis & Clark East Helena Branch Librarian

Outreach to East Helena Schools (Grades K-5)

The goal of this project was to increase outreach to the East Helena public elementary schools, of which there are three: Eastgate Elementary (PreK-K), Prickly Pear Elementary (1st-2nd), and Radley Elementary (3rd-5th). Approval had to be given by the superintendent of schools, who shared an email letter with the librarian of Radley Elementary. Mrs. K.D. Jones replied to my email and I was invited to attend Radley's Family Literacy nights for the 3rd-5th grades. For each Literacy night, we had a table set up with the library's monthly schedule, a flyer of the hours and services provided, stickers, pencils, and a few other handouts. Other outreach opportunities included a Read Aloud to Radley's entire student population and a visit by the Bookmobile. All of Radley's classrooms toured the Bookmobile and each student received a bag which included a library card application and information about the East Helena Branch (EHB) Library.

A relationship has been fostered between the staff at Radley Elementary and the EHB Library staff. The third grades classrooms toured the library shortly after the Family Literacy nights occurred. Several families of Radley students came into the library and applied for library cards. The EHB Library has seen an increase in 3rd-5th grade student patrons after school hours and on the weekends. It has been fun to go to various businesses in East Helena and have the Radley students recognize me as the librarian. Future ideas for outreach include contacting the librarian for Eastgate and Prickly Pear Elementary schools and coordinating visits during appropriate school functions. Continuing to foster collaboration and grow the outreach opportunities with Radley Elementary are also in the plans. It has been a successful project. I am excited for the growth of East Helena and increased outreach with all East Helena public schools.

Outcome/deliverable:
- Establish rapport and collaborative activities with East Helena Schools to promote literacy

Geographic impact:
East Helena, MT

Maren Engen, Chouteau County Public Library Assistant Director

Developing a Teen Program or, Get Those Dang Teens into the Library

Description:

The Chouteau County Library in Fort Benton has a strong adult following and an even stronger children's following but there is not a whole lot for teenagers. To remedy this, Maren threw out a huge net of programs and library offerings to see what worked and what didn't. By collaborating with the high school, she started to bring the library to the students once a month to check out books not available at the school library. She developed a Teen Advisory Group that meets monthly to create after school events. Through trial and error, she found how to work with "teen time," that time when the stars align and teenagers are actually available for volunteerism and event participation. So far, the most popular teen programs have been the weekly Dungeons & Dragons meetings and the occasional Mario Kart 64 party. Currently, Maren and her team of creative teenagers are working on how to revamp the Young Adult section of the library, which is squished between Adult Nonfiction and Adult Fiction. She plans to workshop a Summer Reading program this summer which will hopefully go into effect next year.

Outcome/deliverable:

- Increase teen engagement with the library

Geographic impact:

Fort Benton and Fort Benton School District

Molly Hudson

Revamping the 1,000 Books Before Kindergarten program at Lewis & Clark Library

Description:

Lewis & Clark Library established a 1,000 Books Before Kindergarten Program in 2017, but the set up was proving to be inaccessible to both patrons and library staff. Not much had been written down regarding how the program was expected to function, and institutional knowledge regarding the 1,000 Books Before Kindergarten program was lost during the four months that Lewis & Clark Library was without a Children's Librarian in 2019. I reached out to library staff at all branch locations for their feedback regarding the program and created an online survey for patrons. Public Services Staff and the Branch Librarians wanted to have a definitive understanding of the program, and written instructions or expectations to ensure continuity. The 52 survey respondents wanted the program to be better promoted within the community, to be consistent and easy to use, to encourage a love of reading, and to reinforce nurturing relationships between the child and caregivers.

In December 2019, the Lewis & Clark Library Foundation purchased a subscription to Beanstack at the request of the Programming Librarians. Beanstack is a web-based platform where readers can track their reading and participate in reading challenges. The Library Foundation understood that Beanstack would be used for various reading challenges sponsored by the library – including the revamped 1,000 Books Before Kindergarten program. To date, I am migrating the 1,000 Books Before Kindergarten participant information from an unwieldy Excel spreadsheet into Beanstack, redefining the milestones and rewards, and planning a mural for the new Children's Area and our branch locations that allows 1,000 Books Before Kindergarten participants to track participation in the program without compromising patron privacy or the safety of minor children. The revamped 1,000 Books Before Kindergarten program will be officially introduced when the Downtown Helena Library is reopened after our remodel is finished.

Outcomes/deliverables:
- Revamp the 1,000 Books Before Kindergarten program to make it enticing to children and caregivers
- Design the program so that it is easy for library staff to understand and promote, and consistent at all library branch locations (Helena, Augusta, Bookmobile, East Helena, and Lincoln)

Geographic impact:
Lewis & Clark County

Karen Ketchu, Madison Valley Library Director

Emotional Curriculum Support for Parents

Description:

This project was designed to support parents with students experiencing emotional wellness curriculum at the Ennis Elementary School. You could also call it a support group, a learning group, or a non-judgmental investing in your child's well-being group. My thought was to provide a place for parent education with the curriculum.

As a parent, community and school board member, I receive quite a bit of feedback regarding wishes, wants, and needs from the community. Each time the school launches a new curriculum, a common topic is that instead of just receiving the information, they wish they could participate more in how it affects their child's development. I thought the library could propose a potential solution to aid in parent involvement.

This year, the school started a social-emotional curriculum, and I would have very much liked to provide a venue for parents to talk and evaluate the curriculum on a very personal level.

My project never got past the talking stage; I truly believed it would be beneficial for all parties, including the library, to engage in these conversations. At first the idea was well received with school administrators, and just as quickly, it wasn't. And, conversations to either modify or revamp the project were not productive.

Even though I'm still convinced the project would have provided great benefit, I learned quite a lot about open and honest communication—talking and listening. I believe now, that if I would have been really listening, I would have heard that this project was a bit intimidating to someone who moves and processes details slowly and cautiously. And, if I hadn't been so wrapped up in my defined project outcomes, I would have taken full advantage of the opportunity to build a relationship instead of looking for ways to fulfill my project requirements—because it's not comfortable for me to fail. In this case, redefining failure has been more valuable to me personally than completing the project as planned. One specific challenge was this: if I weighed my personal with gains helping a group of parents and their children socially and emotionally—it wasn't a win on the proverbial scale. But I'm working hard to convince myself that using what I've learned next time will help balance the scale. Most importantly, I may need to let go of the desired outcome for the best outcome.

Outcomes/deliverables:

- The Public Library provides a neutral space for parents to further their interest and education about their child's social and emotional needs.
- By providing a space for this group, parents will support their children and each other regardless of background, or current economic or social dynamic.

Geographic impact:

Madison County, MT

Stephan Licitra, Montana State Law Library Technical Services Librarian

Serial Insanity

Description:

The task of the Serial Insanity project was to develop a series of short movies discussing serial description and control in a library setting. Serials are some of the most confusing materials to manage in a library. In is not unusual for one record to control and describe hundreds of issues of a given title. Examples of materials issued as serials are: newspapers, journals, magazines, and annual reports. Complications happen because serials can go on for a long time and can develop complicated relationships, or life events, that need to be considered. Well managed serial records help users identify the correct material and discover all related materials. This project was successful because of the broad, cross institutional support and input it received.

Outcomes:
- Montana Librarians will be better able to understand and describe serial publications.
- Librarians will be better able to assist patrons discover and locate all relevant serial material.

Deliverables:

This project resulted in two Vimeo tutorials:

An introduction to serials (10 minutes) https://vimeo.com/372981858/d468a9a945 [vimeo.com]

MARC serial records (15 minutes) https://vimeo.com/375033028 [vimeo.com]

These tutorials were evaluated by three other Montana Librarians. The reviews received were positive and encouraging. One reviewer said, "You took something really confusing and boring and made it simple, fun, and useful."

Geographic impact:

Worldwide

Cara Orban, Montana State Library Statewide Projects Librarian

Board engagement for statewide library programs

Description:

Last year at the Montana Shared Catalog spring meeting, staff organized a round robin discussion to gather feedback from the membership on several different topics, including their expectations for the MSC Executive Board. The board intended to incorporate that feedback into a work plan, but for various reasons they were not able to move forward with those plans. At times the board has struggled with work plan goals that seemed too large, undefined, and unmeasurable, which would lead to inactivity on those goals. Also, the boundaries around "board responsibilities" and "staff responsibilities" was unclear to both staff and Board members.

Following the Summer Library Leadership Institute, I asked the MSC staff and the board to think back on that discussion about board expectations at the membership meeting and provide input on what they think the roles and responsibilities of the board should be, and what was going well and what was not going so well for the MSC. Then I organized this information into a SWOT (strengths, weaknesses, opportunities, threats) analysis for the board and sent it to them along with this collective input prior to their planning meeting for their retreat.

From this feedback, we identified a couple of strong themes that we agreed should be priorities for the board's work plan this year: improving our communication among board members, between the board and the staff, and to and from members; and also developing resources for the board so that they feel very clear about their role as board members and understand what their priorities are when they join. This is meant to reduce the frustration of having an ambiguous role and not any clear work to accomplish.

At the board retreat we worked together along with the staff to develop a detailed list of what we think is in scope and what is out of scope for board members. This led to a good discussion in which staff and board were able to clear up some misunderstandings. For those things that are out of scope, we identified those responsible parties, whether it was the staff or other committees or members. Then we outlined the first project in the board communication plan, which is to reach out to members with the desired outcome of increasing member engagement in the consortium. We worked together to create a list of questions for the Board to ask members on a regular basis. The board completed work on the survey, to begin outreach starting in the spring. In addition, I updated contact lists for those library representatives so that they can proceed with their other communication goals. Finally, the MSC board chair and I have established a routine of meeting a week in advance of the meetings to go over the agenda. We have also made an effort to craft the agendas in a way that will prompt discussion and input.

Questions I have been asking myself as I consider how we can make the best use of the board's time include:

- When can we send updates via email and use meeting time for follow-up questions, instead?
- Why does the board need to know about this at the meeting?
- What do we need from the board on this topic? What insight or assistance can they provide?
- What follow-up is necessary, and how can the board participate?
- What is the board's expectation of State Library staff on this topic? Does this need to be raised?

- How will the board hold us accountable on this topic?

This continues to be a work in progress. By encouraging boards to focus on one or two measurable goals in a fiscal year's time, by improving communication and planning, and by deliberately creating reasonable expectations for engagement that honors the time and expertise of our board members, I hope that we can make board membership a meaningful and rewarding experience.

Outcome/deliverable:
- The MSC Executive Board drafted a board procedures document and job description using the information gathered in discussion with staff at the board retreat.

Geographic impact:
Montana

Laura Tretter, Montana Historical Society Technical Services Librarian

Metadata workflow for Montana Historical Society Digital Content

Description:

The goal of this project was to develop a highly efficient workflow to generate quality MARC records for digital content produced by the Montana Historical Society (MHS). In the current workflow, MHS photograph archives staff add content to the Montana Memory Project while creating Dublin Core records. The OCLC Digital Collection Gateway (DCG) service harvests those records to produce MARC records in WorldCat. However, these DCG MARC records lack certain description and do not meet local cataloging standards. The added automated workflow enhances these DCG MARC records to allow for local import and use.

Outcomes/deliverables:

- Improved discoverability and access to MHS produced digital content
- Increased understanding in how MHS staff can transform and re-use metadata
- A test batch of completed MARC bibliographic records.

Geographic impact:

Worldwide

Jane Young, Century College Technical Services Librarian, White Bear Lake, MN

Engaging Non-Native English Speakers in the Library

Description:

I planned to look at the physical environment of a number of libraries to see how they incorporated representations of culture in the library. I believe that by creating opportunities for students to see their cultures reflected in the physical space of the library, they will feel more welcomed. Libraries are often daunting spaces for students and this is especially so for non-native speakers of English. I visited 6 libraries, 2 public and 4 academic and it was helpful to see how simple changes, such as signs in multiple languages and humorous touches made the spaces feel less intimidating. I was also impressed by the frequent use of student artwork in the libraries. This is a simple way to connect students to the space. I plan to incorporate these ideas into our library at the end of my sabbatical. Additionally, I will engage with the ESOL faculty to gather ideas for programming in the library. Historically we have not used the library space for public events. It seemed that since there were so few quiet study spaces on campus, it was important to maintain a "zone of silence" in the library. Our initial experiment in programming, however, changed our minds on that point. We held a Native American blessing ceremony in the library and it was a resounding success. We also hosted a panel discussion on Fake News and that had the unexpected outcome of exciting faculty and students. I will be organizing more programming in the coming year.

Outcome/deliverables:
- Change the physical environment by the use of new signage in multiple languages
- Develop programming to highlight the cultures of our students

Geographic impact:
White Bear Lake and Mahtomedi, MN