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Circling the Reality of Public Institutions anchoring gentrification: An E-Delphi Study of Information, Culture, and Community Stakeholders Voicing the way Forward in Detroit, Michigan

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CIRCLING THE REALITY OF PUBLIC INSTITUTIONS ANCHORING GENTRIFICATION: AN E-DELPHI STUDY OF INFORMATION, CULTURE, AND COMMUNITY STAKEHOLDERS VOICING THE WAY FORWARD IN DETROIT, MICHIGAN

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DEDICATION

I lovingly dedicate this work to my parents, Lillie and Gordon Welch. Your dignity will always be my mooring and your grace, my inspiration.

To the Detroit Public School and Friends School in Detroit teachers who instructed and guided me: my parents, Richard ‘Tal’ James, Sr. (ibaye), a.k.a., Uncle Teebeeweebee, Jacqueline Brown, a.k.a., Auntie Jakki, Ms. Linda Spight, Ms. Ellen Kennedy, and Ms. Meda Oliveira. Thank you for your commitment and service, you each provided me with an education that both nurtured my identity and honed my capabilities.

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Maferefún Egun! Modupe Egun!

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ABSTRACT

Information, culture, and memory centers increasingly anchor urban redevelopment projects in historically marginalized communities challenged with contemporary social and economic disparities. This dissertation situated libraries, archives, and museums within a socio-cultural context and examined the role of cultural heritage institutions in gentrification. Librarians, archivists, curators, and community advocates in Detroit, Michigan shared their viewpoints and experiences of gentrification in a legacy city. Using a modified Delphi process, the e-Delphi panel explored the need for assessing policy, service delivery, and programming in a city of color at-risk to gentrification-induced displacement.

This mixed research study used a concurrent triangulation design. A panel of experts (round one: n = 32; round two: n = 31; round three: n = 30) was selected to participate in a three-round e-Delphi survey conducted from May 2017 to August 2017. The e-Delphi panel was composed of information, culture, and community workers who: (a) practiced at an anchor institution; (b) in a neighborhood undergoing gentrification; or (c) with community members seeking to stay put in transitioning neighborhoods. Qualitative and quantitative data were analyzed using inductive analysis and descriptive statistics. A nonparametric statistical test, Kendall's Coefficient of Concordance (W), measured the extent of agreement among the e-Delphi panelists' rankings of the five most important

issues and ten most important recommendations regarding the role of cultural heritage institutions in gentrification and displacement.

Thirty panel members (93%) of the round one survey indicated that it was important for cultural heritage institutions to assess if revitalization partnerships contributed to gentrification-induced displacement. The panel generated twenty-five propositions in round two which were ranked by the panel in the third and final round of the survey. Kendall's W for the rank ordering of issues (W = .008; X^2 = 15.815; df = 6; p= .015) and recommendations (W = .050; X^2 =24.467; df = 17; p = .085) indicated a very weak level of agreement. The implication of this finding suggested a need for further exploration. This study adds to the global investigation on the role of cultural heritage institutions in gentrification and displacement and contributes to an emerging body of knowledge in cultural heritage informatics in the U.S.

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LIST OF ABBREVIATIONS

AAM ..... American Association of Museums

ACS ..... American Community Survey

ALA ..... American Library Association

CAQDAS ..... Computer-Assisted Qualitative Data Analysis Software

CRIT ..... Critical Race Information Theory

DIA ..... Detroit Institute of Arts

DIFS ..... Detroit Independent Freedom Schools

DSMR ..... Dynamic Structural Model of Racism

GID ..... Gentrification-Induced Displacement

IB ..... Information Behavior

ICT ..... Information and Communications Technology

IMLS ..... Institute of Museum and Library Services

IRB ..... Institutional Review Board

IW ..... Information Worlds

KRNW ..... Knowledge Resource Nomination Worksheet

LAM ..... Library, Archive, and Museum

L/IS ..... Library and Information Science

LISA ..... Library and Information Science Abstracts

LISTA ..... Library, Information Science & Technology Abstracts

LLIS ..... Library Literature & Information Science

PLLCN ..... Public Library Core Collection: Nonfiction

PQDT ..... ProQuest Dissertation & Theses

QUAL ..... Qualitative

QUAN ..... Quantitative

RAND ..... Research and Development

SES ..... Socio-Economic Status

SMM ..... Sense-Making Methodology

TLC ..... Technology Literacy & Career Center at the Detroit Public Library

UNESCO ..... United Nations Educational, Scientific and Cultural Organization

WW I ..... First World War

WW II ..... Second World War

CHAPTER 1: INTRODUCTION

Libraries, archives, and museums are keystone institutions of an information society (Machlup, 1962; Masuda, 1981, 1983), functioning as cross walks to information and communications technology (ICT), knowledge production, and collective memory. Surveys conducted by sector associations as well as government and non- governmental organizations provide a composite appraisal of cultural heritage institutions. Visitations to U.S. memory sites and art museums were on the decline at the beginning of the twenty-first century (American Academy of Arts and Sciences, 2016; United States Department of Commerce et al., 2012), but by 2012, seventy-two percent of U.S. museums reported increased attendance (American Alliance of Museums, 2013). The Institute of Museum and Library Services (IMLS) reported similar upticks in program attendance at public libraries within the same period; notwithstanding an eight percent decrease in 2013 in physical visitations, a measure which did not incorporate online or mobile usage (Institute of Museum and Library Services, 2016).

While these statistics validate library, archive, and museum (LAM) attendance, they partially support the socio-cultural significance of information, heritage, and memory centers in communities. Pew Research Center surveys found that over seventy percent of public library members think libraries served their educational needs (Rainie, 2016). Sixty-five percent believed their

community would be impacted by library closures; with low-income members and people of color responding more frequently that a library closure would greatly impact their community and family (Horrigan, 2015).

The cultural heritage sector has been transitioning since the middle of the twentieth century. Information and heritage scholars cognizant of “trends and patterns of inequality” (United Nations, 2005, p. 43) in the U.S. parsed the significance of LAMs by locating the cultural, economic, and political impact of cultural heritage institutions within the architecture of historically disenfranchised communities (Fenton, 2014; Jimerson, 2009; Josey, 1999; Robinson & Allen, 1943; Vega, 1993; Williams, 1945; Zinn, 1977). These scholars shifted the focus from statistical inference to the social function of LAMs and the socio-cultural issues related to access, inclusion, and equality of autonomy (Sen, 1979) for members of marginalized and racialized communities (Brimhall-Vargas, 2015; Robert, 2014).

Information and heritage centers are dynamic environments in which administrators negotiate fiscal and resource objectives at the same time that thought leaders navigate the competing narratives and contested memories of constituencies. While the sector invests in capital management and works toward advancing technical capacity, it must continue to address the disparities in social and economic inclusion that mark the cultural landscape. The *UNESCO Global Report on Culture and Sustainable Urban Development* identified LAMs as significant components of “cultural infrastructure” (Hendili, 2015, p. 3) in urban communities. The United Nations also linked attrition of urban community values

to “uncontrolled development” (UNESCO, 2011, p. 50). British sociologist Ruth Glass named this type of development, gentrification, defining it as the displacement of impoverished and working-class residents from a community through the “effects… of deliberate or incidental developments” (Glass, 1964, p. xvii).

1.1 Statement of the Problem

Gentrification is a vector of urbanization that transfigures neighborhoods and produces community erasure for innumerable low-income residents and communities of color in the U.S. (Glass, 1964; Waldheim, 2004). Since the 1940s, urban centers across the country have been impacted by federal, state, and local legislation and policy resulting in racialized disinvestment and displacement (Darden, Hill, Thomas, & Thomas, 1987; Rothstein, 2017; Sugrue, 2014; Tracy, 2014). Prescient urban and cultural studies scholars have voiced disquiet regarding gentrification-inducted displacement (GID) in poor or low-income communities, as well as in communities of color (Bedoya, 2014; Fullilove, 2001; McFarlane, 2009; Powell & Spencer, 2002). The propinquity of contemporary urban place-making initiatives has also been recognized as a mechanism for the displacement of historically marginalized populations (Bedoya, 2013; McFarlane, 2006; Wilson, 2015).

Cultural policy and urban planning scholars have identified LAMs and historical and archeological societies, as stakeholder organizations anchoring culture-led urban revitalization efforts worldwide (Binns, 2005; Markusen & Gadwa, 2010; Mathews, 2014). Blumer and Schuldt (2014) explicitly interrogated

the role of public libraries embedded in revitalization in Switzerland; while Townsend (2015) similarly called into question the capacity of cultural heritage institutions to advance gentrification and displacement in Bogotá, Colombia. With a few exceptions (Skipper, 2010; Sze, 2010), there is a paucity of research by LAM scholars investigating the sector's involvement with urban development projects and the impact of these initiatives in racialized and marginalized communities in the U.S. As librarians, archivists, and curators respond to the expectations of low-income members and communities of color, they will continue to address issues of inclusion and relevance if LAM stakeholders overlook connections between cultural heritage institutions, gentrification, and GID.

1.2 Rationale and Purpose of the Study

The aim of this study was to explore the information worlds (Jaeger & Burnett, 2010) of culture and community workers within the context of a gentrification-impacted community at risk for displacement. Using a mixed research approach (Johnson & Onwuegbuzie, 2004), the objective of this study was to use the Delphi process (Delbecq, Van de Ven, & Gustafson, 1975/1986; Ziglio, 1996), incorporating qualitative (QUAL) and quantitative (QUAN) data collection, to circle the reality (Dervin, 1983) of librarians, archivists, curators, and community advocates in Detroit, Michigan. This strategy was used to better understand the function of cultural heritage institutions in gentrification. The rationale for selecting a mixed approach was based on the assumption that a nuanced analysis of trends augmented with the perspective of practitioners

working in gentrification-impacted settings would enhance the accuracy of research results (Creswell, 2013, 2014; Johnson, Onwuegbuzie, Turner, 2007).

The process of gentrification has, and continues to be, well documented (Glass, 1964; Heriza, Garrison, Rasmussen, & Tuss, 1980; Reece, 2004; Sutton, 2014; Williams, 2014; Zuk, et al., 2015); therefore a comprehensive review of the phenomenon was not undertaken for this mixed method empirical study. Gentrification served as the undercurrent for this project because LAMs are increasingly embedded in contemporary urban renewal[1] schemes (Evans, 2001; Hamnett & Schoval, 2003; Jackson, Hodgson, & Beavers, 2011; Miles, 2005).

1.3 Need for the Study

Urban culture-led revitalization studies have come primarily from Europe and Canada (Blumer & Schuldt, 2014; DCMS, 2004; Mathews, 2014; Mauger & Underwood, 2004; Skot-Hansen, Rasmussen, & Jochumsen, 2013). Cultural heritage, as phenomena, is inestimable. To operationalize it researchers apply economic indicators utilizing six factors of valorization: aesthetic, spiritual or religious, social, historic, symbolic, and authentic (Iorgulescu, Alexandru, Cretan, Kagitci & Iacob, 2011). Binns (2005) contextualized culture as an economic strategy; either a tool for production (i.e., creative industry), or consumption (i.e., creative place-making). Culture-led revitalization research is growing in the U.S. where it is termed ‘cultural development’ or ‘urban revitalization’. A national

[1] James Baldwin identified urban renewal as “negro removal” in a 1963 interview with social psychologist and civil rights activist, Dr. Kenneth B. Clark. See WGBH (1963) to access full interview.

survey of cultural development strategies (Grodach & Loukaitou-Sideris, 2007) identified the use of three approaches in the U.S.: entrepreneurial, creative class, and progressive; corresponding with Binns' (2005) European cultural renewal models of consumption, production, and participation, respectively.

In a public exchange on the merit of cultural-led revitalization in the U.K., British cultural policy scholar David O'Brien opined, "Who benefits?" (Pomery & O'Brien, 2013, p. 19), raising concern with the approach to a museum director at a prominent facility. Reports commissioned by the Urban Libraries Council (Manjarrez, Cigna, & Bajaj, 2007) and IMLS (Walker, Lundgren, Manjarrez, & Fuller, 2015) emphasized the importance of focusing on the "human dimension of economic development" (Manjarrez, Cigna, & Bajaj, 2007, p. i) when assessing place-based strategies. Yet neither report addressed gentrification or displacement. The process of gentrification has been extensively researched by urban studies, sociology, and cultural policy scholars (Glass, 1964; Maeckelbergh, 2012; Slater, 2006; Smith, 1979; Zuk, et al., 2015; Zukin, 1987) but there is a dearth of literature on gentrification and LAMs in library, information, archive, and museum studies. Blumer and Schuldt (2014) situated public libraries in Switzerland within the contested terrain and deliberated the function of libraries in gentrification and the responsibility of librarians to "socially vulnerable groups" (p. 19) impacted by segregation or displacement.

Exacerbated social or economic conditions endanger the cultural heritage of low socio-economic status and racialized communities (UNESCO, 1972). Detroit, Michigan provides a salient example of the impact of racialized

disinvestment and its effect on cultural infrastructure. One consequence has been an erosion of public goods through diminished funding of public services. LAM funding has stagnated or decreased nationwide (American Alliance of Museums, 2013; American Library Association 2012; Chung & Wilkening, 2008). But in disinvested communities of Detroit, cuts in funding not only jeopardizes cultural infrastructure, they endanger the cultural heritage of community members.

Over the years, information and heritage professionals in Detroit have wrestled with finding ways to work around the contraction of public goods. LAMs endured an unprecedented challenge in 2013 when a state appointed emergency financial manager filed municipal bankruptcy. Through the oversight of the emergency financial manager, the city's museum collection was audited for appraisal as collateral for debt repayment. A structural readjustment plan, called the ‘Grand Bargain’ (U.S. Bankruptcy Court Eastern District of Michigan, 2014), was settled between the museum, private foundations, and the State of Michigan. Detroit Institute of Arts (DIA) assets were transferred to a non-profit entity to leverage the city’s debt obligations. While the grand bargain appears to have shored Detroit’s gentrifying cultural corridor, recovery outside of Detroit’s historic Cultural Center district is slow to non-existent.

The DIA grand bargain exemplifies an international trend utilizing austerity measures to curb public sector debt. Cultural policy analysts and urban studies scholars examined the social and economic impact of gentrification and have acknowledged the dilemma of GID (Galster, Cutsinger, Booza, 2006; Gunay,

2008; UNESCO, 2003b). In response to changes in socio-economic global conditions associated with gentrification, heritage- or culture-led revitalization was recommended as a strategy to “ensure the sustainability and continuity” (Gunay, 2008, p. 1) of cultural infrastructure and heritage in urban communities. Recent collaboration between LAMs and community service organizations in the U.S. were identified by IMLS to assess the application of a similar approach, termed “comprehensive community revitalization” (Walker, Lundgren, Manjarrez, & Fuller, 2015, p. 1).

IMLS reviewed the practices of fifty libraries and museums in 2015 and made recommendations for revitalization strategies providing “wrap-around services” (p. 41) in under-served communities. The report recognized the need for a “broadening public purpose” (Walker, Lundgren, Manjarrez, & Fuller, 2015, p. 5) for LAMs, referencing an executive administrator who emphasized that libraries would have to “act more emphatically as a community-based institution” (p. 5) to reify the approach. The Parkman Branch, Technology Literacy & Career (TLC) Center at the Detroit Public Library was featured in the IMLS sponsored assessment. TLC is a collaborative effort between the Parkman Branch library, the Knight Foundation, and Focus: HOPE, a community-based organization implementing anti-racist, housing and food security, job training, and community arts projects in Detroit. TLC provides an example of a library in the process of examining and broadening its mission to render community-based experiences of cultural, economic, social, and technological relevance.

Veinot & Williams (2011) contend that research focused on "the community as the central unit of analysis" (p. 847) renders greater scope to information studies and informatics scholarship. Not enough is known about the role of LAM practitioners in relationship to community advocates in neighborhoods at risk to GID or their attitudes concerning the emerging relationship between LAMs and urban revitalization. Investigation of this nexus provided an opportunity to illuminate ambiguities as well as gaps in LAM literature regarding issues related to 'race'[2], class, and GID. Discourse on economic inequity within the domain is often sanitized, while 'race' is under-theorized, referenced abstractly or as a demographic indicator. Markusen (2014) reviewed cultural policy and creative cities research agendas in the U.S. and highlighted gentrification as an area for further research. Noting an absence in perspective of racialized, immigrant, and working-class communities, Markusen challenged researchers to quicken efforts to investigate 'race' and class in relation to creative place-making.

Sociology and urban studies scholars offer a wealth of literature discussing the process of gentrification and its impact on racialized, immigrant, and low socio-economic status (SES) communities (Betancur, Galster, Schrupp, Holmes-Douglas, & Mogk, 2002; Boyd, 2008; DeVerteuil, 2012; Glass, 1964; Wallace, 1988). LAMs are increasingly identified and referenced as 'anchor' or 'flagship' sites utilized in urban place-making projects (Evans, 2001; Hamnett &

[2] 'Race' is used in accordance with the critical race theory convention indicating the term as a socially constructed categorization.

Schoval, 2003; Jackson, Hodgson, & Beavers, 2011; Miles, 2005). Evidence indicates that the cultural heritage sector is moving toward revitalization strategies to keep pace with economic trends and technological advancements. Blumer and Schuldt's (2014) recommendation for an interrogation of the role of libraries in gentrification and Markusen's (2014) call for stakeholders and researchers to focus attention on populations displaced by gentrification substantiate this.

It is imperative that information and heritage professionals engage with community members to unpack the meaning and potential of culture-led and comprehensive community revitalization strategies. The reality of funding and budgetary constraints and accompanying need for investment is unerring. Consideration must also be given to whether such enterprises represent re-tooled urban development schemes in racialized and marginalized communities. Urban revitalization initiatives are typically slated for areas or neighborhoods impacted by urban renewal, highway construction, and redlining policies and projects begun in the 1930s (Jackson, 1980; Karas, 2015, Rothstein, 2017). There is a need for critical evaluation of public-private development projects by the cultural heritage sector, with attention to whether these strategies foster further exclusion or marginalization as a consequence of gentrification.

1.4 Research Questions and Conceptual Framework

The research questions for this study were informed by the integration of two lines of inquiry from academic and popular literature (Blumer & Schuldt, 2014; Kinniburgh, 2017). The underlying supposition that: (a) culture heritage

institutions are one of many structural supports driving gentrification (Kinniburgh, 2017); (b) in what capacity "should [LAMs] engage in projects for urban revitalization… [w]hat, if this revitalization leads to gentrification, social segregation and displacement?" (Blumer & Schuldt, 2014, p. 19). Situating LAMs in the context of transformative space in a disinvested community nurtured the formation of three research questions:

RQ1: How might cultural heritage institutions play a role in gentrification?

RQ2: How might information, culture, and heritage practitioners shape policy, service delivery, or praxis in communities at risk for gentrification-induced displacement?

RQ3: What services do cultural heritage institutions provide to communities resisting displacement?

A mixed research model was designed using a modified Delphi method (Custer, Scarcella, & Stewart, 1999; Fletcher & Marchildon, 2014; McKenna, 1994), grounded by a theoretical framing in information behavior and social psychology. Jaeger & Burnett's (2010) concept of information worlds integrated with Jones' (1997) dynamic structural model of racism shaped and informed the research process. The notion of information value (Jaeger & Burnett, 2010) guided the examination of the information worlds of the cultural heritage and community practitioners within a socio-cultural context. The dynamic structural model of racism provided a mnemonic device for reflexive multi-level analysis.

The Delphi technique was selected for this study because it employs both participative and recursive methods. The dialogic and participatory nature of the

Delphi method offered not only a recursive process for participants to explicate, reflect, and explore issues (Campbell, 2011) but contributed QUAL and QUAN data for a comprehensive analysis. Bharat (2004) recommended participatory library and information science (L/IS) research as a means to examine the role of libraries in supporting social equity in marginalized communities. Participative methods integrate “tacit knowledge and experience” (Bell et al., 2004, p. 9) to winnow “context-bound… ‘local theory’” (p. 3). This modified Delphi study extended Bharat’s (2004) proposition across domains to explore the role of cultural heritage institutions in a community undergoing intense gentrification.

The Delphi process also facilitates issue identification and prioritization (Okoli & Pawlowski, 2004) when data is unavailable or “needed to contribute to the examination of a… problem” (Linstone & Turoff, 1975/2000, p. 4). The paucity of information on LAMs, gentrification, and displacement in the U.S. suggests a need for study, one way to address this gap is to study the information available from the viewpoints of those with knowledge and experience of the topic. Over the course of this study, Delphi panelists examined issues related to cultural infrastructure and disinvestment; investigated the role of librarians, archivists, curators, and community advocates in cultural revitalization; and suggested strategies to bridge the information worlds of community members.

The Delphi technique was introduced to civilian society by the Research and Development Corporation (RAND) in 1958 (Rand, 1998). The method originated in 1951 as a classified scenarios procedure conducted by the U.S. Air

Force to elicit munitions estimates from a panel of military industry experts (Dalkey & Helmer, 1962; Gordon & Helmer, 1964; Helmer & Rescher, 1958). As the method developed, it was used to “forecast knowledge” (Culhs, 2005, p. 96) on “potential political issues and… resolution” (Gordon, 1994, p. 1) related to the impact of warfare technology (Rand 2016a); and adapted for civilian use in long-range planning (Gordon & Helmer, 1964; Helmer, 1967). The Delphi process has evolved into an interdisciplinary application “to aid understanding” (Delbecq, Van de Ven, & Gustafson, 1975/1986, p. 85) and “decision making under uncertainty” (Rand, 2016b).

Delphi exercises are structured to elicit a dialogic group communication process using iterative rounds of survey to facilitate a systematic review of information to generate ideas on emerging trends or problems (Turoff & Hiltz, 1996). Delphi surveys have been conducted to identify issues, investigate trends, evaluate policy, and assess programming in the business, education, and health care domains (Bender, Stract, Ebright, & von Haunalter 1969; Cyphert & Gant, 1969; Helmer, 1966; Ludlow, 1970). Borko (1970) conducted the first Delphi survey in the L/IS domain, identifying and prioritizing a research agenda related to L/IS pedagogy, policy development, and administration.

The Delphi technique has been used incrementally since its introduction into the L/IS domain. Ju & Jin (2013) analyzed the use of the Delphi method in L/IS empirical studies and found eighty-seven publications succeeding the Borko report between 1971 and 2011. To obtain a snapshot of current usage of the method in L/IS research, the Ju & Jin (2013) document review protocol was

replicated in the Library, Information Science & Technology Abstracts database and yielded an additional forty-four publications between 2012 and 2016.

1.5 Significance of the Study

Considering the position of LAMs in culture-led or comprehensive community revitalization efforts and growing recognition of the need for an expansion of mission and service (Horrigan, 2015), this mixed method study holds threefold significance. For information and heritage scholars interested in examining the role of cultural heritage institutions in gentrification, it explores the social impact of GID from the viewpoint of culture workers in a transitioning community. The study also unpacks the discrepancy between institutions anchoring development in communities at risk to GID and organizational missions aimed at inclusion and community engagement. Lastly, the research contributes to an emerging body of literature on LAMs in gentrification-impacted communities in the U.S.

The physical and cultural infrastructure of many urban areas in the U.S. has been impacted by a six-decade disinvestment project, which endangers the cultural heritage of urban communities. This study examined the role of cultural heritage institutions in contemporary urban revitalization and explored the attitudes and concerns of information, heritage, and memory center practitioners, and community advocates working in a community undergoing gentrification.

1.6 Definition of Terms

To “follow the community thread from sociology to information behavior” (Veinot & Williams, 2011, p. 847), the accompanying terms serve to establish a

foundation for the exploration of the role of LAMs in marginalized and racialized communities undergoing gentrification:

Anchor institution: Non-profit or public enterprises "rooted in local communities by mission, invested capital, or relationships to [community members]; [these] place-based entities control vast economic, human, intellectual, and institutional resources" (Dubb, McKinley, & Howard, 2013, p. v).

Civilization: A "culture which has endured, expanded, innovated and… elevated to new moral sensibilities" (Mazrui, 1996, p. 210).

Collective memory: "The way… a society or social group recall, commemorate and represent their own history" (Harrison, 2010, p. 309).

Community: A "set of identities… framed… by… physical, political, social, psychological, historical, linguistic, economic, cultural, and spiritual spaces" (Smith, 2012, pp. 128-129).

Cultural heritage: The evidentiary by-product of human activity, denoting the identity of a group (Doerr, 2009; Nora, 2011).

Cultural heritage institution: An entity which oversees the organization, storage, preservation, and accession of information and knowledge products; memorializing artifacts; and tangible and intangible culture.

Culture: "[A]n historically transmitted pattern of meanings embodied in symbols [via] a system of inherited conceptions expressed in symbolic forms by means of which [people] communicate, perpetuate, and develop their knowledge about and attitudes toward life" (Geertz, 1973, p. 89).

Decoloniality: Extrication from the linkages between rationality and modernity associated with structures of political domination and social discrimination instituted through Eurocentered colonialism (Quijano, 2007).

Everyday life: Daily situations representing "social meaning, expectations, and practices that reflect and maintain power differentials between and among people that have been racially defined" (Jones, 1997, p. 380).

G*entrification:* A formulaic process of commercial redevelopment and community relocation typified by disinvestment, rebranding, and infrastructure upgrade (Tracy, 2014). Once completed, "the original working class occupiers are displaced and the whole social character of the [community] is changed" (Glass, 1964, pp. xviii-xix).

Gentrification consciousness: "An unspoken and yet central feature of how institutions relate to neighborhoods and participate (or not) in raging gentrification and development debates" (Sze, 2010, p. 525).

Heritage: UNESCO designated four types of heritage: natural sites, tangible material, intangible cultural product, and digital material (UNESCO, 1972, 2003a).

Indigenous people: An "ethnic group who occupied a geographical area prior to the arrival and subsequent occupation of migrant settlers. The term may be used in some circumstances to include a group who may not have been part of the 'original' occupation of an area but who were part of an early historical period of occupation prior to the most recent colonization" (Harrison, 2010, p. 310).

Institutions: "Historical accretions that bear the imprint of past conflicts between ideologies and paradigms" (Silver, 1995, p. 71).

Intersectionality: An integrative, critical framework of analysis rooted in Black feminist discourse grounded on the premise that: (a) discrimination is operationalized through interlocking systems of oppression[2]; (b) multi-dimensional analysis is required to interpret experiences of marginalization[3]; (c) 'race', ethnicity, nationality, class, gender, heteronormativity, able-bodiness, and age "operate [as reciprocal entities that] shape complex social inequalities"[1] ([1]Collins, 2015, p. 2; [2]Combahee River Collective, 1983; [3]Crenshaw, 1989).

Marginalization: A "form of oppression [in which people are] expelled from useful participation in social life and… subjected to severe material deprivation and even extermination" (Young, 2011, p. 53).

Museumification: "The transformation of a place into heritage, involving the fixing of values and appearance through an active intervention of conservation and management" (Harrison, 2010, p. 311).

Official heritage: The "state-sponsored or controlled process of heritage management" (Harrison, 2010, p. 311).

Placekeeping: Preservation of culture and collective memory in addition to the buildings of a place. The concept is promoted by Allied Media Projects executive director, Jenny Lee and Cultural Affairs Manager for the City of Oakland, Roberto Bedoya (Bedoya, 2014).

Trandisciplinarity: A mode of knowledge production and applied research that addresses societal issues and challenges disciplinary silos.

Transdisciplinary librarianship proposes that disciplinary research and hyper-specialization limit inquiry and knowledge organization (Martin, 2017).

Unofficial heritage: "Objects, places, or practices which are not considered to be part of the state's official heritage, but which nonetheless are used by parts of society in their creation of a sense of identity [and] community" (Harrison, 2010, p. 313).

Urbicide: "Deliberate and widespread destruction of the built environment (p. xii)… and material substrate upon which urban ways of life and identity take root. Such destruction negates plural communities and constitutes homogenous, exclusionary political programs" (Coward, 2009, pp. 38-39).

1.7 Methodological Assumptions

The methodological paradigm for this investigation assumed that integration of QUAL and QUAN methods of data collection, analysis, and interpretation would support a comprehensive understanding of the research questions of the study (Creswell, 2014; Johnson, Onwuegbuzie, Turner, 2007; Mertens, 2012).

The ontological grounding of this study was based on the following theoretical assumptions:[3]

1. 'Race' is central to analysis because racialization is inherent to Western culture and episteme;

[3] Adaptation of the five tenets of critical race theory. See Bell (1980) and Delgado & Stefancic (2012) for a summary of the principles.

2. dominant social groups only tolerate social justice or equity when it is beneficial to them;
3. ‘race’ is compounded by ethnicity, class, gender-identity, heteronormativity, able-bodiness, and other hierarchies of social ranking;
4. ‘race’ is a social construct, as such, it can be deconstructed through critical interrogation and redemptive expression;
5. counter-narration is a means by which historically silenced and excluded groups reclaim their voice on a path to autonomy.

This study is presented in five chapters. The first chapter provided an introduction to the study, discussing the statement of the problem, rationale and purpose of the study, need for the study, research questions and conceptual framework, significance of the study, definition of terms and methodological assumptions.

Chapter 2 provides a review of the literature and discussion of the history and function of LAMs in the racialization project in the U.S. Chapter 3 details the research methodology of this study. Chapter 4 describes the analysis of the sample data. Chapter 5 discusses the summary of the findings, limitations of the study, and presents recommendations for the future direction in the body of knowledge.

CHAPTER 2: LITERATURE REVIEW

The introductory chapter of this thesis positioned LAMs as social institutions located in a contested community and discussed the need for an examination of the function of cultural heritage institutions in the context of gentrification and displacement in the U.S. The overarching concept for this empirical study was supported by interdisciplinary sources identified through a multi-stage document review process. Four online discovery platforms were used to conduct a systematic review of the literature: (a) EBSCOhost; (b) ProQuest; (c) HathiTrust digital repository; (d) WorldCat.

2.1 Document Review Protocol

Using domain specific databases of the EBSCOhost interface: (a) Library, Information Science & Technology Abstracts (LISTA); (b) Library Literature & Information Science (LLIS); (c) Public Library Core Collection: Nonfiction (PLCCN), the search term '*gentrification*', with a 1986-2016 date publication limiter yielded seventy-one results. Seventy of the items were reviews of gentrification-themed books and one an op-ed from an educational policy journal. Using ProQuest platform databases: (a) Dissertation & Theses (PQDT); (b) Library & Information Science Abstracts (LISA), the keyword *'gentrification'*, with a 1994-2016 publication date filter yielded seven scholarly journals in LISA. Using the keyword '*gentrification'* with the subject terms *'cultural heritage' AND*

'institutions', with a 2000-2016 publication date filter yielded forty dissertations in PQDT.

To extend the scope of the search query, social science databases were included. EBSCOhost: (a) Academic Search Complete; (b) Psychology and Behavioral Science Collection; (c) Social Sciences Full Text. ProQuest: (a) Applied Social Sciences Index & Abstracts (ASSIA); (b) Education Resource Information Center (ERIC); (c) Social Services Abstracts; (d) Sociological Abstracts. Using the subject term '*gentrification'* filtered with a 2000-2016 date range, yielded a cumulative 1115 hits (708 EBSCOhost results, 407 ProQuest results). To cull the results, the subject filters '*neighborhood/neighborhood change'*, '*urban development'*, '*urban planning'*, '*urban renewal'* were selected, yielding 242 scholarly articles and documents.

2.2 Transdisciplinary Literature Review

The body of literature resulting from multiple search queries transcended disciplinary boundaries and demonstrated the continuance of critical discourse regarding the socio-cultural role of LAMs in racialized and marginalized communities (Böök, 2004; Du Bois, 1902; Foss, 1908; Jones, 1962; Logan, 2012; Nafziger & Nigari, 2010; Schuman, 1969/1989). Given the capacity of LAMs to contribute to spatial culture and impart identity to constituents and future generations of constituency (Ebewo & Sirayi, 2008), the literature reviewed for this study consolidated conceptual elements from critical heritage studies, social psychology, and information behavior (see table 2.1).

Table 2.1

Literature Matrix

Area of Research	Books	Scholarly Journals	Doctoral Dissertations	Government Reports	Academic, Association, NGO Reports
Administration and management	2	4		2	7
Archival Studies	1	2			
Comprehensive Community Revitalization					4
Critical heritage studies	6	3			
Critical social theory	5				
Cultural anthropology	3		1		
Economics		1			
Education	2	2	1		
Geography		2			
Heritage management and tourism	1	1	1	1	3
History	8	5			
Law		5			
Library Information Science	5	26	2		1
Museology	1	5			2
Philanthropy	1	1			2
Philosophy		2			
Political theory	2				
Public art		1			
Public health		1			
Social psychology	3	1			
Sociology	11	2			
Urban Studies and planning	3	15			4
TOTALS	**54**	**79**	**4**	**3**	**23**

This study was informed by Dunbar's (2008) assertion that critical race information theory (CRIT) can be used as a transdisciplinary approach to interrogate the effects and uses of information by cultural heritage practitioners in racialized and historically marginalized communities. The study explored interconnections between the "operative mythologies" (Schuman, 1976.p. 256) and "inherently political" (Jaeger & Sarin, 2016, p. 17) nature of librarianship; the "archontic power" (Jimerson, 2009, p. 18) of archivists; and the curator's capacity to delegitimize "heritage as false consciousness (Harrison, 2013, p. 101). To navigate this theoretic terrain a description of the Dynamic Structural Model of

Racism (Jones, 1997) is presented; followed by an overview of the socio-cultural history of LAMs in racialized communities in the U.S. Lastly, core concepts of information behavior theory are reviewed.

2.3 Dynamic Structural Model of Racism

Jones' (1997) dynamic structural model of racism (DSMR) was utilized as a mnemonic device to facilitate comprehension of the process of racialization (see Figure 2.1). Jones (1997) described 'race' as a categorization "loom[ing] in our psyches" (p. 339) that has "nestled into our everyday life" (p. 345). Jones added that 'race' "persists as a label that is applied to human groups, with clear psychological implication… defined by social convention [and] role definitions" (pp. 347-348).

DSMR situates the operationalization of 'race' as a cultural phenomenon and structure; mapping cognitive, social, and institutional trappings accordingly. As a representational device, DSMR provides a lens for a system view of racialization and racism, scaling between micro-, meso-, and macro-levels of analysis. Within DSMR, culture corresponds to the personality of society, shaping human experience, behavior, and informing worldview. Table 2.2 provides a legend of key DSMR conceptual elements.

2.4 Social-Cultural History of LAMs in Racialized Communities in the U.S.

The institutional legacy of LAMs in racialized communities of the U.S. is fraught with contradiction (Battles, 2009; Du Mont, 1986; Gardner, 2004; Gleason, 1945; Peterson, 1996; Robert, 2014). Librarians, archivists, and curators engaged within these communities recognize it takes more than

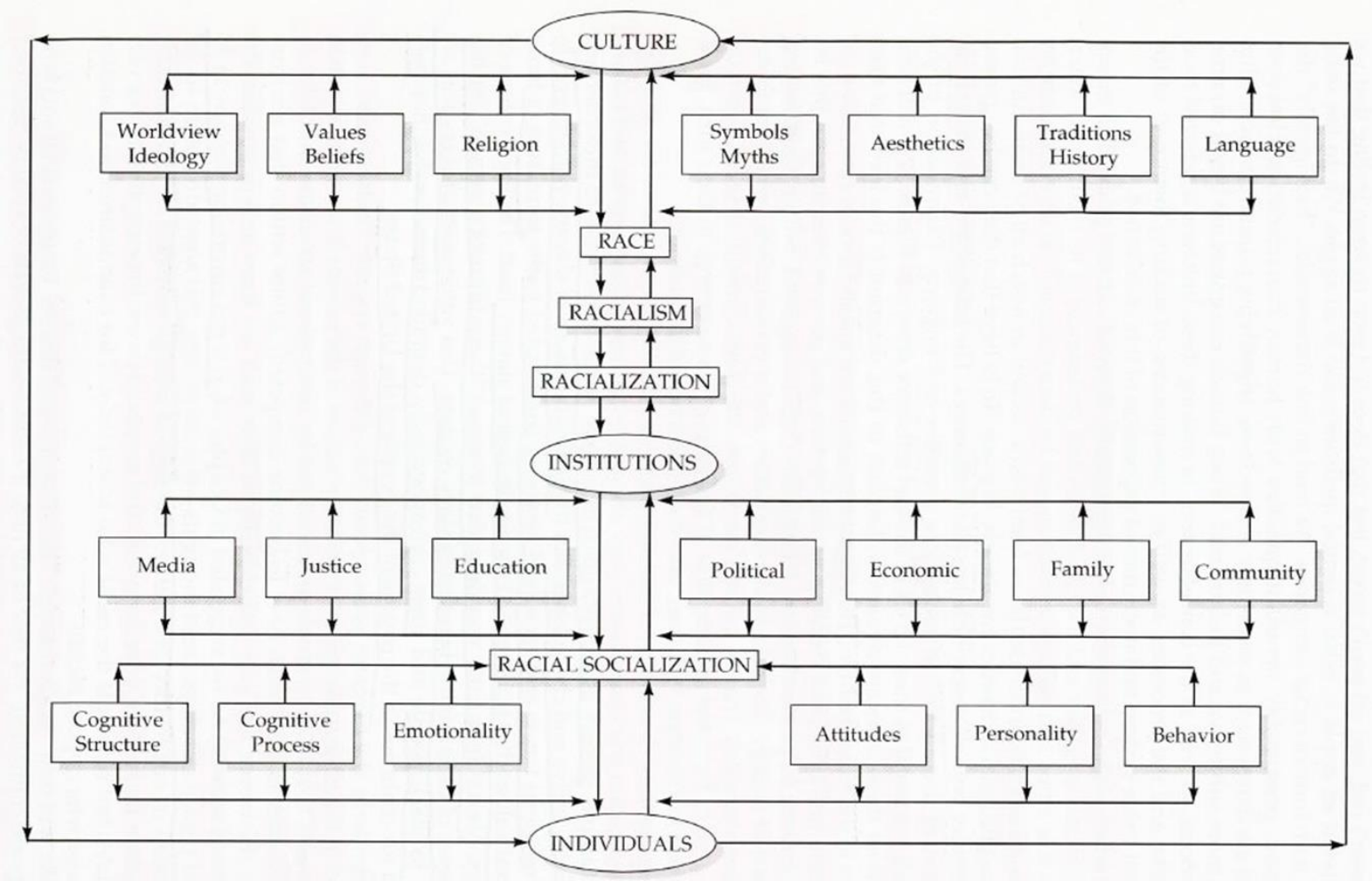

Figure 2.1. Dynamic Structural Model of Racism (Jones, 1997)

Table 2.2

DSMR Legend
(Sources: [1]Allport, 1979, p. 9; [2]Jones, 1997, p. 357; [3]Bonilla-Silva, 2015, p. 75.)

Prejudice	Antipathy based upon a faulty and inflexible generalization felt or expressed and directed toward a group as a whole, or toward an individual because they are a member of that group[1]
Racialism	A *belief*, a cognitive structure that organizes perceptions of the world around racial categories and the perceptions, ideas, and values associated with these catagories[2]
Racialization	Processes by which racialistic beliefs are transformed into active economic, political, and social instruments of categorization and judgment[2] hierarchically ordering social relations and practices into a racial regime[3]
Racism	A process of creating advantaged and disadvantaged groups through the coordinated actions of individual-, institutional- and cultural-level biases[2]

targeted programming to be inclusive. Respectful recognition of cultural difference and the ability to apply an awareness of the scope of lived-experience to pedagogy and practice are required (Kumasi & Franklin Hill, 2011; Overall, 2009). To achieve nuanced discourse on the role of LAMs serving communities undergoing gentrification it would be instructive for information and heritage practitioners to evaluate institutional practice with a mindset offering hospitality to the stranger (Derrida, 2000).

Jimerson (2009) insisted that archivists, librarians, and museum curators be mindful of the intersection between memory, history, social power, and justice as it relates to written records and cultural materials. He suggested “welcoming the stranger into the archives” (Jimerson, 2009, pp. 298-301), a concept

developed by French Algerian deconstructionist philosopher, Jacques Derrida and South African archivist Verne Harris (2002). By showing “hospitality to the stranger [archivists]… balance the support given to the status quo by giving equal voice to those groups that have too often been…silenced” (Jimerson, 2009, p. 243). To be welcoming of historically marginalized and disenfranchised community members in information, heritage, and memory centers requires, at minimum, an understanding of the socio-cultural history of LAMs in historically marginalized and racialized communities. This relationship is complex and reflects a polity and convention that has been at times uncomplimentary of cultural heritage institutional civic missions.

Cultural values are maintained or reformed through statute, policy, and social norms. Cultural heritage institutions figure prominently in the socialization process, augmenting social mores, shaping identity, and fomenting literacies. Harris (1973) noted that public institutions which emerged in the mid-nineteenth century, socialized second-wave European immigrants from the late nineteenth to mid-twentieth centuries. First-wave European American institutional gatekeepers proposed assimilation projects to facilitate American enculturation (Boxer, 2009; Brown & Bean, 2006; Gumport & Smith, 2008; Layson & Greene, 2015). Collin & Apple (2009) examined the evolution of American literacy in relation to ‘race’ and U.S. material systems processing and identified three ideological influences which shaped U.S. public education: Taylor’s scientific management theory, at the turn of the nineteenth century; Fordism, and the Americanization project, after the First World War (WW I); and neoliberalism in

the information society. The authors noted that “the literacy characteristics of the industrial-era public schools were a view of knowledge… situated in clear hierarchies that privilege[d] the ‘official knowledge’ of dominant groups” (Collin & Apple, 2009, p. 89).

Promoters of the American public library movement recognized the importance of libraries for socialization (Adams, 1884; Greenough, 1874; Hovde, 1997). Melvil Dewey (1904) argued that schools and libraries were essential tools for public education. Public libraries were instrumental to the enculturation of working-class, ethnic groups arriving from eastern and southern Europe (Harris, 1973; Rubin, 2016; Shera, 1952) from the late 1800s to 1930s; as well as offering citizenship, literacy, and amanuensis services. At the same time, federal and state legislation prohibited Chinese immigrants from entering the country, while Chinese migrant workers were restricted from leaving the country (Gumport & Smith, 2008). Honma (2005) juxtaposed the egalitarian rhetoric of American public library founders with the ontological role libraries played in the construction of White identity for eastern and southern European immigrants. Identifying assimilationist library policies between 1882-1916 as racialization projects, which served to “perpetuate a corollary system of racial exclusion and oppression toward those who could not… assimilate into the white racial citizenry promoted within the library system” (Honma, 2005, p. 7).

Communities of color were effectively excluded from the benefits of the stated mission of public libraries and schools. Indigenous and enslaved communities were “politically and legally subordinated [and relocated]”

(Lomawaima, 1999, p. 19) in the seventeenth and eighteenth centuries. These same communities experienced enforced acculturation as well as the criminalization of literacy in the nineteenth century (Gates, 1886; Lomawaima, 1999; Monaghan, 1998). Library services for African, Asian, Mexican, and Indigenous communities in the U.S. during the period of the public library movement were minimal to non-existent (Burke, 2007; Meriam, 1928; Yust, 1913). Services that were available languished under the aegis of an American system of apartheid practiced well into the third quarter of the twentieth century. LAMs mirrored and still reverberate from the segregationist, Jim Crow practices initiated in 1896 (Du Bois, 1902; Hopkinson, 2011; Lomawaima, 1999; Trujillo & Cuesta, 1989). Collin & Apple (2009) asserted that "neoliberal politicians… have endeavored since the late 1970's to dismantle the [Keynesian] welfare state and its modes of literacy sponsorship" (Collin & Apple, 2009, p. 89). Such efforts have contributed to further marginalization in the forms of increased underemployment, unemployment, incarceration, and "disarticulation of public school systems from the informational economy" (p. 89).

Art unions, symphonies, theaters, zoological parks, and museums[4] of the mid-nineteenth and early twentieth centuries represented a formalized system of prestige and power (Tythacott, 2011), which civic leaders believed essential to the cultural governance of citizens (Bennett, 1995). Wealthy patrons financed the building of nineteenth century cultural institutions, showcasing collections of

[4] See Beehn (2015) for an overview of the socio-cultural history of the DIA and the African American Community in Detroit.

significance to the social elite (Horowitz, 1976; Levine, 2002; Sidford, 2011). Among these collections were displays of the remains of Indigenous and formerly enslaved African peoples, as well as ethnological expositions featuring ‘human zoos’. Between 1896 and 1906 the Cincinnati Zoo, American Museum of Natural History, St. Louis World's Fair, and Bronx Zoo each housed humans on zoological display (Lebovics, 2014; Parezo & Fowler, 2007; Zwick, 1996).

Library missions broadened at glacial speed in racialized communities of the twentieth century. Early proponents of public library service for African Americans included sociologist W. E. B. Du Bois (Du Bois, 1902; Jones, 1962) and social-activist discontent, Earnestine Rose. Du Bois contested the use of public appropriations for the construction of a segregated Carnegie library and opined the “illegality of using public money collected from all for the exclusive benefit of a part of the population” (Du Bois, 1902, p. 809). He declared that the distribution of “public utilities [should be] in accordance with the amount of taxes paid by [African Americans]” (p. 809). Rose also questioned segregationist policies in libraries (Rose, 1921a). Assembling a round table discussion at the forty-third annual meeting of the American Library Association (ALA); seven attendees “voted unanimously to establish” the Work with Negroes Round Table as “a permanent round table dealing with [broadened public purpose] for libraries” in segregated communities (Rose, 1921b, p. 201).

U.S. cultural heritage institutions wore a crown of American ingenuity at the end of the Second World War (WW II) as cultural patronage morphed into philanthropy. Wealthy patrons/matrons, foundation and corporate donors, and

middle-class subscribers donated to LAM fund-raising drives (McCarthy, 1984). LAM missions also broadened in response to growing dissension within the rank and file membership of professional associations. Mid-century modern cultural heritage institutions began implementing community-based service objectives reminiscent of settlement house movement programs of the late nineteenth century (Bruce, 2008). Eight-five years after the inception of ALA, the association amended its statement of principle and policy to include “the use of a library should not be denied or abridged because of... race, religion, national origins, or political views" (ALA, 1961, p. 233).

Prior to 1961 the ALA had been slow to respond to racial segregation within chapters or experienced by conference attendees (Fenton, 2014; Peterson, 1996; Preer, 2004; Van Jackson, 1936a, 1936b). A series of editorials written by Eric Moon, ALA president, 1977-1978, addressed the “silent subject” (Lipscomb, 2004, p. 299) of racial segregation in librarianship and discriminatory provision of services. Moon, in an alliance with E. J. Josey, Annette Hoage Phinazee, and other African American librarians, focused attention on the issue of ‘race’ and American libraries at the 1961 ALA annual conference (Kister, 2002).

As the demand for social and economic equity reached critical mass in the late twentieth century, LAM administrators responded by advancing policy moving the sector away from century old paternalistic overtures of governance. In 2002, the American Association of Museums (AAM) sponsored the Museums and Community Initiative dialogs, a series of public forums examining

perceptions of museums as inhospitable or patronizing spaces. Authoritarian posturing practices were identified, reviewed, and discussed (Hazan, 2007). Communities whose ways of knowing had been historically or institutionally devalued where also acknowledged and discussed as a means for administrators to re-vision the scope and potential effectiveness of engagement initiatives.

Shifts in institutional authority and focus reiterate the importance of communities contesting their exclusion and misrepresentation in cultural heritage centers. Attempts to move away from the role of overseer or gatekeeper to collaborator signal an effort on the part of practitioners to leverage buy-in from racialized and marginalized community members to preserve and sustain the cultural infrastructure of transfigured communities. LAMs are barometers of the socio-cultural milieu of their service communities. Weathering the vicissitudes of social, environmental, technological, and economic change has prompted many sector leaders to re-evaluate and develop strategic initiatives geared toward inclusion, engagement, and collaboration.

2.5 The Community Thread from Sociology to Information Behavior

The need for an analysis of the role of cultural heritage institutions contribution to or circumvention of marginalization in gentrification-impacted communities is apparent when considering how LAMs manage and distribute cultural artifacts and knowledge bases. Pawley (2006) argued that L/IS pedagogy and scholarship “transmit an inheritance that perpetuates white privilege and presents barriers to racial diversification” (Pawley, 2006, p. 153); exhorting practitioners to make libraries “places where whiteness is no longer central and

people of color are no longer marginalized" (p. 153). Honma (2005) called upon librarians of color to "recognize the power relationships involved in dominant… strategic institutional maneuvering which [do] little to challenge structural racism" (Honma, 2005, p. 13) and "elide critical discourse on… racial inequality" (p. 15). He advised transformative praxis as a "long term approach to tackling structural racism in LIS" (p. 22).

Veinot & Williams (2011) proposed research in "community-level information studies" (p. 860) as a means to gain insight on "how to achieve greater inclusion" (p. 854) of marginalized communities as well as examine "the place of libraries in community economic development" (p. 854). As a principle supposition of L/IS theory, information behavior (IB), in the context of "the community as the central unit of analysis" (p. 847), lends itself to "everyday life information behavior" (p. 847) and "information flow" (p. 854) at the meso-level of the DSMR model.

Burnett, Besant, & Chatman (2001) define IB as a condition or choice to act (or not) on information. Wilson (1999) developed a matryoshkan typology of nested information processing activities: information seeking, searching, and use, which focalizes IB into a series of applications to instigate, discover, retrieve, use, and communicate information. Shenton & Hay-Gibson (2012) proposed that IB meta-models circuit a network of relative methodologies in L/IS research. A range of conceptual approaches situate IB within structuralized (computing or human) networks or user-centered cognitive processes (Dervin & Nilan, 1986). These information processing frameworks involve the adoption and application of

information. To support a transdisciplinary vantage point, the conceptual underpinnings most conducive for this project were sense-making (Dervin, 1983), normative behavior (Chatman, 2000), and information worlds (Jaeger & Burnett, 2010).

2.6 Sense-Making

Sense making theories evolved concomitantly in the fields of organizational psychology, L/IS, and human-computer interaction. These divergent streams contributed analyses related to the cognitive behaviors exhibited by people attempting to interact and interpret (make sense of) their experiences (Dervin, 1977; Klein, Moon, & Hoffman, 2006; Russell, Stefik, Pirolli, & Card, 1993; Snowden, 2005; Weick, 1988). Weick (1988) and Snowden (2005) placed emphasis on collective behaviors involved in the process of meaning making. Russell, Stefik, Pirolli, & Card (1993) and Klein, Moon, & Hoffman (2006) focused on external data interpretation at systems and individual levels. Dervin (1977) highlighted the situational contexts associated with individual meaning making. Solomon (2002) noted that Dervin focused "on situations, information gaps, and the actions that people take to bridge [information] gaps" (Solomon, 2002, p. 235).

Sense-making, as envisaged by Dervin in 1972 (Spurgin, 2006), underwent iterative processes involving theory building; development of a representational device or central metaphor (Cheuk & Dervin, 1999); as well as techniques supporting data collection and analysis. Sense-making methodology (SMM) developed into a theory of methodology (Dervin, 1999), connecting

substantive theory with metatheory. Defined thusly: *substantive theory* – propositional statements explaining phenomena resulting from observation; *metatheory* - abstractions relating to phenomena and the manner in which to observe it (Dervin, 2005). SMM is anchored by the following theoretic premises (Dervin, 1983):

- The nature of reality is that of perpetual change, therefore discontinuity is generalizable;
- information is a consequence of human observation rather than a static entity external to humans (Buckland, 1991); i.e., information is subjective rather than objective;
- IB is an ongoing series of sense-making and sense-unmaking actions in response to reality;
- sense-making (and unmaking) is situational and responsive to conditions across time and space;
- recursive observation of discontinuity (circling reality) is required for reliability.

Dervin interpreted IB as a communicative method of human information processing in a social context, moving along a space-time continuum. Foundational concepts of space-time, horizon, gap, bridge, movement, constancy, change (Dervin, 1999), and power (Dervin, 2005) are framed within the central metaphor and operationalized through the perspective of an actor moving across space-time. Each moment of space-time holds the potential for bridging discontinuity, moving toward sense-making or sense-unmaking. A

researcher utilizing SMM circles the reality of an actor's gap-bridging steps to tap their verbing (Dervin, 1983, 1999) in an attempt to understand and interpret the actor's IB.

SMM interviews are structured with a participatory and dialogic intent (Ma, 2012) to contextualize the experiences of a respondent's world (situations, events, moments); to achieve this, a protocol of "fundamental mandates" (Ma, 2012, p. 14) guide data collection and analysis. The positionality of the researcher is constrained to minimize intrusion into respondent experiences. Reflexive responses are foregrounded, directing attention to the verbs used by respondents in describing gateways or barriers to an information world. Recursive techniques facilitate interrogation of discontinuity and gap-bridging measures (information need) of respondents. Dervin (1983) described this as circling reality. By circling reality, the researcher utilizes a recursive method to engage a situation for deeper examination of a respondent's information world.

2.7 Normative Behavior

Normative behavior is one of three related theories within Elfreda Chatman's small world constellation. A small world is defined by the "social and cultural space [in which people share] the everyday reality of [their] lives" (Pendleton & Chatman, 1998, p. 733). Normative behaviors are the actions, attitudes, and ethics governing the conduct of members of a physical or virtual small world (Chatman, 2000). The conceptual elements of the small world (information poverty, life in the round, and normative behavior) explain every-day IB through a social, cultural, and affective lens. Normative behavior theory

contextualizes IB in relation to the effect of social conditions, interactions, and discourse on information processing (Fidel, Pejtersen, Cleal, & Bruce, 2004). Chatman proposed the following concepts and propositions for the normative behavior framework.

Core Concepts (Pendleton & Chatman, 1998; Chatman, 2000):

- *Social norms* – codes of behavior gauging appropriate action within a system of shared meaning. Social norms hold a small world together through social control.
- *Social types* - distinctions made between members based on categories of predictive behavior.
- *Worldview* - the collective body of beliefs determining position and status in the small world and assessing relevance to larger social world events.
- *Information behavior* – a state in which one may or may not act on information.

Propositions of normative behavior (Chatman, 2000, pp. 13-14):

- Social norms are standards to which members of a social world comply to exhibit desirable expressions of public behavior.
- Members chose compliance because it allows for ways in which to affirm what is normative for a specific context at a specific time.
- Worldview is shaped by the normative values that influence how members think about the ways of the world. It is a collective, taken-for-granted attitude that sensitizes members to be responsive to certain events and to ignore others.

- Everyday reality contains a belief that members of a social world retain attention or interest sufficient enough to influence behavior. The process of placing persons in ideal categories of lesser or greater quality can be thought of as social typification.
- Information behavior is a construct through which to approach everyday reality and its effect on actions to gain or avoid the possession of information. The choice of an appropriate course of action is driven by members' beliefs concerning what is necessary to support a normative way of life.

Throughout her theory building process Chatman consistently called upon researchers and practitioners to take notice of how social factors impact the course of information flow. Her application of social theories and ethnographic methods placed her at the forefront of L/IS research in marginalized communities. Normative behavior theory focuses on the social performance of IB (Chatman, 1999), providing a useful approach to examine the social context of IB in mediated or contested community.

2.8 Information Worlds

The central supposition of the theory of information worlds postulates that IB is equally influenced by the norms, values, and communication exchanges of extant social groups and larger social structures. Jaeger & Burnett (2010) define information as an aggregate of "facts, knowledge, feeling, opinions, symbols, and context conveyed through [physical or virtual] communication" (Jaeger & Burnett, 2010, p. 14). The information worlds framework is intended to explore the social

role of information in context to its impact on technical, political, and economic life. The theory of information worlds extends Chatman's concept of the small world in normative behavior theory and combines it with the concepts of the public sphere and lifeworld elements from Jürgen Habermas' theory of communicative action.

Most of the core concepts of the theory of normative behavior remain intact in the theory of information worlds (IW). The definition of a small world has been honed in IW to represent "the social environment in which an interconnected group of individuals live [or] work, bonded… by common interests, expectations and behaviors" (Jaeger & Burnett, 2010, p. 21). The idea of social norms, social types, and information behavior stand as presented. Worldview is replaced in IW by the concept of information value, i.e., "the different kinds of value that different worlds attach to information" (Jaeger & Burnett, 2010, p. 35). A fifth element is introduced termed boundaries, which are the interstices "between and among worlds [in which] communication and information exchange" (Jaeger & Burnett, 2010, p. 32).

Chatman's theory of normative behavior affords a micro-level perspective of the social context of IB. Consolidation of the public sphere and lifeworld elements of Habermas' theory of communicative action, in the IW conceptual scheme, scale to incorporate a macro-level perspective. Habermas' concept of the public sphere is introduced as the domain of collective public influence serving as a cornerstone to "the exchange of information necessary for a healthy democracy" (Jaeger & Burnett, 2010, p. 25). Lifeworld is the "information

[systems] and social environment that weaves together diverse information resources, voices, and perspectives of [society and the] communication and information options and outlets available culture-wide" (Jaeger & Burnett, 2010, pp. 26-27). IW provides a multi-level perspective of the conceptual, social, technological, and political context of IB (Jaeger & Burnett, 2010).

Burnett & Jaeger (2011) point out that IW "argues for the examination of information behavior in terms of the immediate social groups of everyday life, the mediating social institutions of phenomena such as the public sphere and the context of an entire society" (Burnett & Jaeger, 2011, p. 169). LAMs serve as the keystone of knowledge and collective memory in the public sphere, providing three levels of information access - physical, intellectual, and social (Burnett & Jaeger, 2011). IW emphasizes "the multiple interactions between information, [IB], and the many social contexts within which it exists – from the micro (small worlds), to the meso (intermediate) to the macro (lifeworld)" (Jaeger & Burnett, 2010, p. 144). The multi-focal approach of IW complements the multi-layered analysis of DSMR as well as the technique of circling reality in sense-making. Combined, these elements acted as a fulcrum in this mixed method Delphi study and aided the exploration of the function of LAMs and role of cultural heritage practitioners in the context of a gentrification-impacted community. This study fit the stated intent of IW to "bring together [L/IS] and elements of… other areas of research essential to understanding information as a social and societal issue" (Jaeger & Burnett, 2010, p. 144).

This chapter reviewed the relevant literature and theoretical underpinnings of this mixed empirical study. The next chapter provides a detailed discussion of the research methodology of the project. A description of the research scheme, use of the Delphi process as a research strategy, and the sampling selection of participants will be addressed.

CHAPTER 3: METHODOLOGY

The purpose of this research project was to develop an understanding of LAM practitioner and community advocate viewpoints on the anchoring strategies of cultural heritage institutions in a gentrifying community. Using a modified Delphi process, this mixed method, non-experimental study explored the perspectives and experiences of cultural heritage practitioners and community advocates from metropolitan Detroit. Librarians, archivists, curators, and community advocates working in gentrifying or gentrified neighborhoods, at anchor institutions, or with residents in communities at risk to GID were selected to participate as experts on a Delphi panel.

As described previously (Rationale and Purpose of the Study, p. 4), the Delphi method was selected to circle the reality of LAM practitioners. Exploration of the role of LAMS in gentrification and displacement was addressed through the following research questions: (RQ1) How might cultural heritage institutions play a role in gentrification? (RQ2) How might information, culture, and heritage practitioners shape policy, service delivery, or praxis in communities at risk for gentrification-induced displacement? (RQ3) What services do cultural heritage institutions provide to communities resisting displacement?

Chapter three describes the research design and strategy implemented to administer this modified Delphi study and outlines the following:

presentation of mixed research scheme; overview of Delphi method attributes; statement of methodological and interpretive rigor (Onwuegbuzie, Johnson, & Collins, 2011); description of the sampling technique, sample frame and selection criteria; outline of modified Delphi workflow; summary of data collection and analyses procedures.

3.1 Research Strategy

The research approach implemented for this study was a concurrent triangulation design (Creswell & Plano Clark 2011). As Figure 3.1 illustrates, the design scheme involved a single empirical study, placing equal emphasis on the simultaneous collection of QUAL and QUAN data. Data were analyzed separately then integrated for interpretation.

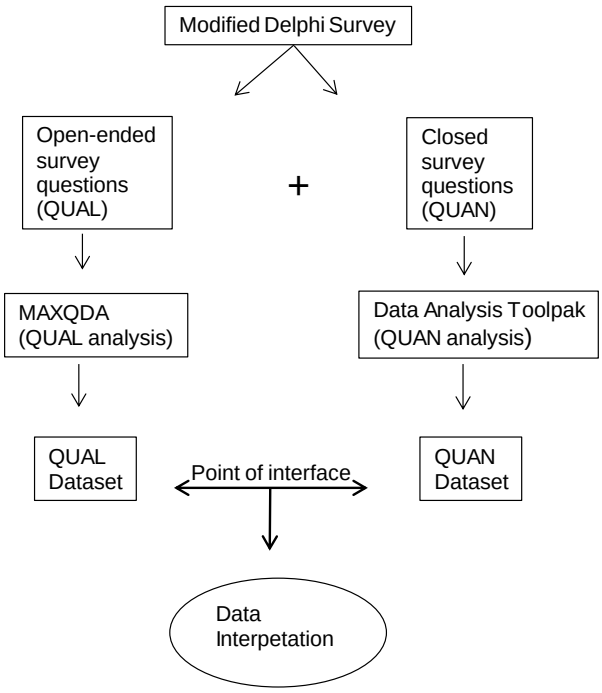

Figure 3.1. Concurrent Triangulation Design, adapted from Creswell & Plano Clark (2011)

3.2 Attributes of the Delphi Process

Ziglio (1996) characterized the Delphi process as a three-phased, concentric method of sense-making (Table 3.1) involving explorative, evaluative, and operative spheres of discovery (Day & Bobeva, 2005; Linstone & Turoff, 1975/2000; Ziglio, 1996). In the exploratory phase, QUAL data are collected via document review, pilot testing, and selection sampling. During the evaluative phase, QUAL and QUAN data are generated through open-ended inquiry, rating, and rank ordering. The operative phase, referred to as "utilization" (Day & Bobeva, 2005, p. 107), incorporates "short or long term… development and dissemination of… the Delphi exercise" (p. 108).

Table 3.1

Delphic Spheres of Discovery

Exploration	Preparatory phase. Formulation of issues and participant criterion. Readability review (Colton & Hatcher, 2004), pilot testing, and participant selection.
Evaluation	Distillation phase. Participants drill down, consolidate, verify, and prioritize issues.
Utilization	Actionable phase. Analysis and dissemination of Delphi study results and experience (Day & Bobeva, 2005).

3.3 Strengths of the Delphi Process

Rowe and Wright (1999) identified four elements of the "classical Delphi procedure" (p. 354) which collectively constitute a Delphi rubric: iteration, anonymity, controlled feedback, and statistical group response. In a comparison of group communication problem-solving processes, Dalkey (1969) described the criteria for anonymity and controlled feedback as strengths of the Delphi

technique, noting that the method elicited better accuracy in responses than in-person discussion groups. Dalkey claimed that anonymity countered halo effect, i.e., loquacious individuals or people in positions of authority influencing or dominating personal communication in face-to-face settings.

The applicability of the method has also been identified as an asset in scenarios where initial problem solving is required and there are constraints due to time, finances, or geographical dispersion (JPICH, 2016; Somerville, 2007). A major strength of the Delphi technique has been its use as an heuristic device (Fischer, 1978; Sackman, 1974; Weaver, 1972). Skulmoski, Hartman & Krahn (2007) reported that the Delphi technique was particularly useful for conceptual development of emergent graduate research topics.

3.4 Limitations of the Delphi Process

Criticism of the Delphi technique has fallen largely into three categories: ambiguity in selection criteria (Fischer, 1978; Hsu & Sandford, 2007; Sackman, 1974); limitation of statistical analysis (Ju & Jin, 2013; Schmidt, 1997; Weaver, 1972); and low response or high attrition rates (Fink, 1991; Hsu & Sandford, 2007; Somerville, 2007). In a RAND report assessing the applicability and reliability of the Delphi technique as a long-range forecasting tool, Gordon & Helmer (1964) observed that selection and retention of participants was an inherent weakness of the method.

Sackman (1974) contended that anonymity and iteration were compound threats to validity, arguing that anonymity reinforced a lack of accountability by protecting respondents with a cloak of invisibility; and iteration fostered

respondent and researcher biases. Ju & Jin (2013) indicated that the Delphi method is susceptible to critique when studies lack standard statistical analyses. Researchers have suggested nonparametric statistical analysis as a means to circumvent this limitation (Ju & Jin, 2013; Schmidt, 1997).

At the onset of a Delphi survey, panel members are asked to participate through the full course of the process. Delphi exercises typically require a minimum of forty-five days to complete (Delbecq, Van de Ven, & Gustafson, 1975/1986). Such lengthy time commitments have the potential to result in low response rates (Hsu & Sandford, 2007), response fatigue (Fink, 1991) or low completion rates, and high attrition rates or drop out (Somerville, 2007).

3.5 Methodological and Interpretive Rigor

To offset limitations and strengthen the applicability of the Delphi technique, Linstone's (1975/2002) checklist of pitfalls aided conceptualization of the plan and design of the Delphi process for this study. Pre-testing of the first Delphi questionnaire established the "construct validity" (Okoli & Pawlowski, 2004, p. 19) of the design and content of the survey instrument (Creswell & Plano Clark 2011; Okoli & Pawlowski, 2004; Ziglio, 1996). Richness of QUAN data were provided through the "multiple iterations" (Okoli & Pawlowski, 2004, p. 20) of the Delphi process.

Triangulation, member checking, peer debriefing, and a "coding consistency check" (Thomas, 2006, p. 244) were implemented to authenticate Guba's (1981) criteria for trustworthiness of the QUAL data (Creswell, 2014; Shenton, 2004). To ensure the reliability of this study – replication of the

procedures, not the sample or findings (Williams & Morrow 2009) - descriptions of the sampling, data collection and data analysis procedures follow.

3.6 Sampling Technique and Selection Criteria

According to American Community Survey (ACS) 5-year combined occupational estimates; there were approximately 355 LAM practitioners in Detroit for the period 2006-2010 (U.S. Census Bureau, 2011). Table 3.2 shows a breakout of the Equal Employment Opportunity Commission's most current estimates of LAM practitioners in Information, Educational Services, and Arts, Entertainment and Recreation occupations in Detroit (U.S. Census Bureau, 2011).

Table 3.2

LAM Occupation by Industry in Detroit
(EEO Tabulation, ACS 5-year estimate, 2006-2010)

	Data processing, libraries, information services	Educational services	Health care	Museums, art galleries, historical sites
Archivists, curators, and museum technicians	10	15	-	40
Librarians	145	125	10	10

Current occupational data retrieved from the U.S. Bureau of Labor (2017) show an estimated 4380 LAM practitioners in the Detroit-Warren-Dearborn metropolitan statistical area (Table 3.3). Nonprobability, purposive sampling was used to establish diversity in respondent viewpoints related to the research questions rather than to achieve representativeness of the metropolitan Detroit LAM workforce (Butterworth & Bishop, 1995; Teddlie & Yu, 2007).

Table 3.3

LAM Practitioners in Metropolitan Detroit
(U.S. Bureau of Labor, 2017)

Audio-visual and multimedia collection specialists	60
Curators	90
Education, training, and library workers	310
Museum technicians and conservators	80
Librarians	1230
Library assistants	1070
Library technicians	940
Tour guides	600

A purposive sampling frame was created using a Knowledge Resource Nomination Worksheet (KRNW), a selection procedure introduced by Okoli & Pawlowski (2004). A KRNW (Appendix F) was created through document review to identify categories of experts and to use the information to generate a list of prospective participants. Two purposive sampling techniques were used for the Delphi survey. Snowballing, to identify and gain access to participants meeting the selection criteria; and maximum variance, to increase the heterogeneity of the perspectives represented by the sample (Onwuegbuzie & Collins, 2007).

Okoli & Pawlowski (2004) noted that the Delphi survey is a group communication process, and, as such, the sample does not rely on representativeness or statistical power as criteria for selection. The explicit criterion for Delphi sample selection is expertise, demonstrated by knowledge or experience of the topic under investigation (Ziglio, 1996). Additional criteria for selection included: (a) willingness to explore the target issue and identify aspects related to the issues; (b) written communication and computer skills; (c) sufficient

time to participate in the study (Delbecq, Van de Ven, & Gustafson, 1975/1986; Ziglio, 1996).

3.7 Sampling Frame and Selection Protocol

Consensus varies in the literature regarding the appropriate sample size for a Delphi survey. Clayton (1997) suggested five to ten participants for an heterogeneous sample, while Okoli & Pawlowski (2004) regard ten to eighteen as a "practical" (p. 18) sample size. Rowe & Wright (2001) recommended a sample size of five to twenty respondents, noting that groups over a certain size limit the gains in the reliability of Delphi studies. To facilitate purposive, snowball and massive variance sampling, Okoli & Pawlowski's (2004) selection protocol (Figure 3.2) was replicated and a database was created of the prospective individuals and organizations identified through the process.

3.8 Ethical Considerations and Data Security

The research protocol and expedited review applications for the pilot study and modified Delphi survey were submitted to the University of South Carolina Institutional Review Board (IRB) Office of Research Compliance on November 26, 2016. The IRB granted approval for exemption from the Human Research Subject Regulations for the pilot study and modified Delphi survey on December 20, 2016 (Appendix A).

Because the Delphi technique is an iterative group problem-solving process, the study was quasi-anonymous (McKenna, 1994). Participant's individual responses were not known to other panel members but known to the researcher (Keeney, Hasson, & McKenna, 2006).

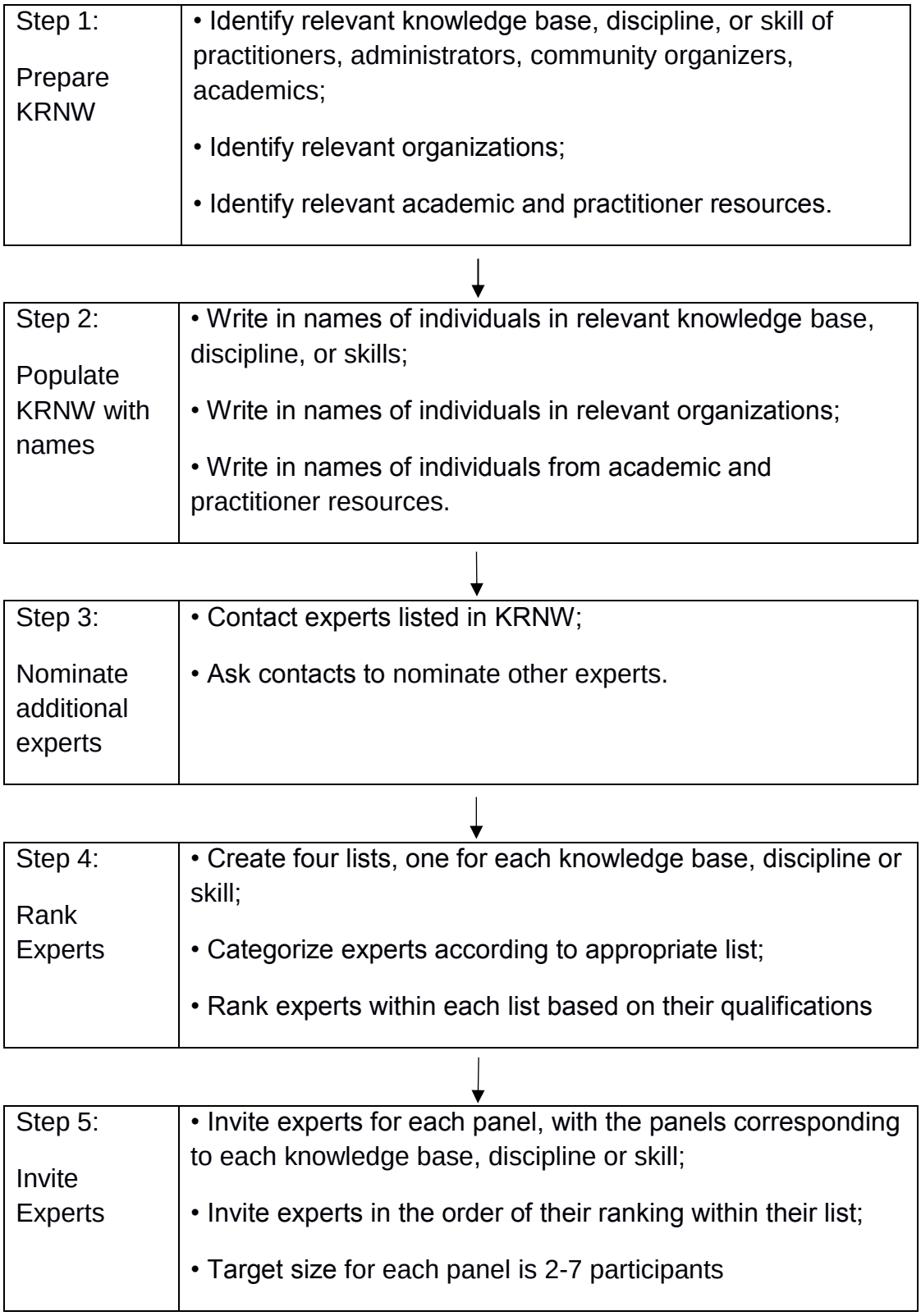

Figure 3.2. Selection Protocol, adapted from Schmidt, Lyytinen, Keli, & Cule (2001) and Okoli & Pawlowski (2004)

Survey responses were kept strictly confidential to maintain the privacy of Delphi panel members. Panelists were not asked for any personally identifiable information in the online questionnaires.

Survey data was collected and stored on a secured web server with Secure Sockets Layer (SSL) encryption. Data collected from the survey were stored in a secured location on a password protected computer. Research records will be destroyed three years after the termination of the study as stipulated by the University of South Carolina Office of Research Compliance.

3.9 Modified Delphi Workflow

A modified Delphi technique was used to better understand the function of cultural heritage institutions in gentrification. The QUAN data (demographic information, ratings, and rankings) and QUAL data (responses to open-ended questions) collected provided a nuanced analysis of trends augmented by the perspective of practitioners working in gentrification-impacted settings (Creswell, 2013). Figure 3.3 outlines the implementation of the Delphi process. The workflow was modeled upon the Schmidt (1997) protocol for ranking-type Delphi, shown in Figure 3.4.

The Delphi process was initiated with a pilot survey to test navigation, readability, and refine any inherent ambiguity prior to the launching of the first Delphi round. Modifications made during pre-testing enhanced distillation in subsequent Delphi rounds to foster group comprehension (Ziglio, 1996).

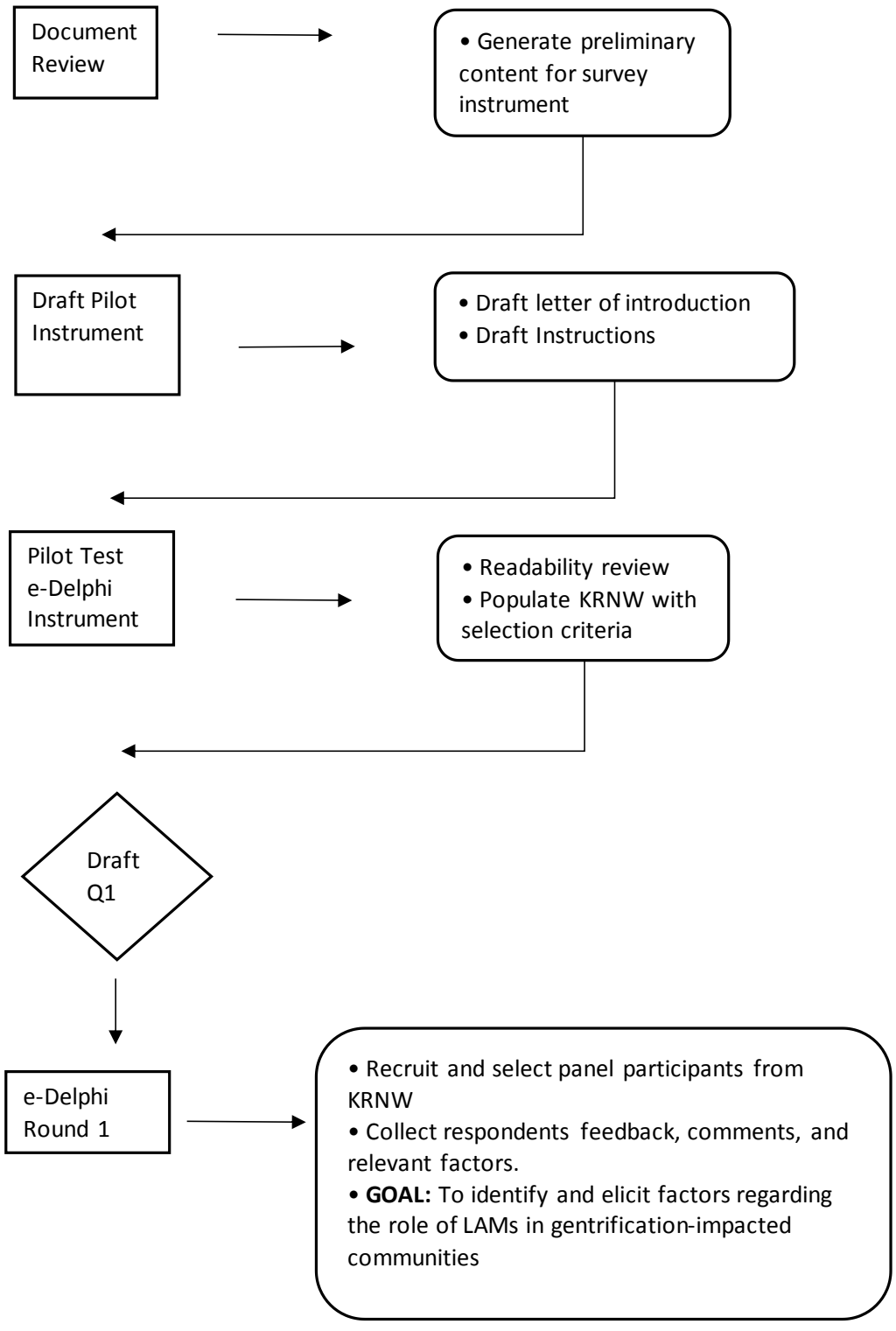

Figure 3.3. Ranking-type e-Delphi workflow

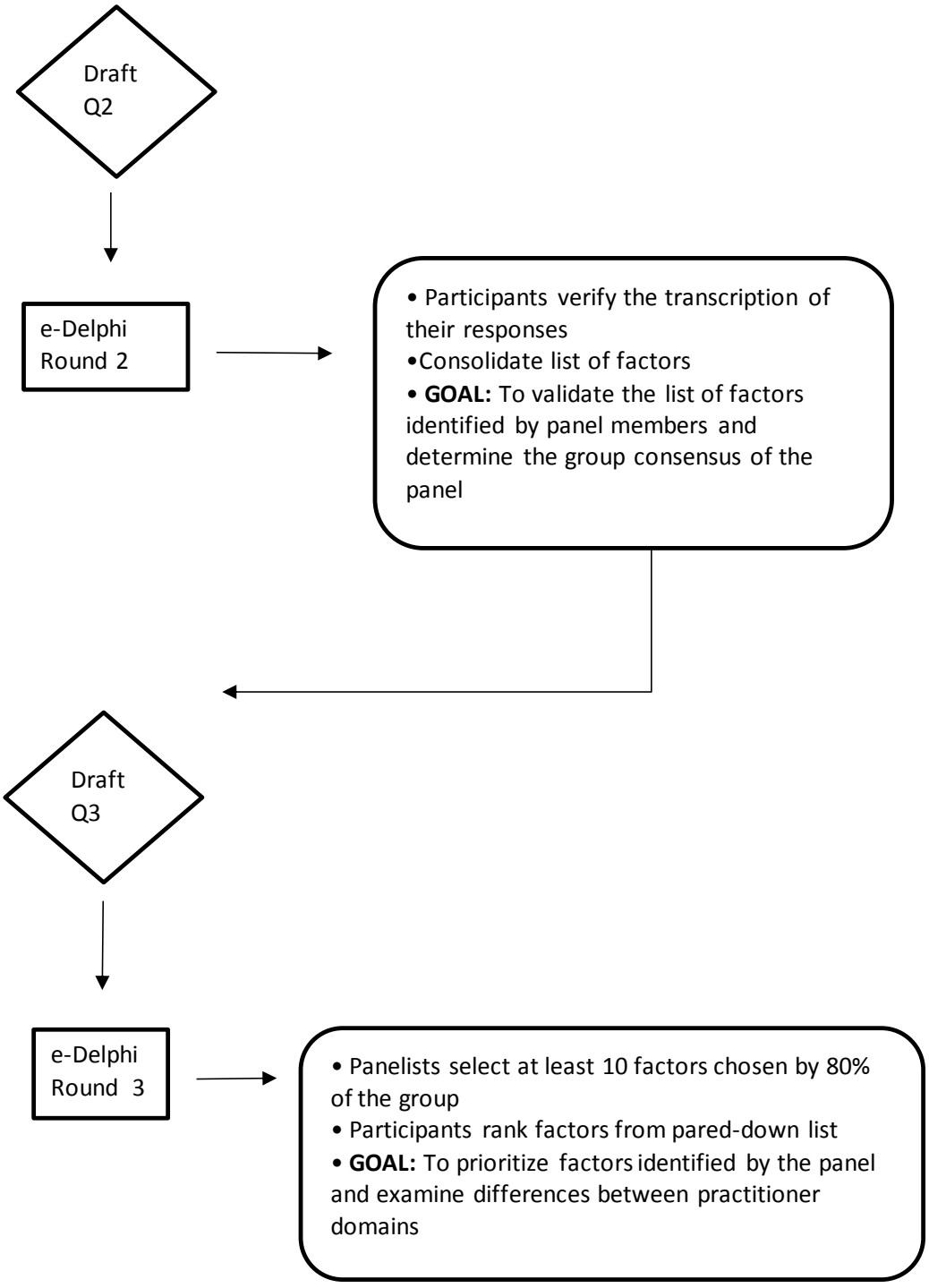

Figure 3.3. Ranking-type e-Delphi workflow (continued)

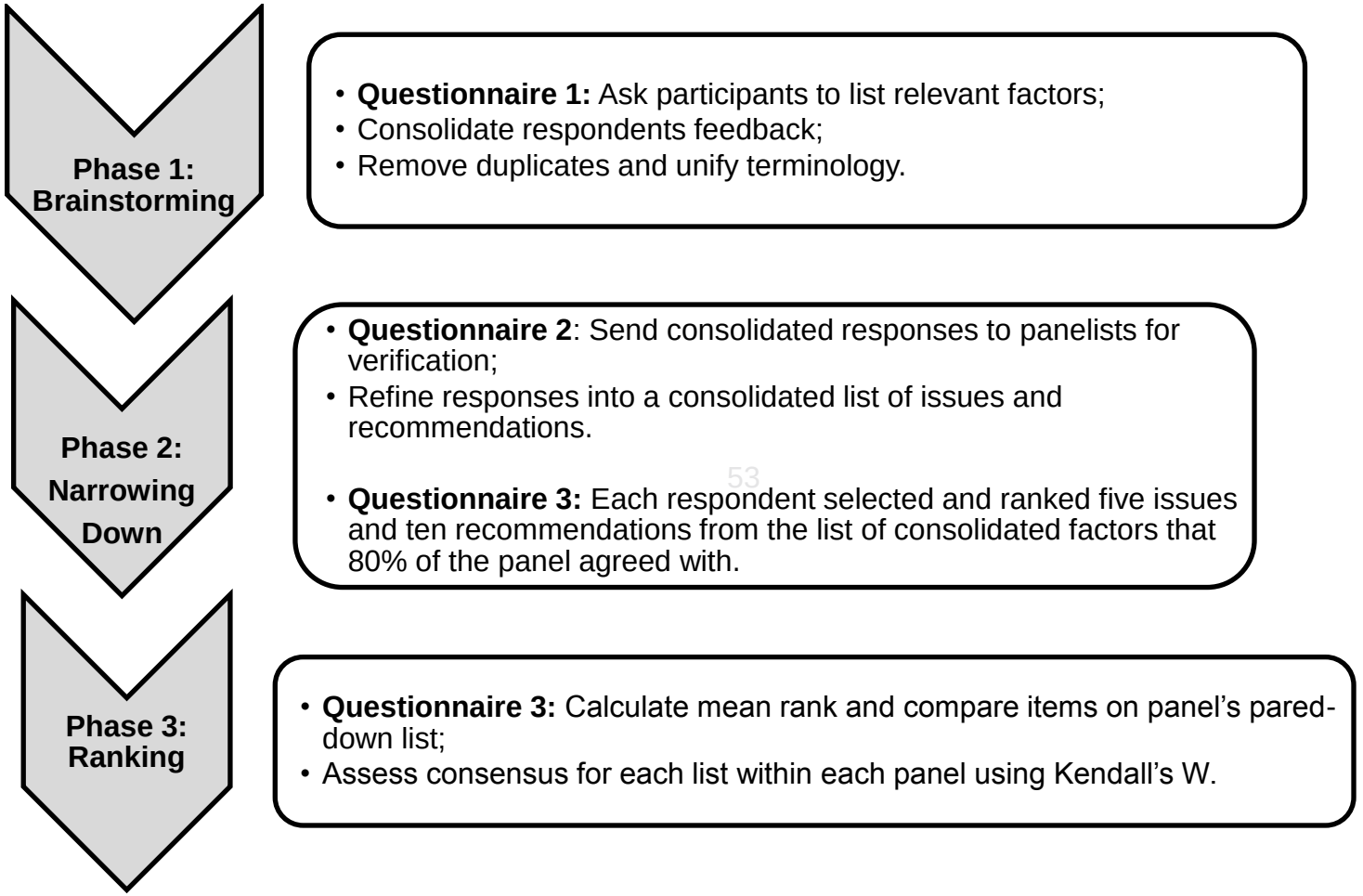

Figure 3.4. Ranking-type Delphi Protocol, adapted from Schmidt, Lyytinen, Keli, & Cule (2001) and Okoli & Pawlowski (2004)

The first round of a classical Delphi utilizes open-ended questions to aid topic formulation. This step was modified in the study and a semi-structured questionnaire was created. Relevant topics or questions were incorporated into the instrument from information gleaned through document review to seed the survey (Hsu & Sandford, 2007). The second and third rounds of the survey were developed through an iterative process in which successive questionnaires were developed based on the results of the preceding survey.

3.10 Instruments and Time Frame

The Delphi process moved from a pencil and paper application to the online environment with the advent of ICTs. The first electronic surveys or e-Delphi (MacEachren et al, 2005) were conducted in 1971 using “teletype or teletype-compatible computer terminal[s]” (Turoff, 1972, p. 159). The Tailored Design survey method was used to create a mixed-mode survey implementation for this study (Dillman, Smyth, & Christian, 2014). Paper and online questionnaires were designed with similar question and visual formats and wording for each Delphi survey instrument (Appendix L).

This e-Delphi project was administered using a variety of online platforms and software programs. Survey instruments were created, distributed, and stored using the Qualtrics online survey-hosting platform. Qualtrics was also used to monitor the progress of survey returns, deliver e-mail reminders, and manage data collection.

Giftbit digital gift cards were offered as a gesture of appreciation to all participants after the completion of each Delphi round. Giftbit code data were

embedded in the Survey Flow element of the Qualtrics interface to trigger an e-mail with a giftlink for each respondent after survey completion. The MAXQDA computer- assisted qualitative data analysis software (CAQDAS) program was used to perform inductive analysis of QUAL data. The Microsoft Excel 2010 spreadsheet application was used to organize, store, and clean raw QUAN data, and the Data Analysis Toolpak add-in program was used for statistical analysis of QUAN data.

Data collection for this modified e-Delphi mixed research project took place from September 2016 to August 2017 and incorporated the following methods: development of KRNW-based sampling frame, comprised of 139 potential contacts; creation of a semi-structured questionnaire; pilot survey; and three iterative rounds of survey (Figure 3.5). The first and second rounds collected QUAN and QUAL data concurrently, the third round collected QUAN data. Each Delphi round required a minimum of four weeks to complete; panelists had two weeks to complete and return a questionnaire and the researcher required two weeks to interpret and formulate subsequent survey instruments.

3.11 e-Delphi Pilot Study

After receiving IRB approval, a semi-structured questionnaire was created and a pilot survey was conducted March 2017 - April 2017. The pilot study was administered to test the validity of the survey instrument (Okoli & Pawlowski, 2004); ensure that the survey addressed the research questions (Skulmoski, Hartman & Krahn, 2007); and to test the navigation and readability of the

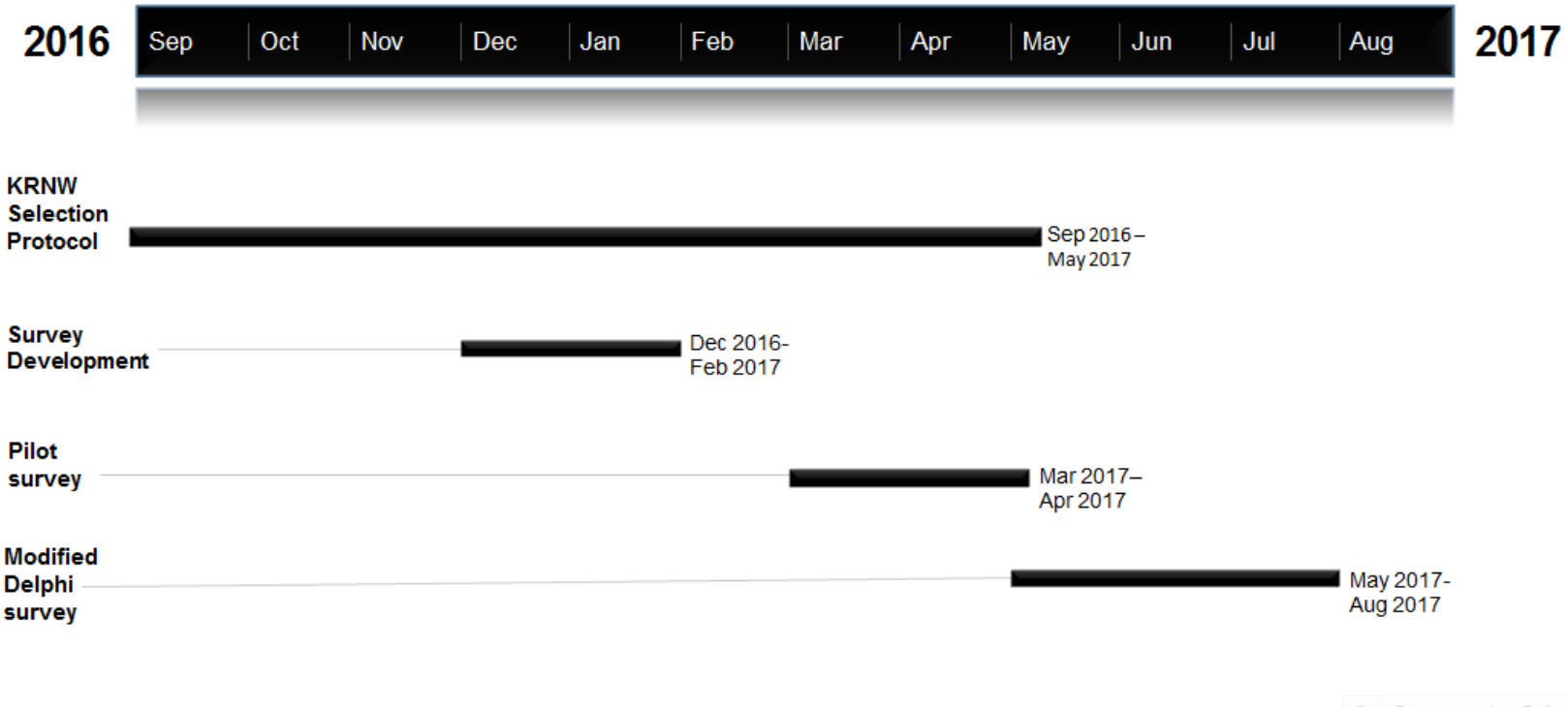

Figure 3.5. Modified e-Delphi Study Time Frame

e-Delphi instrument on the Qualtrics platform. The pilot survey was not distributed to individuals solicited for the e-Delphi study.

Twenty-four prospective participants were contacted via e-mail and asked to pre-test the Delphi survey. The e-mail correspondence included two attachments, a letter of introduction (Appendix B) and background information about the pilot study (Appendix D). The information letter explained the purpose of the pilot study, contained a confidentiality disclosure statement, and a confirmation statement that panel participation was voluntary.

The pilot sample was limited to cultural heritage administrators, educators, and practitioners from outside the state of Michigan (Table 3.4). Fifteen individuals (63% response rate) agreed to participate in the pilot survey and nine individuals did not respond to the e-mail request. Participants were selected from various regions of the country, seven from southern, three from eastern, three from midwestern, and two from western areas of the country.

Table 3.4

Composition of Pilot Survey Participants

Academic librarian	2
Anthropology professor	1
Cultural affairs manager	1
Cultural heritage commissioner	1
Digital archivist	2
Humanities professor	1
Library and information science professor	4
Public librarian	1
University archivist and records manager	2

Eleven participants (73% completion rate) returned completed surveys. Changes were made to the instrument based on feedback received from the pilot group. The modifications made to the questionnaire validated the content of the survey (Okoli & Pawlowski, 2004) and contributed to the instrument produced for the modified e-Delphi study.

3.12 Delphi Panel Solicitation and Recruitment

According to the ACS 5-year combined 'race' estimates for the city of Detroit, 80% of Detroit residents were African American; 13% European American; 7 % Latinx or Hispanic American; 1% Asian American; and 0.3% Indigenous or Native American for the period 2011-2015 (U.S. Census Bureau, 2016). As mentioned previously, the U.S. Bureau of Labor (2017) occupational statistics estimate 4380 LAM practitioners in the Detroit-Warren-Dearborn metropolitan area; while the current ACS 5-year combined estimates reported 355 LAM practitioners in Detroit for the period 2006-2010 (U.S. Census Bureau, 2011). Approximately 190 (54%) were European American women, 84 (24%) were African American women, and 80 (23%) were European American men (U.S. Census Bureau, 2011). The ACS 5-year estimates indicated no African American men or Latinx LAM practitioners. Estimates were not displayed for Asian American, Indigenous, or multi-racial LAM practitioners because sample cases were too small (U.S. Census Bureau, 2011). Middle Eastern and North African practitioners were also not represented in the ACS 5-year estimate.

To achieve heterogeneity in the composition of the Delphi survey panel, prospective participants needed to be solicited and recruited from the data gaps

indicated in the aforementioned estimates. Using a sample frame of 139 potential contacts, snowball and massive variance purposive sampling techniques were used to contact individuals and organizations identified during the KRNW process. The niche targeted for the survey was over sampled to counter an estimated 30%-50% drop-out between survey rounds (M. Phoenix, personal communication, April 21, 2017). Panel selection was limited to cultural heritage practitioners and community advocates in metropolitan Detroit based on their knowledge or experience of the following criteria:

- Practice at an anchor institution, in a neighborhood undergoing gentrification, or with a community seeking to stay put or resist displacement.
- Conduct research, publish, lecture, or present on community archiving, community development, public history, or other place-based activities.
- Interest in the role of LAMs in gentrification.

Eighty-nine prospective participants were contacted via e-mail and invited to take part in the survey. The invitation included three attachments, a letter of introduction (Appendix C), information about the Delphi process (Appendix E), and curriculum vitae. The letter of introduction explained the purpose of the study and asked prospective participants to refer qualified colleagues. The information letter contained background information about gentrification, synopsis of the Delphi process, proposed a timeline for the study, offered options for a preferred survey mode (paper or online questionnaire), and included confidentiality disclosure and voluntary participation statements. The curriculum vitae was included to provide background information about the researcher. Prospective participants were asked to respond to the e-mail if they were interested in taking

part in the study. Forty-one individuals (46% response rate) indicated an interest in participating in the study.

3.13 e-Delphi Round One

The first round of the Delphi study was launched on May 6, 2017. Round one survey instructions (Appendix G) were distributed using the Qualtrics platform to forty Delphi panel participants. Panel members were provided with a link to the survey and asked to complete the survey within two weeks. At the beginning of the second week, a reminder e-mail (Appendix J) was sent to panel members who had not completed the survey. A second e-mail reminder or voicemail message was sent to panelists who had not completed the survey the day before the closing date of the Round one survey. The morning of the deadline, a final reminder (Appendix K) was sent to panelists who had not completed a survey.

The Round one survey (Appendix M) was composed of twenty-three questions grouped into four areas:

1. Occupation and Organization Information
2. Definition and Impact of Gentrification
3. Cultural Heritage Institutions and Gentrification
4. Demographic Information

The purpose of the Round one survey was to discover issues related to the research questions. The following open-ended questions from the Cultural Heritage Institutions and Gentrification portion of the survey were asked to elicit

responses from the panelist to generate data for compiling a list of factors for the second survey (Schmidt, 1997):

- List as many factors as you can think of (at least six) that are major issues (challenges, conflicts, barriers) to cultural heritage institutions serving as anchors for revitalization projects.
- List as many factors as you can think of (at least six) that bridge the information worlds of residents and support placekeeping in neighborhoods at risk for gentrification-induced displacement.

Thirty-two panelists (80% completion rate) responded and returned the Round one survey by May 20, 2017. The survey was closed and individual responses to the open-ended survey questions were transcribed and returned to each respective respondent for verification. A total of 290 responses were elicited by the panel and categorized into 135 Issue Statements and 100 Recommendation Statements. MAXQDA CAQDAS was used to identify common themes, code the data, and compile a consolidated list of forty-nine propositional statements. Microsoft Excel 2010 was used to create both a spreadsheet for organizing Round one raw QUAN data and a QUAL data matrix.

3.14 e-Delphi Round Two

The second round of the Delphi study was launched on June, 11, 2017. An e-mail summarizing the findings from Round one, instructions for Round two, and a link to a survey (Appendix H) were distributed using the Qualtrics platform to thirty-two Delphi panel participants. At the beginning of the second week, a reminder e-mail (Appendix J) was sent to panel members who had not completed the survey. A second e-mail reminder was sent to panelists who had not completed the survey the day before the closing date of the Round two survey.

One panelist responded asking for an extension on the return date. An extension was granted to the panel member to ensure that a maximum number of participants completed the survey.

The Round two survey was composed of two sections. The first section contained twenty-three Issue Statements and twenty-six Recommendations. Panelists were asked to indicate their agreement or disagreement with each statement by completing a seven-point Likert-type scale. The scale measured intervals ranging from strongly agree to strongly disagree. The second section of the survey included the following open-ended questions:

- Please describe how you could support community-led service planning/delivery in the next 12 months.
- Please describe how your organization [could] strengthen community-led service protocols in the next 3 years.

The purpose of the Round two survey was to gather data indicating the level of the groups' agreement on the factors elicited in Round one and to develop an understanding of how the factors related to the research questions.

Thirty-one panelists (96% completion rate) responded and returned the Round two survey by June 26, 2017. The survey was closed and data were compiled using Microsoft Excel 2010 to input raw Round two QUAN data into a spreadsheet. Data Analysis Toolpak was used to calculate the percentages of agreement on the Round two survey items to interpret a level of consensus (Du Plessis & Human, 2007). For this round of survey, consensus was defined as having been achieved if 80% or more of the panelists agreed or strongly agreed with a statement (Avery et al., 2005; Du Plessis & Human, 2007). Schimdt (1997)

noted that in this phase of the study, issues of importance are determined as a result of the listing of consolidated factors being bound statistically. By establishing consensus, the criteria were set for selecting items for inclusion on the Round three survey (Powell, 2003).

3.15 e-Delphi Round Three

The third and final round of the Delphi study was launched on July 17, 2017. An e-mail summarizing the findings from Round two, instructions for Round three, and a link to a survey (Appendix I) was distributed using the Qualtrics platform to thirty-one Delphi panel participants. At the beginning of the second week, a reminder e-mail (Appendix J) was sent to panel members who had not completed the survey. Monitoring of the progress of survey returns indicated that a number of panel members had yet to start the survey two days prior to the closing date. A second e-mail reminder was sent as well as voicemail messages left with panelists who had neither opened the e-mail link to the survey nor completed the survey. The researcher, aware that there were city wide commemorations marking the 50th anniversary of the 1967 Detroit Rebellion, extended the deadline to ensure maximum panel participation.

The Round three survey (Appendix N) consisted of twenty-five statements that the panelists had rated with 80% or more agreement in Round two. The panelists were asked to select five of the seven issues elicited by the group and rank from the most important issue to least important issue. Panelists were also asked to select ten of the eighteen recommendations elicited by the group and

rank from the most important recommendation to the least important recommendation.

The purpose of the Round three survey was to produce a rank-order listing of the factors elicited by the panel and to compare rankings between LAM practitioners and community advocates. The list prioritized the issues and recommendations identified by the e-Delphi panel. The ranking also provided a means for understanding the issues and recommendations most critical to the e-Delphi panel (Okoli & Pawlowski, 2004).

Thirty panelists (96% completion rate) responded and returned the Round three survey by August 17, 2017. At this point the e-Delphi survey was concluded. Panelists received an e-mail thanking them for their participation in the study and were informed that a summary of findings would be provided, to those interested, at the completion of the research project. Microsoft Excel 2010 was used to input Round three raw QUAN data into the QUAN database. Data Analysis Toolpak was used to perform data analysis on the responses collected from each survey round.

Summary

This three-round modified Delphi mixed research project explored issues related to LAMs, gentrification, and displacement with cultural heritage practitioners and community advocates in Detroit, Michigan. The Delphi panel was composed of administrators, advocates, educators, front-line staff, and interdisciplinary scholars from metropolitan Detroit. Thirty-two panelists responded and returned questionnaires in the first survey round (n = 40, 80%

completion rate); thirty-one panelists responded and returned questionnaires in the second survey round (n = 32, 97% completion rate); and thirty panelists responded and returned questionnaires in the third survey round (n = 31, 97% completion rate).

A pilot study was conducted to validate the survey instrument designed for use in Round one of the modified Delphi study. Each subsequent Delphi survey instrument was informed by data gathered in the preceding Delphi survey round. Data was collected and analyzed during each e-Delphi round of the study. QUAL and QUAN data were collected during the first and second rounds of the e-Delphi study and QUAN data during the third e-Delphi round. The QUAL and QUAN data gathered during the "elicitation sessions" (Ju & Jin, 2013, p. 1) were interpreted and evaluated using the MAXQDA CAQDAS program and the Microsoft Excel Data Analysis Toolpak add-in program, respectively.

The round one survey instrument consisted of a semi-structured questionnaire composed of twenty-three questions, two of which were open-ended questions. Responses from the survey were analyzed using MAXQDA CAQDAS to identify themes in the narrative data. The themes were then categorized, consolidated, and used to develop the survey instruments for Rounds two and three. Microsoft Excel 2010 was used to input Round one raw QUAN data into a spreadsheet and organize both the QUAL and QUAN data sets.

The round two survey instrument contained forty-nine statements using a seven-point Likert-type scale (1 = strongly agree to 7 = strongly disagree) and

two open-ended questions. Responses were analyzed using the Data Analysis Toolpak to calculate percentages of agreement to determine a level of consensus for the e-Delphi panel. In this phase of the study, issues of importance were established and criteria set for the items selected for inclusion in the Round three survey. Microsoft Excel 2010 was used to input both QUAL and QUAN data into respective data sets.

The round three survey was composed of twenty-five statements which the panel rank-ordered from most to least importance. At the close of the third and final survey the questionnaires were exported from the Qualtrics platform to create a codebook (Appendix O). Microsoft Excel 2010 was used to clean the raw QUAN data set and to facilitate transformation of data for both the QUAN and QUAL data sets (Sue & Ritter, 2012).

MAXQDA CAQDAS and the Data Analysis Toolpak were used to analyze patterns and pattern frequency distributions in the narrative data. The QUAL data set was analyzed using inductive analysis. The QUAN data set was analyzed by using frequency distributions to tabulate descriptive statistics and nonparametric statistical methods to calculate Kendall's Coefficient Concordance W for the ranked data elicited in the third Delphi round. The next chapter presents the results of both the QUAL and QUAN analysis of the survey study.

CHAPTER 4: RESULTS AND FINDINGS

Cultural heritage organizations are recognized as anchor institutions in urban development revitalization schemes (Mathews, 2014; Rubin & Rose, 2015; Skipper, 2010). Observant scholars have initiated interrogation of the nexus between revitalization, gentrification, and LAMs (Blumer & Schuldt, 2014; Sze, 2010; Townsend, 2015).The objective of this mixed research project was to contribute to this body of knowledge by providing information from the viewpoint and perspective of LAM practitioner and community advocate stakeholders in a community experiencing GID.

This chapter presents data collected from May 6, 2017 – August 17, 2017 during a three-round modified e-Delphi survey conducted with librarians, archivists, curators, educators, and community advocates in Detroit, Michigan. The modified mixed Delphi design was appropriate for this exploratory study because it allowed the researcher to garner both QUAN and QUAL data, providing rich information to develop understanding of an emergent topic. Descriptions of the Delphi panel and a summary of the collection and analysis of data follow.

4.1 e-Delphi Panel Demographics

An heterogeneous panel was generated for this survey using purposive sampling; participants represented front-line staff, technologists, administrators,

educators, organizers, academicians, and advocates. The following description of the compilation of demographic information (Table 4.1) was collected from the e-Delphi panelists who completed the first round of the survey (n = 32).

Table 4.1

Demographic Profile of Participants

e-Delphi Panel Profile		n= 32
Years of Experience		
	< 1 year	5
	1 - 4 years	7
	5 - 9 years	11
	10 - 19 years	5
	≥ 20 years	4
Level of Authority		
	Final decision making	9
	Significant decision making	15
	Minimal decision making	8
Level of Education		
	Associates	1
	Bachelors	7
	Masters	16
	Professional	1
	Doctorate	7
Gender		
	Cis-gender woman	23
	Cis-gender man	5
	Gender non-conforming, Non-binary	4
Age		
	18 - 24 years	1
	25 - 34 years	5
	35 - 44 years	8
	45 - 54 years	7
	55 - 64 years	6
	65 - 74 years	3
	≥ 75 years	1
	Prefer not to answer	1

Occupation, Experience, and Level of Authority. The e-Delphi panel was comprised of ten (31%) community advocates; nine (28%) librarians; eight (25%) archivists; and five (16%) curators. Panelists were asked to select all categories that best described the type of organization they were associated with and their role at the organization. While there were thirty-two panel members, Table 4.2 and Table 4.3 reflect the panelists' self-selection of affiliation and organizational role.

Table 4.2

Organizational Affiliation

Type of Organization	
Academic	3
Archive	2
Community-Based	9
Cultural Center	2
Library	9
Municipal government	1
Museum	6
Non-profit	1
Private Collection	2
Worker Center	1

Note: Count reflects all categories selected by panelists
n = 32

Eleven panelists (34%) had 5 to 9 years of experience at their workplace; seven (22%) had 1 to 4 years of experience; five (16%) had 10 to 19 years' experience and an additional five (16%) had less than 1 year of experience; and four panel members (13%) had 20 years or more of experience. Fifteen panel members (47%) indicated they had a significant level of authority in regard to decision making. Nine (28%) had final decision making capacity; and eight (25%) indicated having minimal decision making authority in regard to policy, programming, or service planning at their organization.

Table 4.3

Role at Organization

Organizational Role	
Contractor	1
Coordinator	2
Director	7
Educator	10
Manager	5
Organizer	1
Owner	1
Student	1
Support staff	1
Technician	1
Trained professional	9
Volunteer	2

Note: Count reflects all categories selected by panelists
n = 32

Level of Education. All of the e-Delphi panelists were college educated. Sixteen (50%) panel members held master's degrees. Seven (22%) held bachelor's degrees and another seven (22%) held doctoral degrees. One panel member (3%) held an associate's degree; and an additional panel member (3%) held a juris doctor degree.

Gender and Age. The e-Delphi panel was composed of twenty-three (72%) cis-gendered women; five (16%) cis-gendered men; and four (13%) gender non-conforming or non-binary persons. Eight panel members (25%) were between 35 to 44 years of age; seven (22%) were between 45 to 54 years of age; six (19%) were between 55 to 64 years of age; five (16%) were between 25 to 34 years of age; three (9%) were between 65 to 74 years of age; one panel member (3%) was between 18 to 24 years of age; another panel member (3%) was 75 years or older; and there was a panel member (3%) who preferred not to disclose age.

Residence. Table 4.4 shows that fifty-three percent (n = 17) of the panel members resided in the city of Detroit and forty-seven percent (n = 15) were county residents.

Table 4.4

Residence

City Residents (n= 17)			County Residents (n= 15)		
		Percent			Percent
District Six	5	16%	Washtenaw County	5	16%
I don't know	4	13%	Oakland County	4	13%
District Four	3	9%	Wayne County	3	13%
District Two	2	6%	Ingham County	1	3%
District Five	2	6%	Lenawee County	1	3%
District One	1	3%	Macomb County	1	3%

Racial Categorization and Ethnicity. Panel members were asked their ethnicity and how they self-identified racially. While there were thirty-two panel members, Table 4.5 indicates how the panelists categorized themselves. Sixteen panel members (46%) were Black or African American. Members of this category identified as: black American; “Black, British, Bermudan”; Gullah; “multi-racial Black”; and “New Afrikan”. Ten panel members (29%) were White or European American. Members of this category identified as: European American-French Canadian; Irish; “recovering white, seeking humanity”; Welsh; and “white, Jewish”. Two panel members (6%) were Asian or Asian America. Members of this category identified as Indian and Japanese. Two panel members (6%) were Indigenous or Native American. Members of this category identified as: “Chippewa/Ojibwe (Wisconsin Treaty 1842 and 1854 territory)” and multi-racial.

One panel member (3%) was Latinx or Hispanic American and identified as “white, Mexican”. Finally, there was a panel member (3%) that self-described as “other”.

Table 4.5

Racial Categorization and Ethnicity of e-Delphi Panel

Ethnicity/'Race'	
Asian or Asian American	2
Black or African American	16
Indigenous or Native American	2
Latinx or Hispanic American	1
Multi-Racial	2
Other	1
White or European American	10

Note: Count reflects panelists' self-identification
n = 32

4.2 e-Delphi Panel Recruitment and Retention

Prospective participants were identified using a sampling frame of 139 individuals. Eighty-nine potential respondents were selected for inclusion based on criteria that established the individual as a stakeholder with expertise demonstrated by: (a) practical work, teaching, or research experience; (b) topical publications or media-based presentations. Forty-one individuals (46% response rate) accepted the invitation to participate on the e-Delphi panel. One individual withdrew before the launch of the first round due to a change in employment. Seven additional responses were received after Round one commenced; these individuals were not included on the e-Delphi panel.

Kebea (2016) observed that attrition across Delphi rounds should be expected and suggested Sumsion’s recommendation of 70% retention as

acceptable for a Delphi survey (as cited in Kebea, 2016). The three-round modified e-Delphi survey commenced with forty participants and concluded with thirty panel members (75% retention rate) returning the third questionnaire. Table 4.6 represents the completion rates between e-Delphi rounds. Thirty-two panel members (80% completion rate) answered the first questionnaire; thirty-one panel members (97% completion rate) responded to the second questionnaire; and thirty panel members (97% completion rate) returned the third and final questionnaire.

Table 4.6

e-Delphi Survey Completion Rates

e-Delphi Round	Panel Members	Panel Members Who Completed the Round	Completion Rate
1	40	32	80%
2	32	31	97%
3	31	30	97%

4.3 e-Delphi Round One Data Collection and Analysis

Data from the first round of the survey were collected from May 6, 2017 through May 20, 2017, using a semi-structured questionnaire created with the Qualtrics online survey platform (Appendix M). The primary objective for this round was to discover issues related to the research questions. RQ1: How might cultural heritage institutions play a role in gentrification? RQ2: How might information, culture, and heritage practitioners shape policy, service delivery, or praxis in communities at risk for gentrification-induced displacement? RQ3: What

services do cultural heritage institutions provide to communities resisting displacement?

Using closed-ended questions, panelist (n = 32) performed the following tasks: selected from a list of descriptors to define gentrification; identified if gentrification impacted their organization's service area; chose the extent to which they believed culture-led revitalization contributed to GID; and specified if there is a need for the cultural heritage domain to assess if revitalization partnerships contribute to GID. Two open-ended questions were used to identify factors related to LAMs anchoring revitalization efforts in Detroit. Responses to the open-ended questions and comments from the "please specify" text box options were collected and analyzed to consolidate a list of factors for subsequent surveys.

The QUAN data set was organized based on an instrument code book generated from the QUAN survey data (Appendix O, pp. 204-230). Numerical values of the closed-ended survey responses were input into a database using the Microsoft Excel 2010 spreadsheet application. Descriptive statistics were computed using the Microsoft Excel Data Analysis Toolpak add-in program to calculate frequency distributions. The QUAL data matrix was arranged according to a narrative typology generated from the open-ended and free-text responses elicited by the panel. MAXQDA 12.3.2 Analytics Pro CAQDAS program was used to identify, sort, and categorize emergent themes into a coding scheme (Appendix P). Narrative data was input into the matrix using the Microsoft Excel 2010 spreadsheet application.

A narrative typology was generated using general inductive analysis (Thomas, 2006). The inductive coding process began with 290 statements collected from the open-ended and free text responses of the survey. Panelists' individual responses were read and closely examined to identify repeating themes. Nineteen emergent themes were identified and assigned a descriptive code. Sources for code names were based on literature review or originated from panelist responses. Table 4.7 represents the nineteen primary code designations, identified as Level One codes, and the number of times a theme was coded.

Table 4.7

Emergent Themes

Level One Codes	Count
Access	46
Appropriation	1
Community Building/Benefit	22
Critical Race Theory	6
Cultural Competence	6
Disrespect	3
Diversity	4
Education or Skills	27
Exclusion	5
Funding	21
Indifference	4
Information Value	60
Media-Based Organizing	5
Organizational Culture	6
Power Dynamics	26
Relationships/Networks	11
Resources	21
Socio-Economic Status	8
Trust	8

A coding consistency check was then executed (Hahn, 2008). An independent coder was given 100 Level One coded raw text statements and asked to assign emergent codes to sections of text (Appendix Q). Miles, Huberman, & Saldaña (2014) recommend 85% to 90% intercoder agreement. The coding consistency check yielded 75% intercoder agreement.

The emergent codes were consolidated through recursive abstraction into the narrative categories shown in Figure 4.1. The narrative categories (Information Value, Access, Education or Skill, Power Networks, Community Benefit Building, Resources + Funding) are based on the most frequently coded themes (Appendix P, p. 233), or themes in which the coding frequently overlapped or clustered (Appendix Q). Four thematic codes were merged. 'Power' and 'relationships/networks' were combined into the Power Networks category and 'resources' and 'funding' were linked together as the Resources + Funding category. The Power Networks category contains clustered codes as subcategories (socio-economic status, trust, critical race analysis, organizational culture, cultural competence, media-based organizing, exclusion, diversity, indifference, disrespect, appropriation).

To situate the narrative typology in context with the themes voiced by the e-Delphi panel members, a description is provided for the main categories*:*

Information Value: As previously discussed (Information Worlds, p. 38), information value is the fourth element of the IW framework and represents shared or conflicting perspectives held by the panelists regarding the importance

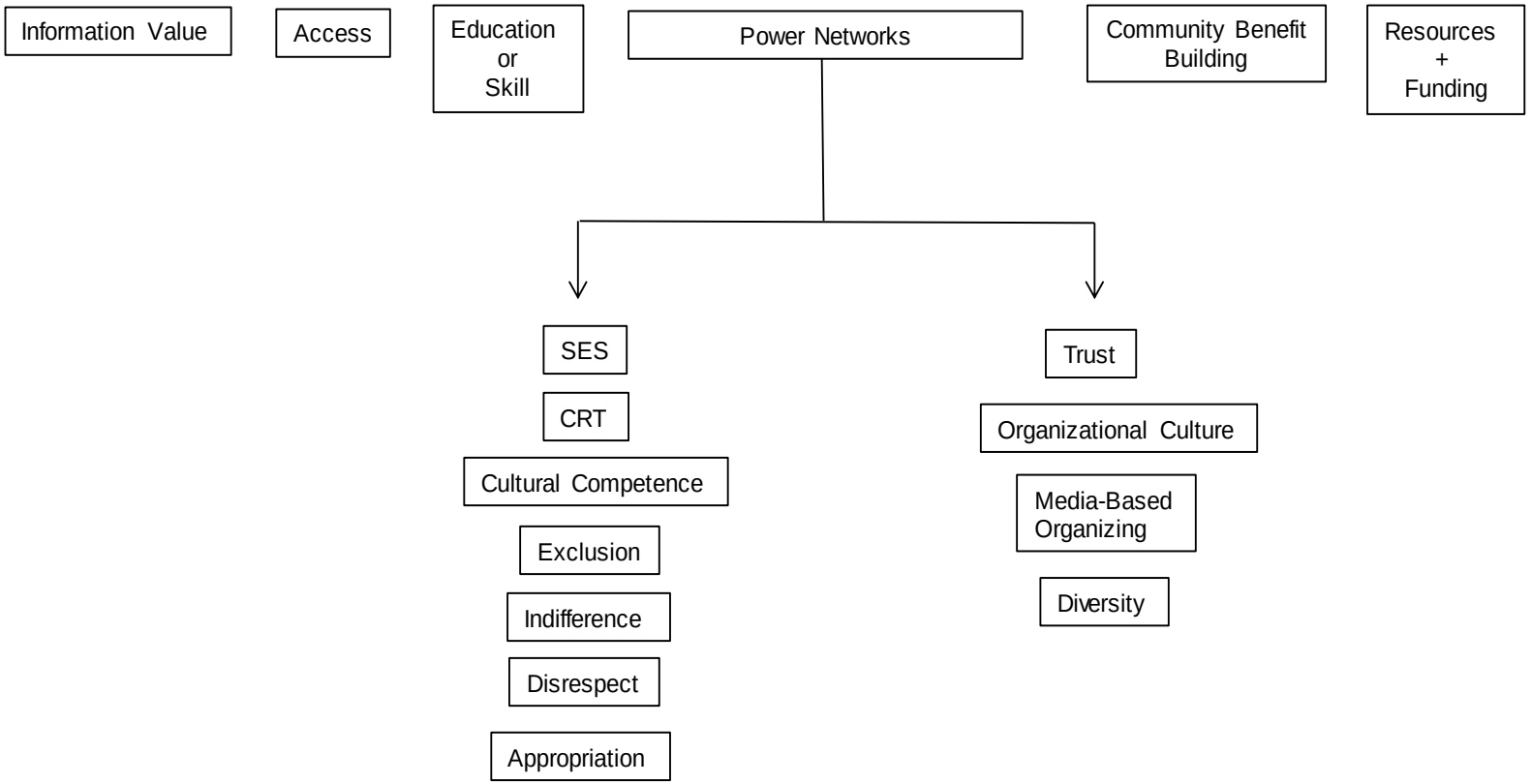

Figure 4.1. Narrative Typology

of information (Jaeger & Burnett, 2010). Panel member 22-M2 suggested that cultural heritage organizations improve marketing/social networking efforts to bridge the IW of residents in neighborhoods at-risk to GID; noting that the use of ICTs “keep certain communities or residents in communication, but don't necessarily support placekeeping” (Panelist 22-M2).

Access: Jaeger & Burnett (2010) characterize access as the physical, intellectual, and social means by which people are able to reach, understand, and make use of information. One panel member’s (26-M3) envisioning of access for residents in a neighborhood at-risk to GID included “culturally relevant/responsive historical museums supporting community centers, small businesses, and public recreational spaces with community programming [and] galleries supporting local artists and collectives” (Panelist 26-M3).

Education or Skills: Libraries and archives have been associated with imparting or acquiring knowledge since antiquity (Rubin, 2016; Shera, 1976; Zulu, 1993/2012). Panel member 24-AD4 conveyed how “literacy and poverty rates continue to make capital only accessible to the educated and privileged”, making the use of “the land bank [and] instruments like mortgages almost impossible to access for the majority of residents.” Panelist 24-AD4 suggested LAMs make “zines and publications that use visual language and universal design principles” available, to address literacy and economic disparity issues in Detroit (Panelist 24-AD4).

Power Networks: Jones, Dovido, & Vietze (2014) describe power dynamics as the relationship between access to social power, diversity status,

privilege, and the ability to control, acquire, and maintain assets. Panel member 12-L2 asserted that “white-owned and operated heritage institutions can never be used to dismantle [a] cultural/power nexus” formed by “European colonization” (Panelist 12-L2).

Community Benefit Building: de la Peña McCook (2000) proposed that librarians are community builders and identified community building as a community-driven praxis reinforcing the values as well as social and human capital of neighborhood residents and organizations. Panelist 43-M4 felt LAM practitioners faced a challenge in addressing the issue of LAMs and gentrification because of the need for “convincing stakeholders/leadership that this is mission-based work” (Panelist 43-M4).

Resources + Funding: The necessity for a supply of support, information, or capital was recurrently expressed by many of the panelists. Panel member 45-AR4 encapsulated this narrative, indicating that their organization had “started to apply triage” in an effort to serve communities at-risk to GID. Stating, “we continue to measure where best to put our energies. We have a renewed emphasis on K-12 education and on the most vulnerable cultural artifacts that are directly affected by costs going up, old building stock, neighborhoods in transition (or neighborhoods being ignored)” (Panelist 45-AR4).

The following details are provided for two subcategories (appropriation, disrespect) which were *in vivo* codes (Charmaz, 2012) originating from the e-Delphi panel:

Appropriation: When the cultural forms of a social, political, or economically oppressed group are used or mimicked by an oppressor group it is termed cultural misappropriation (OMICS 2017). Panel member 4-AD1's use of the term introduced the theme as an *in vivo* code. The panel member described the representation of neighborhoods at-risk to GID by cultural heritage institutions in Detroit as a "white washing of [the] historical context of resistance and appropriation of the language and goals of communities of resistance" (Panelist 4-AD1).

Disrespect: The authority for creating this category resided with panelist 2-AR1 (Constas, 1992). It indicates a lack of regard or treatment that is contemptuous, rude, or without respect. Panel member 4-AD1 described a countermeasure that their organization furnished as a service to offset incivility: "we provide water at no-cost to those whose water is being shut off; we know that this is one practice the city is using to force people from their homes" (Panelist 4-AD1).

4.4 e-Delphi Round One Findings

Definition of gentrification. Findings in chapter four frequency tables represent frequency distributions from largest to smallest percentages. Panelists selected from a list of eight descriptors to define gentrification. Table 4.8 shows that the majority of panel members determined that gentrification involved the relocation of racialized, poor, and homeless residents. Twenty-nine (91%) selected racialized relocation and twenty-six (81%) chose relocation of poor households and the homeless as primary factors of gentrification.

Table 4.8

Definition of Gentrification

Q7: How do you define gentrification? Select all that apply.	Distribution of Panel Responses (n = 32)	Frequency of Response
Racialized relocation	29	91%
Relocation of poor households and homeless from central to outlying areas	26	81%
Relocation of high-income households from outlying to central areas	21	66%
Changes in infrastructure resulting from investment	19	59%
Relocation of low- and middle-income households from central to outlying areas	18	56%
Development and services for the business community	17	53%
Changes in infrastructure resulting from disinvestment	13	41%
Development and services for community residents	6	19%

Eight panel members (25%) provided additional comments regarding gentrification in Detroit. These panelists expressed contrasting viewpoints across domains. Some thought gentrification had less to do with 'race' and more to do with SES. While others considered 'race' the engine of gentrification. Panel member 18-L4 commented that "the 'gentrifying force' coming into the city included as many African Americans and Hispanic people as Caucasians. So in our particular case… it has… more to do with SES" (Panelist 18-L4). Panel member 24-AD4 noted that, "gentrification is often racialized in the U.S., however, it happens in other countries and places where racialized relocation is not a central feature; the displacement/gentrification issue in Detroit is very uneven" (Panelist 24-AD4).

Conversely, panelists' 22-M2, 60-AD11, and 47-AD8 identified 'race' as a prime factor of gentrification. These panel members used terms like "disenfranchisement", "genocide", and described the gentrification process as "the dismantling of Black political and economic structures", respectively.

Service provision in gentrifying communities at risk to GID. Table 4.9 shows that seventy-eight percent (n = 25) of the panel members reported that their organization's service community was gentrifying.

Table 4.9

Gentrification in Service Area

Q8: Does gentrification impact the community served by your organization?	Distribution of Panel Responses (n = 32)	Frequency of Responses
Yes	25	78%
I don't know	4	13%
No	3	9%

Due to an error the researcher made in the design of the instrument, the setting for the branching logic conditions disrupted the survey flow to respondents that selected "no" or "I don't know" as a response to Q8: Does gentrification impact the community served by your organization? As a result, the survey advanced to Q12 and questionnaire items regarding modifications in practice or service to communities at risk for GID were not displayed to all panelists. QUAN data for Q10, Q10B, and Q10C were therefore excluded from analysis.

Findings from inductive analysis however traced the praxis of panelists working in gentrifying neighborhoods. Panel member 2-AR1 engaged community benefit building and cultural competence by offering sliding scale fees for cultural tours to community-based groups and lower income families. Panelist 2-AR1 stated, "I've led tours and delivered presentations to both the corporate community and grassroots organizers to address the issue of inequality based on gentrification." Overall (2009) identified cultural competence as an ability rather than behavior, developed over time, exhibiting knowledge, understanding, and

respectful interaction with diverse communities Cultural competence is achieved by fully integrating work and service so that both the lives of those being served and those engaged in service are enhanced. Panel member 2-AR1 demonstrated an understanding of the diverse backgrounds and socio-economic realities of community members in the area and integrated this knowledge into their programming and service.

The relationship between praxis and power was suggested by panel member 12-L2 who stated that they had modified their pedagogic methods by "deriving culturally responsive research questions and teaching practices to educate MLIS students and scholarly communities about the intersections of race, power, and culture in urban library communities." Panelist 12-L2's comment underscored the importance of assessing the role of LAMs in GID.

Panelists were asked the extent to which they thought culture-led revitalization contributed to GID. To discern the pattern in the scope of responses, Table 4.10 displays the findings in order of magnitude. Seven panel members (22%) thought culture-led revitalization contributed to GID to a moderate extent. When asked how important it was for cultural heritage institutions to assess if revitalization partnerships contributed to GID, sixteen (50%) specified that it was extremely important for LAMs to assess if revitalization partnerships contributed to displacement (Table 4.11).

A majority of the panel members supported the notion of cultural heritage institutions approaching the question of LAMS and gentrification (Table 4.12).

Table 4.10

Culture-Led Revitalization and Displacement

Q12: To what extent do you think cultural heritage revitalization projects contribute to gentrification-induced displacement?	Distribution of Panel Responses (n = 32)	Frequency of Responses
A very great extent	3	9%
A great extent	4	13%
A fairly great extent	4	13%
A moderate extent	7	22%
A small extent	5	16%
A very small extent	4	13%
No extent at all	2	6%
No answer	3	9%

Table 4.11

Assessment of Revitalization Partnerships

Q13: How important is it for cultural heritage institutions to assess if revitalization partnerships contribute to gentrification-induced displacement?	Distribution of Panel Responses (n = 32)	Frequency of Responses
Extremely important	16	50%
Very important	11	34%
Moderately important	3	9%
Neutral	1	3%
No answer	1	3%

Twenty-eight (88%) indicated that LAMs should engage with community members regarding the issue. Panelists also indicated a need for LAMs to support policy implementation and program development in communities at risk for GID (Table 4.13). Thirty (94%) chose public forum presentations and twenty-six (81%) selected adopting anchoring missions as strategies for implementation.

Six panel members (19%) shared additional ideas regarding praxis. Panel member 54-AR5 suggested that “historical/memory keeping institutions locate

and share historical resources that depict related past stories or resources relevant to today's at-risk communities" (Panelist 54-AR5).

Table 4.12

Role of Cultural Heritage Institutions in Revitalization

Q14: What position should cultural heritage institutions take regarding revitalization partnerships? Select all that apply.	Distribution of Panel Responses (n= 32)	Frequency of Responses
Engage with community members	28	88%
Assess equity and cultural competency policies	25	78%
Collaborate with community members and developers	25	78%
Support communities resisting displacement	23	72%
Support development projects	7	22%
Other	4	13%
Remain neutral	0	0%

Table 4.13

Cultural Heritage Policy and Programming for Communities At-Risk to GID

Q15: What types of activities, policy, programs, or services should cultural heritage practitioners provide in communities at risk for gentrification-induced displacement?	Distribution of Panel Responses (n= 32)	Frequency of Responses
Present public forums	30	94%
Incorporate strategies to mitigate GID into anchoring mission	26	81%
Evidence-based research working group	23	72%
Develop cultural competency best practices and guidelines	23	72%
Host community informatics incubator hubs	22	69%
Create a web-based forum	16	50%
Other	6	19%

Panelist 47-AD8, recommended practitioners "help young people understand the[ir] 'cultural legacy' and connect it to the skills they need … so they will not see participation in gentrification… as their only way forward" (Panel member 47-AD8). Finally, panel member 4-AD1 commented that LAM practitioners have

access to power that “we cannot have” and urged that they “work with young people who are trying to find their place in this city to see [the] policy and structural issues behind their individual experiences with gentrification and school closure[s]” (Panelist 4-AD1).

The feedback elicited in the first round of the modified e-Delphi survey generated 290 statements related to LAMs and gentrification in Detroit. Comments were transcribed and returned to respective respondents for verification. Duplicate comments were removed and terminology consolidated to produce a list of forty-nine propositions, which were used in the second survey round to be discussed in the next section.

4.5 e-Delphi Round Two Data Collection and Analysis

Data from the second round of the survey were collected from June 11, 2017 through June 26, 2017, using 7-point Likert-type scale item questions created with the Qualtrics online survey platform. The aim of this survey round was to establish a level of consensus on the propositions elicited by the panel and to develop an understanding of how the elicitations related to the research questions.

Panelists (n = 31) were asked to rate forty-nine statements compiled from the preceding survey, which were grouped into twenty-three issue statements and twenty-six recommendation statements (Appendix O, pp. 220-227). Using the following seven point scale, panelists indicated their level of agreement or disagreement with a statement: 1 = strongly agree, 2 = agree, 3 = somewhat agree, 4 = neither agree nor disagree, 5 = somewhat disagree, 6 = disagree, and

7 = strongly disagree. Two open-ended questions were asked in the section following the Likert-type scale items to provide panelists an opportunity to comment further if desired.

Descriptive statistics were computed using the Microsoft Excel Data Analysis Toolpak add-in program. A percentage level of agreement (80% or higher) was determined by calculating the frequency distribution of the responses to questionnaire items. At least 80% of the panel had to rate an item as ‘agree’ or ‘strongly agree’ to constitute agreement in this round.

4.6 e-Delphi Round Two Findings

Twenty five items reflected consensus between the e-Delphi panel members. Table 4.14 presents consensus statements with frequency distributions which 80% or more of the e-Delphi panel rated in agreement with. Seven issue statements and eighteen recommendations were culled from forty-nine propositions. By establishing consensus, the criterion was set for selecting items for inclusion on the third survey discussed in the following section.

4.7 e-Delphi Round Three Data Collection and Analysis

Data from the third round of the survey were collected from July 17, 2017 through August 17, 2017, using a ranking survey created with the Qualtrics online survey platform (Appendix N). As previously discussed, (e-Delphi Round three, p. 63) the survey was scheduled to remain open until July 31, 2017. Due to city wide commemorations marking the 50th anniversary of the 1967 Detroit Rebellion, the survey deadline was extended to ensure maximum panel participation.

Table 4.14

Round Two Consensus Statements

Consensus Statements	n = 31	Percentage of Agreement (≥ 80%)
Cultural heritage practitioners, community service providers, and educators should work collectively with residents to develop community-led service delivery methods in neighborhoods at risk of gentrification-induced displacement	31	100%
Repair or build trust with long-time residents, grassroots leadership, and community-based organizations	30	97%
Provide more full-time employment of administrative and front-line staff from the community and recruit board members from the community	28	90%
Adhere to the provisions of the Native American Graves Protection and Repatriation Act and the Protocols for Native American Archival Materials to protect against further disruption of indigenous culture and sacred lands	28	90%
Fund efforts to recruit librarians and cultural heritage practitioners of color along with continuing education and mentoring opportunities for all culture and heritage practitioners	28	90%
Staff needs training in community-led service planning and delivery, along with other placekeeping methods	27	87%
Re-tool programs and re-allocate resources to emphasize community-led service protocols, comprehensive capacity-building, and placekeeping	27	87%
Post events on social media apps the community uses and produce lo-fi online resources compatible with residents' mobile devices as well as the latest smartphones	27	87%
Front-line staff needs support in identifying resources and practices addressing cultural revitalization and gentrification-induced displacement	26	84%

Table 4.14

Round Two Consensus Statements (continued)

Consensus Statements	n = 31	Percentage of Agreement (≥ 80%)
There is a lack of knowledge and/or respect for the cultural heritage of people of color and a particular lack of knowledge and/or respect for Black community organizations	26	84%
Collaborate with grassroots organizations to create displays promoting resources (meeting or working spaces, jobs, grants, supplies) connected to organizations resisting displacement and produce presentations about gentrification-induced inequities	26	84%
Library, archive, and museum studies programs must educate undergraduate and graduate students, as well as scholarly communities, about the intersections of race, power, and culture in information and heritage institutions	26	84%
Adopt working definitions and strategies to address exclusion and commit to providing diversity, anti-racist, and inclusion training	26	84%
Sponsor face-to-face social networking events on culturally responsive museum visits and cultural history exhibitions at organizations outside of the Cultural Center Historic District corridor	26	84%
Collaborate with community advocates to create community vision statements and align mission statements and strategic goals with community vision documents	26	84%
There isn't enough collaboration between information, culture, and community-based service providers which contributes to information silos in the public service community	25	81%
Organizations need in-house training (i.e. working retreats, boot camps) in conflict resolution, negotiation, and participatory planning and design	25	81%
Foundations knowingly or unknowingly exhibit White supremacist values by incentivizing attitudes that frame community members as needing to be saved or discouraging resistance	25	81%

Table 4.14

Round Two Consensus Statements (continued)

Consensus Statements	n = 31	Percentage of Agreement (≥ 80%)
Longstanding conflict and competition between regional and city municipalities have weakened public infrastructure (roads, water and sewerage, electric grid, public transportation) and service (public safety, schools, cultural heritage institutions) in Detroit	25	81%
Cultural Center Historic District institutions should open pop-up or satellite locations in neighborhoods outside the midtown corridor	25	81%
Administrators must critically assess if their organization advances the imperialistic interests of dominant cultural groups at the expense of further marginalizing displaced and excluded cultural groups	25	81%
Include anti-poverty advocates and poor people as cultural heritage board member appointees	25	81%
Attend community meetings addressing issues related to gentrification in Detroit – dismantling of public education, privatization of water, and stopping mass water shut-offs	25	81%
Adopt protocols and implement strategies that adhere to the community-led service planning model, American Library Association Poor People's Policy, the Americans for the Arts' Statement on Cultural Equity, and the Society of American Archivists Core Values Statement and Code of Ethics	25	81%
Develop policies and adopt long term strategies to tackle gentrification-induced displacement	25	80%

The Round three survey instrument contained twenty-five items (seven issue statements and eighteen recommendations). Panel members were asked to select five issues from a list of seven statements and rank order by importance. One equaled the most important and five the least important.

Panelist then selected ten recommendations from a list of eighteen statements and rank ordered by importance, one equaled the most important and ten the least important. The Microsoft Excel 2010 Data Analysis Toolpak add-in program was not effective for computing the nonparametric statistical test of the rank-ordered data (Moore, 2010). As a result, rankings values (Appendix O, pp. 228-230) were recorded with the Data Analysis Toolpak and the nonparametric test computed using Statistical Package for Social Science (SPSS).

A nonparametric statistical test was used to analyze the round three sample data for three reasons:

- The study used a small, non-probability sample;
- recorded values represented ordinal, ranked data;
- the research project was an empirical study; therefore statistical significance would not be inferred.

Kendall's Coefficient of Concordance (W) was selected as the nonparametric statistical test to measure the extent of agreement among e-Delphi panel members with respect to their ranking of issues and recommendations. Kendall's W (herein denoted as W), is a measurement of association used to determine the degree of group consensus for ranked data (Linebach, Tesch, & Kovacsiss, 2014; Siegel & Castellan, 1988). The results for computing W using this statistical approach, yield values that range from zero, representing the absence of agreement (no consensus); to one, representing complete agreement (consensus). Schmidt (1997) developed a guideline for interpreting W when administering ranking-type Delphi surveys to determine the

need for further study: W ≥ 0.7 indicates strong agreement; W = 0.5 indicates moderate agreement; W ≤ 0.1 indicates very weak agreement and suggests the need for an additional round of survey (Okoli & Pawlowski, 2004).

4.8 e-Delphi Round Three Findings

Rankings were recorded and mean ranks calculated for each item, data recorded for items that were not ranked by a panel member received a recorded value of zero. The results provided used all the data (zeros included) and ties in the ranking were replaced with a mean rank formula (W. Sims, personal communication, October 24, 2017). Table 4.15 represents a comparison between LAM practitioner and community advocate issue rankings with percentage mention, mean rank, variance rank (D^2), Kendall's W, and chi-square value (X^2).

Table 4.15

Comparison of Ranked Issues between Groups

	Ranking by LAM Practitoners (n= 19)			Ranking by Community Advocates (n=11)		
Issue	Percentage Mention	Mean Rank	D^2	Percentage Mention	Mean Rank	D^2
1	89%	5.21	0.70	73%	4.95	0.33
2	68%	4.16	0.05	82%	5.36	0.97
3	53%	3.97	0.16	55%	3.77	0.36
4	74%	3.45	0.86	73%	2.95	2.03
5	58%	3.79	0.34	55%	3.50	0.76
6	68%	3.74	0.40	82%	3.64	0.54
7	89%	3.68	0.48	82%	3.82	0.31
Totals		28.00	2.99		27.99	5.30
	Grand Means	4.38		Grand Means	4.37	
		W	X^2		W	X^2
		0.073	8.331		0.157	10.393

The list of issues included:

1. There isn't enough collaboration between information, culture and community-based service providers; contributing to information silos in the public service community.

2. Front-line staff needs support in identifying resources and practices addressing cultural revitalization and gentrification-induced displacement.

3. Organizations need in-house training (i.e. working retreats, boot camps) in conflict resolution, negotiation, and participatory planning and design.

4. There is a lack of knowledge and/or respect for the cultural heritage of people of color and a particular lack of knowledge and/or respect for Black community organizations.

5. Staff needs training in community-led service planning and delivery, along with other placekeeping methods.

6. Foundations knowingly or unknowingly exhibit White supremacist values by incentivizing attitudes that frame community members as needing to be saved or discouraging resistance.

7. Longstanding conflict and competition between regional and city municipalities have weakened public infrastructure (roads, water and sewerage, electric grid, public transportation) and service (public safety, schools, cultural heritage institutions) in Detroit.

Table 4.16 represents a comparison between LAM practitioner and community advocate recommendation rankings with percentage mention, mean rank, variance rank (D^2), Kendall's W, and chi-square value (X^2).

The list of recommendations included:

1. Cultural heritage practitioners, community service providers, and educators should work collectively with residents to develop community-led service delivery methods in neighborhoods at risk of gentrification-induced displacement.

Table 4.16

Comparison of Ranked Recommendations between Groups

	Ranking by LAM Practitoners (n= 19)			Ranking by Community Advocates (n=11)		
Recommendations	Percentage Mention	Mean Rank	D^2	Percentage Mention	Mean Rank	D^2
1	79%	11.26	1.72	36%	7.77	4.74
2	74%	9.82	0.02	36%	7.77	4.74
3	32%	6.87	9.47	55%	9.32	0.39
4	47%	9.11	0.70	27%	7.00	8.69
5	58%	10.00	0.00	67%	8.64	1.71
6	68%	12.21	5.12	55%	10.23	0.08
7	53%	8.82	1.27	91%	12.50	6.52
8	37%	8.00	3.79	67%	10.82	0.76
9	89%	10.89	0.89	82%	11.36	2.00
10	53%	9.66	0.08	36%	8.14	3.27
11	26%	7.05	8.39	27%	7.64	5.32
12	53%	8.61	1.79	73%	11.59	2.70
13	53%	8.97	0.96	55%	9.59	0.13
14	58%	9.79	0.02	73%	12.05	4.42
15	63%	10.97	1.05	55%	8.59	1.84
16	63%	10.34	0.15	55%	9.77	0.03
17	32%	7.34	6.80	67%	9.27	0.46
18	63%	11.29	1.80	55%	8.95	0.99
Totals		171.00	44.03		171.00	48.79
	Grand Means	9.95		Grand Means	9.95	
		W	X^2		W	X^2
		0.091	29.537		0.102	19.092

2. Provide more full-time employment of administrative and front-line staff from the community and recruit board members from the community.

3. Re-tool programs and re-allocate resources to emphasize community-led service protocols, comprehensive capacity-building, and placekeeping.

4. Cultural Center Historic District institutions should open pop-up or satellite locations in neighborhoods outside the midtown corridor.

5. Collaborate with grassroots organizations to create displays promoting resources (meeting or working spaces, jobs, grants, supplies) connected

to organizations resisting displacement and produce presentations about gentrification-induced inequities.

6. Library, archive, and museum studies programs must educate undergraduate and graduate students, as well as scholarly communities, about the intersections of race, power, and culture in information and heritage institutions.

7. Adopt working definitions and strategies to address exclusion and commit to providing diversity, anti-racist, and inclusion training.

8. Adhere to the provisions of the Native American Graves Protection and Repatriation Act and the Protocols for Native American Archival Materials to protect against further disruption of indigenous culture and sacred lands.

9. Repair or build trust with long-time residents, grassroots leadership, and community-based organizations.

10. Sponsor face-to-face social networking events on culturally responsive museum visits and cultural history exhibitions at organizations outside of the Cultural Center Historic District corridor.

11. Post events on social media apps the community uses and produce lo-fi online resources compatible with residents' mobile devices as well as the latest smartphones.

12. Administrators must critically assess if their organization advances the imperialistic interests of dominant cultural groups at the expense of further marginalizing displaced and excluded cultural groups.

13. Include anti-poverty advocates and poor people as cultural heritage board member appointees.

14. Attend community meetings addressing issues related to gentrification in Detroit – dismantling of public education, privatization of water, and stopping mass water shut-offs.

15. Fund efforts to recruit librarians and cultural heritage practitioners of color along with continuing education and mentoring opportunities for all culture and heritage practitioners.

16. Collaborate with community advocates to create community vision statements and align mission statements and strategic goals with community vision documents.

17. Develop policies and adopt long term strategies to tackle gentrification-induced displacement.

18. Adopt protocols and implement strategies that adhere to the community-led service planning model, American Library Association Poor People's Policy, the Americans for the Arts' Statement on Cultural Equity, and the Society of American Archivists Core Values Statement and Code of Ethics.

Group consensus overall on the issues and recommendations generated by the e-Delphi panel (not shown) indicated a very weak level of agreement, W = 0.1. Comparison between LAM practitioners and community advocates also indicated a very weak level of agreement, with slightly higher W values for community advocates. W = 0.073 for LAM practitioner issue rankings and for community advocates, the rounded value for W = 0.2 (Table 4.15). W = 0.1 for community advocate recommendation rankings and for LAM practitioners, the rounded value for W = 0.1 (Table 4.16).The very weak levels of group consensus on the relative rankings suggest a fourth round of survey would have been appropriate for this study. Finally, Table 4.17 and Table 4.18 show rankings ordered by the percentage of mentions categorized by narrative theme (Ju & Pawlowski, 2011).

Table 4.17

Comparison of Issue Rankings by Percentage Mention and Narrative Theme

	Ranking by LAM Practitoners (n= 19)			Ranking by Community Advocates (n=11)		
Recommendations	Percentage Mention	Mean Rank	D^2	Percentage Mention	Mean Rank	D^2
1	79%	11.26	1.72	36%	7.77	4.74
2	74%	9.82	0.02	36%	7.77	4.74
3	32%	6.87	9.47	55%	9.32	0.39
4	47%	9.11	0.70	27%	7.00	8.69
5	58%	10.00	0.00	67%	8.64	1.71
6	68%	12.21	5.12	55%	10.23	0.08
7	53%	8.82	1.27	91%	12.50	6.52
8	37%	8.00	3.79	67%	10.82	0.76
9	89%	10.89	0.89	82%	11.36	2.00
10	53%	9.66	0.08	36%	8.14	3.27
11	26%	7.05	8.39	27%	7.64	5.32
12	53%	8.61	1.79	73%	11.59	2.70
13	53%	8.97	0.96	55%	9.59	0.13
14	58%	9.79	0.02	73%	12.05	4.42
15	63%	10.97	1.05	55%	8.59	1.84
16	63%	10.34	0.15	55%	9.77	0.03
17	32%	7.34	6.80	67%	9.27	0.46
18	63%	11.29	1.80	55%	8.95	0.99
Totals		171.00	44.03		171.00	48.79
	Grand Means	9.95		Grand Means	9.95	
		W	X^2		W	X^2
		0.091	29.537		0.102	19.092

Table 4.18

Comparison of Recommendation Rankings by Percentage Mention and Narrative Theme

Item #	LAM Practitioners Top 5 Issues	Narrative Theme	Item #	Community Advocates Top 5 Issues	Narrative Theme
1	Not enough collaboration between LAMs and community-based organizations	C1, C2, C4, C5, C6	2	Lack of training in community-led service strategies and placekeeping	C1, C2, C3, C4, C5, C6
7	Longstanding regional conflict has weakened infrastructure and public service	C4, C5, C6	6	Foundations exhibit White supremacist values that frame communities as needing to be saved or be complacent	C2, C4, C5, C6
4	Lack of knowledge and respect for the cultural heritage of people of color and Black community organizations	C1, C2, C4, C5, C6	7	Longstanding regional conflict has weakened infrastructure and public service	C4, C5, C6
2	Lack of training in community-led service strategies and placekeeping	C1, C2, C3, C4, C5, C6	1	Not enough collaboration between LAMs and community-based organizations	C1, C2, C4, C5, C6
6	Foundations exhibit White supremacist values that frame communities as needing to be saved or be complacent	C2, C4, C5, C6	4	Lack of knowledge and respect for cultural heritage of people of color and Black community organizations	C1, C2, C4, C5, C6

Narrative Code:
C1 = Information Value
C2 = Access
C3 = Education or Skill
C4 = Power Networks
C5 = Community Benefit Building
C6 = Resource + Funding

Table 4.18

Comparison of Recommendation Rankings by Percentage Mention and Narrative Theme (continued)

Item #	LAM Practitioners Top 10 Recommendations	Narrative Theme	Item #	Community Advocates Top 10 Recommendations	Narrative Theme
9	Repair trust with long-time residents, grassroots leaders, community-based organizations	C1, C2, C3, C4, C5	7	Adopt strategies to address exclusion; provide diversity and anti-racist training	C1, C3, C4
1	Culture and community practitioners and educators work collectively with residents to develop community-led service strategies	C1, C2, C4, C5	9	Repair trust with long-time residents, grassroots leaders, community-based organizations	C1, C2, C3, C4, C5
2	Select administrators, staff, and board members from the community	C1, C2, C3, C4, C5	12	Administration must assess if organization advances imperialistic interests and marginalizes groups at-risk to GID	C1, C2, C3, C4, C5
6	Education and curricula on the intersection of 'race', power, and culture in LAMs	C1, C4, C6	14	Attend community meetings addressing GID related issues (i.e., dismantling of DPS, mass water shut-offs)	C2, C4, C5, C6
15	Funding to recruit practitioners of color and continuing education/mentoring for all practitioners	C1, C2, C3, C4, C5, C6	5	Collaborate with grassroots organizations to create resources on GID	C2, C4, C5

Narrative Code:
C1 = Information Value
C2 = Access
C3 = Education or Skill
C4 = Power Networks
C5 = Community Benefit Building
C6 = Resource + Funding

Table 4.18

Comparison of Recommendation Rankings by Percentage Mention and Narrative Theme (continued)

Item #	LAM Practitioners Top 10 Recommendations	Narrative Theme	Item #	Community Advocates Top 10 Recommendations	Narrative Theme
16	Work collaboratively to create community vision statements to align mission and goals	C1, C2, C3, C4, C5	8	Adhere to Native American Graves Protection and Repatriation Act and the Protocols for Native American Archival Materials	C1, C3, C4, C5
18	Adopt community-led service planning, ALA Poor People's Policy, Americans for the Arts Cultural Equity Statement, and SAA Core Values & Code of Ethics	C1,C4, C5	17	Develop policies and adopt long term strategies to tackle GID	C1, C2, C4, C5
5	Collaborate with grassroots organizations to create resources on GID	C2, C4, C5	3	Re-tool programs and re-allocate resources to emphasize community-led service protocols, comprehensive capacity-building, and placekeeping	C1,C3, C4, C5, C6
14	Attend community meetings addressing GID related issues (i.e., dismantling of DPS, mass water shut-offs)	C2, C4, C5, C6	6	Education and curricula on the intersection of 'race', power, and cultural in LAMs	C1, C4, C6
7	Adopt strategies to address exclusion; provide diversity and anti-racist training	C1, C3, C4	13	Include anti-poverty advocates and poor people as board members	C1, C2, C3, C4, C5

Narrative Code:
C1 = Information Value
C2 = Access
C3 = Education or Skill
C4 = Power Networks
C5 = Community Benefit Building
C6 = Resource + Funding

Summary

A concurrent, triangulation mixed-methods research design was utilized to examine the role of cultural heritage institutions in gentrification and displacement in Detroit, Michigan. A modified-Delphi technique was used to collect QUAL and QUAN data from three rounds of survey conducted over a three month period. The study began May 6, 2017 with 40 participants and concluded August 17, 2017 with 30 participants (75% retention rate).

QUAL and QUAN data were triangulated to report the findings of the e-Delphi study. The QUAN findings for all three rounds of sample data were reported as descriptive statistics and frequency distributions. The QUAL findings were reported as descriptive e-Delphi member quotes or narrative categories. The narrative typology created from the Round one and Round two sample data was produced through inductive analysis. The Round three nonparametric statistical analysis of the sample data was reported as Kendall's W values to report group consensus on rankings.

The key findings from this mixed e-Delphi study revealed that the majority of the e-Delphi panel indicated racialized relocation (91%) and relocation of poor households and the homeless (81%) as primary factors of gentrification (Table 4.8). Fifty percent of the e-Delphi panel specified that it was extremely important for LAMs to assess if revitalization partnerships contributed to displacement (Table 4.11). A majority of the e-Delphi panel indicated that it was important for LAMs to assess if revitalization partnerships contributed to GID rather than to remain neutral (Table 4.12). Kendall's W values indicated a very weak level of

agreement among the e-Delphi rankings, suggesting further study would be necessary if the objective were to achieve group consensus.

The next and final chapter will include the limitations of the study, how the findings relate to the research questions and literature, and recommendations for further research.

CHAPTER 5: SUMMARY AND RECOMMENDATIONS

The objective of this research was to explore the role of cultural heritage institutions anchoring gentrification from the vantage point of information, culture, and community workers in Detroit, Michigan; and to prioritize factors identified by the group as issues and recommendations for policy and praxis. A review of the literature pointed to several gaps in knowledge on LAMs and gentrification, prompting the use of a transdisciplinary document review protocol. Much of the research on LAMs and gentrification originated from outside the U.S., two case studies specifically situated libraries and museums within gentrification in Switzerland and Bogotá, Columbia, respectively (Blumer & Schuldt, 2014; Townsend, 2015).

There were no previous Delphi studies discovered that assessed culture-led revitalization decision-making or LAM praxis in communities undergoing gentrification. Studies closely related to the thesis centered on the socio-cultural context of Whiteness and museum praxis in racialized and historically marginalized communities (Gautreau, 2015); public archeology, public history, and cultural resource management at ethnic specific institutions located in gentrified communities (Skipper, 2010, Sze, 2010); and a survey of DIA exhibition and interpretive labeling strategies targeted to creating greater inclusion of Detroit's predominantly African American community (Beehn, 2015).

These studies as well as the 2015 IMLS report on comprehensive community revitalization served as signposts supporting the researcher's use of a mixed research approach. Through the use of the modified Delphi process, a three-round survey instrument was developed to collect data, which addressed the research problem.

Using a mixed e-Delphi survey, LAM practitioners and community advocates were asked to identify: (a) challenges, barriers, or conflicts related to cultural heritage institutions anchoring revitalization projects; (b) elements that bridge the information worlds of residents at-risk to GID; (c) factors supporting placekeeping in transitioning neighborhoods. This chapter presents a summary of the QUAN and QUAL findings relative to the research questions and discusses the implications of the research; limitations of the study; and recommendations for future direction in the body of knowledge.

5.1 Summary of Findings

At the close of the first survey round, the sample participants (n = 32) were comprised of librarians (28%, n = 9), archivists (25%, n = 8), curators (16%, n = 5), and community advocates (31%, n = 10). Thirty e-Delphi panel members completed all three rounds of survey (94% completion rate), identifying factors and describing experiences related to cultural-led revitalization, gentrification, and displacement in Detroit. Panelists rated their level of agreement with forty-nine proposition statements (23 issues and 26 recommendations) consolidated from 290 responses elicited from survey one. The e-Delphi panel then prioritized

twenty five items where there was 80% or more agreement among the participants on survey two. Each panel member selected five of seven issues and ten of eighteen recommendations in survey three and rank-ordered them from most important to least important. Consensus was not achieved by the third and final round of this study, there was a very weak level of agreement in the ranking of issues ($W = .008$; $X^2 = 15.815$; $df = 6$; $p = .015$) and recommendations ($W = .050$; $X^2 = 24.467$; $df = 17$; $p = .085$).

QUAL sample data produced from the open-ended survey questions were organized into six narratives: (1) Information Value, (2) Access, (3) Education or Skill, (4) Power Networks, (5) Community Benefit Building, (6) Resources + Funding. The narratives of the e-Delphi panel provided descriptive data adding depth to the QUAN values relating to the research questions. While there was a very weak level of group consensus, the synthesis of the QUAL and QUAN data provided a rich source of useful information on the extent to which practitioners and advocates in Detroit consider the role of LAMs in gentrification and displacement an issue for the cultural heritage domain.

5.2 Research Question One QUAN Findings

The first research question asked: How might cultural heritage institutions play a role in gentrification? Findings from survey one showed that 78% of the panelists work in communities undergoing gentrification. The recorded data indicated a range of opinions regarding the magnitude to which panelists thought redevelopment contributed to displacing residents in organization service areas.

A third of the panelists (34%, n = 11) specified that culture-led revitalization contributed to GID to a fairly great, great, or very great extent. Another third (34%, n = 11) of the panel members indicated that culture-led revitalization contributed to GID to a very small, small, or to no extent. Twenty-two percent (n = 7) suggested a moderate extent; and nine percent (n = 3) chose not to respond.

A majority of the e-Delphi panel (84%, n = 27) reported that it was very or extremely important to assess if revitalization partnerships contributed to GID. In contrast, one panel member indicated that cultural heritage institutions should remain neutral. Three panelists (9%) reported that it was moderately important to assess partnerships, and one panel member chose not to respond.

5.3 Research Question One QUAL Findings

Access and Power. A panelist recounting the experience of a family member of a displacee (Hartman, Keating & LeGates, 1982) from a gentrified, formerly African American community described the positionality of LAMs in gentrification and displacement. The panelist commented and inquired:

> A friend of mine [shared] her shock in seeing her grandfather's name on a plaque in San Francisco, long after her family was priced out of being able to live there. What does it mean for your contributions to be ‘remembered’ when you cannot afford to be a part of that city/community any longer? This is a key question for cultural heritage institutions. [I]n many cases, gentrification includes the changing of names of institutions and places.

> Do cultural heritage institutions just ‘remember’ what the names used to be, while still giving validity to the… colonizing? (Panel member 47-AD8).

5.4 Research Question Two QUAN Findings

The second research question asked: How might information, culture, and heritage practitioners shape policy, service delivery, or praxis in communities at risk for gentrification-induced displacement? This question was explored by focusing on frequency count data collected from LAM policy implementation and program development strategy selections and panel generated recommendations, which received 80% or more agreement by the e-Delphi panel. Thirty (94%) chose public forum presentations; twenty-six (81%) indicated revising mission statements, twenty- three (72%) selected evidence-based research work groups; and twenty-three (72%) reported developing cultural competency best practices and guidelines as strategic actions.

5.5 Research Question Two QUAL Findings

Community Benefit Building. A participant discussing strategies for engagement with limited funding indicated the significance of LAM practitioners as community builders, stating:

> [B]roaden the definition of… community engagement... It doesn’t have to be always a formal thing that costs a lot of money… there’s little changes… that really honor your relationship with the community... until you can find the money. And in that case, if the money is found, the

> people you're always calling on, why can't they be the ones to get those jobs? [T]here needs to be intentional relationship building… This city is full of block clubs and residents who do the back breaking labor that literally holds the city together. [P]eople talk about 'oh it's great; it's nice that the residents are doing this' but then it also becomes the residents [who] will sustain all these projects. [T]here's not an acknowledgement that the residents have… histories. (Participant 68-AD12).

5.6 Research Question Three QUAL Findings

The third research question asked: What services do cultural heritage institutions provide in communities resisting displacement? This question was explored by focusing on the descriptive sample data collected from the survey.

Community Benefit Building. The e-Delphi panel ranked collaboration as both an issue and recommendation for information, culture, and heritage policy, programming, and service delivery in communities at risk to GID. A community advocate described the significance of LAMs to community benefit building in Detroit, observing:

> When we do engagement work for our capacity building workshops, it's been hard because there's not that [space] we can hang around during parent pick up, because there's no local [public] school. I could talk to parents at a charter school at parent night but they may not live in the neighborhood. It's important to preserve a place, a community space to talk to your neighbors. (Participant 68-AD12).

Education or Skill. The descriptive sample data collected from LAM panel members suggested individual practices were being implemented but no organizational strategies were currently in place. Panel member 22-M2 proposed that cultural heritage institutions could strengthen community-led service protocols in the next 3 years by collaborating with the Detroit Independent Freedom Schools movement (DIFS). LAMs could host a series of community stakeholder discussions addressing the "issues of access, race, sexism, and desires/needs for education and skilled recreation" and sponsor the creation of a "community curriculum" by providing "in-kind service/resources [to] hold weekend classes delivered by [DIFS] teachers." (Panel member 22-M2).

5.7 Interpretation of Findings

A transdisciplinary approach was utilized as the conceptual scaffold for this study, to situate cultural heritage institutions as one of many structural supports driving gentrification (Kinniburgh, 2017). Documents guiding the exploration of the socio-cultural context of LAMs, gentrification, and displacement in a racialized community were discussed in chapter two and provide the framework for evaluating the results of this study.

The disparity in the representation of people of color in Detroit's LAM workforce did not go unnoticed by the researcher. Detroit is a city of color. Over 87% of Detroit residents are estimated to be people of color (U.S. Census, 2016). Yet, of the 355 reported LAM practitioners in Detroit for the period 2006-2010, approximately 54% were European American women and 23% were European

American men. An estimated 24% were African American women and no African American men were indicated. There were also no Latinx or Mexican American, Arab American, Asian American, Indigenous, or multi-racial LAM practitioners indicated in the ACS 5-year estimate (U.S. Census, 2011).

Underrepresentation of people of color on LAM staffs and in leadership is a noted and continuing issue for the cultural heritage domain (Drake, 2017; Neely & Peterson, 2007; Schonfeld, Westermann, & Sweeney, 2015). The connections between gentrification, displacement, and the historic as well as contemporary racial segregation of Detroit are well documented (Darden, Hill, Thomas, & Thomas, 1987 Sugrue, 2014; Thomas, 2013). The continuing struggles for equity and equality of autonomy by the residents of Detroit made it imperative for the researcher to have a sample inclusive of the experiences and viewpoints of practitioners of color for this study.

Dunbar (2008) posited that the "interdependency between… social and systematic processes" in LAM settings were "under-acknowledged and under-addressed issues within Information Studies" (Dunbar, 2008, p. 14). He proposed intersectionality as a means of micro- and macro-level inquiry to navigate understanding of the information worlds of racialized and historically marginalized communities. Panel member 12-L2 articulated this notion when asserting that "white-owned and operated heritage institutions can never be used to dismantle [a] cultural/power nexus" formed by "European colonization" (Panel member 12-L2). The propositions generated by the e-Delphi panel address this point in question, specifically, recommendations six and twelve:

- R6: Library, archive, and museum studies programs must educate undergraduate and graduate students, as well as scholarly communities, about the intersections of race, power, and culture in information and heritage institutions;

- R12: Administrators must critically assess if their organization advances the imperialistic interests of dominant cultural groups at the expense of further marginalizing displaced and excluded cultural groups.

Pawley (2006) examined the avoidance and understudy of 'race' in L/IS and also proposed transdisciplinary research as one of five measures to transform L/IS pedagogy and scholarship. The e-Delphi panel deliberated the interconnectivity of 'race', class, and power in the context of LAMs, gentrification, and displacement, opening the space for proscribing the institutional legacy of racial, political, and economic contest in the metropolitan Detroit area. Panel member 51-M6 summarized this, stating:

> [T]he exclusion of longtime residents and small businesses from the decision making process for the 'new' Detroit must be recognized. It makes it critical for me to put the history of the residents at the forefront of any conversation about the 'state of the city'. Silence is not the way forward. (Panel member 51-M6)

The range of the recorded values for the question regarding the extent to which culture-led revitalization contributed to GID was surprisingly varied. Sze (2010) identified this type of multivalence as a "class-driven [component of] ethnic identification" (Sze, 2010, p. 525) associated with gentrification

consciousness. Sze further suggested that gentrification consciousness is an "institutional awareness of gentrification and one's own role in it [that]… reorder[s] the relationship between… cultural groups and their neighborhoods to…respond to the material realities of gentrification" (Sze, 2010, p. 517).

Gentrification occurs in different phases (Holm, 2013) and its manifestation registered differently for the e-Delphi panel. This was suggested by the variety of selections for the stage of gentrification that panel members indicated who worked within the same zip code. Although gentrification is different in the eye of the beholder and locale in which it takes root, there are characteristics which remain constant globally.

Blumer & Schuldt (2014) contented that Swiss libraries played a role in urban redevelopment and that libraries, worldwide, are components of gentrification. Townsend (2015) described cultural institutions in Bogotá (and internationally) as catalysts of gentrification and extended the thesis, declaring displacement a mechanism of exclusion and urbicide. Ninety-one percent (n = 29) of the e-Delphi panel recognized gentrification as a form of racialized relocation as well a process of removal for poor and homeless residents of Detroit. Skipper (2010) identified this as "race and class-based city planning" and successful implemented a public archaeology and public history collaborative project that assisted an African American institution stay in place in a gentrified community in Dallas, Texas.

5.8 Implication of Findings

Practical. The interpretation of the findings of this study in relationship to the literature indicates that cultural heritage institutions in the U.S. do play a role in gentrification and displacement. It is possible that the paucity of research in this area could be the result of a lag in the diffusion of this emergent line of inquiry. The gap in the body of knowledge suggests to this researcher that socio-cultural research investigating the function of cultural heritage institutions in racialized and historically marginalized communities is under-acknowledged and under-addressed by LAM scholars.

The findings of this study highlight both continued discrepancies in LAM praxis as well as offer priorities, which could serve in the development of guiding documents. Three overarching narratives stood out in the recorded data, suggesting the following: (1) an interest in community benefit building collaborations between practitioners, educators, and advocates in Detroit; (2) a need for paper-based and media-based collections and resources addressing successful mitigation of GID; (3) the need for diversity, anti-racist, and cultural competency training within LAMs. These narratives were supported in the discussions in the literature emphasizing social justice service learning in LAM education and practice (Bharat, 2004; Jimerson 2008) and CRIT and critical race analysis in library, museum, and preservation studies (Dunbar, 2008, Gautreau, 2015, Pawley, 2006; Skipper, 2010).

Policy. The e-Delphi panel recommendations highlighted the need for short-term operational planning and strategic planning actions that implement disparities policy; build-in collaborative research to develop community vision statements and/or curriculum; evidence-based research to align anchoring strategies to community-led service protocols; and adjustment of position descriptions to remove 'organizational fit' biases.

5.9 Limitations of Study

Although the survey data provides useful information that few researchers have addressed there were limitations to the study. The error in the selection of branching logic settings in the survey design resulted in the elimination of data for three questions from the round one survey. Also, the use of self-administered surveys may have influenced responses if panel members misinterpreted questions.

The use of purposive sampling could have potentially introduced researcher bias, leading to findings that corroborated the researcher's position. To reduce the level of bias the researcher used the KRNW selection protocol as previously described (Chapter 3, p. 49). The KRNW protocol allowed the researcher to perform a comprehensive search to organize a sample frame categorized by discipline or skill, literature review, and organization charts or online staff directories before contacting prospective participants.

The researcher recognized that as an African American woman, researcher bias could potentially influence the interpretation of the QUAL data.

To reduce the level of researcher bias, member checking, peer debriefing, and code consistency strategies were employed. Lastly, due to the relatively small sample sized used for this study, the results are not (and were never intended to be) generalizable.

5.10 Recommendations for Future Direction in the Body of Knowledge

The purpose of this study was to explore issues related to LAMs, gentrification, and displacement with information, heritage, and memory center practitioners along with community advocates working in a community undergoing gentrification. If the objective of this Delphi process had been to achieve group consensus, additional rounds of survey would have been necessary until a statistical measure of consensus was reached. Being that this was an exploratory study, the statistical result suggested a need for further examination of the divergent perspectives of the LAM practitioners and community advocates to better understand the similarities and differences between the groups.

A rich set of data now exists as an evidence base for future research on LAMs, gentrification, and displacement in the U.S. The issues and recommendations identified by the Delphi panel contributed two important streams of information. The first supports the assertion linking cultural heritage institutions that anchor redevelopment, to gentrification and displacement (Blumer & Schuldt, 2014; Townsend, 2015). The second evidences the impact of

LAMs in a historically marginalized community and signals how LAMs figure in the process of racialization (Dunbar 2008; Pawley, 2006).

Future research related to the first knowledge base could include a community-based impact survey of the social and economic effect of cultural heritage anchor institutions in communities at risk to GID, to determine wrap-around services identified by community members. Additional studies could also replicate this Delphi survey to investigate the extent to which LAM stakeholders address anchoring projects, gentrification, and displacement in other U.S. cities. LAM curricula can also be developed to examine how the communitarian charge of the domain and institutional mission square with GID and the social responsibility of LAMs in communities at risk to displacement.

Critical analysis of 'race' in LAM scholarship is required to address the issues related to the second knowledge base. Du Bois (1898) defined social problems as "the failure of an organized social group to realize… ideals through the inability to adapt a… line of action" (Du Bois, 1898, p. 2). Adding that, "a social problem is… a relation between conditions and action… [that] has had a long historical development" (p. 3). The intricate connection between the polity and convention of intentional and structural racism in the U.S. and LAMs in racialized communities was previously discussed in chapter two (pp. 23-31). Further research is needed, as suggested by the narratives of the e-Delphi panel members, to interrogate the complexity of the socio-cultural relationship between LAMs and spatial and strategic racism (Hammer, 2016, Jeffries, 2016).

A discursive turn is needed to develop LAM curricula, policy, and praxis addressing the issues in the Power Network recommendations identified by the e-Delphi panel. To achieve this, LAM scholars must move from the under-theorization of 'race' toward a critical analysis of 'race', racism, and discrimination within the sector (Alabi, 2015; Dunbar, 2008, Honma, 2005). Pawley (2006) examined the avoidance and understudy of 'race' in L/IS, asserting the following:

> Without a clear and intellectually rigorous understanding of race as perhaps the major component of multiculturalism, we will fail in our teaching and research…and continue to trivialize a feature of American society that is deeply destructive. To achieve clarity, LIS educators need to recognize the roots of our racialized thinking and the ways in which these are still discernible in the LIS curriculum. (p. 153)

LAM research and literature examining issues related to agency, authority, decoloniality, and underrepresentation are essential to an interrogation of the Power Networks narrative presented by the e-Delphi panel. The level of ownership assumed by White practitioners who embrace notions of "welcoming the stranger" or "place making" can be problematic in communities of color that view practitioners as "the stranger" entering their community, displacing them from their communities, and renaming creativities and places long in existence.

LAM practitioners perform activities under the purview of institutions that oversee, valorize, and control access to information, knowledge, culture production, and ultimately identity and legacy. Implementation of engagement

strategies in historically marginalized communities can be challenging because the entities with contested history are oftentimes unacknowledged. Reflection or re-imagining of institutional culture is required in taking steps toward building or repairing institutional trust. To engage with racialized communities it is important to be mindful that racialization is a byproduct of European colonization and Americanization projects. Forethought must be given to the ways in which all people negotiate their identities to navigate 'race' power dynamics on a daily basis in the U.S.

CRIT curricula incorporating cultural and information literacy and participatory action service learning and research can both document the historically silenced and "underrepresented forms of knowledge and practice" (Swanson et al, 2015, p. 13) needed to support a social justice framework in LAM studies (Bharat, 2004; Dunbar, 2008; Skipper, 2010). CRIT is an important methodology "to liberate the production of knowledge, reflection, and communication" (Quijano, 2007, p. 177) in communities impacted by racialization and cultural subjugation. Critical race analysis in information, museum, and archival science as well as informatics and telematics can contribute toward identifying structural and strategic racism in policymaking and practice within these disciplines.

The objective of this Delphi survey was to present the perspectives, experiences, and narratives of the e-Delphi panel members at the foreground of this study on cultural heritage institutions, gentrification, and displacement in Detroit. A final wish of the researcher would be the implementation of the

“utilization phase” of the Delphi process as either a network gathering at the Allied Media Conference convened annually in Detroit or a collaborative project in the form of a working group in Detroit.

Summary

This chapter provided a summary and discussion of the results from a mixed methods three-round modified Delphi study on the role of cultural heritage institutions and gentrification in Detroit, Michigan. A summary of the QUAN and QUAL findings relative to the research questions and discussion of the implications of the research; limitations of the study, and recommendations for future direction in the body of knowledge were presented. The results of the study contributed to an emerging body of knowledge in cultural heritage informatics, gentrification, and displacement.

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APPENDIX A – INSTITUTIONAL REVIEW BOARD APPROVAL

UNIVERSITY OF
SOUTH CAROLINA

OFFICE OF RESEARCH COMPLIANCE

INSTITUTIONAL REVIEW BOARD FOR HUMAN RESEARCH
APPROVAL LETTER for EXEMPT REVIEW

This is to certify that the research proposal: **Pro00062127**

Title: *Cultural Heritage Institutions as Stakeholder Organizations Anchoring Culture-Led Urban Revitalization in Gentrification-Impacted Communities: Pilot Study*

Submitted by:
Principal Investigator: Celeste Welch
College of Mass Communications & Information Studies
School of Library & Information Science
1501 Greene Street, Davis College
Columbia, SC 29208 USA

was reviewed in accordance with 45 CFR 46.101(b)(**2**), the referenced study received an exemption from Human Research Subject Regulations on **12/20/2016.** No further action or Institutional Review Board (IRB) oversight is required, as long as the project remains the same. However, the Principal Investigator must inform the Office of Research Compliance of any changes in procedures involving human subjects. Changes to the current research protocol could result in a reclassification of the study and further review by the IRB.

Because this project was determined to be exempt from further IRB oversight, consent document(s), if applicable, are not stamped with an expiration date.

Research related records should be retained for a minimum of three (3) years after termination of the study.

The Office of Research Compliance is an administrative office that supports the University of South Carolina Institutional Review Board (USC IRB). If you have questions, contact Arlene McWhorter at arlenem@sc.edu or (803) 777-7095.

Sincerely,
Lisa M. Johnson
IRB Manager

UNIVERSITY OF SOUTH CAROLINA

OFFICE OF RESEARCH COMPLIANCE

INSTITUTIONAL REVIEW BOARD FOR HUMAN RESEARCH APPROVAL LETTER for EXEMPT REVIEW

This is to certify that the research proposal: **Pro00062128**

Title: *Cultural Heritage Institutions as Stakeholder Organizations Anchoring Culture-Led Urban Revitalization in Gentrification-Impacted Communities: an e-Delphi Study in Detroit, Michigan*

Submitted by:
Principal Investigator: Celeste Welch
College of Mass Communications & Information Studies
School of Library & Information Science
1501 Greene Street, Davis College
Columbia, SC 29208 USA

was reviewed in accordance with 45 CFR 46.101(b) (**2**), the referenced study received an exemption from Human Research Subject Regulations on **12/20/2016.** No further action or Institutional Review Board (IRB) oversight is required, as long as the project remains the same. However, the Principal Investigator must inform the Office of Research Compliance of any changes in procedures involving human subjects. Changes to the current research protocol could result in a reclassification of the study and further review by the IRB.

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The Office of Research Compliance is an administrative office that supports the University of South Carolina Institutional Review Board (USC IRB). If you have questions, contact Arlene McWhorter at arlenem@sc.edu or (803) 777-7095.

Sincerely,

Lisa M. Johnson
IRB Manager

APPENDIX B – LETTER OF INTRODUCTION TO PERSPECTIVE PILOT STUDY PARTICIPANTS

Dear [Reader]:

My name is Celeste Welch. I am a cultural heritage informatics doctoral candidate in the College of Information and Communications at the University of South Carolina. I am pilot testing a survey questionnaire as part of a research project I've designed to fulfill requirements for my degree in Library and Information Science. I'm contacting you because of my interest in your work. Your participation would help to test the readability of the questionnaire and contribute to the development of this instrument as a tool for data collection. The questionnaire consists of 23 questions and takes approximately 15 minutes to complete.

The purpose of my study is to circle the reality of librarians, archivists, curators, and community advocates working in gentrification-impacted communities, to tap their perceptions and experience of culture-led revitalization. I appreciate your time and ask that you review the attached PDF file for background information about this study.

If you are interested in participating, you will be asked to do three things:

1. Review all statements on the questionnaire.
2. Respond or make comments supporting or opposing any statements you wish - feel free to suggest issues or ask questions.
3. Return your survey before April 15, 2017.

I will be happy to answer any questions you have about the pilot study and can be contacted at welch4@email.sc.edu. If you would like to participate, please respond to this email indicating your interest and you will receive an email invitation linking you to the survey. If you prefer a paper version of the survey I can email, fax, or mail one to you.

I sincerely appreciate your time and attention.

Regards,

Celeste Welch

APPENDIX C - LETTER OF INTRODUCTION TO PERSPECTIVE SURVEY PARTICIPANTS

Dear [Reader]:

My name is Celeste Welch. I am a cultural heritage informatics doctoral candidate in the College of Information and Communications at the University of South Carolina. I am contacting you because of my interest in your work. I'm conducting a research study as part of the requirements of my degree in Library and Information Science and would like to invite you to participate in an e-Delphi study. I think your experience and expertise would contribute valuable information and insight on issues relating to the gentrification process in Detroit and its impact on the residents and cultural infrastructure of the city.

The purpose of this survey is to circle the reality of librarians, archivists, and curators, along with community advocates, to tap their perceptions and experience of culture-led urban development and gentrification. Your participation will help to bridge a gap in understanding the institutional trust of communities experiencing revitalization efforts advanced by cultural heritage organizations. I appreciate your time and ask that you review the attached PDF files for background information about me and the study.

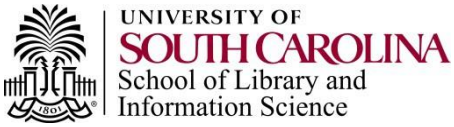
After reviewing the attached files, please respond to this e-mail indicating your interest. I'm currently in the pilot phase of the study, once completed, e-mail invitations will be sent linking to surveys or paper questionnaires mailed with return postage envelopes.

Would you be willing to pass along the attached information to colleagues interested in learning about this research study? If so, I would appreciate you sharing the attached files with potential participants so that they may contact me.

Regards,

Celeste Welch

APPENDIX D – BACKGROUND INFORMATION TO PERSPECTIVE PILOT STUDY PARTICIPANTS



The objective of this research project is to identify practices and/or issues related to service-oriented programming in communities impacted by gentrification. If you decide to participate in this pilot study, you will be asked to share your opinions regarding the anchoring of cultural heritage institutions to urban development projects. I specifically need your help pinpointing unclear wording, ambiguous questions, problems navigating the web version of the questionnaire, or unclear instructions in the paper version of the questionnaire. Below are points for consideration.

Background

Gentrification is a formulaic process of social and physical restructuring achieved through disinvestment, displacement, re-branding, and infrastructure upgrade which has transfigured communities for over sixty-five years (Glass, 1964; Tracy, 2014). Uncontrolled commercial development impacts community values, fragments cultural infrastructure, and endangers the cultural heritage of poor, working class, immigrant, and racialized communities (UNESCO 1972, 2003, 2011). Since heritage-led revitalization (Gunay, 2008) was introduced as a strategy to sustain cultural continuity in gentrification-impacted communities; libraries, archives, and museums have increasingly embedded as stakeholder institutions in contemporary urban development (Binn 2005, Markusen & Gadwa, 2010, Mathews, 2014).

Information and heritage scholars are beginning to focus attention on the role of cultural heritage institutions in urban revitalization. Sze (2010) introduced the concept of gentrification consciousness to identify the competing discourses and politics of gentrification within the cultural heritage sector. Describing an

ideology of racialization and gender identity issues related to the structures, policy decisions, and histories of museums. Blumer & Schudlt (2014) deliberated the responsibility of libraries to community members impacted by the segregation and displacement inherent to the gentrification process.

This pilot survey seeks to explore your perspectives on this issue. The results will be used to refine a questionnaire for use in research interrogating the extent to which cultural heritage practitioners and educators contribute to the transformative capacity of information and heritage organizations serving communities impacted by gentrification.

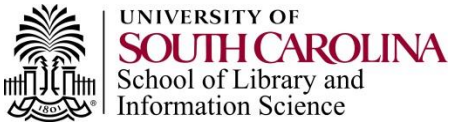
I will be happy to answer any questions or comments you have about the pilot study. If you know cultural heritage practitioners and educators, or community advocates in Detroit, Michigan who would be interested in participating in this study, please have them contact me at welch4@email.sc.edu or call (718) 781-2092.

Disclosures:

CONFIDENTIALITY. Your responses and comments will be kept strictly confidential. You will not be asked your name or any personally identifiable information. If you agree to participate in this pilot study, you will receive an email invitation to the survey to ensure that nothing expressed on the questionnaire will be associated with you or the institution you are affiliated with.

VOLUNTARY PARTICIPATION. Your participation in this pilot study is entirely voluntary. Feel free to make comments or suggestions regarding the statements on the questionnaire. You do not have to answer any questions that you do not wish to.

APPENDIX E – BACKGROUND INFORMATION TO PERSPECTIVE SURVEY PARTICIPANTS



The objective of this research is to explore institutional trust in communities experiencing culture-led revitalization and to identify practices and/or issues related to service-oriented programming in communities impacted by gentrification. If you decide to participate, you will become an anonymous member on a Delphi panel composed of librarians, archivists, curators, and community advocates. Panelist will be asked to complete three questionnaires, sharing opinions regarding the anchoring of cultural heritage institutions to revitalization projects and the provision of wrap-around services to gentrification-impacted communities. Below are points for consideration.

Background

Gentrification is a formulaic process of social and physical restructuring achieved through disinvestment, displacement, re-branding, and infrastructure upgrade which has transfigured communities for over sixty-five years (Glass, 1964; Tracy, 2014). Uncontrolled commercial development impacts community values, fragments cultural infrastructure, and endangers the cultural heritage of poor, working-class, immigrant, and racialized communities (UNESCO 1972, 2003, 2011). Since heritage-led revitalization (Gunay, 2008) was introduced as a strategy to sustain cultural continuity in gentrification-impacted communities; libraries, archives, and museums have increasingly embedded as stakeholder institutions in contemporary urban development projects (Binn 2005, Markusen & Gadwa, 2010, Mathews, 2014). Information and heritage scholars are beginning to focus attention on the role of cultural heritage institutions in urban revitalization. Sze (2010) introduced the concept of gentrification consciousness to identify the competing discourses and politics of gentrification within the cultural heritage sector. Describing an ideology of racialization and gender identity issues related to the structures, policy decisions, and histories of museums. Blumer & Schudlt (2014) deliberated the responsibility of libraries in

communities impacted by the segregation and displacement inherent to gentrification.

The Delphi Process

Delphi panelists will be asked to share their insights on institutional trust and answer questions regarding their observations and experience with policies and/or services provided in communities impacted by gentrification. The Delphi process will comprise three rounds of surveys delivered through the Qualtrics online platform. If you do not have regular access to an internet service provider or an e-mail account, surveys can be mailed to you. It will take approximately fifteen minutes to complete one online questionnaire. Two weeks will be allotted for you to complete and return a questionnaire. You may receive an e-mail reminder (online questionnaire) or phone call (paper questionnaire) a few days prior to the survey completion date.

The first questionnaire will collect demographic information and ask for your feedback on culture-led revitalization and gentrification. A summary of your responses will be returned for you to verify the accuracy of my transcription. Panelist feedback and suggestions will then be incorporated into a second survey. The second questionnaire will ask for your comments on panel statement items. A summary of panelist statements will be returned for you to order. Group feedback will again be incorporated to create the third and final survey. The third questionnaire will be sent for you to indicate which statements are most important to you and to add any final comments or suggestions. It will take four weeks to process each questionnaire; two weeks for respondents to complete a questionnaire and two weeks for me to summarize panelist responses. The study will take twelve weeks for me to transcribe and summarize the data collected from the three rounds of survey.

Disclosures:

1. CONFIDENTIALITY. Your responses and comments will be kept strictly confidential. You will not be asked your name or any personally identifiable information on any of the online questionnaires. You will receive an e-mail invitation with a link redirecting you to the survey. Survey data will be collected and stored on secured web servers with Secure Sockets Layer (SSL) encryption. Upon final analysis, data will be deleted from the secured web servers. If you complete paper questionnaires, please do not write your name or other personally identifiable information on any of the materials. Study information will be stored in a secured location on a password protected computer. Because

the study is intended as a group problem-solving process, anonymous summary of responses will be shared between participants to facilitate the exchange of ideas. To that end, I ask you and all Delphi respondents to respect the privacy of the panel members participating in this study. The results of the study may be published or presented at professional meetings but responses will not be associated with individuals or the institutions they are affiliated with.

2. VOLUNTARY PARTICIPATION. Your participation in this study is entirely voluntary. You do not have to answer any questions that you are not comfortable in responding to or do not wish to answer. You may also terminate your participation at any time.

I will be happy to answer any questions or comments you have about the study. You may contact me at welch4@email.sc.edu or my faculty advisor, Paul Solomon at paulsolomon@sc.edu. If you have questions about your rights as a research participant, you may contact the Office of Research Compliance at the University of South Carolina at 803-777-7095.

If you would like to participate, contact me at the e-mail address or phone number below to indicate that you agree to participate. The survey is currently being tested, after completion of the pilot phase you will receive an e-mail invitation from the following address: **noreply@qemailserver.com**. To avoid the e-mail being marked as spam, please add the e-mail address to your address book. If you do not have internet access or an e-mail account, questionnaires will be mailed to you with return postage envelopes.

Finally, I have an additional request. I am seeking cultural heritage practitioners, educators, and community advocates in metro Detroit who might be interested in participating in this study. You are under no obligation to assist me in this effort nor does it mean that those who share a potential interest will participant in the study. If you know potential participants, please suggest they contact me or forward the attached materials for their consideration.

Kindest regards,

Celeste Welch

APPENDIX F – KNOWLEDGE RESOURCE NOMINATION WORKSHEET

Discipline or Skill	Organizations
Academic ○ Archival Studies ○ Community Sustainability ○ Culturally Responsive Computing ○ Law ○ Information and Health Behavior ○ Library and Information Science ○ Museum Studies ○ Urban Planning Practitioners ○ Audience engagement ○ Collaborative design ○ Community activists ○ Community engagement ○ Community technologists ○ Culture, heritage, and information sector members ○ Digital archivists ○ Educators ○ Executive and Administrative Staff ○ Graduate students ○ Journalists ○ Research and artist fellows ○ Youth coordinators	Academic ○ Action Lab ○ Community and Economic Development Clinic ○ Urban Research Center Community ○ Block club associations ○ Community research collective ○ Development and economic growth ○ Faith-based ○ Health and Family Service ○ Housing collective ○ Leadership development Cultural ○ Advisory board members ○ Volunteers Professional Associations and Councils ○ Local members

Figure F.1: Knowledge Resource Nomination Worksheet

APPENDIX G – ROUND ONE INSTRUCTIONS

Dear [Delphi Panel Member],

I recently e-mailed asking you to be a panelist on a Delphi survey study. This is the first in a series of three questionnaires aimed at exploring your opinions and viewpoints on the role of cultural heritage institutions and gentrification in metro Detroit. For this first survey, you are asked to do five things:

1. Review all questions.
2. Answer the questions you are comfortable in responding to.
3. List six or more issues that are important to you.
4. List six or more ways to address the issues that are important to you.
5. Return your survey by Saturday, May 20, 2017.

The questionnaire consists of twenty-three questions and will take approximately fifteen minutes to complete. This survey is confidential (the link provided can only be accessed by you) and your participation is voluntary. To begin the survey, follow the instructions below:

Follow this link to go to the survey: **${l://SurveyLink?d=Take the Survey}**

Or copy and paste the following into your internet browser: ${l://SurveyURL}

You have until May 20th to complete this first survey. If you have any questions or comments please email or call.

To opt out: ${l://OptOutLink}${l://OptOutLink}

Many thanks,

APPENDIX H – ROUND TWO INSTRUCTIONS

Dear [Delphi Panel Member],

This is the second in a series of three Delphi questionnaires designed to explore your viewpoints and opinions on the role of libraries, archives, and museums in culture-led revitalization and gentrification in metro Detroit. This questionnaire is based on panelists' responses to the first survey. In this second Delphi questionnaire, you will be asked to do four things:

1. Review all statements and questions.
2. Answer the statements and questions you are comfortable in responding to.
3. Select whether you agree or disagree with a statement.
4. Return your survey by Monday, June 26, 2017.

The questionnaire consists of twenty-three Issue Statements and twenty-six Recommendations. This survey is confidential (the link provided can only be accessed by you) and your participation is voluntary. To begin the survey, follow the instructions below:

Follow this link to go to the survey: **${l://SurveyLink?d=Take the Survey}**

Or copy and paste the following into your internet browser: ${l://SurveyURL}

You have until June 26th to complete this second survey. If you have any questions or comments please email or call.

Many thanks,

To opt out: ${l://OptOutLink}${l://OptOutLink}

APPENDIX I – ROUND THREE INSTRUCTIONS

Dear [Delphi Panel Member],

This is the third and final survey in the e-Delphi study exploring your opinions and viewpoints on the role of libraries, archives, and museums in culture-led revitalization and gentrification in Detroit. The Delphi panel participants came to a consensus (80% - 100% agreement) on twenty-five factors (seven issue statements and eighteen recommendations) from the second questionnaire. In this third survey you will be asked to do six things:

1. Review all the issues and recommendations on the questionnaire.
2. Select the five most important issue statements.
3. Rank the statement you feel is the most important issue and assign a value of 1. Assign a value of 2 to the next most important issue and so on until the 5th or least important issue, and assign a value of 5.
4. Select the ten most important recommendation statements.
5. Rank the statement you feel is the most important recommendation and assign a value of 1. Assign a value of 2 to the next most important recommendation and so on until the 10th or least important recommendation, and assign a value of 10.
6. Return your survey by Monday, July 31, 2017.

Follow this link to go to the survey: **${l://SurveyLink?d=Take the Survey}**

Or copy and paste the following into your internet browser: ${l://SurveyURL}

You have until July 31st to complete this third survey. If you have any questions or comments please email or call.

Many thanks,

To opt out: ${l://OptOutLink}${l://OptOutLink}

APPENDIX J – FIRST SURVEY REMINDER

Dear [Delphi Panel Member],

You received an e-mail link to the first survey of the *Gentrification & Place-Keeping in Metro Detroit* study. If you have not yet submitted your questionnaire I'd like to urge you to do so. It will only take about fifteen minutes to complete. Your feedback is important to this exploration of stakeholder institutions embedded with culture-led revitalization efforts in Detroit and the role of culture and heritage practitioners and advocates as placekeepers in communities undergoing gentrification. I hope you will be able to complete this questionnaire before it closes tomorrow.

Follow this link to the Survey: ${l://SurveyLink?d=Take the Survey}

Or copy and paste the following URL into your internet browser: ${l://SurveyURL}

If you have any questions or comments please email or call.

Thank you for your attention to this matter.

To opt-out: ${l://OptOutLink}

APPENDIX K – FINAL SURVEY REMINDER

Dear [Delphi Panel Member],

This is a final reminder regarding your participation as a panelist in the *Gentrification & Place-Keeping in Metro Detroit* study. Your feedback is important and will contribute to understanding how cultural heritage practitioners and community advocates collaborate to support placekeeping in neighborhoods at risk for gentrification-induced displacement in Detroit. I hope you will be able to complete this questionnaire before it closes today at midnight.

Follow this link to the Survey: ${l://SurveyLink?d=Take the survey}

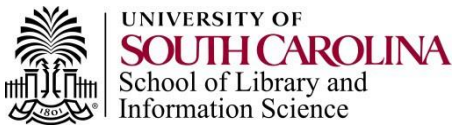
Or copy and paste the following URL into your internet browser: ${l://SurveyURL}

Thank you for your attention to this matter.

To opt out: ${l://OptOutLink?d=Click here to unsubscribe}

APPENDIX L – EXAMPLES OF MIXED-MODE SURVEY INSTRUMENTS DESIGNED USING THE TAILORED DESIGN METHOD

Paper version of pilot survey question one:



Q1 Select one of the following to describe the type of organization in which you are employed or volunteer.

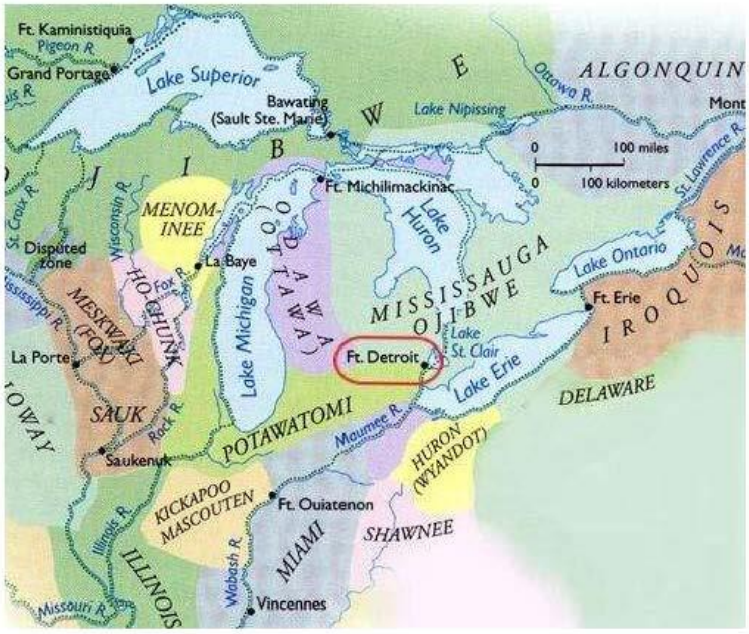
- ❍ Archive
- ❍ Community-based organization
- ❍ Cultural center
- ❍ Gallery
- ❍ Library
- ❍ Museum
- ❍ Other (please specify) _____

Screen shot of online version of pilot survey question one:

Q1. **Select one of the following to describe the type of organization in which you are employed or volunteer.**

- Archive
- Community-based organization
- Cultural center
- Gallery
- Library
- Museum
- Other (please specify):

APPENDIX M – ROUND ONE SURVEY



Indigenous nations of the Great Lakes region in 1760. (Source: Wisconsin's Past and Present: A Historical Atlas (1998). Reprinted by permission of The University of Wisconsin Press).

The aim of this first Delphi survey is to solicit your opinions about culture-led revitalization, gentrification, and gentrification-induced displacement in Detroit. You will be asked to explore your thoughts about the role of cultural heritage institutions embedded with development projects and your impressions of place-keeping and institutional trust in neighborhoods experiencing gentrification-induced displacement. This questionnaire contains 23 questions and should take about 15 minutes to complete. This survey is confidential; the link provided is unique to you. You may skip any question you prefer not to answer by using the red button at the bottom right of each page. If you have comments or questions please send an email to: welch4@email.sc.edu.

Thank you for your participation

Figure M. 1: Round One Survey

Q1. **Which of the following best describes the type of organization in which you are employed or volunteer.**

- ☐ Archive
- ☐ Community-based organization
- ☐ Cultural center
- ☐ Gallery
- ☐ Library
- ☐ Museum
- ☐ Other (please specify):

Q2. **How long have you worked or volunteered at this organization?**

- ○ Less than a year
- ○ 1 to 4 years
- ○ 5 to 9 years
- ○ 10 to 19 years
- ○ 20 years or more

Q3.

Which of the following best describes your role at this organization?

- ☐ Administrative assistant
- ☐ Director
- ☐ Educator
- ☐ Intern
- ☐ Manager
- ☐ Owner
- ☐ Skilled laborer
- ☐ Student
- ☐ Support staff
- ☐ Technician
- ☐ Trained professional
- ☐ Volunteer
- ☐ Other (please specify):

Q4.

What level of decision-making authority do you have regarding policy, programming, or services at this organization?

- ○ Final decision-making authority (as part of a group or individually)
- ○ Significant decision-making or influence (as part of a group or individually)
- ○ Minimal decision-making or influence
- ○ No input

Q5. **How many people are served annually by this organization?**

- ○ 1 to 4
- ○ 5 to 9
- ○ 10 to 19
- ○ 20 to 49
- ○ 50 to 99
- ○ 100 to 249
- ○ 250 to 499
- ○ 500 or more
- ○ I don't know

Q6. **How many people are employed or volunteer at this organization?**

- ○ 1 to 4
- ○ 5 to 9
- ○ 10 to 19
- ○ 20 to 49
- ○ 50 to 99
- ○ 100 to 249
- ○ 250 to 499
- ○ 500 or more
- ○ I don't know

Q7.
How do you define gentrification? Select all that apply:

- ☐ Changes in infrastructure resulting from disinvestment
- ☐ Changes in infrastructure resulting from investment
- ☐ Development and services for the business community
- ☐ Development and services for community residents
- ☐ Relocation of poor households and homeless from central to outlying areas
- ☐ Relocation of low- and middle-income households from central to outlying areas
- ☐ Relocation of high-income households from outlying to central areas
- ☐ Racialized relocation
- ☐ Other (please specify):

Q8. **Does gentrification impact the community served by your organization?**

- ○ Yes
- ○ No
- ○ I don't know

Q8B.

What phase of gentrification is the community experiencing? Select one:

- ○ *PHASE 1 (Destabilization or erosion)* : Neighborhoods with vacant spaces, abandoned buildings or buildings needing renovation; unreliable public transportation; predominately poor or low-income households reside in disinvested central areas, middle-income households in empowerment zones, and high-income households in outlying areas.
- ○ *PHASE 2 (Neighborhoods in transition)* : Housing prices rising; investments in development; reliable public transportation; cafes, galleries, shops, and restaurants opening; middle-income households moving.
- ○ *PHASE 3* : Neighborhoods with renovated or new building stock; improved public services and amenities; reliable public transportation; shops marketing to new comers; decrease in poor and low-income households in central areas.
- ○ *PHASE 4* : Luxury housing and shopping; full restoration of services, amenities, and transportation; predominately high-income households reside in central areas and poor or low-income households in outlying areas.

Q9. **What has been the impact of gentrification in the community you serve? Select all that apply:**

- ☐ Cultural
- ☐ Economic
- ☐ Physical
- ☐ Political
- ☐ Social
- ☐ Other (please specify):

Q9A. **Are particular groups benefiting from gentrification?**

- ○ No
- ○ I don't know
- ○ Yes (briefly describe):

Q9B. **Are particular groups adversely impacted by gentrification?**

- ○ No
- ○ I don't know
- ○ Yes (briefly describe):

Q10. **Have you modified your practices to serve the needs of communities at risk for gentrification-induced displacement?**

- ○ No
- ○ I don't know
- ○ Yes

Q10B. **To what extent have gentrification-related issues influenced your decision to modify your practices to meet the needs of community members at risk for displacement?**

- ○ Slightly influential
- ○ Somewhat influential
- ○ Not influential at all
- ○ Moderately influential
- ○ Extremely influential

Q10B.1. **What kinds of activities or practices do you use?**

Q10C. **Is your organization or institution considering modifying the kinds of services it offers to communities at risk for gentrification-induced displacement?**

- ○ No
- ○ I don't know
- ○ Yes

Q10C.1. **What kinds of services or programming have been implemented by the organization?**

Q11.

What types of revitalization or development partnerships are you aware of cultural heritage institutions being involved with?

	Culture-Led Revitalization	Heritage-Led Revitalization	Creative Place Making	Community-Driven Place Keeping
Aquarium	☐	☐	☐	☐
Archive	☐	☐	☐	☐
Botanical Garden	☐	☐	☐	☐
Cultural Center	☐	☐	☐	☐
Library	☐	☐	☐	☐
Museum	☐	☐	☐	☐
Zoological Garden	☐	☐	☐	☐

Q12.

To what extent do you think cultural heritage revitalization projects contribute to gentrification-induced displacement?

	Select one
To a very great extent	○
To a great extent	○
To a fairly great extent	○
To a moderate extent	○
To a small extent	○
To a very small extent	○
To no extent at all	○

Q13.

How important is it for cultural heritage institutions to assess if revitalization partnerships contribute to gentrification-induced displacement?

- ○ Extremely important
- ○ Very important
- ○ Moderately important
- ○ Neutral
- ○ Slightly important
- ○ Low importance
- ○ No importance at all

Q14. **What position should cultural heritage institutions take regarding revitalization partnerships? Select all that apply:**

- ☐ Engage with community members at risk to gentrification-induced displacement
- ☐ Conduct policy review to assess whether strategic initiatives meet social equity and cultural competence benchmarks
- ☐ Remain neutral
- ☐ Support communities organizing to resist displacement and to stay in place
- ☐ Support consultation and/or collaboration between community members and developers
- ☐ Support development and revitalization projects
- ☐ Other (please specify)

Q15. **What types of activities, policy, programs, or services should cultural heritage practitioners provide in communities at risk for gentrification-induced displacement?**

- ☐ Present public forums (e.g., talking circles, film screenings, public history exhibitions)
- ☐ Create a web-based forum for sharing information
- ☐ Form working groups to conduct evidence-based research
- ☐ Identify criteria for developing transformative best practices and cultural competence guidelines
- ☐ Develop and incorporate strategies for mitigating gentrification-induced displacement into long-term plans and mission statements
- ☐ Provide access to information and communications technology to host community informatics incubator hubs
- ☐ Other (please specify)

The following questions are important for understanding how to build or maintain institutional trust in neighborhoods at risk for gentrification-induced displacement; bridge the information worlds of residents seeking to stay put in neighborhoods undergoing gentrification; and facilitate place-keeping. Please take your time in answering Q16A and Q16B.

Ojibwe migration from the east. (Source: Northern Lights: The Stories of Minnesota's Past (2013). Reprinted by permission of the Minnesota Historical Society).

Q16A. **List as many factors as you can think of (at least 6) that are major issues (challenges, conflicts, barriers) related to cultural heritage institutions serving as anchors for revitalization projects.**

Q16B. **List as many factors as you can think of (at least 6) that bridge the information worlds of residents and support place-keeping in neighborhoods at risk for gentrification-induced displacement.**

Q17.
What is your age?

- ○ Under 18 years
- ○ 18 to 24 years
- ○ 25 to 34 years
- ○ 35 to 44 years
- ○ 45 to 54 years
- ○ 55 to 64 years
- ○ 65 to 74 years
- ○ 75 years or over
- ○ Prefer not to answer

Q18. **To which gender identity do you most identify?**

- ○ Cis-Gender Woman
- ○ Cis-Gender Man
- ○ Trans-Gender Woman
- ○ Trans-Gender Man
- ○ Gender Non-Conforming or Non-Binary
- ○ Prefer not to answer
- ○ Prefer to self-describe

Q19.
What is your preferred gender pronoun?

- ○ She/Her
- ○ He/Him
- ○ They/Them
- ○ Ze/Hir/Zir
- ○ Prefer not to answer
- ○ Prefer to self-describe

Q20. **What is your primary language?**

- ○ Arabic
- ○ English
- ○ Spanish
- ○ Other

Q21. **What is your highest level of education or degree received?**

- ○ No schooling completed
- ○ Completed school to 8th grade
- ○ Completed some high school
- ○ High school degree or equivalent (e.g. GED)
- ○ Trade/technical/vocational training
- ○ Some college credit, no degree
- ○ Associate degree (e.g. AA, AS)
- ○ Bachelor's degree (e.g. BA, BS)
- ○ Some graduate credit, no degree
- ○ Master's degree (e.g. MA, MBA, MLS, MS, MSW)
- ○ Some postgraduate credit, no degree
- ○ Professional degree (e.g. DDS, DVM, JD, LLB, MD)
- ○ Doctorate degree (e.g. EdD, PhD)

Q22. **How would you categorize yourself? Select all that apply:**

- ☐ Asian
- ☐ Black
- ☐ Indigenous or Native
- ☐ Latinx or Hispanic
- ☐ Middle Eastern or North African
- ☐ Multi-Racial
- ☐ Native Hawaiian, or Pacific Islander
- ☐ White
- ☐ Prefer not to answer
- ☐ Prefer to self-describe

Q22.1. **You selected Asian, what nationality or ethnicity? Select all that apply or enter in the space provided.**

- ☐ Asian American
- ☐ Filipino
- ☐ Indonesian
- ☐ Korean
- ☐ Sri Lankan
- ☐ Other (for example, Japanese, Bangladeshi, Hmong, etc.):

Q22.2. **You selected Black, what nationality or ethnicity? Select all that apply or enter in the space provided.**

- ○ African American
- ○ Afro-Descendant
- ○ Garifuna
- ○ Haitian
- ○ Nigerian
- ○ Other (for example, Gullah/Geechee, Falasha, Siddis, Koori, etc.):

Q22.3. **You selected Indigenous or Native, what language, ethnicity, or territory? Select all that apply or enter in the space provided.**

- ○ Anishinaabe
- ○ Lakota
- ○ Maroon
- ○ Ottawa
- ○ Pottowatomi
- ○ Swan Creek Black River Confederated Ojibwa Tribes
- ○ Other (for example, Iñupiat, Nanticoke Lenni-Lenape, Shinnecock, etc.):

Q22.4. **You selected Latinx or Hispanic, what nationality or ethnicity? Select all that apply or enter in the space provided.**

- ☐ Colombian
- ☐ Cuban
- ☐ Mexican
- ☐ Puerto Rican or Borinquen
- ☐ Salvadoran
- ☐ Other (for example, Brazilian, Guatemalan, Peruvian, etc.):

Q22.5. **You selected Middle Eastern or North African, what nationality or ethnicity? Select all that apply or enter in the space provided.**

- ☐ Algerian
- ☐ Chaldean
- ☐ Iranian
- ☐ Palestinian
- ☐ Yemeni
- ☐ Other (for example, Arab, Israeli, Tunisian, etc.):

Q22.6. **You selected multi-racial, what ethnicities or origin? Select all that apply or enter in the space provided.**

- ☐ Creole
- ☐ Dougla
- ☐ Hāfu
- ☐ Melungeon
- ☐ Mestizo
- ☐ Pardo
- ☐ Other (for example, Cape Verdean, Chindian, etc):

Q22.7. **You selected Native Hawaiian, or Pacific Islander, what ethnicity, origin, or territory? Select all that apply or enter in the space provided.**

- ☐ Kanaka Māoli
- ☐ Māori
- ☐ Melanesian
- ☐ Micronesian
- ☐ Samoan
- ☐ Other (for example, Chamorro, Ni-Vanuatu, Tahitian, etc.):

Q22.8. **You selected White, what nationality or ethnicity? Select all that apply or enter in the space provided.**

- ☐ European American
- ☐ French
- ☐ German
- ☐ Irish
- ☐ Polish
- ☐ Other (for example, Dutch, Hungarian, Norwegian, etc.):

Q23. **Do you live in Detroit?**

Yes	No
○	○

Q23A. **Which district do you live in?**

- District 1
- District 2
- District 3
- District 4
- District 5
- District 6
- District 7
- I don't know

Q23B. **Which county of metro Detroit do you live?**

- Genesee
- Lapeer
- Livingstone
- Macomb
- Monroe
- Oakland
- St. Clair
- Washtenaw
- Wayne
- I don't know

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APPENDIX N – ROUND THREE SURVEY

The Alley Project, mural [digital image]. Springwells, Detroit, MI. Jacqueline M. Hadel (Photographer). (2015).

Delphi panel respondents reached a consensus on twenty-five factors in the second survey. The aim of this third survey is for you to rank the issue and recommendation statements the panel agreed on as critical factors involving information, culture, and heritage policy, programming, and service delivery to communities at risk of gentrification-induced displacement in Detroit.

Please rank five issue and ten recommendation statements in order of importance. Select the statement in each group you feel is most important and assign a value of 1. Assign a value of 2 to the next most important and so on until the least important statement. *This survey is confidential, the link provided is unique to you. If you have comments or questions please send an email to: welch4@email.sc.edu.*

Thank you for your participation.

Figure N.1: Round Three Survey

Issues

Please rank five of the following issues from most important to least important:

☐ There isn't enough collaboration between information, culture and community-based service providers; contributing to information silos in the public service community.

☐ Front-line staff needs support in identifying resources and practices addressing cultural revitalization and gentrification-induced displacement.

☐ Organizations need in-house training (i.e. working retreats, boot camps) in conflict resolution, negotiation, and participatory planning and design.

☐ There is a lack of knowledge and/or respect for the cultural heritage of people of color and a particular lack of knowledge and/or respect for Black community organizations.

☐ Staff needs training in community-led service planning and delivery, along with other placekeeping methods.

☐ Foundations knowingly or unknowingly exhibit White supremacy values by incentivizing attitudes that frame community members as needing to be saved or discouraging resistance.

☐ Longstanding conflict and competition between regional and city municipalities have weakened public infrastructure (roads, water and sewerage, electric grid, public transportation) and service (public safety, schools, cultural heritage institutions) in Detroit.

Recommendations

Please rank ten of the following recommendations from most important to least important.

☐ Cultural heritage practitioners, community service providers, and educators should work collectively with residents to develop community-led service delivery methods in neighborhoods at risk of gentrification-induced displacement.

☐ Provide more full-time employment of administrative and front-line staff from the community and recruit board members from the community.

☐ Re-tool programs and re-allocate resources to emphasize community-led service protocols, comprehensive capacity-building, and placekeeping.

☐ Cultural Center Historic District institutions should open pop-up or satellite locations in neighborhoods outside the midtown corridor.

☐ Collaborate with grassroots organizations to create displays promoting resources (meeting or working spaces, jobs, grants, supplies) connected to organizations resisting displacement and produce presentations about gentrification-induced inequities.

☐ Library, archive, and museum studies programs must educate undergraduate and graduate students, as well as scholarly communities, about the intersections of race, power, and culture in information and heritage institutions.

☐ Adopt working definitions and strategies to address exclusion and commit to providing diversity, anti-racist, and inclusion training.

☐ Adhere to the provisions of the Native American Graves Protection and Repatriation Act and the Protocols for Native American Archival Materials to protect against further disruption of indigenous culture and sacred lands.

☐ Repair or build trust with long-time residents, grassroots leadership, and community-based organizations.

☐ Sponsor face-to-face social networking events on culturally responsive museum visits and cultural history exhibitions at organizations outside of the Cultural Center Historic District corridor.

☐ Post events on social media apps the community uses and produce lo-fi online resources compatible with residents' mobile devices as well as the latest smart-phones.

☐ Administrators must critically assess if their organization advances the imperialistic interests of dominant cultural groups at the expense of further marginalizing displaced and excluded cultural groups.

☐ Include anti-poverty advocates and poor people as cultural heritage board member appointees.

☐ Attend community meetings addressing issues related to gentrification in Detroit –

dismantling of public education, privatization of water, and stopping mass water shut-offs.

☐ Fund efforts to recruit librarians and cultural heritage practitioners of color along with continuing education and mentoring opportunities for all culture and heritage practitioners.

☐ Collaborate with community advocates to create community vision statements and align mission statements and strategic goals with community vision documents.

☐ Develop policies and adopt long term strategies to tackle gentrification-induced displacement.

☐ Adopt protocols and implement strategies that adhere to the community-led service planning model, American Library Association Poor People's Policy, the Americans for the Arts' Statement on Cultural Equity, and the Society of American Archivists Core Values Statement and Code of Ethics.

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APPENDIX O – SURVEY INSTRUMENT CODE BOOK

DELPHI ROUND ONE

OCCUPATION / ORGANIZATION INFORMATION

Expertise

Librarian (1)

Archivist (2)

Curator (3)

Community advocate (4)

Q1: Which of the following best describes the type of organization in which you are employed or volunteer.

Archive (1)

Community-based organization (2)

Cultural center (3)

Gallery (4)

Library (5)

Museum (6)

Other (7)

Q2: How long have you worked or volunteered at this organization?

Less than a year (1)

1 to 4 years (2)

5 to 9 years (3)

10 to 19 years (4)

20 years or more (5)

Q3: Which of the following best describes your role at this organization?

Administrative assistant (1)

Director (2)

Educator (3)

Intern (4)

Manager (5)

Owner (6)

Skilled laborer (7)

Student (8)

Support staff (9)

Technician (10)

Trained professional (11)

Volunteer (12)

Other (13)

Q4: What level of decision-making authority do you have regarding policy, programming, or services at this organization?

Final decision-making authority (as part of a group or individually) (1)

Significant decision-making or influence (as part of a group or individually) (2)

Minimal decision-making or influence (3)

No input (4)

Q5: How many people are served annually by this organization?

1 to 4 (1)

5 to 9 (2)

10 to 19 (3)

20 to 49 (4)

50 to 99 (5)

100 to 249 (6)

250 to 499 (7)

500 or more (8)

I don't know (9)

Q6: How many people are employed or volunteer at this organization?

1 to 4 (1)

5 to 9 (2)

10 to 19 (3)

20 to 49 (4)

50 to 99 (5)

100 to 249 (6)

250 to 499 (7)

500 or more (8)

I don't know (9)

DEFINITION AND IMPACT OF GENTRIFICATION

Q7: How do you define gentrification? Select all that apply:

Changes in infrastructure resulting from disinvestment (1)

Changes in infrastructure resulting from investment (2)

Development and services for the business community (3)

Development and services for community residents (4)

Relocation of poor households and homeless from central to outlying areas (5)

Relocation of low- and middle-income households from central to outlying areas (6)

Relocation of high-income households from outlying to central areas (7)

Racialized relocation (8)

Other (9)

Q8: Does gentrification impact the community served by your organization?

Yes (1)

No (2)

I don't know (3)

Q8B (displayed if yes selected for Q8): What phase of gentrification is the community experiencing? Select one:

PHASE 1 (Destabilization or erosion): Neighborhoods with vacant spaces, abandoned buildings or buildings needing renovation; unreliable public transportation; predominately poor or low-income households reside in is invested central areas, middle-income households in empowerment zones, and high-income households in outlying areas. (1)

PHASE 2 (Neighborhoods in transition): Housing prices rising; investments in development; reliable public transportation; cafes, galleries, shops, and restaurants opening; middle-income households move. (2)

PHASE 3: Neighborhoods with renovated or new building stock; improved public services and amenities; reliable public transportation; shops marketing to new comers; decrease in poor and low-income households in central areas. (3)

PHASE 4: Luxury housing and shopping; full restoration of services, amenities, and transportation; predominately high-income households reside in central areas and poor or low-income households in outlying areas. (4)

Skip logic applied. (5)

Q9 (displayed if yes selected for Q8): What has been the impact of gentrification in the community you serve? Select all that apply:

Cultural (1)

Economic (2)

Physical (3)

Political (4)

Social (5)

Other (6)

Q9A (displayed if yes selected for Q8): Are particular groups benefiting from gentrification?

No (1)

I don't know (2)

Yes (briefly describe): (3)

Q9B (displayed if yes selected for Q8): Are particular groups adversely impacted by gentrification?

No (1)

I don't know (2)

Yes (briefly describe): (3)

CULTURAL HERITAGE INSTITUTIONS AND GENTRIFICATION

Q10 (displayed if yes selected for Q8): Have you modified your practices to serve the needs of communities at risk for gentrification-induced displacement?

No (1)

Yes (2)

I don't know (3)

Skip logic applied (4)

Q10B (displayed if yes selected for Q8): To what extent have gentrification-related issues influenced your decision to modify your practices to meet the needs of community members at risk for displacement?

Not influential at all (1)

Slightly influential (2)

Somewhat influential (3)

Moderately influential (4)

Extremely influential (5)

Skip logic applied (6)

Q10B.1 (displayed if yes selected for Q8): What kinds of activities or practices do you use?

Q10C (displayed if yes selected for Q8): Is your organization or institution considering modifying the kinds of services it offers to communities at risk for gentrification-induced displacement?

No (1)

Yes (2)

I don’t know (3)

Skip logic applied (4)

Q10C.1 (displayed if yes selected for Q8): What kinds of services or programming have been implemented by the organization?

Q11: What types of revitalization or development partnerships are you aware of cultural heritage institutions being involved with?

	Culture-Led Revitalization (1)	Heritage-Led Revitalization (2)	Creative Place Making (3)	Community-Driven Place Keeping (4)
Aquarium (1)	❑	❑	❑	❑
Archive (2)	❑	❑	❑	❑
Botanical Garden (3)	❑	❑	❑	❑
Cultural Center (4)	❑	❑	❑	❑
Library (5)	❑	❑	❑	❑
Museum (6)	❑	❑	❑	❑
Zoological Garden (7)	❑	❑	❑	❑

Q12: To what extent do you think cultural heritage revitalization projects contribute to gentrification-induced displacement?

To no extent at all (1)

To a very small extent (2)

To a small extent (3)

To a moderate extent (4)

To a fairly great extent (5)

To a great extent (6)

To a very great extent (7)

Q13: How important is it for cultural heritage institutions to assess if revitalization partnerships contribute to gentrification-induced displacement?

No importance at all (1)

Low importance (2)

Slightly important (3)

Neutral (4)

Moderately important (5)

Very important (6)

Extremely important (7)

Q14: What position should cultural heritage institutions take regarding revitalization partnerships? Select all that apply:

Engage with community members at risk to gentrification-induced displacement (1)

Conduct policy review to assess whether strategic initiatives meet social equity and cultural competence benchmarks (2)

Remain neutral (3)

Support communities organizing to resist displacement and to stay in place (4)

Support consultation and/or collaboration between community members and developers (5)

Support development and revitalization projects (6)

Other (please specify) (7)

Q15: What types of activities, policy, programs or services should cultural heritage practitioners provide in communities at risk for gentrification-induced displacement?

Present public forums (e.g., talking circles, film screenings, public history exhibitions) (1)

Create a web-based forum for sharing information (2)

Form working groups to conduct evidence-based research (3)

Identify criteria for developing transformative best practices and cultural competence guidelines (4)

Develop and Incorporate strategies for mitigating gentrification-induced displacement into long-term plans and mission statements (5)

Provide access to information and communications technology to host community informatics incubator hubs (6)

Other (please specify) (7)

OPEN-ENDED QUESTIONS

Q16A: List as many factors as you can think of (at least six) that are major issues (challenges, conflicts, barriers) to cultural heritage institutions serving as anchors for revitalization projects.

Q16B: List as many factors as you can think of (at least six) that bridge the information worlds of residents and support placekeeping in neighborhoods at risk for gentrification-induced displacement.

DEMOGRAPHICS

Q17: What is your age?

Under 18 years (1)

18 to 24 years (2)

25 to 34 years (3)

35 to 44 years (4)

45 to 54 years (5)

55 to 64 years (6)

65 to 74 years (7)

75 years or over (8)

Prefer not to answer (9)

Q18: To which gender identity do you most identify?

Cis-gender woman (1)

Cis-gender man (2)

Trans-gender woman (3)

Trans-gender man (4)

Gender non-conforming or Non-binary (5)

Prefer not to answer (6)

Prefer to self-describe (7)

Q19: What is your preferred gender pronoun?

She/Her (1)

He/Him (2)

They/Them (3)

Ze/Hir/Zir (4)

Prefer not to answer (5)

Prefer to self-describe (6)

Q20: What is your primary language?

Arabic (1)

English (2)

Spanish (3)

Other (4)

Q21: What is your highest level of education or degree received?

No schooling completed (1)

Completed school to 8th grade (2)

Completed some high school (3)

High school degree or equivalent (e.g. GED) (4)

Trade/technical/vocational training (5)

Some college credit, no degree (6)

Associate degree (e.g. AA, AS) (7)

Bachelor's degree (e.g. BA, BS) (8)

Some graduate credit, no degree (9)

Master's degree (e.g. MA, MBA, MLS, MS, MSW) (10)

Some postgraduate credit, no degree (11)

Professional degree (e.g. DDS, DVM, JD, LLB, MD) (12)

Doctorate degree (e.g. EdD, PhD) (13)

Q22: How would you categorize yourself? Select all that apply:

Asian (1)

Black (2)

Indigenous or Alaska Native (11)

Latinx or Hispanic (5)

Middle Eastern or North African (6)

Multi-Racial (7)

Native Hawaiian, or Pacific Islander (4)

White (8)

Prefer not to answer (9)

Prefer to self-describe (10)

Q22.1 (displayed if Asian selected): What nationality or ethnicity? Select all that apply or enter in the space provided.

Asian American (1)

Filipino (2)

Indonesian (3)

Korean (4)

Sri Lankan (5)

Other (for example, Japanese, Bangladeshi, Hmong, etc.): (6)

Q22.2 (displayed if Black selected): What nationality or ethnicity? Select all that apply or enter in the space provided.

African American (1)

Afro-Descendant (2)

Garifuna (3)

Haitian (4)

Nigerian (5)

Other (for example, Gullah/Geechee, Falasha, Siddis, Koori, etc.): (6)

Q22.3 (displayed if Indigenous or Alaska Native selected): What language, ethnicity, or territory? Select all that apply or enter in the space provided.

Anishinaabe (1)

Lakota (2)

Maroon (3)

Pottowatomi (4)

Swan Creek Black River Confederated Ojibwa Tribes (5)

Other (for example, Iñupiat, Nanticoke Lenni-Lenape, Shinnecock): (6)

Q22.4 (displayed if Latinx or Hispanic selected): What nationality or ethnicity? Select all that apply or enter in the space provided.

Colombian (1)

Cuban (2)

Mexican (3)

Puerto Rican or Borinquen (4)

Salvadoran (5)

Other (for example, Brazilian, Guatemalan, Peruvian, etc.): (6)

Q22.5 (displayed if Middle Eastern or North African selected): What nationality or ethnicity? Select all that apply or enter in the space provided.

Algerian (1)

Chaldean (2)

Iranian (3)

Palestinian (4)

Yemeni (5)

Other (for example, Arab, Israeli, Tunisian, etc.): (6)

Q22.6 (displayed if Multi-Racial selected): What ethnicities or origin? Select all that apply or enter in the space provided.

Creole (1)

Dougla (2)

Hāfu (3)

Melungeon (4)

Mestizo (5)

Pardo (6)

Other (for example, Cape Verdean, Chindian, etc): (7)

Q22.7 (displayed if Native Hawaiian or Pacific Islander selected): What ethnicity, origin, or territory? Select all that apply or enter in the space provided.

Kanaka Māoli (1)

Māori (2)

Melanesian (3)

Micronesian (4)

Samoan (5)

Other (for example, Chamorro, Ni-Vanuatu, Tahitian, etc.): (6)

Q22.8 (displayed if White selected): What nationality or ethnicity? Select all that apply or enter in the space provided.

European American (1)

French (2)

German (3)

Irish (4)

Polish (5)

Other (for example, Dutch, Hungarian, Norwegian, etc.): (6)

Q23: Do you live in Detroit?

Yes (1)

No (2)

Q23A (displayed if yes selected for Q23): Which district do you live in?

District 1 (1)

District 2 (2)

District 3 (3)

District 4 (4)

District 5 (5)

District 6 (6)

District 7 (7)

I don't know (8)

Q23B (displayed if no selected for Q23): Which county of metro Detroit do you live?

Genesee (9)

Lapeer (10)

Lenawee (19)

Livingstone (11)

Macomb (12)

Monroe (13)

Oakland (14)

St. Clair (15)

Washtenaw (16)

Wayne (17)

I don't know (18)

DELPHI ROUND TWO

DELPHI PANEL ISSUE STATEMENTS

1 = Strongly Agree **2 = Agree** **3 = Somewhat Agree** **4 = Neither Agree or Disagree** **5 = Somewhat Disagree** **6 = Disagree** **7 = Strongly Disagree**

1. There isn't enough collaboration between information, culture, and community-based service providers; contributing to information silos in the public service community.

2. Front-line staff needs support in identifying resources and practices addressing cultural revitalization and gentrification-induced displacement.

3. Community members question the credibility and intention of organizations, and staff at some institutions is derisive

4. Institutions have been slow to implement community-led service planning protocols.

5. Organizations are under staffed, undercapitalized, and not equipped to shoulder comprehensive revitalization.

6. The institutional knowledge of cultural heritage organizations is not being preserved for early career or newly hired staff.

1 = Strongly Agree **2 = Agree** **3 = Somewhat Agree** **4 = Neither Agree or Disagree** **5 = Somewhat Disagree** **6 = Disagree** **7 = Strongly Disagree**

7. High workforce turnover and low board member retention impact organizational management and board governance.

8. Cultural heritage institutions rarely implement cultural competency protocol or develop policy using critical race or decolonization approaches.

9. Organizations that previously struggled with financial constraints are finding corporate funding but are now confronted with conflicts of mission.

10. Community residents are unable to support institutions or don't attended programs.

11. Administrators have not acknowledged that their institutional culture is not immune to white supremacist ideology.

12. Organizations need in-house training (i.e. working retreats, boot camps) in conflict resolution, negotiation, and participatory planning and design.

13. Educators and scholars are not supported in developing culturally responsive research and teaching practices concerning the intersections of race, power, and culture in urban community libraries, archives, and museums.

1 = Strongly Agree	2 = Agree	3 = Somewhat Agree	4 = Neither Agree or Disagree	5 = Somewhat Disagree	6 = Disagree	7 = Strongly Disagree

14. The cultural heritage of the people of Detroit is endangered because resources are triaged for neighborhood preservation and artifact conservation.

15. Administrators must spend time on fundraising and programming which makes it difficult to work on activities related to gentrification-induced displacement.

16. Research focused on the social, cultural, and technological issues impacting metro Detroit doesn't reach or benefit the community.

17. There is a lack of knowledge and/or respect for the cultural heritage of people of color and a particular lack of knowledge and/or respect for Black community organizations.

18. Staff needs training in community-led service planning and delivery, along with other placekeeping methods.

19. Foundations knowingly or unknowingly exhibit White supremacy values by incentivizing attitudes that frame community members as needing to be saved or discouraging resistance.

20. Project funders want to assume control of cultural heritage institutions.

1 = Strongly Agree **2 = Agree** **3 = Somewhat Agree** **4 = Neither Agree or Disagree** **5 = Somewhat Disagree** **6 = Disagree** **7 = Strongly Disagree**

21. Administrators don't live in at-risk neighborhoods. They consider institutional needs over community needs and cater to new comers.

22. Organizations are tied to capital and "free market" models rather than community empowerment models, making them financially dependent on stakeholders who benefit from gentrification, not the communities they serve.

23. Longstanding conflict and competition between regional and city municipalities have weakened public infrastructure (roads, water and sewerage, electric grid, public transportation) and service (public safety, schools, cultural heritage institutions) in Detroit.

DELPHI PANEL RECOMMENDATIONS

1 = Strongly Agree 2 = Agree 3 = Somewhat Agree 4 = Neither Agree or Disagree 5 = Somewhat Disagree 6 = Disagree 7 = Strongly Disagree

1. Cultural heritage practitioners, community service providers, and educators should work collectively with residents to develop community-led service delivery methods in neighborhoods at risk of gentrification-induced displacement.

2. Provide more full-time employment of administrative and front-line staff from the community and recruit board members from the community.

3. Re-tool programs and re-allocate resources to emphasize community-led service protocols, comprehensive capacity-building, and placekeeping.

4. Cultural Center Historic District institutions should open pop-up or satellite locations in neighborhoods outside the midtown corridor.

5. Organizations should dedicate one staff person to work on an advisory collective to address revitalization, exclusion, and gentrification-induced displacement.

6. Improve media-based organizing, marketing, and social networking efforts.

7. Collaborate with grassroots organizations to create displays promoting resources (meeting or working spaces, jobs, grants, supplies) connected to organizations resisting displacement and produce presentations about gentrification-induced inequities.

1 = Strongly Agree	2 = Agree	3 = Somewhat Agree	4 = Neither Agree or Disagree	5 = Somewhat Disagree	6 = Disagree	7 = Strongly Disagree

8. Produce LibGuides and other informational material about economic exclusion and gentrification-induced displacement for school-based curricula.

9. Library, archive, and museum studies programs must educate undergraduate and graduate students, as well as scholarly communities, about the intersections of race, power, and culture in information and heritage institutions.

10. Use Universal Design for Learning Guidelines to create literature, zines, and graphic publications to engage the community on the question of culture-led revitalization, gentrification-induced displacement, and the changes taking place in Detroit.

11. Adopt working definitions and strategies to address exclusion and commit to providing diversity, anti-racist, and inclusion training.

12. Collaborate with faith-based organizations to facilitate town-hall meetings with residents, small business owners, schools and universities, places of worship, and community-based organizations.

13. Host truth and reconciliation forums, public history, and community archiving projects in vacant school buildings and closed neighborhood branch libraries with multiple language translators and signage.

14. Adhere to the provisions of the Native American Graves Protection and Repatriation Act and the Protocols for Native American Archival Materials to protect against further disruption of indigenous culture and sacred lands.

1 = Strongly Agree	2 = Agree	3 = Somewhat Agree	4 = Neither Agree or Disagree	5 = Somewhat Disagree	6 = Disagree	7 = Strongly Disagree

15. Repair or build trust with long-time residents, grassroots leadership, and community-based organizations.

16. Sponsor face-to-face social networking events on culturally responsive museum visits and cultural history exhibitions at organizations outside of the Cultural Center Historic District corridor.

17. Post events on social media apps the community uses and produce lo-fi online resources compatible with residents' mobile devices as well as the latest smartphones.

18. Administrators must critically assess if their organization advances the imperialistic interests of dominant cultural groups at the expense of further marginalizing displaced and excluded cultural groups.

19. Include anti-poverty advocates and poor people as cultural heritage board member appointees. Attend community meetings addressing issues related to gentrification in Detroit – dismantling of public education, privatization of water, and stopping mass water shut-offs.

20. Attend community meetings addressing issues related to gentrification in Detroit – dismantling of public education, privatization of water, and stopping mass water shut-offs.

21. Continue to pursue grants and sponsorship opportunities from gentrifiers.

22. Fund efforts to recruit librarians and cultural heritage practitioners of color along with continuing education and mentoring opportunities for all culture and heritage practitioners.

1 = Strongly Agree	2 = Agree	3 = Somewhat Agree	4 = Neither Agree or Disagree	5 = Somewhat Disagree	6 = Disagree	7 = Strongly Disagree

23. Collaborate with community advocates to create community vision statements and align mission statements and strategic goals with community vision documents.

24. Develop policies and adopt long term strategies to tackle gentrification-induced displacement.

25. Adopt protocols and implement strategies that adhere to the community-led service planning model, American Library Association Poor People's Policy, the Americans for the Arts' Statement on Cultural Equity, and the Society of American Archivists Core Values Statement and Code of Ethics.

26. Lobby professional associations, round-tables, and working groups to advocate for legislation supporting community benefit agreements, affordable housing initiatives, and prohibit the privatization of water and mass water shut-offs.

OPEN-ENDED QUESTIONS

Please describe how you could support community-led service planning/delivery in the next 12 months?

Please describe how your organization [could] strengthen community-led service protocols in the next 3 years?

DELPHI ROUND THREE

Please rank five of the following issues from most important to least important:

1. There isn't enough collaboration between information, culture and community-based service providers; contributing to information silos in the public service community. (1)

2. Front-line staff needs support in identifying resources and practices addressing cultural revitalization and gentrification-induced displacement. (2)

3. Organizations need in-house training (i.e. working retreats, boot camps) in conflict resolution, negotiation, and participatory planning and design. (3)

4. There is a lack of knowledge and/or respect for the cultural heritage of people of color and a particular lack of knowledge and/or respect for Black community organizations. (4)

5. Staff needs training in community-led service planning and delivery, along with other placekeeping methods.(5)

6. Foundations knowingly or unknowingly exhibit White supremacy values by incentivizing attitudes that frame community members as needing to be saved or discouraging resistance. (6)

7. Longstanding conflict and competition between regional and city municipalities have weakened public infrastructure (roads, water and sewerage, electric grid, public transportation) and service (public safety, schools, cultural heritage institutions) in Detroit. (7)

Please rank ten of the following recommendations from most important to least important:

1. Cultural heritage practitioners, community service providers, and educators should work collectively with residents to develop community-led service delivery methods in neighborhoods at risk of gentrification-induced displacement. (1)

2. Provide more full-time employment of administrative and front-line staff from the community

3. Re-tool programs and re-allocate resources to emphasize community-led service protocols, comprehensive capacity-building, and placekeeping. (3)

4. Cultural Center Historic District institutions should open pop-up or satellite locations in neighborhoods outside the midtown corridor. (4)

5. Collaborate with grassroots organizations to create displays promoting resources (meeting or working spaces, jobs, grants, supplies) connected to organizations resisting displacement and produce presentations about gentrification-induced inequities. (5)

6. Library, archive, and museum studies programs must educate undergraduate and graduate students, as well as scholarly communities, about the intersections of race, power, and culture in information and heritage institutions. (6)

7. Adopt working definitions and strategies to address exclusion and commit to providing diversity, anti-racist, and inclusion training. (7)

8. Adhere to the provisions of the Native American Graves Protection and Repatriation Act and the Protocols for Native American Archival Materials to protect against further disruption of indigenous culture and sacred lands. (8)

9. Repair or build trust with long-time residents, grassroots leadership, and community-based organizations. (9)

10. Sponsor face-to-face social networking events on culturally responsive museum visits and cultural history exhibitions at organizations outside of the Cultural Center Historic District corridor. (10)

11. Post events on social media apps the community uses and produce lo-fi online resources compatible with residents' mobile devices as well as the latest smartphones. (11)

12. Administrators must critically assess if their organization advances the imperialistic interests of dominant cultural groups at the expense of further marginalizing displaced and excluded cultural groups. (12)

13. Include anti-poverty advocates and poor people as cultural heritage board member appointees. (13)

14. Attend community meetings addressing issues related to gentrification in Detroit – dismantling of public education, privatization of water, and stopping mass water shut-offs. (14)

15. Fund efforts to recruit librarians and cultural heritage practitioners of color along with continuing education and mentoring opportunities for all culture and heritage practitioners. (15)

16. Collaborate with community advocates to create community vision statements and align mission statements and strategic goals with community vision documents. (16)

17. Develop policies and adopt long term strategies to tackle gentrification-induced displacement. (17)

18. Adopt protocols and implement strategies that adhere to the community-led service planning model, American Library Association Poor People's Policy, the Americans for the Arts' Statement on Cultural Equity, and the Society of American Archivists Core Values Statement and Code of Ethics. (18)

APPENDIX P – QUAL CODING SCHEME AND FREQUENCIES

Coding Scheme

Round One Emergent Themes

Code System

C1 - Access	46
C2 - Appropriation	1
C3 - Community Building/Benefit	22
C4 - CRT	6
C5 - Cultural Competence	6
C6 - Disrespect	3
C7 - Diversity	4
C8 - Education or Skills	27
C9 - Exclusion	5
C10 - Funding Issues	21
C11 - Indifference	4
C12 - Information Value	60
C13 - Media-Based Organizing	5
C14 - Organizational Culture	6
C15 - Power Dynamics	26
C16 - Relationships/Networks	11
C17 - Resources	21
C18 - Socio-Economic Status	8
C19 - Trust	8

1. Access
The means by which people are able to reach, understand, and make use of information (Jaeger & Burnett, 2010).

2. Appropriation
Cultural misappropriation - When the cultural forms of a social, political, or economic oppressed group are used or mimicked by an oppressor group.

3. Community Building/Benefit
Community-driven initiatives that reinforce values and the social and human capital of neighborhood residents and organizations (de la Peña McCook, 2000).

4. CRT
Critical Race Theory - A branch of scholarship originating from critical legal studies that examines and seeks to transform the relationships between race, racism, and power (Delgado & Stefancic,2012).

5. Cultural Competence
An Ability developed through interactions over time, to respect and understand diverse cultural and socio-economic groups and to fully integrate these diverse groups into the work and service of an institution in order to enhance the lives of both those being served and those engaged in service (Overall, 2009).

6. Disrespect
To regard or treat with contempt, rudeness, or without respect (Dictionary.com).

7. Diversity
Differences between and within individuals, institutions, and societies (Jones, Dovidio, & Vietze, 2014).

8. Education or Skills
The act or process of imparting or acquiring knowledge or skills (Dictionary.com).

9. Exclusion
To shut or keep out from consideration.

10. Funding Issues
To supply money or resources.

11. Indifference
Lack of interest or concern.

12. Information Value
Shared or conflicting perspectives on the importance of information (Jaeger & Burnett, 2010).

13. Media-Based Organizing
A collaborative process using media, art, or technology to address problems and advance holistic solutions (Allied Media Projects).

14. Organizational Culture
The values, goals, and practices of an organization (Jones, Dovidio, & Vietze, 2014).

15. Power Dynamics

The relationship between access to social power, diversity status, privilege, and the ability to control, acquire, and maintain assets (Jones, Dovidio, & Vietze, 2014).

16. Relationships/Networks

A connection or involvement between individuals and/or organizations.

17. Resources

A source of supply, support, aid, or information.

18. Socio-Economic Status

The sociological and economic standing of an individual or group.

19. Trust

Belief in the reliability, truth, or ability of a person or thing (OED Online).

	Code	Coded segments of all documents	% Coded segments of all documents
	Cultural Competence	6	2.07
	Disrespect	3	1.03
	Funding Issues	21	7.24
	Socio-Economic Status	8	2.76
	Comm Building/Benefit	22	7.59
	Media-Based Organizing	5	1.72
	Exclusion	5	1.72
	Education or Skills	27	9.31
	Information Value	60	20.69
	Resources	21	7.24
	Indifference	4	1.38
	Relationships/Networks	11	3.79
	Trust	8	2.76
	Diversity	4	1.38
	Organizational Culture	6	2.07
	Appropriation	1	0.34
	Access	46	15.86
	Power Dynamics	26	8.97
	CRT	6	2.07

APPENDIX Q – CODE CONSISTENCY CHECK

Level 1 Code	Idea Source	Text data that inspired Level 1 Code	Independent Coding
Power Dynamics Issues	32-AR2	The balance of serving two communities is in conflict	C3, C5, C13, C14, C15, C16, C19
	26-M3	Institutions are rebranding themselves in the process of revitalization… and building themselves as powerhouses to attract "more people"	C5, C6, C9, C11, C14, C15, C16, C19
	47-AD8	Oakland County… one of the richest counties in the nation-- is now able to make more money in Detroit. Some artists and entrepreneurs are benefitting from the influx of resources. Some foundations and nonprofits are benefitting from messaging that	C2, C6, C9, C11, C12, C14, C15, C16, C18
	24-AD4	Low tolerance for risk	C5, C14, C15, C19
CRT Issues	26-M3	Institutions rarely have CRT, cultural competency training and their employees rarely have CRT, cultural competency skill sets	C4, C5, C6, C7, C9, C11, C14, C15
		Interest convergence -- institutions and Whiteness won't budge unless it benefits them in some way	C2, C4, C5, C6, C10, C14, C15, C16, C19
Access Issues	18-L4	The people in charge of the institutions are not the people who live in at risk communities (social)	C2, C3, C5, C6, C9, C11, C12, C14, C15, C16, C18, C19
	30-L6	Who are resources for? (social)	C1, C3, C10, C15, C16, C17, C18
	34-AD6	Accumulation of social capital through the extraction of the cultural value and dispossession of communities at risk (social)	C1, C3, C6, C7
	41-L7	People… at risk of being displaced are the ones.. using these… institutions the most, efforts… [to drive the change]… might miss them [as a] target audiences (social)	C1, C5, C6,C8, C10, C11, C12, C14, C15, C16, C17, C18
	49-M5	Inconsistent funding to seed and sustain projects (social)	C1, C3, C9, C11, C15, C16, C17, C18, C19

Level 1 Code	Idea Source	Text data that inspired Level 1 Code	Independent Coding
Organizational Culture Issues	8-AD3	Non-profit status vs. business model/developer	C3, C5, C8, C10, C12, C14, C15, C16, C17
	10-L1	CHO's business model at odds with [its] mission	C8, C15, C16, C19
	22-M2	High board member turnover - the boards are fielding higher and higher demands being placed upon them	C5, C14, C15, C17, C19
	45-AR4	Leadership rot	C5, C14, C15, C16
	60-AD11	Boards… are out of touch… pressure[d] [by] business interests and... narrowly defining [their] mission	C6, C10, C11, C14, C15, C16, C19
Trust Issues	4-AD1	Distrust of community residents	C2, C4, C6, C9, C11, C15, C16, C19
	10-L1	Mistrust of CHO's intentions - research that never reached or benefited the community	C1, C2, C3, C5, C6, C8, C9, C11, C12, C14, C15, C16, C17, C19
	18-L4	[Being an] outsider make[s] the residents suspicious of our motivations	C3, C4, C5, C6, C7, C9, C15, C16
	37-AD7	Credibility	C8, C12, C16, C19
	39-AR3	Lack of trust between cultural heritage institutions and the community	C5, C6, C9, C11, C14, C15, C16, C19
Diversity Issues	2-AR1	White leadership of cultural institutions	C5, C7, C9, C10, C14, C15, C17, C19
	4-AD1	Lack of interest in things that are important to or developing from communities of color and poor communities	C1, C3, C4, C5, C6, C9, C11, C12, C14, C15, C16, C17, C18, C19
	10-L1	Lack of representation of marginalized peoples in CHOs administration	C1, C3, C5, C7, C9, C11, C14, C15 ,C16, C17, C18, C19
	22-M2	Many times, the people managing the institutions are not from the area… and… don't feel any community allegiance to the neighborhoods	C3, C5, C6, C9, C11, C14, C15, C16, C17, C19
	26-M3	Institutions are out of touch with their surrounding communities or are highly selective in who they bring in and "listen to"	C1, C5, C6, C9, C11, C14, C16, C19

Level 1 Code	Idea Source	Text data that inspired Level 1 Code	Independent Coding
Relationship/Networks Issues	4-AD1	Employees and board members lack relationships to the network of community residents and leaders	C1, C4, C5, C6, C7, C11, C15, C16
	8-AD3	Being direct service provider (a medical clinic) outside of scope, not knowing enough information	C1, C8
	10-L1	CHOs tied to local government, sometimes at odds with community	C3, C5, C6, C7
	26-M3	Insincerity of larger institutions - WHO is this revitalization for?	C3, C5, C6, C9, C11, C15, C16, C17, C19
	37-AD7	Connect to faith community and faith institutions as stakeholders	C3, C5, C7, C12, C14, C15, C16, C17, C19
Information Value Issues	4-AD1	White young professionals who have dubbed… and marketed their work as "saving" the city… [and] their businesses or projects thrive on the societal construction of Detroit as "blank"	C2, C4, C6, C9, C10, C15, C17, C18, C19
	12-L2	CHIs are not immune to white supremacist ideology	C1, C2, C3, C10, C15, C16, C19
		Depending on how the CHI is [structured] and who runs and operates it, it could serve the interest of… dominant power group[s] rather than the group whose culture has been displaced or endangered.	C1, C2, C3, C8, C12, C14, C15, C16, C18
	22-M2	High employee turnover [impacts] institutional memory; turnover could be because the nonprofit sector offers low wages and doesn't encourage or promote from within	C1, C5, C10, C12, C14, C16, C17, C19
	26-M3	CHIs and employees are not equipped [to] undertak[e] responsible, equitable revitalization projects	C3, C5, C8, C14, C19
Resource Issues	4-AD1	[Resources are needed for] those in the community, and to organizations resisting displacement	C1, C3, C6, C7
	8-AD3	Resources needed - Arabic and Spanish speaking organizers and materials	C1, C3, C4, C5, C7, C8, C10, C12, C13, C14, C15, C16, C17
	43-M4	People working in cultural institutions are usually not trained to work… with community organizers, politicians, developers… these kinds of activities... require significant re-tooling of programming and resource re-allocation	C3, C5, C8, C10, C12, C14, C15, C16, C17
Exclusion Issues	32-AR2	[CHIs] turning away from the existing communities in which they had served in order to serve and cater to the new residents	C2, C4, C5, C6, C14, C15, C16, C18
	34-AD6	Mass water shut offs and mass foreclosures	C1, C10, C13, C17, C18, C19
		Privatization of water	C1, C3, C9, C10, C11, C15, C17
Education/Skills Issues	34-AD6	Pedagogical effects of cultural neoliberalism	C8, C11, C12, C13, C14, C15, C16
		Corporate educational "reforms" empower entrepreneurs without supporting meaningful education	C1, C4, C6, C9, C11, C12, C14, C15, C16, C17, C19

Level 1 Code	Idea Source	Text data that inspired Level 1 Code	Independent Coding
SES Issues	2-AD1	Young whites and single professionals enjoy subsidized housing, shops, retail, and recreations in downtown and midtown [while] Black and poor people deal with challenges to find adequate shops, transportation, and housing	C1, C4, C6, C9, C11, C15, C16, C18
	18-L4	People who were early investors in property downtown have seen [a] dramatic rise in their value	C1, C10, C12, C15, C16, C17, C18
		People who work in the city now have access to better food and shopping and safer bubbles to work in. The artists that I work with seem to get quite a bit of their inspiration from the dynamics of SES flux	C1, C3, C5, C10, C13, C17, C19
		People who live in the neighborhoods which have not been gentrified yet have no city services, terrible schools, and property values	C1, C3, C5, C10, C13, C17, C19
		While attendance is not high most children do go to school sometimes	C8, C11
Community Building Issues	10-L1	Culturally incompetent method[s] used when engaging with communities	C2, C4, C6, C8, C9, C11, C12, C14, C15, C17
		CHO research never reached or benefited the community	C1,C2, C3, C6, C8, C14, C17, C19
Disrespect Issues	2-AR1	Lack of knowledge and/or respect of Black culture and Black community organizations	C1, C3, C4, C5, C6, C9, C11, C12, C14, C15, C16, C17, C18, C19
	4-AD1	Disdain for the language/culture of community residents results in… attempts to change them, so they're more "professional" and "acceptable"	C4, C6, C11, C15, C18
Funding Issues	2-AD1	Corporate funding of CHIs	C2, C4, C10, C12, C14, C15, C17
	4-AD1	Foundation grant incentives… encourage saviorism, discourage resistance, and prioritize white supremacist cultural practices	C2, C4, C5, C6, C9, C14, C15, C16, C17, C18, C19
	8-AD3	Conflicts of interest with funders	C2, C3, C4, C5, C6, C8, C9, C10, C11, C12, C14, C15, C16, C17, C19
	18-L4	Project funders want to assume control of CHOs	C3, C5, C9, C12, C14, C15, C16, C17, C18, C19
	32-AR2	CHIs that had been struggling in the past are suddenly finding corporate funding but must change their policies and missions in order to receive and keep it coming	C1, C2, C3, C10, C15, C16, C19
Cultural Competency Issues	18-L4	Safety - It really is still very dangerous to be out in the neighborhoods here!	C3, C17, C19
	24-AD4	Staff are not trained in or dedicated to equity and inclusion practices	C1, C3, C5, C7, C8, C12, C13, C14, C15, C16, C17, C19

Level 1 Code	Idea Source	Text data that inspired Level 1 Code	Independent Coding
Open Code	12-L2	[Can] white-owned and operated CHIs be used to dismantle the cultural/ power nexus formed through European colonization?	C3, C4, C6, C7, C8, C14, C15, C16, C18, C19
	30-L6	Who gets the resources that are coming into the community? Who are those resources for? How do cultural heritage institutions ensure that the work they do goes to serve current members of the community?	C1, C3, C10, C15, C16, C17, C18
Power Dynamics Recommendations	4-AD1	We work with young people who are trying to find their place in this city to see the policy and structural issues behind their individual experiences with gentrification and school closure.	C1, C3, C5, C8, C12, C14, C15, C16, C17, C18
		[Provide] space that empowers and supports democratic decision making not undermine	C1, C3, C5, C8, C10, C12, C17
	8-AD3	Coordinate people power	C3, C5, C7, C8, C12, C13, C14, C15, C16, C17, C19
	49-M5	Displacing central authority of institution to support needs of community organization	C4, C6, C9, C14, C15, C16, C19
	56-AD9	Proactive anchor institutions	C1, C3, C5, C14, C15, C16, C17, C19
	60-AD11	Educating donors/developers	C5, C8, C10, C12, C13, C16, C17
CRT Recommendations	12-L2	Educate MLIS students and scholarly communities about the intersections of race, power, and culture on urban library communities	C1, C4, C5, C7, C8, C12, C13, C14, C15, C19
Access Recommendations	4-AD1	Hire full-time staff and recruit board members directly from the community (social)	C1, C3, C4, C5, C8, C12, C14, C15, C16, C17, C19
		Directly link residents wanting to stay in their neighborhood with existing orgs working to resist displacement and provide resources to this community at no cost. [LAMs] have access to halls of power that we cannot have. We need them to connect us to what we're missing. This would likely mean risking their grants or access [to power] but that's a risk they need to be willing to take (social)	C1, C3, C5, C10, C12, C13, C14, C15, C16, C17, C19
	26-M3	Culturally relevant and responsive programming (social)	C3, C5, C12, C13, C14, C15, C16, C17, C19
	60-AD11	Work with children to reimagine city life on [a] child friendly scale	C3, C5, C7, C8, C10, C12, C15, C16, C17

Level 1 Code	Idea Source	Text data that inspired Level 1 Code	Independent Coding
Trust Recommendations	49-M5	Trust the leadership in community organizations	C3, C5, C6, C8, C9, C11, C14, C15, C16, C19
	62-L8	Gain the trust of community members	C1, C3, C5, C8, C12, C14, C15, C16, C19
Diversity Recommendations	10-L1	CHO workers/administration from the community or who look like the community #1	C2, C3, C7, C15, C16, C19
	12-L2	Funding and recruitment of librarians of color	C1, C3, C4, C5, C7, C8, C10, C12, C14, C15, C17, C19
	24-AD4	Meetings and events in multiple languages	C1, C3, C4, C5, C7, C12, C14, C15, C16, C17, C19
	54-AR5	Invite at-risk communities to develop or co-develop public programming for - or to be showcased by - institution(s)	C1, C3, C5, C8, C12, C14, C15, C16, C17
		Conferences… where residents are invited to participate and given full voice	C1, C3, C4, C5, C7, C12, C13, C14, C15, C16, C17, C19
Relationship/Networks Recommendations	6-AD2	Develop relationships with faith-based leaders and organizations and get their support to host "truth-telling" town hall meetings	C1, C5, C8, C10, C13, C14, C15, C16, C17
	10-L1	Partner with local organizations work[ing] to mitigate gentrification-induced displacement	C1, C3, C5, C7, C10, C12, C13, C14, C15, C16, C17, C18, C19
	14-M1	Coordinate information/action between groups	C1, C2, C3, C4, C5, C7, C12, C13, C14, C15, C16, C17, C19,
	24-AD4	Face-to-face social networking	C1, C3, C5, C8, C12, C14, C15, C16, C19
	43-M4	CHI leaders participate on neighborhood boards and organizations	C2, C3, C4, C5, C6, C9, C10, C14, C15, C19
	56-AD11	Engage with community leaders and cultivate relationships with community-based groups	C1, C3, C5, C6, C7, C12. C14, C15, C16, C19
Information Value Recommendations	4-AD1	Transparency in grant funding and program development process	C1, C3, C8, C10, C12, C14, C15, C16, C17, C19
	12-L2	School-based curriculum around cultural history and museum visits	C1, C3, C5, C7, C8, C12, C13, C14, C17
		Marketing and advertisement about the cultural gems in the community	C1, C3, C8, C11, C12, C13, C17
	14-M1	Reliable members of policy making groups	C3, C5, C8, C14, C15, C16, C17, C19
	54-AR5	Media-based organizing	C1, C3, C13, C15, C16, C17

Level 1 Code	Idea Source	Text data that inspired Level 1 Code	Independent Coding
Resource Issues	4-AD1	We provide water at no-cost to those whose water is being shut off. We know that this is one practice the city is using to force people from their homes.	C1, C2, C3, C4, C4, C6, C9, C10, C11, C14, C15, C16, C17, C18, C19
	54-AR5	Locate and share historical resources (especially for historical/memory keeping institutions) that depict related past stories or resources relevant to today's at-risk communities	C1, C3, C4, C5, C7, C12, C14, C15, C16, C18, C19
Exclusion Recommendations	6-AD2	Bring the community into the process from the beginning before sealing the deal	C3, C7, C15, C16
Education/Skills Recommendations	2-AR1	Tours and presentations address[ing] the issue of inequality based on gentrification	C1, C5, C8, C12, C16, C17, C18
	4-AD1	Community-directed programming	C1, C3, C8, C12, C16, C17, C19
	22-M2	Intergenerational programming	C1, C3, C5, C7, C12, C13, C14, C15, C16, C17
	24-AD4	Training in conflict resolution, negotiation, collaboration, participatory design or planning, facilitation, equity and inclusion practices	C3, C5, C8, C12, C14, C15, C16, C17, C19
		[Produce] zines and publications… [using] visual language and universal design principles	C1, C3, C5, C8, C10, C12, C17
	28-AD5	Information awareness campaigns about the changes taking place in Detroit	C1, C3, C12, C15, C16, C17, C19
		Programming for returning citizens	C1, C3, C5, C8, C12, C13, C14, C15, C16, C17
Community Building Recommendations	26-M3	Culturally relevant/responsive historical museums, supporting community centers, small businesses; Galleries supporting local artists and collectives; Public recreational spaces with community programming initiatives	C1, C3, C5, C8, C12, C13, C14, C16, C17, C19
	22-M2	Collaborat[e] with other service/educational organizations	C3, C5, C7, C12, C14, C15, C16, C17, C19
	62-L8	Including community members in conversation about the projects. Institution's need to send staff into the community to engage and share information with residents	C1, C3, C5, C12, C15, C16, C17, C19

Figure Q.1: Code Consistency Check