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Chapter 14

HIRING, TRAINING, DESIGNING, AND HOSTING: A CASE STUDY OF AN INCLUSIVE LIBRARY MAKERSPACE

John T. Sherrill

As many critiques of the so-called "Maker Movement" have pointed out, framing makerspaces in terms of economic growth, entrepreneurship, and job training tends to privilege digital technologies, and the spaces themselves tend to privilege white men. Given this broader context, I will describe The Lab¹ in this chapter. The Lab is particularly significant because it has successfully marketed itself by using the language of economic growth and job training, while simultaneously developing a diverse community. I argue that The Lab has helped welcome and engage a diverse community by foregrounding hospitality and equity through its policies and practices. That is, while The Lab does not actively market itself as a feminist space, or an activist space more broadly, it does foreground diversity, inclusion, and equity in practice. In short, one of the primary takeaways from my time at The Lab as a researcher is how small decisions and day-to-day practices, supported by policies and consistent training, contribute to building equitable and diverse communities. As such, I will discuss in this chapter how The Lab practices hospitality as well as its hiring and training practices and some of the outcomes of these practices.

1. A pseudonym.

I argue that within the context of makerspaces, things like greeting visitors, structured orientation processes, events, and even policies, can be considered forms of hospitality. Further, I argue that such hospitality is particularly important for building inclusive and sustainable communities within makerspaces. Hospitality is not limited to simply greeting people or helping them feel welcome, though. Drawing from Jacques Derrida's definition of hospitality in *Of Hospitality*, hospitality stems from differences in culture and being and, paradoxically, involves mutual understanding of differences. Derrida's understanding of hospitality is, admittedly, paradoxical, because if there was already understanding, there would cease to be any foreignness.² Policies, however, are also part of this definition of hospitality inasmuch as, Derrida argues, "the foreigner doesn't only have a right, he or she also has, reciprocally, obligations, as is often recalled, whenever there is a wish to reproach him for bad behavior."³ Clarifying these rights and obligations to visitors, in turn, may also be considered part of hospitality. That is, spaces which clarify their expectations and community standards, as well as the obligations of visitors, make it easier for outsiders to enter an unfamiliar space and community.

Similarly, Michelle Eodice examines the reciprocity between hosts and visitors in the context of educational spaces and, more specifically, writing labs. She argues that ultimately, hospitality is about creating equitable access, writing: "the hospitality we enact derives from historical and cultural definitions and from its contemporary usage as a metaphor for a set of moves—moves made in service to values found in our mission statements: access and equity."⁴ She further argues that, in the context of educational spaces, hospitality depends on understanding more than just the space itself, devices, and people; it rests on

2. Jacques Derrida and Anne Dufourmantelle, *Of Hospitality*, trans. Rachel Bowlby, 1st ed. (Stanford, CA: Stanford University Press, 2000), 15, 17.

3. Derrida and Dufourmantelle, *Of Hospitality*, 23.

4. Michele Eodice, "Participatory Hospitality and Writing Centers—Hospitable Spaces," in *The Rhetoric of Participation*, by Paige V. Banaji et al., 2019, 50, <https://cedigitalpress.org/book/rhetoric-of-participation/eodice/hospitable-spaces.html>.

understanding reciprocity. Quoting Parker Palmer, Eodice argues that “[H]ospitality is always an act that benefits the host even more than the guest. . . . By offering hospitality, one participates in an endless reweaving of a social fabric on which all can depend. . . . thus the gift of sustenance for the guest becomes a gift of hope for the host.”⁵ Recognizing that, the benefit of hospitality seems clear to makerspaces: putting in effort to welcome visitors and guests, and having clear procedures in place for enculturating the values of the space in new members, ultimately serves the goal of creating accessible and equitable spaces.

To build this argument, I first describe my visits to The Lab in 2017 to conduct research on women’s experiences in makerspaces for my dissertation. I describe my research methods in this first section below, including how I addressed challenges of studying makerspaces by using a DIY electronic survey device. I then describe the design of the lab and the individuals I encountered there. Afterward, I briefly discuss the structure of workshops within the space. I then discuss in more detail the hiring and training processes that The Lab follows. Finally, I conclude this chapter with a brief discussion of the origins of The Lab’s hospitality practices and how these practices can benefit other spaces.

Methods

I visited The Lab in July 2017 for my dissertation research. To conduct this research, I followed a mixed methods approach. During my two-day visit, I observed instructional workshops in the space, interviewed workshop leaders and volunteers, and collected various documents from the space. I observed two workshops: the first covered how to use the 3D printer in the space and the second workshop covered how to use the laser cutter. The first workshop was led by a woman of color, and the second was led by a white man. Before and after each workshop, I spent time talking with each of the workshop leaders about their experiences in the space. From these semi-structured interviews, I also learned about the history of the space and how it operates. Additionally, before

5. Eodice, “Participatory Hospitality and Writing Centers—Hospitable Spaces,” 50.

and after each workshop, I spent some time walking the area to better situate my questions and analysis locally during conversations with the workshop leaders. Further, in talking with staff and volunteers at The Lab, I was able to collect documents, including membership applications, volunteer applications, codes of conduct and policy agreements, and training materials. After my observations at the space, I conducted a follow-up phone interview with a manager of The Lab to get additional background about the space's policies and procedures, and about some of the documents I had gathered. Finally, after my initial visit, I triangulated my observation and interview results via an electronic survey device that collected quantitative user experience data over three weeks.

For the survey, I custom built a DIY survey device.⁶ After a longer online survey had yielded fewer responses than I had expected (and none from The Lab), I decided to use a simple analog interface with digital data entry. In particular, this device responded to the unique constraints of conducting surveys in makerspaces: users frequently enter and exit throughout the day, they may not have the privacy required for traditional interviews, and they are unlikely to complete online surveys after leaving the space. Further, the electronic survey offered an advantage of paper surveys compared with a touch-screen device: no surprise questions or requests for contact information. The survey itself was a 4-button Likert scale, ranging from a very frowny face to a very happy face, in response to the prompt, "Please rate your experience today!" When one of the four buttons was pushed, the device logged the response to a text file along with a timestamp. The survey device was placed in The Lab for three weeks, and I was able to collect a total of seventy time-stamped responses during that time. The time-stamped responses helped prevent anyone from skewing survey results by repeatedly responding, and also helped The Lab by identifying popular times for lab use. At

6. For a more detailed description of how and why I built this device from scratch for use in makerspaces, including step-by-step build instructions, please see John T. Sherrill, "A DIY Electronic Survey Device for Studying User Experience," *Kairos: A Journal of Rhetoric, Technology, Pedagogy*, 23 no. 3. (2020), http://praxis.technorhetoric.net/tiki-index.php?page=PraxisWiki%3A_%3ADIY+Survey+Device.

the conclusion of my study, I gifted this survey device to The Lab for their future use.

Lab Description

The Lab is a small makerspace within a large public library in a major metropolitan area of Minnesota. The library itself is part of a larger system of thirteen libraries in the area and is located downtown just blocks from a science museum, post-industrial power plant, performance halls, and other culturally significant sites and tourist destinations. Like other buildings in the area, the library is an historical site, having been around for over 100 years. More recently, though, The Lab and the library have become important spaces for job training and professional development for a changing workforce—particularly for people of color and historically marginalized groups, and those who are re-entering the job market and need to develop new literacies and skills.

Part of what makes The Lab particularly noteworthy is its emphasis on hospitality and the communities it serves. While I situate this hospitality in relation to Derrida's *Of Hospitality* and hospitality in educational spaces later in this chapter, one form of hospitality is immediately apparent upon entering the space. Compared with spaces where visitors simply walk into an empty room or crowd of strangers, anyone who enters The Lab is individually greeted by a staff member. Though seemingly a small gesture, based on the results of my dissertation research,⁷ whether or not visitors were greeted at a makerspace makes a significant impact on how welcome they feel in unfamiliar makerspaces and communities. At The Lab, visitors are greeted with a smile by library staff at the main desk, just outside The Lab makerspace.

Upon entering The Lab, in addition to being greeted, one of the first things that struck me was the diversity of library staff, volunteers, and members who greeted me. Their diversity broadly reflects the local community in terms of race, gender, age, and expertise in

7. John T. Sherrill, "DIY Feminism in Post-Industrial Spaces" (PhD diss., Purdue University, 2019).

different industries and crafts (based on library demographic data, local census data, my observations in the space, and interviews). Not surprisingly, this library has been recognized by the city for its efforts towards racial and social equity, aligning with similar city-wide hiring and training initiatives. This diversity, as well as practices like greeting all members, helps distinguish The Lab from more homogenous makerspaces. Additionally, the space also promoted hospitality through clear signage, including a prominent “Refugees Welcome” sign made on the space’s laser engraver, a sign on the door clearly identifying The Lab and its operating hours, and large stickers on each wall of the space labeling various pieces of equipment. Further, visitors are able to observe the space and any active members through a large window before even entering the room. Though these features are not entirely unique to The Lab, they contribute to its overall welcoming atmosphere.

Despite its small physical footprint, The Lab consists of approximately 383 members, and hosts more than 1,600 library patrons each year. Of those members, 52% are men, 41% women, two members identify as transgender, and the remainder didn’t report their gender, based on an interview with a manager at The Lab. The average member is forty-five years old. In terms of race, 69% of members are White/Caucasian, 10% Black/African American, 7.3% didn’t report, 6.8% Asian, 3.1% Multiracial, 1% Other, 1% Hispanic/Latino, and The Lab includes one American Indian/Alaska Native member (n=173). Generally, Lab members represented the broader demographics of the local area, with these percentages being within +/- 5% of American Community Survey data for the city, with the exception of Hispanic/Latino members who were underrepresented in The Lab by 7.9%. Of the eight total volunteers and staff members I observed, the majority were women. Only two were observed to be white, generally reflecting the library and city hiring initiatives.

The space itself consists of a main desk, a central room with a work area, a recording studio, and a conference room. The main work area consists of several tables and chairs, a whiteboard (with a wish list for

the space as well as timely information), multiple bulletin boards, storage space, and counters. The main space provides access to a digitization station (for converting between analog and digital audio/video formats), vinyl cutter, laser cutter, 3D printer, laptops with design software, sewing machines, and a range of crafting materials. All devices and storage in the main lab space are clearly labeled and arranged so that no single technology takes precedent, and all are equally accessible within the space. That said, there is one major physical division in The Lab: the recording studio is just around the corner from the main lab space and has a separate entrance.

The recording studio is further subdivided into an observation room; a recording room with microphones, keyboard, additional recording equipment, and an editing station; and an isolation room. The recording studio, and its relation to the main lab space, is particularly significant for two reasons: It is the second most popular aspect of The Lab for homeless patrons, but it was also a source of division between members in the space. That is, on the one hand, the recording studio particularly welcomes patrons who might otherwise not use The Lab (and who are often excluded from mainstream makerspaces). Yet, this physical and social division in The Lab also demonstrates that hospitality sometimes needs to take multiple forms to be most effective, which I discuss in more detail in the Orientation section.

Workshop Descriptions

In addition to serving as a multi-use workspace throughout the day, The Lab also offers weekly workshops throughout each month. These workshops serve as an introduction to the space and the community there, while also teaching technical skills. The Lab management is well aware of this dual purpose. This awareness is demonstrated in part through the naming conventions of workshops. Each workshop is titled as some variation on “Learn [Skill] with [Person],” emphasizing both technology and individual community members. As I learned from talking with workshop leaders at The Lab, the choice to promote events as “Learn [Skill] with [Person]” was a very intentional choice. Very early in the

development of The Lab, workshop leaders recognized that drop-in style workshops failed to attract participants, and that participants are more comfortable knowing specifically what they will do during a workshop. Further, associating individual leaders with the workshops helped build community. By reading a name in the event title, participants gained a sense of which volunteers had particular skills and expertise, even without attending events. Further, this decision also subtly conveys a sense of gender diversity within The Lab based on workshop leader names.

In addition to discussing the naming strategy for workshops, workshop leaders also discussed workshop and event attendance. Although some workshops are held regularly each month, and others less frequently, anywhere from two to five participants is considered “a good turnout.” Although there doesn’t seem to be a clear pattern or reason for the variation in workshop attendance, one thing that was clear was who the workshops served. One of the most surprising things about The Lab is that it regularly serves patrons from local homeless shelters. In particular, the recording studio is the second most popular feature of the lab with patrons experiencing homelessness, but workshop leaders were even more surprised at the popularity of sewing workshops.

When the sewing workshops began, they were intended to be accessible introductory workshops that helped familiarize new lab members with basic stitches, sewing machines, and how to sew on a button. That is, the workshops were intended to welcome a wide range of patrons, including those with no prior sewing experience. Furthermore, because makerspaces often focus on “high tech” workshops that cover digital tools and technologies, the sewing workshops were also designed to welcome visitors who might be intimidated by, or less interested in, workshops on laser cutting or 3D printing (not to mention the gendered histories of these different technologies as well). However, workshop leaders quickly realized that patrons from local homeless shelters were attending the workshops to learn how to mend clothes and make other repairs, and to gain access to essential sewing supplies available through The Lab. In response to the popularity of the sewing workshops, The Lab now holds workshops on making bags, mittens, wool slippers, and

pillows. As a result of these expanded workshops, patrons are able to make items for themselves and often donate the finished goods to local shelters. In other words, returning to Eodice, these expanded workshops have helped foster a literal “reweaving of a social fabric on which all can depend,” in which “the gift of sustenance for the guest becomes a gift of hope for the host.”⁸

In short, there are many different factors that make The Lab a welcoming space, some of which include having a designated welcome desk, nametags, signage, an informative website, and a diverse staff. But to reach a level of hospitality in which members report overwhelmingly positive experiences and also broadly reflect local populations in terms of diversity, I assert that makerspaces need consistency in training, orientation, and policies. In the remainder of this chapter, I focus on these structures of The Lab and their significance. To do so, I first briefly discuss the results of my user experience survey, which further support my argument that The Lab is an effective and welcoming space. I will then discuss the application, training, and orientation processes for staff, volunteers, and members.

Survey Results

While my observations, interviews, and experiences in the lab suggested that members and visitors generally had positive experiences, I was limited to observing just two workshops in total. Further, being a white, cis-gender man, I entered the space as a privileged researcher and outsider, and as such would be unlikely to encounter any issues based on my race or gender during my visit. Given this, to help triangulate my observations and interviews, I collected quantitative data about visitors’ experiences in The Lab via a one-question push-button electronic survey. This survey asked participants to “Please rate [their] experience today!” on a 4-point Likert scale. Shockingly, of the seventy responses to the survey over a period of three weeks, 100% of the experiences were positive. Of these responses, 86% were very positive, and 14% positive. This

8. Eodice, “Participatory Hospitality and Writing Centers - Hospitable Spaces,” 50.

result reinforced that the policies and practices of The Lab have had a positive impact on user experiences, and suggests that my observations and interviews generally aligned with the experiences of visitors to the space.⁹ It is too early to say if these results are generalizable for other similar library makerspaces, but I plan to conduct a future survey across multiple spaces in order to provide a baseline quantitative comparison of user experiences. That said, one immediate purpose of this survey was to produce quick results for The Lab with minimal labor, while also triangulating my observations and interview data.

Of course, even with high ratings, no space is perfect, and The Lab has had to respond to members acting inappropriately in the past. Before The Lab had addressed issues of gender, sexual harassment, race, and using gendered pronouns during orientation for new members, there had been some issues related to gender and pronoun use. Although staff and volunteers at The Lab were uncomfortable sharing details about past incidents and did not clarify whether it was an issue of misgendering, using transphobic language, or something else, they did describe how they respond to individual incidents. Further, they explained Lab policies and how updated orientation procedures have prevented further incidents via explicit training.

In response to issues reported or observed in The Lab, staff and volunteers have been trained to have a conversation with individuals to address the issue (no matter how awkward), learn more about what happened, how each person involved interpreted the situation, and how to respond appropriately. Depending on the severity of the situation, staff/volunteers may use the recording booth or isolation room to mediate the situation privately, or may elect to address the situation in the main lab in order to model their response for newer members and volunteers. Furthermore, Lab staff and volunteers are supported

9. By comparison, a second similar space where I conducted the same survey over three weeks yielded only twenty-four responses. Of those experiences, 17% were very negative, 8% negative, 17% positive, and only 58% very positive. Comparatively, this second space had a less structured training process for managers and volunteers, as well as a less formal orientation process, less signage, and fewer workshops aside from events focused on digital technologies, among other differences.

in their responses by library policies that set clear criteria for banning members, temporarily and permanently, and revoking Lab and library membership. In other words, these policies and procedures help create hospitality by setting clear expectations, boundaries, and consequences for new visitors and current members—guests in the space are not simply expected to adapt on their own through trial and error, but are actively guided.

Toward transparency of community expectations, the Library Conduct Policy is available on the library's website and is also posted in several locations throughout each library building. All Lab members are required to read and agree to the general library policies in addition to the specific lab policies. The conduct policy first addresses issues of "discrimination, violence, harassment, and offensive behavior," outlining what constitutes each of these. It also clarifies that this policy applies not only to the library, but that the city does not tolerate such behavior "toward any city employee or visitors to city property." That is, the hospitality of The Lab is also anchored in local laws and policies. Policy violations within the library are divided into two major categories: one-week bans, and longer "one to six month" bans. Weeklong bans are for behaviors including "shouting, swearing," "interfering with others' use of the library," and eating. Longer bans are issued in response to things like damaging library property, harassment, discriminatory behavior, aggression, assault, or repeated violations of library policies. Although this conduct policy does not clearly state that library membership can be permanently revoked, that point is clarified on the library website and in The Lab's materials and policies.

As with the application and orientation materials described below, it is significant that The Lab has a written conduct policy in place at all, and one that explicitly addresses particular behaviors (rather than broad philosophies of "don't be a jerk" or "be excellent"). Although having a policy does not prevent issues,¹⁰ it does make the work of staff and

10. Maggie Zhou, Alex Clemmer, and Lindsey Kuper, "A Code of Conduct Is Not Enough," *Model View Culture* (blog), October 27, 2014, <https://modelviewculture.com/pieces/a-code-of-conduct-is-not-enough>.

volunteers easier, in that they are able to fall back on written documents and have a clear rubric for assessing appropriate consequences. That is, the conduct policy is a document that many makerspaces feel is unnecessary, until issues arise. This is particularly problematic when spaces assume that “everyone’s welcome” and “welcoming everyone” mean the same thing. In addition to having written policies, minimizing issues in the first place requires performing and modeling the policies as well. At The Lab, this modeling happens during the membership application process, orientation, and through day-to-day interactions in the space (i.e., at times when people are newest and least familiar, but also throughout their time in the space). To explain further, in the following sections, I will briefly describe the application materials used by The Lab, and will then detail the orientation process.

Application Processes

For every role in The Lab, whether it is filled by staff or members, there is a formal written application and/or agreement. Additionally, staff are interviewed and go through individual training with library staff. Both staff and volunteers also undergo a background check as part of the application process. As described below, the process also involves formal orientation.

Staff

In the opening job description for both Lab Assistants and Recording Studio Assistants at The Lab, the diverse community of patrons is foregrounded alongside the economic goals of the space. “Many patrons are disenfranchised, speak English as a second language, or have other barriers to employment. [The Lab] seeks to address those barriers by assisting all members of the public in their pursuit of career or technical skills acquisition.” Although this audience is not represented in the technical skills required for the position, it matters that this context is the first thing on the page across different applications (i.e., it is the first thing that greets potential applicants). Further, this statement is

consistent with, and reflects the content of, orientation materials for staff, volunteers, and members.

Volunteers

Similar to the job application format for staff, the volunteer application requests contact information, applicants' preferences for different types of volunteer work, availability, background and experience, and references. Additionally, the volunteer application form clarifies that volunteers within the broader library system can be younger than eighteen years old. Though I did not encounter any volunteers in The Lab who were under eighteen during my research, other makerspaces within the library system are youth focused, as are different library events, which explains why this information is part of the application. In part, these form fields help the space track its successes and failures at representing various communities over time, particularly in terms of skills and experiences. Such information is important in helping The Lab's managers decide who will welcome new members and who will lead workshops on particular technologies and techniques. Ideally, the information collected helps avoid creating a homogenous mix of technical expertise among volunteers and consequently fosters a wider range of members.

Lab Members

To become a member, applicants must be at least eighteen years old and have a library card. Beyond that, they are required to provide contact information and age. They are also asked to voluntarily provide demographic information about their race/ethnicity, gender, occupation, and emergency contact information. This is particularly important, as it allows The Lab to generate annual reports that include demographic information and makes it possible to track changes in membership over time. This is further reinforced by the equipment reservation system, which enables the space to track use over time and the popularity of equipment for different groups, all of which help give The Lab insight into who uses the space and how. In other words, this information helps the community get to know new members and track trends over time.

Finally, members are asked if they are interested in joining an advisory board and whether they are willing to allow the library to use their photo for informational and promotional materials. Regardless of whether applicants are interested in joining the advisory board, all members are welcome to attend monthly Lab board meetings and offer feedback on the space. The form also includes a section for staff use that documents whether the applicant attended orientation and whether they provided a photo release.

Orientation

After completing the necessary paperwork, prospective members attend an informational orientation session. The orientation sessions are standardized via a PowerPoint presentation and a membership form. The orientation PowerPoint covers the process of how to become a member, how to acquire a library card, expectations of members, equipment reservations, lab conduct, maintaining the lab, the space's anti-harassment policy, copyright information, research initiatives the space participates in, how to donate to the library, and a detailed discussion of all lab equipment. Based on interviews with volunteers and the manager for The Lab, orientation also includes a tour of the space, demonstrations of how to use the various tools, safety training, and a review of how to reserve equipment. Significantly, orientation also covers topics of gendered language, pronoun use and gender identity, community standards, and how standards are enforced and sustained. As a final step, new members are required to attend workshops for the major technologies in the space (e.g., 3D printing, laser cutting, sewing machines, recording studio). These workshops not only reinforce how to operate equipment safely, but also cover how to keep the space clean, how to use various materials, what types of projects members in the space value, and in turn, what values are embedded in members' projects. That is, while the workshops do help ensure that neither members nor equipment are harmed, they also play an important role in enculturating new members to The Lab more broadly.

It is important to recognize here the significance of simply having standardized orientation materials and application processes, even in a relatively small makerspace. For many spaces, introductions are informal if they even happen, orientation processes and materials are overlooked, and both members and volunteers/staff are expected to individually figure out how to interact with the community. When issues do arise, if they are even reported, managers are often caught off guard and do not have clear policies to enforce. Further, many spaces neglect to track or report demographic information about their members, which hinders their ability to accurately assess diversity in the space and makes it harder to identify issues of exclusion with much nuance. In other words, when basic practices of hospitality are neglected, it is much harder to correct at a later date. By comparison, hospitality practiced from day one fosters further hospitality by cultivating a culture of welcoming guests, while at the same time recognizing that guests also share responsibilities to the existing community. As one final example of how The Lab has fostered hospitality and responded to unexpected community issues over time, I will describe the creation of a monthly event designed to help unite different groups within The Lab.

After opening, although The Lab was successfully attracting members with a range of interests and expanding its community as a result, a problem was encountered that is familiar to many makerspaces with distinct work areas: members who used the main lab and members who used the recording studio didn't interact very much. The Lab recognized this, in part, through observation, but also by looking at equipment reservations and the training workshops new members were opting for. Despite the best efforts of library staff, volunteers, and members to get folks using the full Lab, people crafted with the various tools available in the lab space, or they recorded, but rarely mixed. Coincidentally, a solution to this issue emerged in response to another common problem: limited hours of operation.

Because the library that houses The Lab is only open until 5 PM, some members' work schedules prevented them from visiting The Lab. Given the scale of the library itself, simply extending the regular hours

of The Lab was impractical, since it would require keeping the whole library open (and secured). As a compromise, The Lab started hosting “After Dark” events once a month, mostly to be more hospitable to members who couldn’t attend regular operating hours. These monthly After Dark events are more social in nature than regular workshops and The Lab stays open for an extra hour. For each After Dark event, visitors can participate in a make-and-take tutorial (as well as normal equipment reservations), but there is also usually some type of live performance (by musicians, artists, guest speakers, performers, etc.) held in the main lab space. The performances and speakers helped draw in lab users; in fact, many of the performers in the lab were people who normally used the recording studio. This alone helped members mingle, but lab users also started helping performers think about promotion and branding, particularly how they could use the lab to produce things like promotional stickers or business cards. As a result, the After Dark events helped to bridge these two distinct groups within the broader Lab community through craft and performance centered on socializing. Additionally, following the After Dark events, the lab adjusted new member orientations to cover all areas of the space rather than focusing only on the areas new members were interested in, which helped to create a more unified community.

Conclusion

For makerspaces, the results of this case study suggest that it is important for spaces to not only have clear conduct policies, but that these policies are performed and enforced consistently across written applications and documents, orientation processes, workshops and training, events, and especially in day-to-day interactions within the space. Although The Lab is not directly identified in this chapter, many of the policies and practices of the space have been modeled after the hospitality of the YOUmedia space in the Chicago Public Library.¹¹ Further, The

11. “YOUmedia,” accessed August 1, 2019, <https://www.chipublib.org/programs-and-partnerships/youmedia/>.

Lab shares many principles with the Ada Initiative.¹² In short, The Lab is a space that has foregrounded building an inclusive and accessible community first, while providing access to technology, training, and professional development opportunities to that community. In turn, this community has helped build an even more effective space for a wider range of community members. In other words, being welcomed in a structured and active way helped guests succeed in the existing Lab community, and eventually led to them practicing the same hospitality when welcoming new members. Hospitality, by Derrida's definition, requires distinguishing between hosts and visitors. As such, simply assuming that members will feel welcome, rather than actively welcoming them, often leads to homogeneity. Outsiders who feel welcome without any acts of hospitality are likely already familiar with the conventions of a given community, or assume that they are, until problems arise. By comparison, outsiders who feel unwelcome are unlikely to stay for long or suddenly feel welcome without active hospitality from hosts. Though this premise seems straightforward, as evidenced by the efforts of The Lab, succeeding at creating hospitable makerspaces takes considerable work, despite the work sometimes being a simple "Hello!"

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