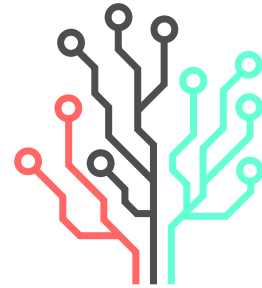


Teaching Tech Together

Final Report

July 2015



Background

In the past few years, there has been an explosion of grassroots organizations devoted to improving inclusion and diversity in the tech sector. All have good intentions, but many are not aware of prior experience, or of other groups working in the area. We therefore felt it would be useful to bring representatives from various community-led initiatives together to compare experiences and swap best practices. Unlike academic conferences, this meeting would focus on the nuts and bolts of starting and growing a grassroots organization in this sector: fundraising, non-profit governance, effective teaching techniques, curriculum development, and sustainable community building.

A larger goal of this meeting was to begin a dialog that is long overdue. Many people with technical backgrounds do not realize that social change is just as much a skill as programming. While they are teaching coding to people with community organization backgrounds, they can and should themselves be learning how to recruit and retain volunteers, find allies, and get established organizations to give them space and support. Just as programmers have developed curriculum to teach HTML and Javascript to non-specialists, people working to improve inclusion and diversity in tech need to develop ways of teaching what *they* know to programmers. Finding out what they have in common, and why they differ when they do, is a first step toward that.

A small group of volunteers therefore began organizing the event in the fall of 2014. Funding was secured from Mrs. Laura Arnold, the Alfred P. Sloan Foundation, GitHub, First Look Media, the Python Software Foundation, and SendGrid Inc., and meeting space was provided by Google. People were initially invited via personal contacts, and the event was also later advertised through social media channels and via organizations such as the Ada Initiative. Attendance was limited by the desire to ensure that this was a working meeting in which every attendee would actively participate.

Expenditures

100% of the money provided by sponsors was used to underwrite participants' travel costs, accommodation, and meals. As noted in "Lessons Learned" below, this support was crucial to the meeting's success.

Participants

Participants' biographies are provided in Appendix A. 28 of the 34 participants self-identified as women, and half as under-represented minorities. (Several commented that it was the first tech meeting they had ever been at that was either majority female or majority non-white.)

While backgrounds and roles are harder to categorize, the participants can be grouped into:

1. academics with formal training in research and/or education,
2. people doing community management in open source software organizations,
3. the founders and/or executive officers of diversity-in-tech organizations, and
4. people working as instructors in such organizations.

A couple of attendees did not neatly fit into this categorization, and several people could be counted in either Group 3 or Group 4, but Groups 1 and 2 were very clearly delineated – we discuss this further in “Lessons Learned” below.

Agenda

The agenda was set by the organizers in consultation with several of the attendees, and deliberately included lots of time and opportunity for informal discussion and networking.

Day 0	20:00 onward	Meet-and-greet at hotel for early arrivals
Day 1	09:00 – 09:30	Coffee and ice-breakers
	09:30 – 10:30	Panel: state of inclusion and diversity in tech
	10:30 – 11:00	Coffee
	11:00 – 11:40	Education for anti-oppression
	11:40 – 12:40	Lunch
	12:40 – 13:20	Curriculum and pedagogy
	13:20 – 14:00	Working with schools, governments, and academia
	14:00 – 15:00	Management
	15:00 – 15:30	Coffee
	15:30 – 16:30	Partnerships
	16:30 – 17:00	Wrap-up
	18:30 – late	Dinner
Day 2	09:00 – 09:30	Ask and offer
	09:30 – 10:10	Working together
	10:10 – 10:30	Coffee
	10:30 – 11:10	Scaling up
	11:10 – 11:30	Take-aways
	11:30 – 12:30	Lunch
	12:30 – 13:00	Closing

Note that the meeting ended at mid-day on the second day, rather than running two full days, in order to accommodate the travel schedules of people returning to the east coast. Organizers of future events may wish to consider moving the event east to avoid this constraint.

Lessons Learned

An online moment-by-moment summary of the meeting can be found at:

<https://storify.com/gvwilson/teaching-tech-together>

The key insights are summarized below.

1. This meeting was tremendously energizing for the participants, in large part because everybody was already on board with its context and purpose. Too often at academic meetings like SIGCSE or ITiCSE, or within the tech industry, participants have to spend much of their time motivating *why* diversity in tech matters. And too often they are motivating this to an audience which is lukewarm (or hostile) to the issue. Our participants appreciated that they didn't have to motivate their causes, explain why safe spaces for discussion are important, or re-hash old arguments. Instead, they could cut straight to the content they were interested in and share stories. If this event is repeated, it is therefore vital that all participants should be vetted to already be committed to diversity in all its forms. Any outside parties (academics, people from industry) who wish to attend need to be carefully screened to ensure they already buy in to the purpose of these organizations and respect their work.
2. The three most important things for the organizations represented at this meeting were *context, context, and context*. Groups trying to increase diversity in the tech sector are almost certain to have wider backgrounds, and be dealing with a broader range of situations, than the companies whose diversity they are trying to increase. In all cases success depends on a deep understanding of the contexts in which their organizations, events, employees and participants exist. That said, what is effective for groups working with formerly incarcerated adults can do more than just inspire those working with rural teenagers or people with autism-spectrum disorders – it can also provide guidance on fundraising, recruiting and retaining volunteers, securing working space (a chronic problem), and so on. We therefore believe that a “playbook” for organizations of this kind would be very useful, but such a guide must include case studies to illustrate general rules so that users can determine whether the generalization applies to them or not.
3. People and groups who work with marginalized and disadvantaged groups are usually not affluent, and many people would not have been able to attend if their flight and hotel had not been paid for. Participants' costs must be covered if future meetings are to be genuinely inclusive and representative.
4. It should be made clear at future meetings that everyone is expected to stay engaged throughout the meeting and that everyone is expected to make new connections. A small number of participants showed up, gave their prepared presentation, and then effectively

disengaged; this had a dampening effect on some others' engagement. And while it's great if people can use a meeting of this kind to strengthen existing ties and reconnect with old friends, that doesn't help build the new links that we seek to encourage.

5. People appreciated having a variety of different session formats, and felt that there should continue to be varied formats at future meetings. That said, participants from large organizations and/or with academic research backgrounds tended to want the meeting to be more structured; people coming from open source and volunteer backgrounds tended to prefer allowing the course of the meeting to be set on the fly by the participants. The latter seemed more engaging for a small gathering of knowledgeable, motivated people, so if future meetings are of a similar size and draw from a similar demographic, there should be more opportunity for emergent discussion.
6. It would be useful to include a discussion partway through the summit on the use of inclusive language at the summit itself. People differ in what they consider appropriate language in different contexts. While all our participants meant to be inclusive, they sometimes used language that they considered inclusive that others did not. We did have a discussion of this toward the end of the event, but in the future it would be more productive to have it sooner as a way of drawing out different perspectives.
7. The summit provided great networking opportunities between the organizations, but a lot more needs to be done to facilitate this. From group discussions it was clear that many, if not most, of these organizations were unaware of 'umbrella' associations and other alliances such as NCWIT and the CSTA which can be used to link these organizations together. Future meetings should therefore ensure representation from more umbrella organizations.

Appendix A: Participants

Participants were asked to provide short biographies prior to the meeting to introduce themselves to other attendees; those that were received are included below. (Note that this was not required, and several participants either chose not to provide such information, or requested that their information not be shared more widely.)

Kronda Adair

Oregon-based Kronda Adair is the founder of Karvel Digital, a WordPress consultancy and development business. In addition to developing websites, Kronda gives business owners the training they need to own and manage their digital presence. She is a regular speaker at WordPress meetups and Wordcamps and has been invited to speak at Ada Developer Academy, Beyond the Code, Open Source Bridge, Lesbians Who Tech Summit, and others. She has given talks on WordPress deployment processes, successful site planning, starting your own business, and more.

Dino Anderson

Dino Anderson is based in San Francisco architects cultural capital programs - programs that remove barriers to entry so more access and opportunity are available for under and unrepresented people. His principle training was as an academic researcher and professor of philosophy, educational theory, and post-colonial aesthetics. Wanting to bridge theory to action in more inclusive, pragmatic, and scalable manners, he moved to the world of enterprise. He worked at Mozilla as the Global Lead of Inclusion and Diversity (June 2012 to April 2015), and will next be joining First Look as a Lead Architect building efforts to advance understanding and connection to the First Amendment and its freedoms. He is an advocate for gender and racial equality, and mental health awareness.

Alberto Avalos

Alberto Avalos is the Leaders on Fast Track (LOFT) Innovation and Technology Program Manager at the Hispanic Heritage Foundation (HHF). Through national fellowships and partnerships with leading companies, LOFT has designed sophisticated programs that engage both students in public schools, and young professionals eager to enter a career in STEM. HHF's award-winning national LOFT leadership and workforce development program is divided into 10 priorities or Tracks including Innovation & Technology, Engineering, Entrepreneurship, etc. Tens of thousands of students and young professionals (ages 15-35) across the country in the LOFT Network are connected to each other, mentors and resources. HHF's LOFT Code as a Second Language (CSL) national initiative mobilizes their developer network to introduce computer programming to students across the country. A pilot of CSL focused on teaching immigrants at the Mexican Consulates is being developed to help immigrants provide America with a value proposition in the workforce. www.loftcsl.org

Kathryn Barrett

Kathryn Barrett is a creative coder, maker, doer and educator currently living in Toronto, Canada. She is the Youth Program Manager at Ladies Learning Code, a not-for-profit organization that runs beginner-friendly tech education programs for women and youth in 22 chapters all across Canada. Since 2011, LLC has run over 500 events impacting approximately

20,000 adult and youth participants, with help from over 5,000 volunteer mentors and lead instructors. Ladies Learning Code is committed to providing Canadians with the 21st century skills they need to navigate our increasingly digital world, and to close the gender gap that currently exists in this industry. Kathryn primarily teaches and builds content for workshops, day-camps and after-school programs for kids between the ages of 6 and 16 in Toronto, and strives to prepare other LLC chapters in offering these opportunities in their city as well. Kathryn is passionate about encouraging young girls (in particular) to be resourceful makers and not just consumers of technology, and is enthusiastic about promoting code and maker tools as creative outlets.

Loretta Cheeks

Loretta H. Cheeks, Strong TIES STEM Program, Founder. She is responsible shaping the strategy and vision of Strong TIES, including deploying community-building STEM camps and workshops and working with partners to focus on action-oriented interventions for Metro-Phoenix, Arizona communities. Her devotion to advancing technology, STEM K-12 outreach, and disability and women's advocacy has been the driving force behind her passion for pursuing a PhD. Loretta is a full-time PhD graduate student as an Adobe Foundation GEM Fellow at Arizona State University, Ira A. Fulton School of Engineering in the Department of Computing, Informatics and Decision Systems Engineering.

Lillie Chilen

Lillie Chilen is a software engineer at Omada Health and a veteran open source event organizer. She chairs the RailsBridge board and is the CTO of Double Union, a feminist hacker/makerspace in San Francisco. RailsBridge teaches people to code because they believe that the people making technology should accurately reflect the diversity of those using it. It does so by putting on free weekend workshops to teach underrepresented populations in tech. Founded in San Francisco in 2009, RailsBridge workshops now happen all over the world. Lillie's work with RailsBridge includes coding, teaching, curriculum writing, organizing, mentoring, and project management for Bridge Troll, RailsBridge's open source event management software.

Leigh Ann DeLyser

I am working with a foundation implementing access CS for NYC Public School Children. I was also on the Equity committee for CSTA from 2004-2008. I have been involved with Girls Who Code, starting the Academy for Software Engineering, and lately have been working with the gender equity committee for Career and Technical Education (CTE) in NYC. I work with instructional practice and institutional barriers for young people, especially of color who are not autodidacts and for whom "There is a website that teaches that" does not mean equal access. There is too much to write here in 2000 characters. I have been working in the CSED space since 1997. I am a policy wonk (Running on Empty), a teacher, a facilitator, a professional developer, an education researcher, a computer scientist, an advocate, a textbook author and many other things.

Gabriel Escontrías, Jr.

Gabriel Escontrías, Jr., Ed.D. is the program manager for the Center for Gender Equity in Science and Technology (CGEST) at Arizona State University. He has served in various

academic, student affairs, and research professional capacities within higher education over the last decade. He is honored to participate and share about CompuGirls. CompuGirls a culturally responsive technology program funded by the National Science Foundation for adolescent girls (grades 8-12) from under-resourced school districts around the nation. CompuGirls provides fun summer, after-school and yearlong programs. Participants learn the latest technologies in digital media, game development, and virtual worlds. Additional information can be found at <https://sst.clas.asu.edu/cgest>.

Ruthe Farmer

The National Center for Women & Information Technology (NCWIT) is a non-profit community of more than 600 universities, companies, non-profits, and government organizations nationwide working to increase women's participation in computing and technology. NCWIT equips change leaders with resources for taking action in recruiting, retaining, and advancing women from K-12 and higher education through industry and entrepreneurial careers. Chief Strategy & Growth Officer Ruthe Farmer has focused her efforts on increasing girls' participation in technology and engineering since 2001. She leads strategy, development and partnerships at NCWIT and directs the NCWIT K-12 Alliance. Ruthe has a history of successfully scaling up innovative STEM projects and leverages that experience for the NCWIT mission. She is the driving force behind the hugely successful Aspirations in Computing talent development initiative, designed the NCWIT AspireIT outreach program to engage 10,000 girls in computing by 2018, and launched the NCWIT Latinas in Technology campaign and initiative in January 2015.

Erin Hoffman

I have held multiple executive positions and been involved with outreach through MSU Women in Computing (I'm the 2014-2015 president). Our outreach activities include running workshops on Scratch and HTML/CSS for girl scouts as well as girls from an inner-city STEM academy. My background as a teaching assistant in a freshman-level Python course has helped with this. I am going to be helping Teresa VanderSloot run the computer science camps at Michigan State this summer. I was also a top 3 finisher at HackMIT 2014 and TreeHacks (Stanford's hackathon) 2015, and strongly believe that the maker/hacker/tinkerer movement can make positive contributions to STEM education.

Christina Lewis Halpern

Christina Lewis Halpern is the Founder and Executive Director of All Star Code. As a new and innovative non-profit based in New York City, All Star Code works to close the opportunity gap between young men of color and the tech industry by providing mentorship, industry exposure, and training in computer science. In 2014, the White House honored Christina as a Champion of Change for STEM Access. She has spoken at NY Ideas, Harvard Law School, The Atlantic Forum in Education, J.P. Morgan, The Wealth and Giving Forum, among other places. Prior to founding All Star Code, Christina was an award-winning journalist, including five years as a staff writer for the Wall Street Journal. She lives in New York City with her husband, children, and dog.

Laurin and Teresa Hodge

One Saturday in 2006 Laurin walked across the stage at her college graduation ceremony surrounded by family and friends, and that following Tuesday, Teresa, her mother, walked into a

Greenbelt, MD courtroom where she would later be found guilty and sentenced for a white collar crime. They quickly learned that people do not go to prison - families do. From the moment they realized that a miracle was not going to happen and Teresa would indeed have to serve a 70-month prison sentence at Alderson Federal Prison Camp the mother-daughter duo began planning her re-entry process. Laurin and Teresa built the organization as a direct result of their experience, and through the Lean Startup methodology they have built an innovative 501(c)(3) focused on civic engagement through technology and coalition building. Laurin serves as the President and Executive Director; Teresa serves as a Co-Founder and the Director of Strategy and Innovation. In these roles they are on a mission to build open and closed source software that will change the status of quo of prison re-entry in America.

Mike Hoyer

Following a long career as a sysadmin and entrepreneur, Mike Hoyer is now the Engineering community manager at Mozilla. He spends his time working on sanding off the corners of Mozilla's engagement efforts and organizing tools and events to make participating in Mozilla and the Firefox development process easier and more accessible, and believes that we can't build a web that's open and participatory without a development process and developer community that is just as open and participatory.

Jackie Kazil

Jackie Kazil is an open source community advocate and teacher. She has taught a countless number of classes on a variety of tech topics for groups such as -- [PyLadies](#), PyJournos, Hacks and Hackers, NICAR, University of Missouri, and more. Most recently, as part of her day job, she organized a 508/Accessibility hackathon. She started [PyLadiesDC](#), a local chapter of PyLadies, an international mentorship group with a focus on helping more women become active participants and leaders in the Python open-source community. She is one of the core members to grow PyLadies into an international organization. She also started GeoDC and organizes for Django District and DC Python. She is a former [Presidential Innovation Fellow](#) and is working on [her Ph.D](#) in studying how open source projects come together. She lives in D.C. with her husband and three dogs.

Christie Koehler

Christie, based in Portland, Oregon, is an experienced open culture advocate, community organizer, computer programmer, writer, speaker, and podcaster. In 2011, she joined Mozilla (makers of Firefox) and has worked on numerous community- and developer-focused projects there. Christie is co-chair of Open Source Bridge, the "conference for open source citizens," now in its 7th year. She co-founded and is current President of the Stumptown Syndicate, a technology education and community building non-profit. She leads Women Who Hack, a trans-inclusive user group for women in technology. In 2012, Christie was recognized with an O'Reilly Open Source Award for her work promoting diversity and inclusion in open source communities.

Kelley Nayo

Kelley Nayo is the Chief Operating Officer of Oakland based Qeyno Labs. Following a 14 year upward trajectory in the commercial insurance industry, Kelley owned and operated a diverse array of businesses (retail sales, personal services and residential real estate). This background developed her capacity to be an effective, organized and focused manager, bringing to her

projects a mix of corporate and entrepreneurial experience. Qeyno's mission is to transform children's lives and give them power to transform their worlds through social innovation, education, and technology. We are the leading provider of youth hackathons for inclusive innovation. Our hackathons reflect the values of a 21st century economy by creating an environment where our youth participants can tap into their experiences and transform them into marketable technologies. We believe the best way for our youth to learn is through play. Our environment encourages creative problem solving, design-thinking, and knowledge acquisition through simulation and experimentation. In addition to gaining valuable computer science and design skills, our youth learn what it takes to transform their ideas into fully developed products and services. Visit our website at www.qeyno.com, Follow us on Twitter @qeyno and Kelley at @msnayo.

Michael Nobleza

Michael is the Deputy Director for #YesWeCode, a national initiative of the Dream Corps; he has nearly two decades of experience in and commitment to community engagement and leadership development in the nonprofit sector. #YesWeCode is committed to supporting the training of 100,000 Black, Latino/a, and Native American job-ready youth for careers in computer science. We believe that we can address the projected shortfall in trained tech works while addressing the lack of diversity in tech by tapping into the hidden genius in communities of color. We communicate, convene and catalyze action among diverse stakeholders in the education-to-tech job pipeline. For more information, please visit <http://www.yeswecode.org>.

Britney Oberfeld

Britney is a designer, producer and maker that wants to impact society through games. The games industry is changing at high speeds and she loves the rush of learning, expanding her skill set and taking on new projects. She participates in several Toronto game jams per year, experimenting with diverse content matter and tools to push the boundaries on what is a game. She is a lead instructor at Ladies Learning Code, a not-for-profit organization that runs beginner-friendly tech education programs for women and youth in 22 chapters all across Canada. Brittney creates content and leads programs for girls 8-13 years old. She most recently ran a 12 week GameMaker after school program wheres girls leveraged technology to brainstorm, research, prototype and build a game with purpose. Through hands-on project-based learning, the girls were encouraged to think outside the box and work alongside supportive mentors to make their ideas come to life.

Elizabeth Patitsas

Elizabeth Patitsas is a PhD student at the University of Toronto. Her research focuses on gender issues in computer science education. She is interested in studying grassroots learn-to-code organizations and hopes to have a chance to chat with all of you about your experiences. For her PhD thesis, Elizabeth is interested studying the politics surrounding diversity initiatives in computer science education, both inside and outside the ivory tower. Elizabeth believes that for us to make (and sustain) large-scale changes to diversity in CS, we need to understand the political/organizational issues surrounding these desired changes.

Melissa Pierce

Melissa Pierce is the Executive Director of Chicago Women Developers an organization that supports women in and interested in computer programming in Chicago, Illinois. CWDevs offers classes, job training, and social events for technical women and their advocates. Melissa is also the producer of Born with Curiosity; The Grace Murray Hopper Story.

Tiffany Price

Tiffany Price is the Strategic Partnerships and Grants Manager for the Kapor Center for Social Impact, where she helps ensure smooth processes and facilitates strong partnership development for the Kapor Center. In that role, Tiffany seeks out organizations that expose black and Latino youth and adults to computer science, software engineering, and tech entrepreneurship careers. The Kapor Center Center for Social Impact relentlessly pursues creative strategies that will leverage information technology for positive social impact. We primarily work with underrepresented communities, focusing on gap-closing endeavors, particularly in the San Francisco Bay Area. We have been focused on the diversity in tech space for the last couple of years and hope to amplify the diversity of tech companies in Silicon Valley and beyond by eliminating barriers along the tech pipeline.

Rose Robinson

Rose Robinson is Senior Manager, for Anita Borg Institute (ABI) Communities and Her Systems' Keeper, the largest virtual community of technical women with more than 5,500 members from over 60 countries. She has more than 20 years experience in technology serving in various technical roles and industry experience including Telecommunications, Geospatial and Infrastructure. Rose also serves as diversity officer for ABI communities (Black Women in Computing, Latinas in Computing, LGBT in Computing, Turkish Women in Computing, Arab Women in Computing and others). Women in Technology are at the heart of ABI's mission. ABI is on a quest to accelerate the pace of global innovation by working to ensure that the creators of technology mirror the people and societies they build it for. Through various programs like Grace Hopper Celebration, Top Company initiative and Systems communities, ABI is able to connect, inspire and guide women in computing and organizations that view technology as an imperative.

Beth Rosenberg

Beth Rosenberg is the Founder/Director of TechKidsUnlimited.org a not-for-profit education organization that works with students who learn differently to teach them 21st century technology skills. TKU works with youth ages 8 to 18 who need specific supports and a differentiated curriculum so that they can learn programming, video and sound editing, Adobe platforms, 3D printing, physical computing and more. TKU students attend special needs public and private schools and often have ADD/ADHD, Autism Spectrum Disorder, learning disabilities such as dyslexia or executive processing issues, sensory integration disorder, auditory processing disorder, anxiety and emotional challenges. The ultimate goal of TKU is to change the paradigm of employment for youth with special needs so that they can enter the community and become valuable members of society. TKU was started along with Jack Rubin, Beth's son who is 16 1/2 years old high school student who learns differently. Beth has an MS in Educational Technology, an MA in Art History and has spent her career teaching in the museum and university world. She is currently on the faculty of the Integrated Digital Media Program at NYU Polytechnic School of Engineering.

Camille Scott

Camille Scott is a PhD student in computer science at UC Davis. She is currently a member of the Lab for Data Intensive Biology (DIB), where she works on problems related to next generation sequence analysis and data management under the mentorship of Dr. Titus Brown. The DIB Lab spends a considerable amount of time running workshops for biological data analysis, and is always interested in making these opportunities as inclusive and accessible as possible. As a queer trans woman, Camille has found that she can be particularly effective in helping make both the lab's spaces and STEM academia at large more aware, and is excited for the opportunity to fold the perspectives and experiences of so many diverse educators into her own teaching.

Shannon Turner

Shannon Turner is a full-stack developer and the founder of Hear Me Code, a nonprofit offering free, beginner-friendly women-only coding classes for over 1000 women in DC. In 2015 she was named one of Washington's Tech Titans by the Washingtonian. Her full portfolio is available at <http://shannonvturner.com> Hear Me Code is a DC-based nonprofit offering free, beginner-friendly women-only coding classes for over 1000 women. More than just a class where women learn to build websites, Hear Me Code focuses on leadership development, peer mentoring, and turning students into teachers. Follow @hearmecode on Twitter and check out hearmecode.com for more.

Elise Worthy

Elise Worthy is a self-taught technologist with a background in marketing and project management. She's the Co-founder and Technical Director of Ada Developers Academy, a nonprofit software development school for women in Seattle, Washington founded in 2013. Ada Developers Academy is a yearlong, tuition-free program that helps women transition into and stay in software development careers. With a focus on intensive immersion and lots of in the wild training, Ada seeks to provide not only job opportunities but a community of support for women software developers. With a unique approach to funding that requires deep company partnership, Ada not only increases the Seattle tech talent pipeline but also fosters and rewards supportive workplaces. Elise can be found on twitter at @eliseworthy. Ada can be found at @adaacademy.

Andromeda Yelton

I was a middle school teacher for 5 years, during which I mostly taught wealthy white children from greater Boston, but also had international students, American students of color, and high-poverty students regularly. I taught one summer in a program that gives inner-city kids the background to get into prep schools & Boston's exam schools. As a librarian, I've taught workshops to librarians, who are generally middle-aged white women, and as such have a different set of learning needs and cultural characteristics from the stereotypical techie. I'm on the advisory board of the Ada Initiative. I think the disability community's mantra of "nothing about us without us" is a good starting place; social justice initiatives can too easily be dominated by the least marginal voices, and conscious intersectionality & decentering by those of us who are relatively privileged is a critical starting point. My current work (all freelance): Django contractor, writer & speaker on library technology issues. I have a forthcoming Library

Technology Report from ALA TechSource on short programs librarians write as part of their work and I recently keynoted the code4lib conference (my talk is relevant to the social justice question above). I co-taught the first Software Carpentry workshop for librarians.

Not provided: Ben Bayer, Kat Calvin, Emily Hosoya, Kalimah Priforce, Aliyah Rahman, Nilka Thomas.