4-14-2021

Library Structures as Sites to Rethink: Using Established Workflows to Open a New Understanding of EDI Unit Culture

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**Recommended Citation**

Citation: Rosenberg, D., Strand, K., Davis, E., & Sandberg, J. "Using Established Workflows to Open a New Understanding of EDI Unit Culture." Presentation at ACRL 2021 Virtual Conference, Online, April 2021.
LIBRARY STRUCTURES AS SITES TO RETHINK:
Using Established Workflows to Open a New Understanding of EDI Unit Culture
RETHINKING OUR STRUCTURES AND PROCESSES

Promote

• Positive change

Remember

• Racist ideologies and practices were used in creating our systems of higher education and are still persistent today
We acknowledge that USU and all in-state USU institutions reside on the original territory of the eight federally recognized tribes of Utah and other groups.

Confederated Tribes of the Goshute Indians
Paiute Indian Tribe of Utah
Navajo Nation
San Juan Southern Paiute
Northern Ute Tribe
Skull Valley Band of Goshute
Northwestern Band of Shoshone
White Mesa Band of the Ute Mountain Ute
As information professionals, our daily actions and decisions impact who is silenced and who is heard – this can be seen in the resources and material we choose to include or not include in our collections.
“...in the settler mind, land was property, real estate, capital, or natural resources. But to our people, the land was everything – identity, connection to our ancestors, the home of our non-human kinfolk, our pharmacy, our library...”

"When an elder dies, a library burns."

-Mr. Darren Parry
<table>
<thead>
<tr>
<th>Race/ethnicity</th>
<th>Students at USU</th>
<th>Students at Peer Institutions</th>
<th>Faculty at USU</th>
<th>Faculty at Peer Institutions</th>
</tr>
</thead>
<tbody>
<tr>
<td>Asian or Asian American</td>
<td>2.95%</td>
<td>2.47%</td>
<td>2.53%</td>
<td>6.45%</td>
</tr>
<tr>
<td>Black or African American</td>
<td>1.15%</td>
<td>6.83%</td>
<td>0.23%</td>
<td>5.44%</td>
</tr>
<tr>
<td>Hispanic, Latino, or Spanish Origin</td>
<td>5.33%</td>
<td>3.84%</td>
<td>4.83%</td>
<td>3.73%</td>
</tr>
<tr>
<td>Middle Eastern or Northern African</td>
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<td>N/A</td>
<td>1.15%</td>
<td>N/A</td>
</tr>
<tr>
<td>Native American/Alaska Native</td>
<td>1.64%</td>
<td>0.76%</td>
<td>0.92%</td>
<td>0.67%</td>
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<tr>
<td>Native Hawaiian or Other Pacific Islander</td>
<td>0.86%</td>
<td>0.17%</td>
<td>0.23%</td>
<td>0.00%</td>
</tr>
<tr>
<td>European or White American</td>
<td>90.77%</td>
<td>79.99%</td>
<td>85.29%</td>
<td>76.10%</td>
</tr>
</tbody>
</table>
We are dedicated, but we are not experts.
USU PRESIDENTIAL PRIORITIES

Increase diversity of students, faculty, and staff.

Promote inclusiveness and respect across the USU community.
"Critical information literacy is not limited to instruction; instead, it is a way of thinking about information literacy as a whole as it is expressed across sites...critical information literacy has much to offer librarians seeking to rethink not only their approach to instruction, but also the goals and actions of libraries more generally."

Eamon Tewell, *The Practice and Promise of Critical Information Literacy*
LEARNING OUTCOMES

1. Identify established "sites" within your library unit for targeted EDI integration
2. Develop one possible goal connected to an established structure in your unit
3. Describe 2-3 EDI professional development activities that you could try locally
TODAY'S OUTLINE

1. Unit level
2. Individual level
3. Collaborative Barriers & Opportunities Padlet activity
PART 1: THE UNIT LEVEL

Who we are as a unit
LEARNING & ENGAGEMENT SERVICES

LIBRARIANS!!
SUMMER UNIT RETREATS

• Goal Setting
• Strategic Plan Priority Document: EDI
• Rethink goals and actions of unit
“Our unit has the greatest impact when it is student focused.”
“What events, documents, initiatives, or circumstances might impact our goal development in the coming year?”
RETREAT INCLUSIVE STRATEGIES

Think/Pair/Share

Circle of Voices

Brainstorming/Goal Drafting
Unit Goal: Explore the EDI needs of students to identify opportunities and improvements in our instruction.
TIMELINE

- **AUG 2019**: Working Group Convenes
- **DEC 2019**: ½ Day Workshop
- **JAN 2020**: Posters
- **FEB 2020**: Foundational Teaching Principles
- **JUN 2020**: Microaggressions Training
August 2019

WORKING GROUP CONVENES

Literature Review
December 2019

HALF-DAY WORKSHOP

Developing Shared Understanding
LEARNING OUTCOMES

• Discover **techniques** they could immediately apply to **model EDI best teaching practices**

• **Start conversations** on Equity, Diversity, and Inclusion within our unit

• Feel **uncomfortable** in a good, productive way in order to **create empathy and become more inclusive** in our work environment

• **Identify a goal** or something small we could each do in the near future to practice EDI teaching principles.
Who do you picture when you hear the word "STUDENT"
CREE TAYLOR

THESIS: From Theory to Practice: Establishing the Classroom as the Setting for Race Talk Through the Intentional Analysis and Discussion of Poems by Authors of Color
ACTIONS

• Including diverse source types
• Using inclusive teaching examples
• Recommending alternative views
• Encouraging students to look at intersectional research angles
REFLECTION ACTIVITY

• What inclusive strategies have you tried or seen in various teaching contexts (face-to-face, online, broadcast)?
WORKSHOP RESULTS

• Commitment to EDI in our spaces
• Foundational Teaching Principles
• Trainings during unit meetings
January 2020

POSTERS

Reaffirm EDI Commitment
January – February 2020
FOUNDATIONAL TEACHING PRINCIPLES
EDI Best Teaching Practices
EQUITY, DIVERSITY, & INCLUSION
FOUNDATIONAL TEACHING PRINCIPLES

BE WELCOMING
Model vulnerability
Establish expectations
Amplify student voices

BE OPEN
Question assumptions
Use EDI related examples
Embrace EDI teaching moments

BE CARING
Incorporate student reflection
Engage in personal reflection
Keep learning
June 2020
MICROAGGRESSIONS TRAINING
Models for Responding
RESPONDING TO MICROAGGRESSIONS
MODELS TO HELP YOU KNOW HOW TO RESPOND TO MICROAGGRESSIONS IN THE CLASSROOM

**ACTION MODEL**
- **ASK** clarifying questions and paraphrase students’ comments to gain a better understanding of intentions.
- **COME** from curiosity, not judgment. Use active listening skills to ascertain whether your paraphrase was correct.
- **TELL** what you observed as problematic in a factual way. Stay close to observable behaviors.
- **IMPACT EXPLORATION**: Engage in a discussion about the potential impact of the initial statement on peers. Whenever possible, give students the benefit of the doubt that they did not intend harm with their comment.
- **OWN** your thoughts and feelings around the impact. Use "I" statements to describe your reactions. During this step, if appropriate, educators might self-disclose personal challenges, fears, or flaws. Doing so provides opportunities to serve as a role model for students.
- **NEXT STEPS**: Request appropriate action, such as asking students to refrain from such comments or to do further reading on why the statement could be harmful to others.

**6-STEP MODEL**
- **INQUIRE**: Ask students to elaborate to acquire more information.
- **REFLECT**: Paraphrase, or mirror, what students are saying.
- **REFRAME**: Create a different way for students to view the situation. Perhaps ask questions among students in the class to propose alternative viewpoints.
- **REDIRECT**: Shift the focus. Open up the conversation to everyone in the class.
- **REVISIT**: If there was a missed opportunity, revisit the microaggression and address it at a later time.
- **CHECK IN**: Connect with targets and perpetrators privately outside of class.

(Kenney, 2014)
TAKEAWAYS

Professional Development

Conversations with Colleagues

Implementation into Work
ENGLISH COMPOSITION INTEGRATION
ENGL 1010 & ENGL 2010

• Library Composition Team
  • First-Year Experience Librarian & 2 Teaching Assistants

• Programmatic Approach
  • 12 librarians and 2 teaching assistants partner with all composition sections
Instructors draw upon inclusive pedagogies in varying degrees in their teaching.

New Composition Program Director

Professional development for instructors that prioritizes antiracist learning

Inclusivity is written into assignments and course outcomes

Teaching students the importance of citing work by MMU scholars
Global Pandemic → Online Shift → EDI Opportunity
INVESTIGATING A TOPIC MODULE

• Students will consider their topic from multiple perspectives to understand how marginalized groups might be impacted, including looking at their topic through an intersectional lens.
“What unique mental health and well-being challenges might LGBTQ+ students attending USU face, and how can the USU community better support them (and all students)?”
# SYNTHESIS MODULE

**My Research Question:**
What unique mental health and well-being challenges might LGBTQ+ students attending USU face, and how can the USU Community better support them?

<table>
<thead>
<tr>
<th>Perspectives</th>
<th>Perspectives</th>
<th>Perspectives</th>
</tr>
</thead>
<tbody>
<tr>
<td>Gay, Lesbian, and Bisexual undergraduate students</td>
<td>Utah High School Students</td>
<td>LGBTQ+ College Students</td>
</tr>
<tr>
<td><strong>Main Idea</strong></td>
<td><strong>Main Idea</strong></td>
<td><strong>Main Idea</strong></td>
</tr>
<tr>
<td>Challenges faced by LGBTQ+ students on college campuses</td>
<td>Specific impacts of poor mental health on LGBTQ+ students</td>
<td>(LGBTQ) students experience heterosexism and/or cisgenderism on campus, ranging from derogatory comments to violence, and tend to have negative perceptions of the campus climate. (421)</td>
</tr>
<tr>
<td>Stigmas and college campus climate can influence mental health status and prevent LGBTQ students from engaging in the college experience. (1270) Gay men are most often targets of derogatory remarks and lesbians are most often ignored deliberately or excluded. (1258)</td>
<td>More heterosexual individuals reported &quot;not experiencing anxiety, physical assault, sexual assault, depression, discrimination, relationship difficulties, roommate difficulties, and stress&quot; than LGBTQ+ respondents.&quot; (1275)</td>
<td>&quot;As human beings, we are hardwired to belong and to have deep connections,&quot; said Williams. &quot;When LGBTQ youth are exiled from their families, or schools or their jobs because of who they are, that leads to alienation, isolation loneliness — all the factors that increase the risk suicide.&quot; (para 10)</td>
</tr>
<tr>
<td>LGBTQ+ microaggressions and vicimization increase depressive sympotms (430) For trans* students, discrimination was significantly associated with increased risk for depression.(433)</td>
<td></td>
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</tr>
</tbody>
</table>
FEEDBACK
LESSONS

- English 1010 Lessons
  - libguides.usu.edu/1010lessons
- English 2010 Lessons
  - libguides.usu.edu/2010lessons
INDIVIDUAL REFLECTION

What established workflows, documentation, or meetings does your unit use? How might you use these established "sites" to support/further support EDI learning and action in your unit?
PART 2: THE INDIVIDUAL LEVEL

What are some of our current individual takeaways
WORK PLANS & COMMITTEE DOCUMENTATION

• Articulate EDI work in my annual workplan

• Articulate EDI connections in committee charge and align goal work each year with those connections
PERSONAL SPHERE OF INFLUENCE

• Inclusive Excellence Symposium
• Books
• Webinars
• Antiracist Reading Group
EDI WITHIN MY INSTRUCTION

• English composition collaborator, Cree Taylor
• Social justice discussions in the classroom
• Thinking about topics in more inclusive ways
  • Consider a broad topic from the perspective of various identities including race, class, gender, ability, sexual orientation, and education
THINKING CRITICALLY ABOUT CITATIONS

- Seeking out multiply marginalized and underrepresented (MMU) scholars
- Impact of citations
- Importance of giving recognition to marginalized and underrepresented experts

(MMU) Scholars Libguide: https://libguides.usu.edu/mmuscholars
ROLES & PEER MENTORS

• Moving from having good intentions to being more intentional
• Statewide Campuses & rural areas
• Blanding Library Peer Mentor program
What established workflows, documentation, or meetings do you contribute to? How might you use these established "sites" to support/further support EDI learning and action in your own work?
PART 3: BARRIERS & OPPORTUNITIES
How we're moving forward
LIBRARY WIDE EDI EFFORTS

Acquisitions Department
• Pursuing & purchasing more diverse & inclusive resources

Special Collections Department
• Leading conversations about archival silences
BARRIERS
• Varied experiences and comfort levels
• Further disconnect due to the pandemic

OPPORTUNITIES
• Library inclusivity forum
  • Units can share work they’ve engaged in related to EDI
• EDI interim taskforce
  • Initiate training and conversations surrounding the development of a library land acknowledgment,
  • Internal survey to better understand how the library’s current policies and practices are either hindering or supporting diversity, equity, and inclusion
Open Padlet: bit.ly/EDIopportunities

• Reflect & Share
  1. Potential opportunities you have identified at your own institutions for EDI learning and action
  2. Potential barriers you might face

Let’s hear from you!
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What is one action or takeaway that you’d like to remember or make happen after this session?
THANK YOU

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