

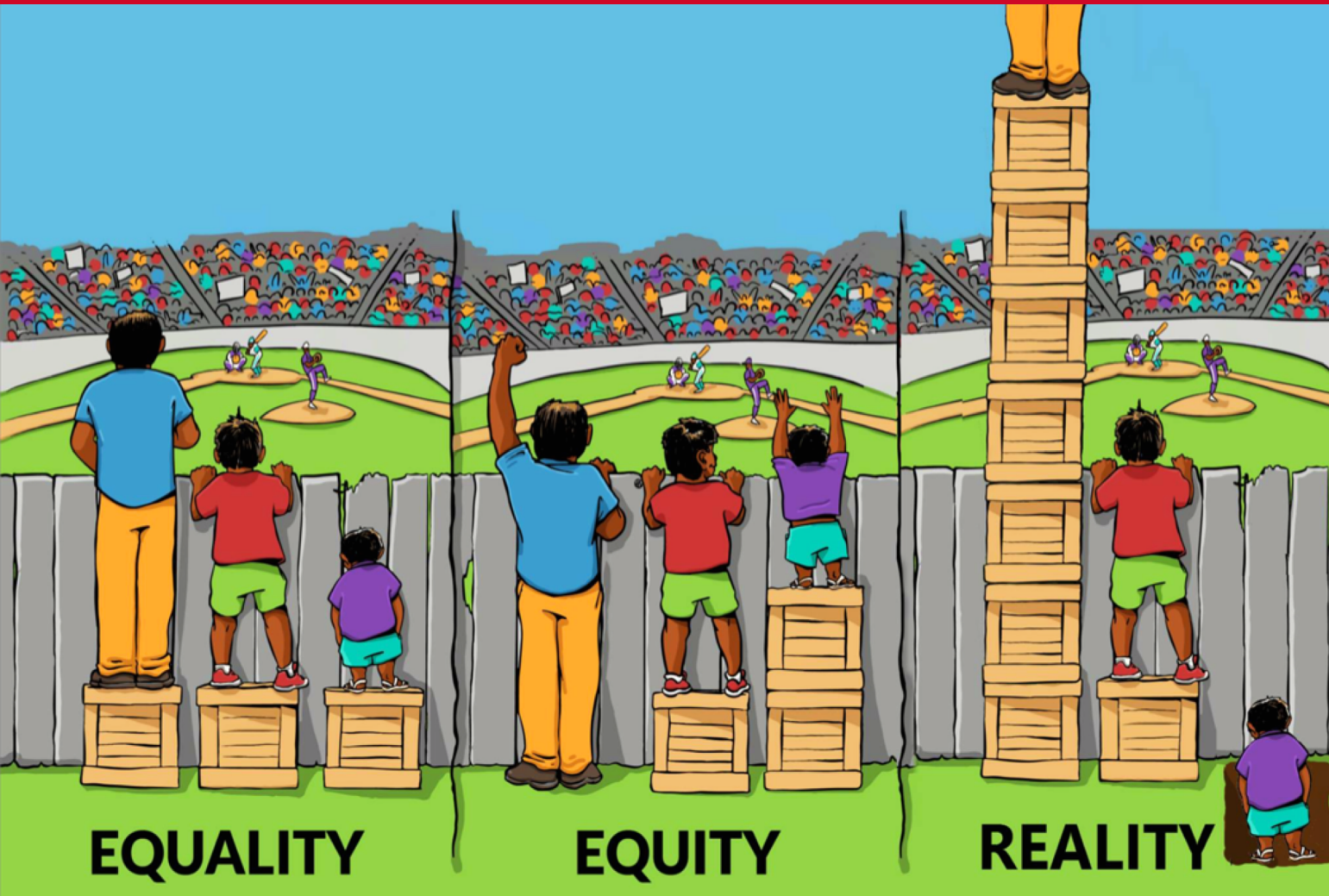
A Change Is Gonna Come:

Renewing Information Workers' Commitment to Social Justice



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CARL 2018: The Academic
Library in Times of Change
April 14, 2018



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Loyola Marymount University (LMU)

University's Mission Statement

Encouragement of learning
The education of the whole
person

The service of faith and the
promotion of justice



Purpose

- Priority issues: Communication, Psychological Safety, Teambuilding
- “What do you value most about your role in the library?”
- Library Staff and Organizational Development Committee (LSOD)
Charge: Training, Continuing Education, Assessment, All-library Staff Meetings and Retreats

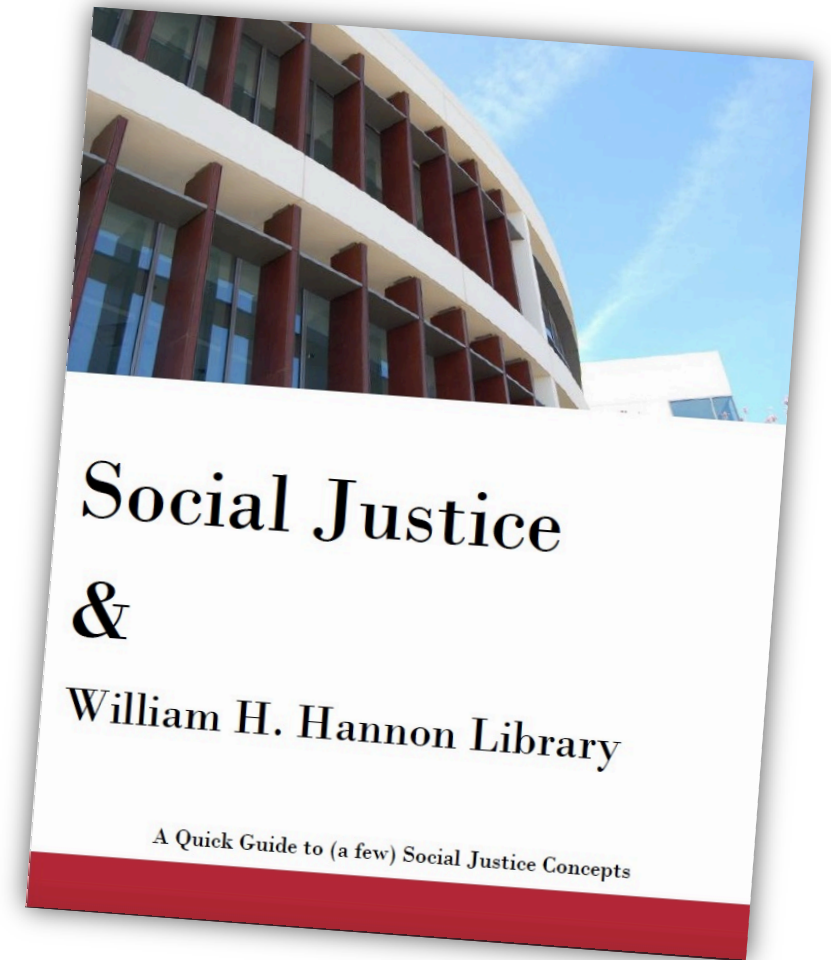
Staff Development Day: Social Justice

Outcomes

- Discuss connections between our institutional heritage, libraries, and social justice issues.
- Identify potential actions or areas for improvement in our library.
- Share experiences with and reflect on microaggressions, stereotypes, and unconscious bias.
- Facilitate collegiality and social bonding to promote psychological safety (ClimateQUAL).

Resource Guide

- Distributed ahead of time to all staff
- Common understandings
- Campus demographics
- Definitions of social justice, stereotyping, microaggressions, and unconscious bias



Outline of Day





Activity: Unconscious Bias

What is Unconscious Bias?

- Bias that happens automatically and is triggered by our brain making quick judgments and assessments of people and situations
- Influenced by our background, cultural environment and personal experiences
- Phenomenon in which stereotypes, positive or negative, influence decisions and behaviors without the individual consciously acting on the stereotype or being aware that he or she is doing so
- Can occur even when individuals know or believe the stereotype to be false

Activity: Unconscious Bias

THINK

5 min

Name an event in your life that impacted how you see or think about authority in the workplace.

How does this event impact your interactions with others at work?

SHARE

7 min

What can you do to manage this bias?

NOTES:

Cops! unchecked power,
campus safety

BIAS - comes from being a
- person of color.
- news

Be aware of our bias & try to treat
cops & campus safety w/ respect

NOTES:

No hippies - weird childhood bias
tribalism (punk vs hippy)

NOTES:

Unconscious biases come from
experiences and the idea of how one
should act or think. Being aware
of when one is being biased can
make a difference

NOTES:

I have family member who
is a police officer, and
that had initially formed my
perception of authority/police.
As an adult I have had to
reconcile my ~~probably~~ naive ideas
what role authority/the police
are in society. I manage my
by being more aware of other
perspectives.

• customer service introed court!
Christmas Eve - other mgr
slammed door in face as an
abuse of power.

• Colleague discriminated
against me - eroding
trust

• Find something in common
& build on that

Activity: Libraries & Social Justice

PAIR

10 min

How do power dynamics shape our building, services, and policies as they are now? What can we do about it?

Example: Faculty, staff, graduate students, and undergraduate students often have different privileges and opportunities at academic libraries (including borrowing limits, loan periods, fines, and so on). When is the library justified in treating these groups differently? When are these privileges barriers for patrons?

SHARE

10 min

Raise your hand if you would like to share to the whole group.

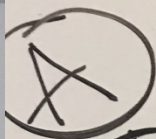
Power dynamics.

- Things we have made improvements on...
 - increasing student access to collections. (ex- media)
 - paging items.
 - being flexible w/ fines.

- Burden /

- I.R. policy - favors FT faculty only.
- outside visitors (altho our policies more inclusive than other private vs,

Helen Keller



BUILDING NAVIGATION

- invest in physical nav. / usability studies! Invest \$\$ in professional signage
- put ourselves in our users' shoes - where are the barriers / roadblocks?
- Posters/signage that translate LC call no. into plain language.

Flow of Information

- Department Chair, librarian, staff, student worker
- Not everyone has same access to information
- People with more power have more information

Lessons Learned

1. Limit jargon, or choose carefully and explain clearly
2. Build in time for the whole group to hear from one another after every activity or topic
3. Plan ample time to discuss in small groups
4. Designate one MC for the day to handle introductions and smooth transitions

Lessons Learned



"The Life Guards, Venice, California." Werner Von Boltensstern Postcard Collection, Loyola Marymount University Special Collections. <http://digitalcollections.lmu.edu/cdm/ref/collection/chgface/id/235>,

- 5. Allow more time to recruit speakers. Make your expectations very explicit
- 6. Staff loved getting out of the library together
- 7. Send thank you notes and small gifts of appreciation

Results, or So What?

Reporting Out

- Summary of discussions and post-event survey shared

Changes for our Patrons

- Borrowing policies: extended loan periods, eliminating fines?
- Signage Task Force

Communication & Transparency within the Library

- All-Staff Meeting on Communication
- Sharing meeting minutes & upcoming agenda

Results, or So What?

Volunteering

- Conversations about staff performing community service
- Children's Institute, Inc.



Renewing Our Commitment

- Dean's "State of the Library" address & Annual Report
- "Social justice" more visible, more of an explicit part of our decision-making

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Social Justice Toolkit
<https://lmu.box.com/v/sjtoolkit>

LMU|LA
William H. Hannon Library

Questions?

