



Library Diversity and Anti-Oppression Training: From Awareness to Action

Dr. Lori S. Mestre and Kristyn Caragher

National Diversity in Libraries Conference
August 12, 2016

UNIVERSITY LIBRARY
UNIVERSITY OF ILLINOIS AT URBANA-CHAMPAIGN

Outline

Impetus for an evolution in diversity efforts

Microaggressions and other awareness programs and events

Moving from diversity to anti-oppression strategies

Extending the conversation to the whole library

Lessons learned

Discussion



A Brief Snapshot of the Population

35,579
undergraduates
(50 states)

5,332
international
students

11,024
graduate and
professional
students

Library: 161 staff,
80 faculty, 79 Aps,
and 261 student
assistants, 113
GAs

Impetus for an Evolution of Diversity Efforts

- Diversity Committee prior to 2015
- 2015 onwards – campus connections
 - Microaggressions Report and subsequent sessions
 - Inclusive Illinois
 - Climate Qual



Some slides from the three sessions
presented to Library employees

Microaggressions & Inner Bias: An Introduction

Lori Mestre



Learning Outcomes

Introduce the concept of
microaggressions

Discuss how microaggressions can
impact the work we do in libraries

Begin to identify some ways to respond
to microaggressions

What Can We Do?

Ideas to minimize the impact of environmental microaggressions?

Individually

In our units

With the
student/campus
populations

Methodologies Used for Awareness

- Workshops/Exhibits
- Campus student presentations





Promoting Campus Events and Joining In

Racial Justice Allies and Advocates training

An introduction for staff, faculty, and students to race and racism on campus.

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Disabilities Allyship

THE DEPARTMENT OF AFRICAN AMERICAN STUDIES

2016 MALCOLM X LECTURE
FREE AND OPEN TO THE PUBLIC

WEDNESDAY, April 6, 2016 4pm—6pm

Speakers:

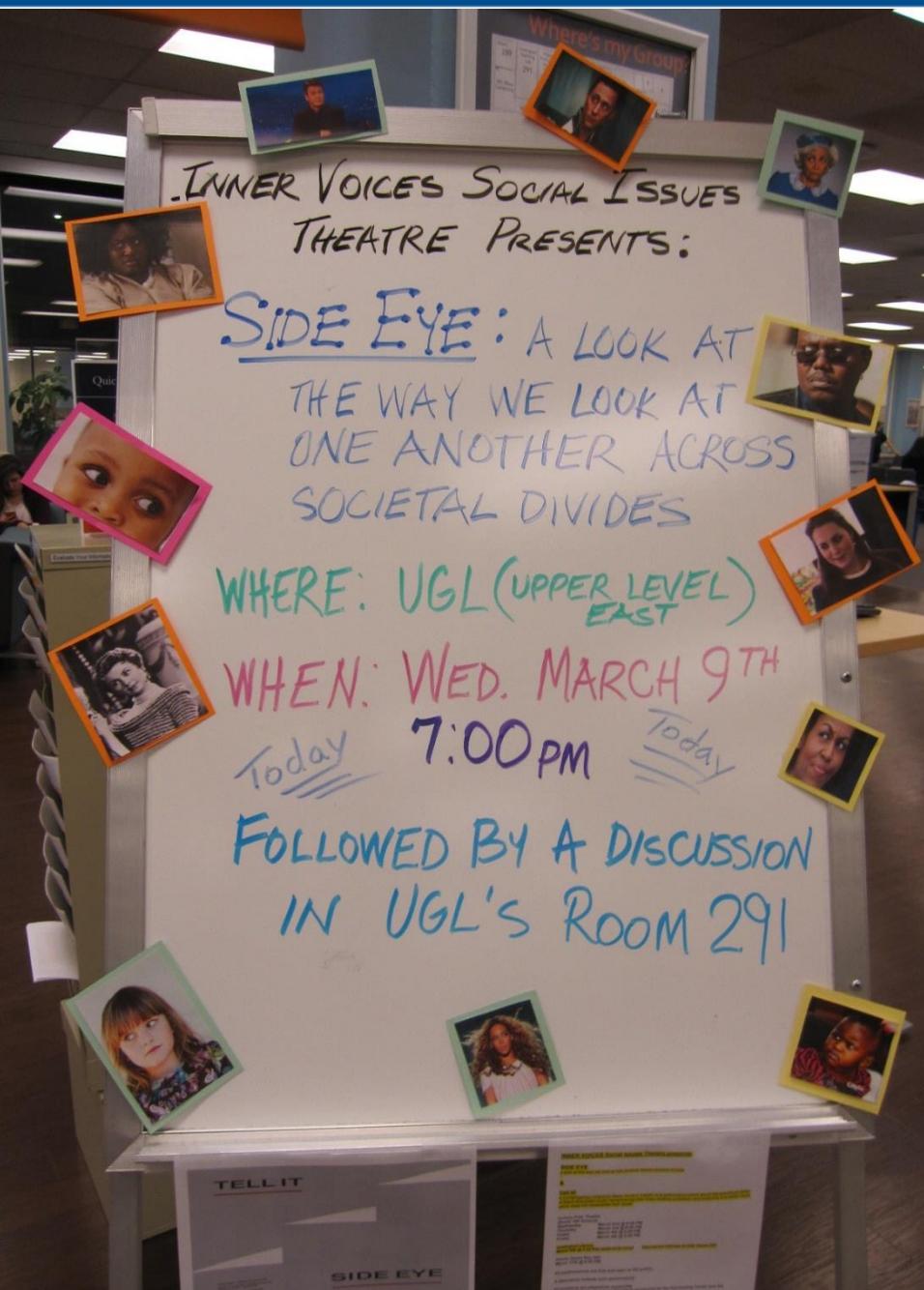
Ms. Deborah Jones of Grand Rapids, Michigan, is the niece of Malcolm X
Mr. Wilson of Maydes, Grenada, is the third cousin of Malcolm X

Wohlers Hall Room #141
1206 South Sixth Street
University of Illinois at Urbana-Champaign



The primary objective of this year's lecture is to explore the family history of Malcolm X, the preeminent U.S. black nationalist of the 1950s and 1960s. We will focus close attention on his mother Louise Little, a brilliant Pan-African grass-roots activist who hailed from the Caribbean island of Grenada.

Contacts: Professor Erik S. McDuffie, PhD emcduffi@illinois.edu
Desiree McMillion, M.Ed. dymc@illinois.edu



Inner Voices Social Issues Theatre
Presents

SIDE EYE & Tell It!

A discussion on communicating about differences
follows each performance.

Armory Free Theatre (Room 160 Armory)

March 2nd – March 4th @ 8:00 PM

With a performance on March 4th @ 5:00 PM

Undergraduate Library
(SIDE EYE Only)
March 9th @ 7:00 PM

Illinois Street Res Hall
March 17th @ 8:00 PM

All performances are free and open to the public.

All locations are accessible.

TELL IT



SIDE EYE

ARMORY FREE THEATRE
MAR/2/8:00PM, MAR/3/8:00PM
MAR/5/8:00 + 8:00 PM

UNDERGRAD LIBRARY
MAR/9/7:00PM (more info)

ILLINOIS STREET RES HALL
MAR/17/8:00PM

OTHER LOCATIONS TBD

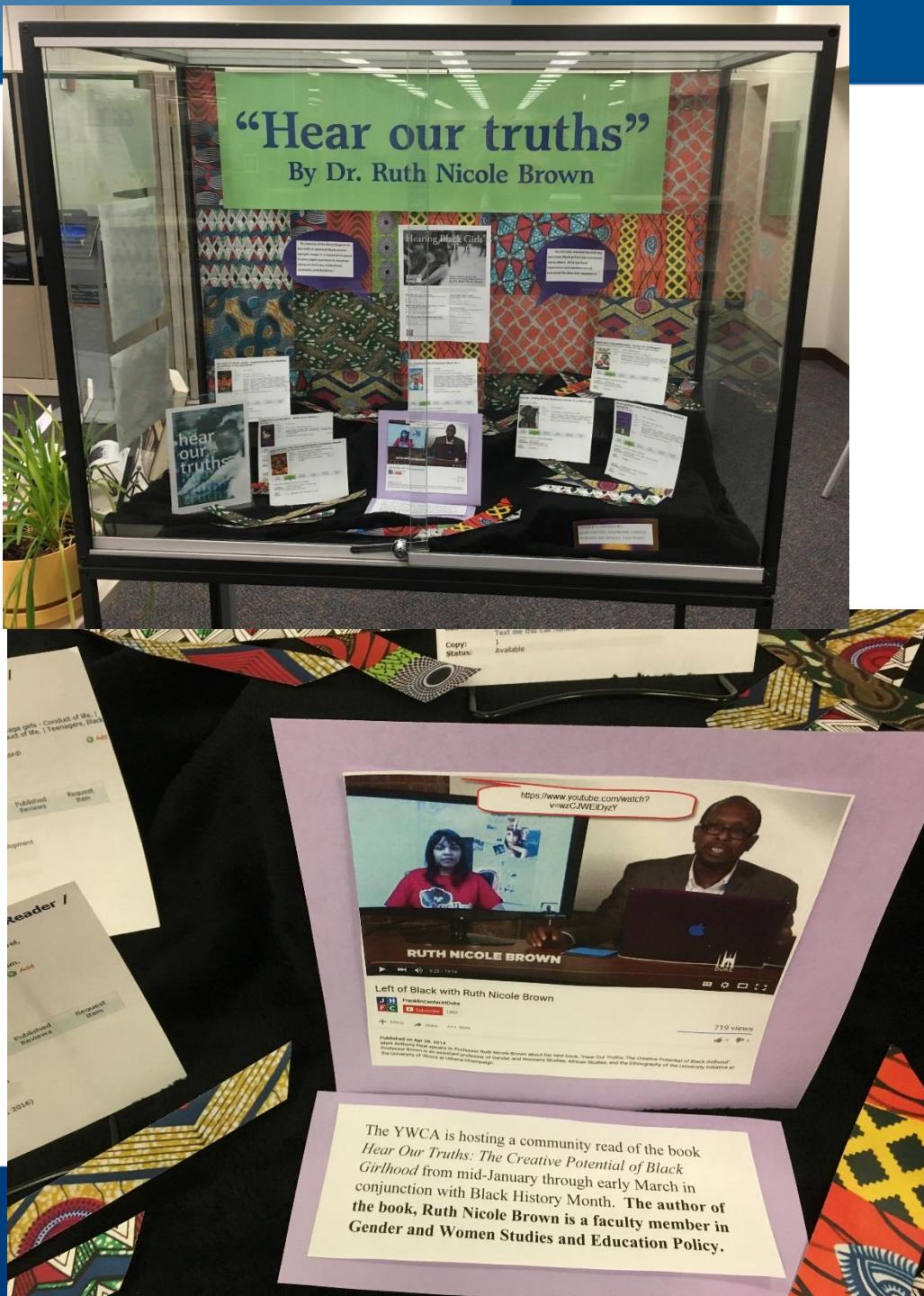
*more info

INNER VOICES Social
Issues Theatre
sponsored by the
Counseling Center and





Exhibits



Hearing Black Girls' Truths

Explore "HEAR OUR TRUTHS: The Creative Potential of Black Girlhood" by Dr. Ruth Nicole Brown

When black girls reflect on their own lives, they articulate radically unique ideas about their lived experience. Our community-wide exploration of "HEAR OUR TRUTHS" is intended to bring community members together to celebrate and explore this reality through discussion, the visual arts, and performance.

Read My Lips, Hear Our Truths
An evening of live readings by, for, about black women and girls
February 1, 2016 | 7 pm to 9 pm
Urbana Free Library
210 West Green St., Urbana, IL 61801

Black Girls Speak: More than Sass or Silence
BNAACC presents a panel discussion
February 10, 2016 | 11 am to 1 pm
Bruce D. Nesbitt African American Cultural Center
51 East Gregory Dr., Champaign, IL 61820

What We Do When We Believe Black Girls
YWCA and Urbana Free Library presents a panel discussion
February 18, 2016 | 7 pm to 9 pm
Urbana Free Library
210 West Green St., Urbana, IL 61801

Black Girl Genius
An interactive, multimedia concert and celebration for middle and high school girls
February 27, 2016 | 2 pm to 4 pm
Pizza M
208 West Main St., Urbana, IL 61801

Sponsored by:
YWCA of the University of Illinois
Education Policy, Organization and Leadership
University Library
Gender and Women's Studies
Urbana Free Library
La Casa Cultural Latina
Bruce D. Nesbitt African American Cultural Center
Champaign County Children's Advocacy Center

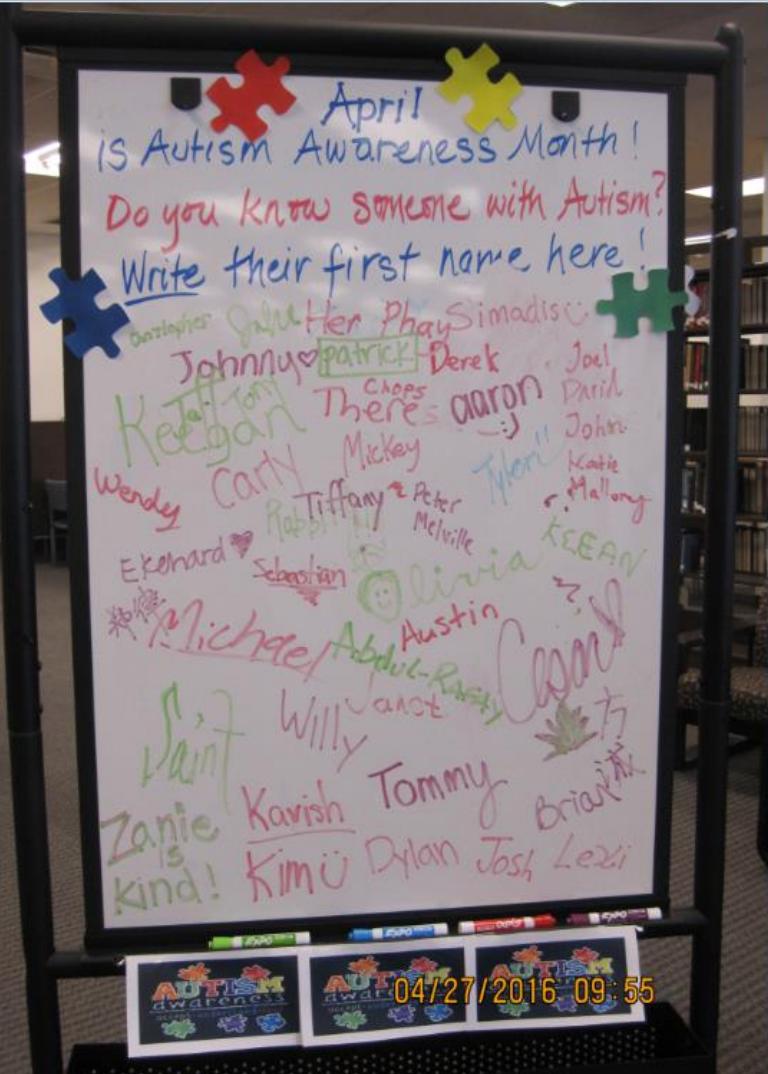
<https://www.facebook.com/BlackGirlsTruths> | Image photographed by Jayda D. Thompson

Methodologies Used for Awareness

Posters of student research, interests and student art work from individuals from different cultural backgrounds

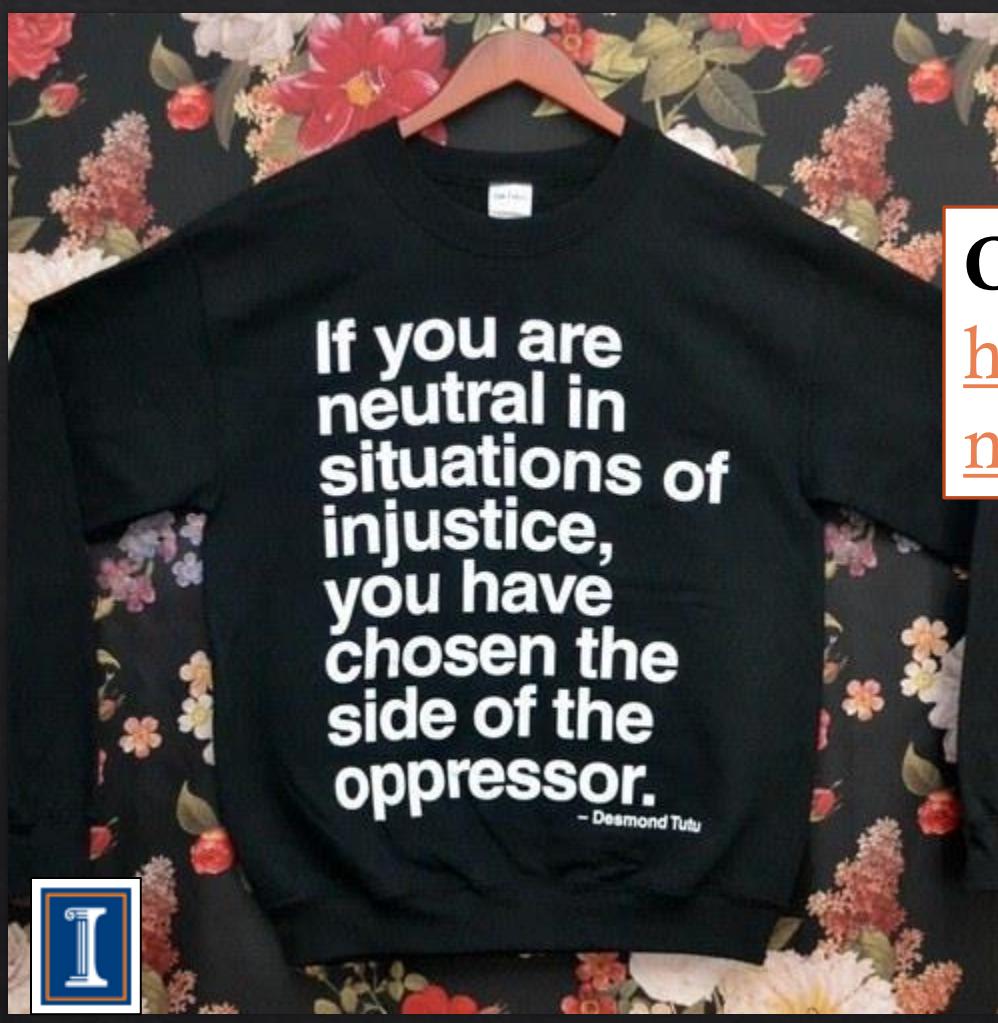


Marker Boards for Student Input



Last slide from
Microaggressions
session

SPEAK UP



If you are neutral in situations of injustice, you have chosen the side of the oppressor.

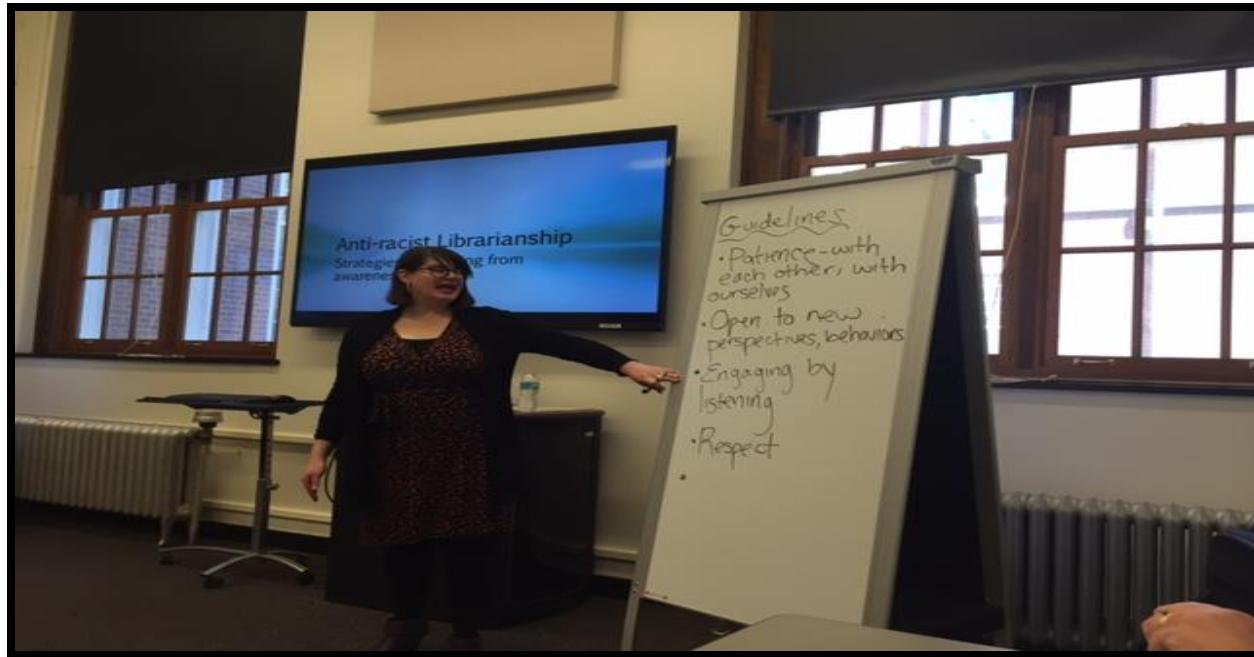
- Desmond Tutu

Ouch! Your Silence Hurts

<http://www.trainingabc.com/ouch-your-silence-hurts/>



Anti-Oppression Workshop Series at the University Library



By: Kristyn Caragher



Agenda

- Snapshot of the Anti-Oppression Workshop Series
- Processes and Challenges: Why anti-oppression?
- Series design and implementation
- Anti-Oppression Workshop Series evaluation results
- Lessons learned
- Next steps
- Final Thoughts



A Snapshot

- I first conceived of the Anti-Oppression Workshop Series in the fall of 2015 and through institutional support from the University Library, the series was actualized in the spring of 2016.
- The series was sponsored by the University Library Diversity Committee and was open to employees at any of the 31 libraries as well as iSchool students, faculty and staff. Primary audience was library employees. The majority of the participants were white.
- 3 workshops offered 2 times each: once at the Main Library in the morning and once at the Engineering Library in the afternoon.
- Workshops were an hour long. Attendees were not required to attend all three workshops, though it was encouraged. Roughly 80 participants total.



Where did the concept of diversity come from?

“The concept of diversity was conceived out of the expansion of protected classes, which placed an emphasis on difference without focusing on redress for past discrimination and redistribution of power. “

Lorna Peterson 1999



Addressing Systems of Oppression

“Diversity and multiculturalism suggest inclusiveness of diverse and many cultures; the obverse racism and race consciousness are rarely used, acknowledged or studied. The need for diversity cannot be investigated effectively without addressing the origins of the diversity deficit.”

Cheryl E Blanche 2012, 204



Critiques of diversity language/initiatives

“To be sure, diversity—in its quest to achieve equitable representation and participation—is a fundamental goal; but it is a concept that has been increasingly co-opted by systems that use it as a smoke screen for disingenuous efforts that serve to reify racism.”

Tracie D Hall 2012, 198



Motivation

“I'm all for hiring more #facultyofcolor
but fix the structure that's racist, sexist
& hostile 2 #womenofcolor
#beingblackatillinois”

-Dr. Adrienne Dixson

<https://twitter.com/AdrienneDDixson/status/673971926725865476>.



Process

- Practicum, proposing to University Library Diversity Committee, Administrative Council, including Dean
- Advocating for anti-oppressive language with people in positions of power
- Focus on face-to-face workshops--make cross-library connections, advocate for structural change together



Workshop #1: What Is Anti-Oppression Training?

“The anti-oppressive frameworks seeks to not only recognize the oppression that exists, but also seeks to mitigate its effects . Part of this is personal responsibility: this means not only confronting individual examples of bigotry, or confronting societal examples, it is also confronting ourselves and our own roles of power and oppression in our communities and society.”

The Anti-Oppression Network 2011,

<https://theantioppressionnetwork.wordpress.com/what-is-anti-oppression/>.



Workshop #2: Intersectionality: the key to anti-racist action

Intersectionality is a feminist theory coined by legal scholar Kimberlé W. Crenshaw:

Crenshaw argued that Black women's experience with racism and sexism cannot be understood independent from one another but must be understood together—as interlocking forms of oppression resulting in a very specific experience with discrimination.

Crenshaw 1989



Workshop #3: Anti-racist librarianship: strategies for moving from awareness to action

What is anti-racist librarianship and how do we move from awareness to action? This final workshop seeks to get us to think more deeply about strategies to shift the conversation from diversity and inclusion to engaging more deeply with anti-oppressive practices that lend themselves to creating structural change.

Workshop centered on the question: How do we create a space where people of color can speak up without fear of being retaliated against or silenced?



Anti-Oppression Workshop Series evaluation results

Rate 1 through 10: *Overall rating of the program: 8 Program Content: 9 Instructor: 6.8 Knowledge of subject matter: 7.6 Handling of questions: 7 Participant materials: 7.4 Facility: 7.*

Fill in the blanks: *What was the most useful part of the session? Why?; What was the least useful part? Why?; What would have improved the seminar for you?; Would you recommend this seminar to a colleague?; Do you expect to be able to apply what you have learned here today in your work?*



Lessons Learned

- **Perfectionism as an aspect of white supremacy culture and white fragility**
- **Power dynamics within the workshops themselves-boss/employee in same workshop**
- **Power dynamics between myself as a student and people in positions of power**



Next Steps

- Cross-racial facilitation teams
- Breaking up unilateral white leadership—importance to center marginalized voices
- Increasing the length of workshops to half-day or full-day, as recommended by a respondent
- Face-to-face sessions are a necessity (cannot be replaced): this is where we strategize together in order to take action.



Final Thoughts

Hiring practices—not just hiring people of color, but hiring them in leadership positions. This will break up unilateral white leadership.

Have to figure out how to redress for past discrimination, as Lorna Peterson encourages. Actual resources need to be given.

Workshops are one piece of the puzzle.

More slides follow

Extending the Conversation to the Whole Library

Blackboard Learning Management Site – Library Wide Training

Each unit head promotes the site and engages in follow up

Blackboard Training Site

Diversity Training Series

Why Diversity and
Anti-Oppression Training
Matters

Creating a Welcoming
Environment

MicroAggressions

Cross Cultural
Communication

Cultural Diversity in the
Workplace

Cultural Competency

Disability

Conversation Starters

What can I do? ☰

Self Reflection and
Becoming Aware ☰

White Privilege ☰

Anti-Oppression Series

Glossary

Readings

Videos

Web Resources ☰

Campus Resources ☰

2015 Diversity Training
Topics

Events ☰

Announcements

My Grades

Build Content ▾

Assessments ▾

Tools ▾

↑↓



Welcome

Included in this Site are Resources Related to Diversity Awareness and Developing Cultural Competencies in Libraries

The Main UIUC Multicultural and Diversity Website is available at: <http://www.library.illinois.edu/diversity/>

The screenshot shows the "Diversity & Multicultural Information" section of the University Library website. The page features a sidebar with "Quick Links" to various library resources like Inclusive Illinois, Library Resources, and Faculty/Staff Resources. The main content area includes sections for "Library Resources" (Libraries, Research Centers, Article Databases, etc.), "Student Resources" (Cultural Centers, Student Services, etc.), "Community Resources" (Community Organizations, Public Outreach and Engagement, Media), and "Faculty/Staff Resources" (Administrative Offices, Councils and Committees, etc.). At the bottom, there's contact information for Cindy Ingold, Gender and Multicultural Services Librarian, SSSHEL, cingold@illinois.edu, (217) 333-7998.

Individuals can “pick
and choose” orders of
modules

- You will find documents, videos, exercises, conversation starters and evaluations pertaining to various aspects of diversity.
- You can move through the sections as you desire. One of the goals is to reflect on what you see, read and do and to begin to be an advocate/ally for speaking up when you hear, see, experience oppression within the libraries.
- A goal of these series is to share your perspectives/observations/suggestions with others so that we can all continue to improve our environments for everyone.
- Also included are past Diversity Training and Events
- Please let the Diversity Committee know of any suggestions you have or if you would like to be involved in diversity efforts.

Scenarios, Poll Questions and Self Reflections

QUESTION 1

Save Answer

Which area do you feel your library needs to address first - related to diversity?

- Training
- Becoming more welcoming
- Collections that better represent our populations
- Improving the physical environment (accessibility and/or welcoming to many cultures)
- Knowing the community

Prejudice

Have you or anyone you know been a victim of prejudice, bigotry or intolerance (in the past 2 years)?

Your selection: Yes

Yes No Not Sure

[Save my choice](#) [Remove my choice](#)

Responses

Graph display

Choice options	Number of responses	Percentage of responses	Graph display
Not answered yet	1	9.1%	
Yes	8	72.7%	
No	1	9.1%	

Allows individuals to see how others respond, anonymously



[View 8 responses](#)

What do you feel might be a challenge for your library as you go through diversity training? Sorry-- you can only choose one.

- Our system gives advantage to some and limits others
- Individuals are reluctant to explore diversity issues
- Our organization is still unclear about diversity goals
- Staff have not been prepared to engage in the process

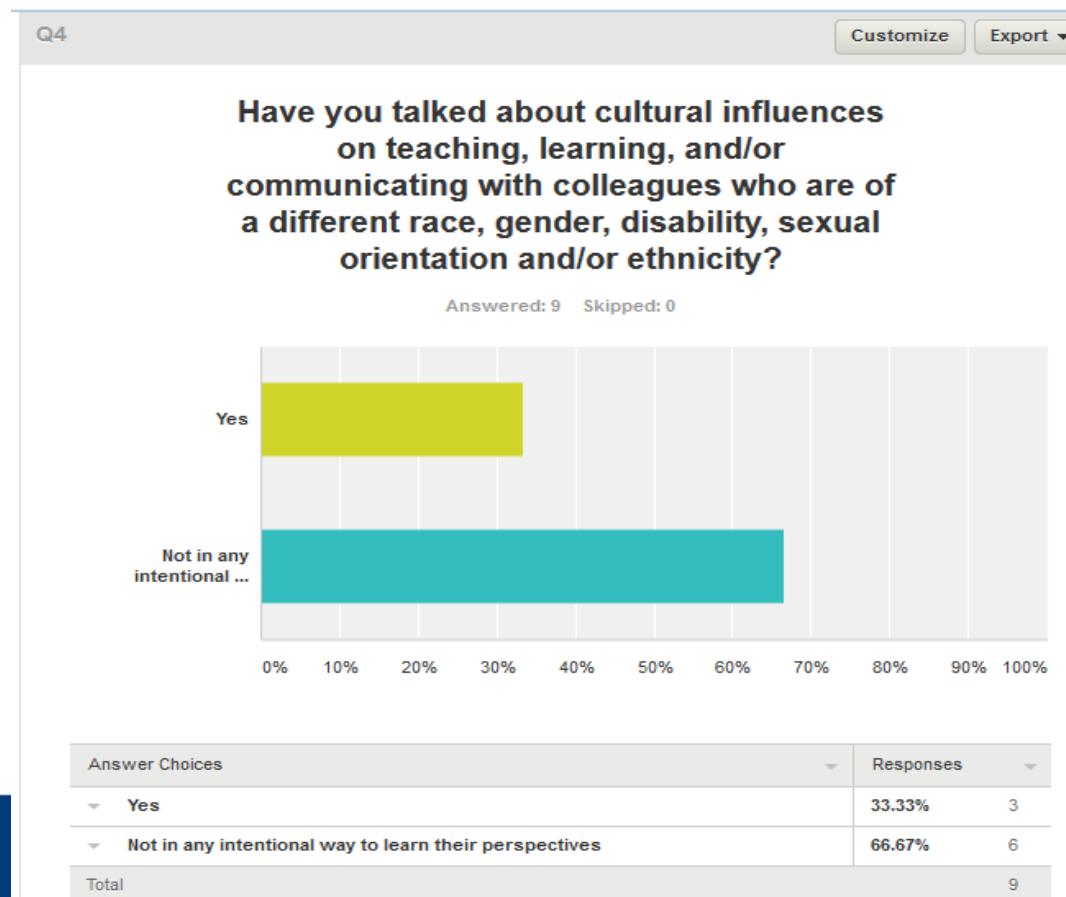
[Save my choice](#)

Scenarios, Poll Questions and Self Reflections

Respond to this scenario:

What do you do if you notice someone is the target of a demeaning stereotype, even if it wasn't intentional? What if you are being demeaned or stereotyped? What would you say to the individual to help them understand that what they said is demeaning and lacking in respect?

Click on "Add Discussion topic" if you are the first one to respond, or want to add a different subject area about this thread. You can then reply to posts,



Self Reflection – Before and after working through the modules

Cultural Diversity Self Assessment

Read each statement and circle the number that best describes your behavior or belief. Remember, be as candid as possible with your responses, there are no right or wrong answers.

	Almost Never		Sometimes		Always
1. I am aware of my own biases and how they affect my thinking.	1	2	3	4	5
2. I can honestly assess my strengths and weaknesses in the area of diversity and try to improve myself.	1	2	3	4	5
3. I assume good intent and ask for clarification when I don't understand what was said or implied.					
4. I challenge others when they make racial/ethnic/sexually offensive comments or jokes.					
5. I speak up if I witness another person being humiliated or discriminated against.					
6. I do not participate in jokes that are derogatory to any individual group.					
7. I don't believe that my having a friend of color means that I'm culturally competent.					
8. I understand why a lack of diversity in my social circle may be perceived as excluding others.					
9. I realize that people of other cultures have a need to support one another and connect as a group.					
10. I do not make assumptions about a person or individual group until I have verified the facts on my own.					
11. I have multiple friends from a variety of ethnicities and abilities.					
12. I connect easily with people who do not look like me and am able to communicate easily.					
13. I'm interested in the ideas and beliefs of people who don't think and believe as I do, and I respect their opinions even when I disagree.					
14. I work to make sure people who are different from me are heard and accepted					



How Can We Provide a More Welcoming Work Environment?

First, watch this Camtasia Video for some background information related to diversity awareness, definitions, ideas and suggestions [from a session Lori Mestre taught for the "Serving Diverse Populations ALA course"

http://media.lis.illinois.edu/dl/classes/lmestre/0614SPC710A/lmestre_class1_video3_diversity_inclusion_jun20_14.mp4

An example of a module

The screenshot shows a video player interface. At the top, it displays the title 'Serving Diverse Populations' and the name 'Lori Mestre' with an email address 'lmestre@illinois.edu'. A yellow button on the left says 'Video 3 First Class Diversity & Inclusion Video'. The main content area is black with white text that reads 'Put yourself in someone else's shoes.'. Below the video player, there is a caption 'Diversity Video- Walk in Someone Else's Shoes To Understand Them' and a section titled 'Welcome' with the instruction 'please look in the section beneath this for a greetings discussion post, the syllabus, grading and introductory'.

Next, think about your work environment. Take time to write down responses to these questions about yourself and then, potentially in your unit meeting. These may begin to help you reflect on who you are, which is an important step in understanding others.

1. How are you similar and different from others working in your library?
2. What are you doing to practice inclusion (individually or in your unit/library)
3. World view: What types of things have shaped your world view over the years? Has that changed over time? What factors contributed to that?

Part Two On Creating a Welcoming Environment

Please watch this Camtasia Video for more suggestions on creating a welcoming environment (from a Class taught by Lori Mestre)

http://media.lis.illinois.edu/dl/classes/lmestre/0215SPC710A/week2_video2.mp4

Another example of
a module

Cultural Competency

Cultural Competency in the Workplace

Please watch this video to learn more about becoming a culturally competent organization: http://media.lis.illinois.edu/dl/classes/lmestre/0215SPC710A/week6_video2.mp4

CLASS 6 VIDEO 2

HOW DO WE BECOME CULTURALLY COMPETENT AND DEVELOP AN INCLUSIVE ENVIRONMENT?



Conversation Starters

Beginning ideas for topics to discuss at staff meetings



Ideas for Conversation Starters

Below are some ideas that can be used in staff meetings to generate conversation about diversity topics.

Process: Perhaps have each member of the unit/department choose one of these conversation starters (or choose their own) and they facilitate the discussion at a staff meeting. Ideally there would be one facilitated conversation starter at each weekly meeting (lasting about 5 minutes). Staff could also ask everyone to view a video in the resource list or read something from the Readings beforehand.

1. How are you similar and different from others working in your library?
2. What are you/we doing to practice inclusion (individually or in your unit/library)
3. World view: What types of things have shaped your world view over the years? Has that changed over time? What factors contributed to that?
4. List some ways that librarians can be more welcoming to groups from other cultures/groups. How can we become more sensitive and aware of the needs of others?
5. What do you do when you and another person are having difficulty understanding each other?
6. What are some of your observances of how communication patterns vary culturally?
7. What do you do if you notice someone is the target of a demeaning stereotype, even if it wasn't intentional? What if you are being demeaned or stereotyped? What would you say to the individual to help them understand that what they said is demeaning and lacking in respect?
8. What are your top 5 ideas for reaching out to a specific community? They might be something you've read about, seen elsewhere, or that you feel have been effective at your library.
9. How would you respond to a patron, faculty member, or staff member who questions why the library is spending (wasting) money on materials in another language - insisting that people here should be speaking English?
10. You are on a search committee to interview potential candidates for a position at your library. There are two good candidates of equal merit, yet one is from a non mainstream culture. This individual did not interview as well for the position but your gut tells you this person would be a valuable addition to the staff. What arguments could you make to the search committee to reconsider this candidate?

Role Play and Follow-up Exercises

ClimateQual

- ClimateQual Implementation Team
- Focus Group sessions with all staff
- Anonymous online form
- Recommendations for Action

Recommendations for Action from ClimateQual

- Capitalize on strengths/create best practices
- Gather additional information about the climate
- Promote open, honest and authentic communication between all levels of staff
- Strengthen our strategy for the recruitment, hiring and retention of faculty and staff from underrepresented groups
- Foster a culture where diversity activities are rewarded within the organization
 - Additional Long Term Recommendations

Accountability in Unit Annual Reports

4. articulate (with appropriate examples) the ways in which the unit and/or its members contributed to Library-wide programs, including:

- diversity - *contributions to diversity and inclusion efforts as outlined in the Inclusive Illinois statement: “Our vision is for Illinois to be a university that leads with a positive, welcoming and affirming experience inclusive of its global diversity.” Include activities led by members of your unit as well as opportunities provided for staff to participate in relevant programs;*

ClimateQual- Focus groups

Center for Training and Professional Development-
library wide focus groups to delve deeper in issues

Recommendations about how we can improve
communication within the Library.

Environmental Changes in Libraries

- Suggestion boxes, forms
- Visible and inclusive efforts
- Comment Cards (like Great Customer Service)
- Accountability – in unit annual reports



International Day of
Peace/United Nations
(Mortenson Center)
Sept. 22, 2016



Diversity Potluck for
library staff

We want to provide a

G R E A T

library experience by

- Greeting you to make you feel welcome
- R especting differences
- E valuating expectations
- A ddressing needs
- T hanking you when needs are met

How did we do today?

Pick up a comment card at any library information desk

Please tell us what we did well or how we can improve.

UNIV
IVERSIT

University Library Office of User Services 2015
<http://www.library.illinois.edu/administration/services/index.html>

THIS IS A SLUR FREE ZONE

We Respect All Individuals

Flyers on tables and in
bathroom stalls



**Please be cognizant of how words
can hurt.**

**If you feel others are insulting who you
are, please let us know at the desk.**



UNDERGRADUATE LIBRARY
UNIVERSITY OF ILLINOIS AT URBANA-CHAMPAIGN



UNIVERSITY HOUSING
Residential Life

housing.illinois.edu/inclusive

Illinois Intervention

University Housing staff value the multitude of different voices, opinions, experiences, and identities of the Illinois community. We respect and honor each member of the communities in which we work and live, inclusive of all aspects of individual and group identity and experience. Our commitment is woven into each of our interactions, programs, and decisions.

Example of posters displayed,
that could help students become
aware and speak up





UNIVERSITY HOUSING
Residential Life

housing.illinois.edu/inclusive

ONE

Take Notice

Consider what is happening around you and who is present.
Identities matter.

2

Take Responsibility

Communities are interconnected, and we are accountable to one another.
Help ensure what is happening now does not escalate to something larger.



Make Choices

Directly step in, step up and speak out. Distract by taking the focus away.
Delegate by strategizing with others. Delay by checking in after the incident.

4

Take Action

You have the power and capacity to create change.
For you. For those around you. For Illinois.

**Illinois
Intervenes**

Lessons Learned

Connect with campus to find similar programming, classes, workshops and co-host

Must have a follow-up activity and regular sessions to build on each other

Blackboard— great mechanism to allow each individual a comfort level to progress through modules as they choose.

Liaison to diversity ctte in each unit/library/department

Accountability is Helpful

Bibliography



Adrienne D. Dixson. Tweet. @AdrienneDDixson Twitter page. December 7, 2015 at 1:06pm.

<https://twitter.com/AdrienneDDixson/status/673971926725865476>

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www.kristyncaragher.com

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<http://philpapers.org/archive/CREDTI.pdf>.

ClimateQual Organizational Climate and Diversity Assessment: <https://www.climatequal.org/home>

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<http://www.racialemicroaggressions.illinois.edu/>

Bibliography



Inclusive Illinois: One Campus, Many Voices: <http://inclusiveillinois.illinois.edu/>

“Ouch! That Stereotype Hurts” and “Ouch, Your Silence Hurts” Training Series. <http://www.ouch-video.com/> Award-winning training videos to help you create a respectful workplace.

Peterson, Lorna. “The Definition of Diversity: Two Views. A More Specific Definition” *Journal of Library Administration* 27:1-2 (1999): 17-26, DOI: 10.1300/J111v27n01_03.

“What is anti-oppression?” The Anti-Oppression Network, accessed March 26, 2016.
<https://theantioppressionnetwork.wordpress.com/what-is-anti-oppression/>.

Undergraduate Library, University of Illinois: <http://www.library.illinois.edu/ugl/>

University Housing: Inclusive Communities: <http://housing.illinois.edu/inclusive>

University of Illinois Libraries Diversity & Multicultural Information:
<http://www.library.illinois.edu/diversity/>



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