

We Had to Start Somewhere

Applying the Anti-Racist LibGuide Framework Created by Jaime Ding and the Cal Poly Team



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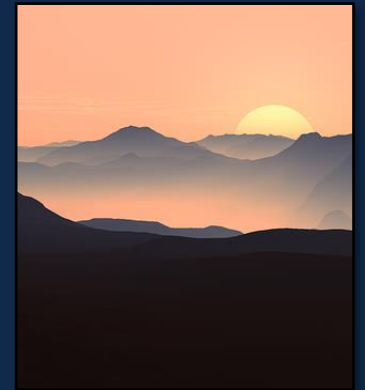
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Inspiration: Presentation by Jaime Ding

- LibGuides could be considered works of scholarship that need critical review.
- Questions to ask when applying an anti-racist lens to LibGuides
 - How do you define “scholarship” and “best sources”?
 - Why were certain resources selected over others?
 - Does the guide include works by authors of color?

(Ding, 2020)

Part 1: Getting Started

- Presented the ideas to library staff
- Received encouraging responses from colleagues
- Assembled an initial team
- Made this a Diversity, Equity, Inclusion, and Accessibility (DEIA) goal

Part 2: Getting Organized

- Created LibGuide update timeline
- Decided on a few "pilot" guides
- Scheduled weekly meetings

Timeline

- Our team is currently developing a tool to pilot on 3-4 guides.
- We will solicit feedback from HSL and UNC University Libraries staff this Spring.
- HSL liaisons will continue to update LibGuides throughout summer and evaluate progress in the Fall.



Part 3: Doing the Work

- Thought through our values
 - Brainstormed on Jamboard
 - Grouped similar values and ideas together
- Drafted our own assessment "rubric"
 - Mapped values to the Cal Poly Anti-Racist LibGuide rubric
 - Kept many of Cal Poly's categories; modified some of them
 - Added our own (e.g., "Health Sciences Lens")
 - Discussed whether we should have a rubric or an evaluation tool
- Developed "tiered recommendations"

Part 4: Learning from the Journey

- Start with your values
- Decide what story you want to tell or what argument you want to make
- “Try out” your rubric on a few guides, then tweak it if necessary
- Consider having two people work on each guide
- Document your work

Next Steps

- Solicit feedback from users and other librarians
- Address feedback and stay transparent
 - This is an ongoing conversation
 - You may face bumps in the road

Potential Issues

- It takes a long time
 - This work is not "optional"
- This isn't relevant to the type of LibGuide we have
 - Investigate the history of that discipline
- We shouldn't include an author based on race
 - Acknowledge the quality of scholarship by authors of color

Evaluation Tool

<https://go.unc.edu/AntiRacist-Guides>

- 10 categories with descriptions and recommended resources
- Actions with tiered recommendations by level of effort
- Space for reviewer notes

Our “Tiered-Review” Recommendations

LEAST INTENSIVE – 1 week

- Determine which guides need work
- Add librarian positionality statements
- Add statement acknowledging racism
- Locate existing LibGuides at other institutions that address racism

MORE INTENSIVE – 2-4 weeks

- Meet with subject matter expert colleagues or email them for content recommendations
- Seek out works by authors of color through research, recommendations, literature searches, associations

MOST INTENSIVE – 4 or more weeks

- Locate resources on history of racism in the field
- Revamp LibGuide section by section
- Create or link to resources in multiple formats (auditory, textual, visual)

Application at UNC

LGBTQIA+ Health Guide

<https://guides.lib.unc.edu/lgbtqiahealth/home>

- Acknowledges racial, heterosexist, and cisgender bias in health sciences literature
- Speaks clearly to a wide range of audiences, including patients, healthcare providers, students, educators, and researchers
- Incorporates search strategies and consideration of search terminology
- Engages readers through reflective questions
- Includes a variety of resources and formats

Application at UNC

Nursing Guide: <https://guides.lib.unc.edu/nursing>

- Beginning stages: existing guide to evaluate with our tool
- Initial ideas:
 - Clearly state the guide's purpose and acknowledge bias on a homepage
 - Consider how I frame the guide
 - Highlight student and faculty content in the Carolina Digital Repository
 - Create and incorporate instructional materials in a variety of formats and include search strategies
 - Hold focus groups and consider student and faculty perspectives

Example Positionality Statements

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Jaime Ding

https://guides.lib.calpoly.edu/prf.php?account_id=238168

References

Ding, J. (2020, August 31). Updating LibGuides with an Anti-Racist Framework [Lecture recording]. Association of Southeastern Research Libraries. <https://vimeo.com/453453521>

Hicks, A. (2015, April 15). LibGuides: Pedagogy to oppress? *Hybrid Pedagogy*. <https://hybridpedagogy.org/libguides-pedagogy-to-oppress/>

More Resources

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Cooke, N. A. (2020). Critical library instruction as a pedagogical tool. *Communications in Information Literacy*, 14 (1), 86-96. <https://pdxscholar.library.pdx.edu/comminfolit/vol14/iss1/7>

Digital Accessibility Office. (2021). Digital Accessibility at UNC-Chapel Hill. <https://digitalaccessibility.unc.edu/>

Hodge, T. (2020, July). Using LibGuides to support racial justice & create inclusive communities. *SpringyNews*. <https://buzz.springshare.com/springynews/news-49/libguides-tricks>

Hunt, S., Riegelman, A., and Myers-Kelley, S. (2021, February 25). Conducting research through an anti-racism lens [LibGuide]. University of Minnesota. <https://libguides.umn.edu/antiracismmlens>

Activity

Go to: <https://go.unc.edu/AntiRacist-Guides>

- Spend a few minutes reviewing one or more sections of the tool.
- Add reflections, questions, comments to a Google Doc file
 - Last name A-E → Use File 1
 - Last name F-J → Use File 2
 - Last name K-O → Use File 3
 - Last name P-S → Use File 4
 - Last name T-Z → Use File 5