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## Milner Library: Centering Healing as an Act of Radical Transformation

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# Milner Library: Centering Healing as an Act of Radical Transformation

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“To teach in a manner that respects and cares for the souls of our students is essential if we are to provide the necessary conditions where learning can most deeply and intimately begin.”  
-bell hooks

**Introduction**  
Milner’s Vision for Student Success identifies holistic student support as central to our efforts to help students succeed. This work uniquely positions Milner Library as a unit to facilitate student, faculty, and community success with our services and engagement. At this intersection, we implement critical praxis to disrupt traditional notions of academic libraries. Specifically, this poster will address shifting the concept of thriving as a form of production to one that considers how thriving can support and encourage transformational healing.

## Holistic Student Wellness

Anzaldúa, 2012  
Freire, 2000  
Gloria & Castellanos, 2016  
hooks, 1994  
Jocson-Singh et al., 2020  
Jallas et al., 2021 & 2022  
Pasquerella, 2016  
Nygreen et al., 2016  
Ramsey & Agard, 2018  
Rourke, 2020

## Libraries as Institutions

Cong-Huyen & Patel, 2021  
de Jesus, 2014  
Espinal et al., 2021  
Hathcock, 2015  
Morales & Williams, 2021  
Quiñonez et al., 2021

## Background & Literature

## Social Justice & Antiracist Perspectives

Castaneda-Sound et al., 2016  
Freire, 2000  
Hathcock, 2015  
hooks, 1994  
Marquez, 2010  
Morales & Williams, 2021

## Liberatory Pedagogical Practices

Adams et al., 2023  
Bell, 2016  
Freire, 2000  
hooks, 1994  
Nomodo, 2023  
Synder & González, 2021

Milner Library’s  
Vision for Student Success



Expanded  
Resource List



## Selected Resources

-Freire, P. (2000). *Pedagogy of the Oppressed*. Bloomsbury Academic.  
-hooks, bell. (1994). *Teaching to transgress: Education as a practice of freedom*. Routledge.  
-Jocson-Singh, J., Lehner-Quam, A., & Arzola, R. (2020). Cultivating belonging: Diversity and inclusion initiatives at the Leonard Lief Library, Lehman College -- CUNY. In *Student wellness and academic libraries: Case studies and activities for promoting health and success* (pp. 93–112). Association of College and Research Libraries.  
-Morales, M. E., & Williams, S. (2021). Moving toward transformative librarianship: Naming and identifying epistemic supremacy. In S. Leung & J. R. López-McKnight (Eds.), *Knowledge justice: Disrupting library and information studies through Critical Race Theory* (pp. 73–93). MIT Press.  
<https://doi.org/10.7551/mitpress/11969.003.0006>  
-Nygreen, K., Saba, M., & Moreno, A. P. (2016). Mujerista research: Integrating body, emotion, spirit, and community. In T. Bryant-Davis & L. Comas-Diaz (Eds.), *Womanist and mujerista psychologies: Voices of fire, acts of courage* (pp. 41–66). American Psychological Association.  
-Quiñonez, T., Nataraj, L., & Olivas, A. (2021). The Praxis of Relation, Validation, and Motivation: Articulating LIS Collegiality through a CRT Lens. In S. Leung & J. R. Lopez-McKnight (Eds.), *Knowledge Justice: Disrupting Library and Information Studies through Critical Race Theory* (pp. 241–262). MIT Press.  
<https://doi.org/10.7551/mitpress/11969.003.0018>

## Acknowledgements

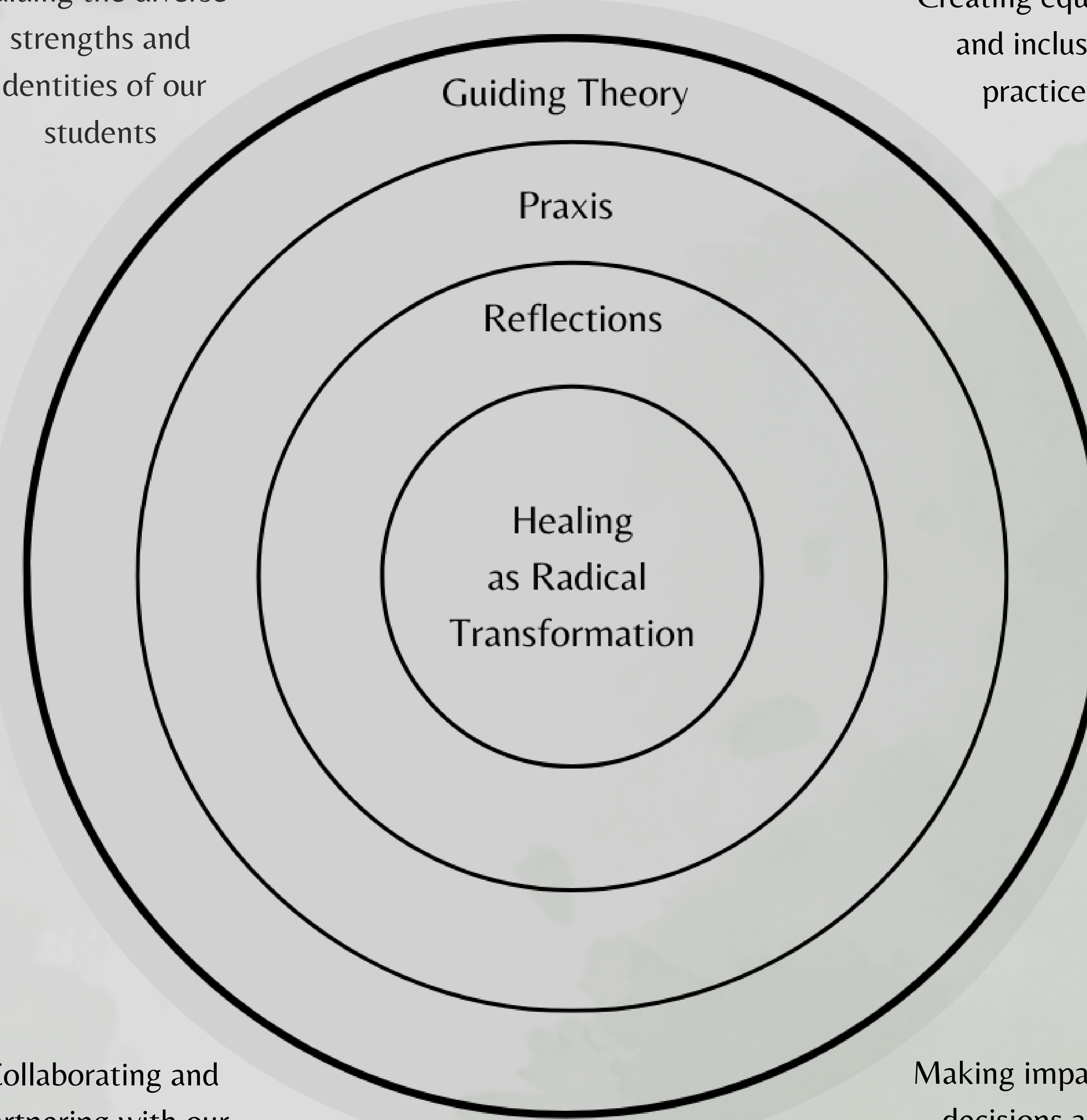
We are grateful for our partners in this work, which include: The Dean of Students Leadership, Education, and Development Unit – Tashay Dennie, Milner Library colleagues - IDEA Committee, Affordable and Open Education Resources Team, Collection Development, & Ryan Peters.

Valuing the diverse strengths and identities of our students

Creating equitable and inclusive practices

Collaborating and partnering with our campus community

Making impactful decisions and responsive change



## Collections

Guiding Theory:

“A culturally- and linguistically- relevant library collection makes the college library, and therefore the campus, a more welcoming environment, especially for students who are the first in their family to attend college.”

-Jocson-Singh et al., 2020 p. 95

“Language is at the heart of epistemic supremacy.”

- Morales & Williams, 2021 p, 77

- Praxis:
  - Free eTextbooks from Milner Library for students.
  - EDI Collection Enhancement Funds to diversify materials.
- Reflections:
  - How can we remove barriers to both expand access to our students and amplify the diversity of voices in our collections?

## Instruction

Guiding Theory:

“Dialogue with the people is radically necessary to every authentic revolution.”

- Freire, 2000, p. 128

“Liberation is a praxis: the action and reflection of men and women upon their world in order to transform it. Those truly committed to the cause of liberation can accept neither the mechanistic concept of consciousness as an empty vessel to be filled, nor the use of banking methods of domination (propaganda, slogans -- deposits) in the name of liberation.”

-Freire, 2000, p. 79

- Praxis:
  - IDS 117 disrupts traditional classroom dynamics and power to center students as critical information creators, consumers, and evaluators.
- Reflections:
  - How can we expand this practice of transformational teaching and learning beyond the traditional classroom dynamic? How can we encourage students to critique thriving as a means of production and consider strategies to cultivate acts of healing?

## Physical Space

Guiding Theory:

“Our cultural resources (Delgado Bernal and Villalpando 2016, 81) connect us to our students and show them that we, too, have to learn how to survive in this space that was not made for us.”

-Quiñonez et al., 2021, p. 251

“Ensuring a safe space means paying attention to power imbalances and taking an explicit welcoming stance on issues like gender identity and expression, sexual identity, dis/ability, immigration status, language, race, and ethnicity.”

-Nygreen et al., 2016, p. 57

- Praxis:
  - Multicultural Organizational Scan to assess library for access, inclusion, and representation in spaces.
- Reflections:
  - Reimagining physical library space to optimize support for our community– this process requires community input/participation, as such, how can the organization of physical space act as an apparatus to encourage transformational healing?

## Programming

Guiding Theory:

“I think a feeling of community creates a sense that there is a shared commitment and a common good that binds us.”

-hooks, 1994, p. 40

“A revolutionary leadership must accordingly practice co-intentional education. Teachers and students (leadership and people) co-intent on reality are both Subjects, not only in the task of unveiling that reality, and thereby coming to know it critically in the task of re-creating that knowledge. As they attain this knowledge of reality through common reflection and action, they discover themselves as its permanent re-creators. In this way, the presence of the oppressed in the struggle for their liberation will be what it should be: not pseudo- participation, but committed involvement.”

- Freire, 2000, p. 69

- Praxis:
  - Leadership for Liberation Pop-up Library with Dean of Students engages students, faculty, and staff in community to facilitate critical dialogue.
- Reflections:
  - How can we seek out partnerships to increase critical and transformative programming? We each hold the power to heal; how can we as educators facilitate our students into harnessing that power to center healing among themselves by looking to their various communities?