

NOTEPAD TAKEAWAYS

Each breakout session had its own notepad for collecting ideas, takeaways, and additional resources. Read below for a transcription of the notes gathered.

Birds of a Feather: Lunch Breakout Sessions for Each of the Library Silos

Academic Libraries

- Provide safe meeting spaces
- Insiders / outsiders (and we can't control who is inside)
- On the idea of using data to see what people are checking out: as Molly said, how can we truly assess what people actually might be interested in if we may not even have the materials? → make the "request a book" section of the site more indicative that it applies for "non-traditional" materials.
- Considering institutional practices and the inherent exclusion within academic libraries, how do we actively create inclusive spaces?
- Academic libraries as a space for program
- Is there space for quiet study & research as well as activity?
- Are academic libraries more siloed?
- Diverse book displays
- Community speakers
- Data doesn't reflect books we didn't have
- Connecting to community / accessible resources as an inherently gated institution?
- Facilitating community centers for dialogue
- Helping non-university faculty / students by helping them "connect the dots" and give them alternative solutions to accessing material without having to exclude them.
- Interaction
- Ask for forgiveness, not permission
- Embracing change
- Library as a welcoming, safe space – even when it opposes institutional policy
- Conduct outreach to find gaps in the collection
- The I in team
- Find ways to capture what interests patrons – have to build collections
- Activism through data – show administrators our challenges and what we need to change
- Use circulation stats to justify purchasing more books in certain areas (topics / research)
- [drawing]

Archivists, Community

- Advocating for equity / racism trainings for white coworkers in positions of power
- How do we talk about racism in community collections?

- South Asian American Digital Archive (www.saada.org)
- How to resist tokenization as community-based archivists & leaders?
- Community archivists deserve meaningful wages and full benefits. NO MORE VOCATIONAL \$AWE\$.
- How do we best navigate “the system” and get things done?

Archivists, Institutional

- [No responses submitted]

Government Information Professionals

- Following journalists of color on Twitter
- Seeing White podcast (resource)
- Invisible in Austin (resource – book)
- March – graphic novel by John Lewis
- How to work within the limits of government for equity and inclusion

Public Librarians

- Parents with children in afterschool or school childcare affected by inflexible schedules and later start/finish times
- A combination of factors [location Δ’s, irregular night shifts, poor long-term progression for the profession in the needs (?), low compensation (for master’s)] keeps librarianship white & female. Due to the debt incurred and privilege required I wouldn’t recommend it to young POC.
- Managers need to focus on human needs, along with work needs.
- Bring in minority voices
- Privilege in hiring based on unrealistic requirements (evening & weekend work, volunteer work, personally paying for association memberships and conferences)
- Elevating other voices through programs and speakers
- How schedules reinforce institutional racism / exclusion

School Librarians

- Website: We Need Diverse Books
- Pick up ARCs (Advance Readers Copies) at conferences even if you don’t want them. Donate to schools (like Emily’s)
- How should a white librarian celebrate Black History Month with students?
- Saying we’re color blind is bullshit
- Partnership idea: work with Austin Justice Coalition to do a book drive for AISD school libraries (like Emily’s)
- Website: University of Wisconsin CCBC
- How do we talk about digital divide? Where’s the equity, AISD?

Breaking Silos Discussion Topics

Advocating for Social Justice within Institutions

- Navigating language in documentation / proposals – wanting to make sure initiatives are successful and make it past (human) roadblocks, but not wanting to take the teeth out of those proposals / documents.
- We have each other for support
- Therapy is real
- Just because you are young/new/inexperienced doesn't mean you don't have AGENCY
- *A need for encouragement*
- The public library being run as a business ☹
- MBA required for library leadership instead of MLIS ☹
- Book: No Is Not Enough by Nora Klien – referenced in regards to moving from a fearful stance to working from your moral center.
- The battle against the male white bully
- If there is an official diversity or inclusion policy at your workplace, argue that your social justice or advocacy work is part of that policy
- Collect data to help advocate for the value/need for changes that lead to greater social justice
- Not operating from a place of fear
- Addressing vulnerable patron needs in a politically-resistant environment: consider starting with robust data collection
- Learning how to stop operating from a place of fear – knowing who allies are, forming thoughts in advance. THERAPY
- Maintaining reciprocity in relationships – being mindful of emotional labor
- Bring in organizations that promote socio-economic equality to public libraries as public libraries increase their role as community centers.
- Self care for social justice warriors
- Be aware how your coworkers prefer for you to ally with them
- Book: The Revolution Will Not Be Funded, edited by INCITE! Women of Color Against Violence
- Forming collective action networks both within and outside your institution

Building Ethical & Reflexive Community Based Partnerships

- Programs can't be solely dependent on an individual or one person's energy
- Find a need(s) and folks who want to fill those needs
- Ending partnerships
- Developing partnerships and strategies that outlast you – takes intentionality and forethought and humility
- How do we navigate partnerships with larger institutions whose missions don't align with yours?
- What privileges do I bring in?
- Give me beginner tips / advice
- Agency for community partners! Be ready to adjust your goals to meet the needs of your partners

- SUSTAINABILITY: What does it mean in different environments? How do you build a program and relationships that are not dependent on your presence / employment?
- Remember: when you're in a new space, you don't know the history.
- Start small – invest in the partnership & leverage their connections. Thanks for all the advice!
- Establishing trust
- How to reach / engage community partnerships rather than waiting for them to come to us?
- How do you sustain support for a community after you leave the position / program?
- Identify common goals with potential community partners
- Ask why. Ask how. Ask what.
- Deficit situation
- Inherited reputation
- If you don't get support from your institution to enact change, align yourself with a supportive community outside your institution.
- "Partnerships move at the speed of trust"
- Importance of the reflexive piece – why are we working on building a particular partnership?
- Be cognizant of power differentials in forming, fostering, and engaging in community partnerships
- Community self-reflection – consider your resources, strengths, and challenges
- Are good intentions enough of a reason?
- Learn about new partners from people you already consider a partner in order to enlarge your base
- VOLUNTEER! Participate in your community, support events, learn about their goals & challenges
- Don't be afraid to ask questions from others who've been doing this for a long time

Confronting Whiteness & White Supremacy at the Workplace

- How do we make conversations on white supremacy palatable without sacrificing actual meaningful discourse or terminology like "white supremacy"?
- Be authentic. Ask questions. Criticism is a gift.
- How to advocate for change when the people at the top are perpetuating white supremacy & don't understand the need for change.
- Using outside speakers on combating implicit biases & white supremacy rather than having a PC have to do the work or bring up personal issues of experiencing the effects of white supremacy in the workplace
- Can I really change my org's culture, or does the change need to come from the outside in?
- Mandatory training for leadership on unconscious bias, racial equity, cultural competency
- Reframing our collections & work through a lens of equity
- Finding support networks
- Examples of library policies and hiring procedures / processes that address white supremacy
- Move from being a safe space to being a brave space
- People's Institute for Survival and Beyond (organization), "10 steps for undoing racism," "13 traits of whiteness / white superiority"

- Undoing White Supremacy Austin (organization) – public meeting 1/29, 7-8:30 pm, Wildflower Church
- How do we ensure this work is supported with resources & funding
- Important for people to know the history of different groups. This is why people can't just "move on" or "get over things."
- Ignoring differences negates cultures & experiences. It is good to acknowledge differences in a respectful way.
- Vote for leaders that will promote diversity
- Learn about HR services to address issues indirect to the aggravator
- How can I navigate white supremacy without draining my spirit?
- Learn from your discomfort
- Implicit bias trainers – names?
- Don't make POC take on all the emotional labor
- Modeling resistance
- Relinquish your power
- Ask questions!
- How can I relinquish power as a POC both in power and marginalized?
- Provide additional resources that facilitate greater (?) interest by minority groups.
- Letting go of gatekeeping, relinquishing power
- Recognizing the diversity of experiences of people of color
- Educate! Administration, entire org, everyone about white supremacy in past and currently
- Being open to being uncomfortable
- Asking good questions to determine someone's frame of reference
- Who is on our diversity committee and why does that matter?
- Promising a brave space instead of a safe space (impossible to guarantee)
- Uncomfortable = growing
- Make mistakes – criticism is a gift. <3
- Speak up for those who can't – use privilege to break down inequity
- Use your words – say "white supremacy"
- Diversifying our committee work
- Hiring /retention policies
- Navigating the way we see things differently
- Risks with confronting people in power
- Nicole Cooke: Carnegie project, LIS education
- Autoselecting within the field ☺
- How can I, as a POC, help white friends understand their racism without having to do all the work? Make them accountable....
- Share your knowledge & encourage others
- Have the courageous conversations

Controlled Vocabulary & Metadata & Cataloging

- Equity vs. equality

- Resources for subject term sharing / improvement outside of LC → ability to point to this kind of resource when justifying descriptive changes to higher-ups
- Can we please invent an alt-LC?
- Inviting feedback/comments on finding aids from users re: description, controlled terms, etc.
- Be humble & open to making mistakes and not getting it all right. Be brave!
- As a community member, it was nice to be in an inclusive space with folks who are in the industry.
- Start running list of examples as you see offensive vocabulary to show to hierarchy in institution.
- How to address legacy metadata without offending users?
- Arkyves, Iconclass → classification / linked data systems that invite public interpretation of cultural materials.
- Bravery!
- Use marginalized communities as a resource
- Use alternative manuals than LC
- What's falling through the cracks? Issues of legacy metadata & language as a moving target – can we mitigate these issues by 1) historically situating metadata & 2) de-centering the archivist to invite feedback / evaluation of our own finding aids / descriptive finding aids?
- Ongoing conversation
- Be humble, be vulnerable.
- Request feedback on description from users.
- NO MORE VOCATIONAL \$AWE\$
- Publicly acknowledge the limitations of controlled vocabulary and invite users into the conversation about descriptive practices

Inclusive Collection Development

- Have formal / informal collection development systems
- Inclusive means including input from students
- Create Amazon wish list of diverse books and share with your social network
- How to get kids to pick books with black and brown kids on the cover
- In the Margins committee
- School Library Journal published list of books by & about marginalized voices especially self-published -- ** needs new blood!**
- Insidebooksproject.com/donate
- A Mighty Girl website
- University of Wisconsin CCBC
- ALA Free Pass Program
- Black Picture Books: <http://tinyurl.com/Blackpicturebooks>
- Inside books project
- TX After Violence Project
- De Colores – Diverse books, reviews by consortium of educators
- Kathleen Houlihan (Kathleen.houlihan@austintexas.gov)
- Michelle Mejia (Mejia.michellem@gmail.com)

Personal Critical Reflection

- I would like to find more ways – especially face-to-face – to interact with people who think / are different from me.
- Check inwardly. Discomfort is okay.
- Monthly meet-ups for this group?
- I'm thinking about invisible challenges, (dis)abilities, and privileges
- Part of the work of self-reflection and #critlib is listening and learning from others
- "personal" agreements – set your goal, check in regularly
- How can I advocate for my specific marginalized identities while also acknowledging the ways in which I'm privileged?
- What sources of media will help me reflect on my biases and learn about experiences different from my own? Suggestion: zine culture!

Reference & Instruction & Consultation

- Lib guides are helpful... but should they always be our default?
- Watch body language to check in for confusion
- Digital literacy is something many users need, not necessarily want nor something they will tell you they want/need.
- Interesting quandary about how to determine what services our patrons really want not just giving them what we think they need
- To learn about your patrons: guerilla surveying – being sensitive to at risk communities and surveying
- Harwood Institute (resource)
- Format of instruction for users – how do you know what to use?
- Being critical of our online resources guides: some folks can't access; have a diversity of authors
- Use user experience principles to assess libguide effectiveness
- Advocate for outreach – use a pilot / test program to prove it is valuable
- Available opportunities to invite feedback
- How to work to meet user needs and learning styles within the framework of our own available resources?
- Be aware. Assess needs / wants. Always be flexible.
- How do we best ask/empower users to share their information wants & needs with us (as library staff?)
- Why does using plain language seem as "dumbing things down"
- We hate apologizing for terribly named searches
- How do we capture what our users want if they don't reach out if they can't find it?
- We don't see the students often – and when we do, it's short – how do we have an impact?
- Teaching students to read & note-take digitally
- Assert your expertise in the classroom
- Use non-white authors as search term examples (ex: Jesmyn Ward, Junot Díaz)
- How do you reach the digital illiterate in a digitally dominant world?

- How to work with folks that haven't been in an institution (?)
- Think about how insular libguides and other resources are: reading level, library jargon, information seeking skills required to even find the resource independently