Increasing Inclusion; Expanding Library Service for Under-represented Communities

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Reading into the Rainbow:
Expanding Library Services for LGBTQ+ Populations

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Overview

1. Research Summary
   a. Initial results
   b. Suggestions

2. Increased Visibility
   a. LGBTQ+ Holdings, Events, Facilities
   b. Signs, Buttons, Stickers, Language

3. Connect with Campus
   a. Engaging the LGBTQ+ Campus Community

4. Staff Training

5. Call to Action
Research Summary
• “Information Behaviors Among LGBTQ Students at Single-Sex HBCUs,” a project funded by an ALA Diversity Grant
• Focus groups & interviews with students who identify as being LGBTQ+ at a women’s college and a men’s college
• Questions were on the topic: How do you find and share information? On campus, about academics or social activities, with LGBTQ+ students or others?
• Student LGBTQ+ assistants to conduct focus groups / interviews
A few themes emerged:

- Info shared by administration
  ✓ During orientation, via email
- Info behaviors mapped to personality
  ✓ Outgoing / activist students & those involved in student organizations expressed little trouble finding LGBTQ+ peers to interact with
- Social media
  ✓ Different apps used for different purposes
- “Tolerance” vs. “Acceptance”

“Social media has changed the landscape of how queer people meet and interact.”

“I don’t want to be tolerated. I want to be accepted.”

“You can be queer at Morehouse, but not explicitly so.”
Other research has been done into:

  - Quantitative, looks at campusprideindex.org scores, compares to web resources
  - "[R]esearch suggests that libraries should take a more proactive stance in serving GLBT persons"
- "Nothing Better or Worse Than Being Black, Gay, and in the Band’: A Qualitative Examination of Gay Undergraduates Participating in Historically Black College or University Marching Bands,” by Bruce Allen Carter for Journal of Research in Music Education, 61(1), April 2013, pp. 26-43
  - Qualitative, explores the experiences of four gay men who were in HBCU marching bands
  - The culture was to “don’t ask, don’t tell” (even if people could tell someone was gay it wasn’t openly discussed)
- https://en.wikipedia.org/wiki/Libraries_and_the_LGBTQ_community
Increased Visibility
Highlight LGBTQ+ Holdings

- Physical book display (especially for local/national Pride-related activities, usually June or October)
- Self-checkout (usage could increase)
- A section on your website for online resources (pamphlets, databases, links to local organizations), on research guides, finding aids
- Social media posts
Events

- A book club
- Visiting author / activist / speaker
- A discussion group about any related topic: current news, campus activities
- Including LGBTQ+ panelists / presenters for events that are not exclusively LGBTQ+ related (in a non-tokenistic manner!)
• Where possible, advocate for a single-serving restroom for all genders
• Suggest to staff who are willing (and trained) to promote advocacy through wearing pins/badges/buttons and including pronouns in email signatures
• Advocate for an explicit mention in library policies: for access / equal treatment (non-discrimination)
• Liaise with LGBTQ+ student groups to gain an understanding of what topics/issues they’re interested in
Connect with Campus
Engaging the LGBTQ+ Campus Community

1. Marco?...Polo!
   a. Social Media
   b. Student Organization Lists
   c. Campus Resource Rooms/Spaces
   d. Our Efforts and Experiences

2. What Now?
   a. Do NOT Impose Your Agenda
   b. Build Relationships
   c. Collaborate and Grow
Staff Training
1. What is SafeSpace?
2. Training Options
   a. Train the Trainer
   b. Training in Person
   c. Training Online
3. Website Resources
   a. Campus Pride Index
   b. Stop the Hate Program
   c. Other resources related to the LGBTQ+ Experience
4. Other Options
   a. Safe Zone Project
   b. Diversity Resources
Call to Action
What's Your Pledge?

- Wear a button
- Add pronouns to emails
- Complete online training
- Reach out to a student group
- Attend a campus event
- Update a library policy

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THANK YOU

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Are we at risk of not preserving diverse collections?

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“I am no longer of the opinion that one can simply be a bystander”
Hannah Arendt
IFLA 2016 data

Chart Title

Brandeis
Library
THE PRESENT STATUS of the SUBNORMAL CLASS

Abstract of a paper Prepared by FRANCIS N. MAXFIELD

Authorized by the State Council of Education of the State of New Jersey.
October 1918

EducatIng in the Divine Image

Gender Issues in Orthodox Jewish Day Schools

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North American Mega-regions

12 zones of highly integrated economic activity

Cascadia
Chi-Pitts
Tor-Buff-chester

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OCLC Research
Thank you

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