Ideas for Action:
Creating and Collaborating for Inclusive Teaching

Sarah Nagle & Abigail Morgan, Miami University
Land Acknowledgement

Miami University is located within the traditional homelands of the Myaamia and Shawnee people, who along with other indigenous groups ceded these lands to the United States in the first Treaty of Greenville in 1795. The Miami people, whose name our university carries, were forcibly removed from these homelands in 1846.

In 1972, a relationship between Miami University and the Miami Tribe of Oklahoma began and evolved into a reciprocal partnership, including the creation of the Myaamia Center at Miami University in 2001. The work of the Myaamia Center serves the Miami Tribe community and is dedicated to the revitalization of Miami language and culture and to restoring that knowledge to the Myaamia people.

Miami University and the Miami Tribe are proud of this work and of the more than 140 Myaamia students who have attended Miami since 1991 through the Myaamia Heritage Award Program.

For more information: miamioh.edu/miami-tribe-relations/
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About us

Sarah Nagle - she/her - Creation and Innovation Services Librarian
Abigail Morgan - she/her - Social Sciences Librarian
About the group

How and why we formed the Inclusive Teaching Interest Group
About the **Inclusive Teaching Interest Group**

Began in summer 2020

Wanted to embed critical pedagogy into our teaching practices in a more meaningful and intentional way

The need for a community of practice

Varied instruction duties (sharing with each other)
Liaison librarians x6
Special collections librarians x2
Student success librarians x2
Regional campus librarian
Makerspace librarian

—Original group
Critical Pedagogy

Emphasizes education that helps students truly see the world for what it is, including the systems of power, then taking action against oppressive elements.

Teachers must engage in self-reflection in order to identify their own positionalities and positions of power.

Dialogue (vs. lecture) is the preferred method of gaining knowledge.

Students’ lived experiences are seen as valuable and equally important funds of knowledge.
Critical Information Literacy

Encourage critical engagement with information sources

Recognize that all information falls within complex power structures

Students must navigate these power structures any time they engage with information - through creation, consumption, analysis, classification, etc.

Can lead students to challenge power structures, particularly those that oppress
Benefits of a **Community of Practice**

- Prevents burnout
- Not trying to learn everything on your own
- Can seek clarification from others
- Share stories and experiences
Individual members choose an article to read and summarize. We share back summaries during our meeting and discuss.
Main takeaways

Reduce Burnout
Takes the pressure off of individuals to read every article, every resource, etc.

Know Your Colleagues
Understand their perspective, what they find most important, what tools/techniques they use.

Wide Perspective
Go beyond our comfort zones.
A workshop to identify and discuss shared teaching values. Fifteen instructional values were evaluated, discussed, and ranked by priority.
<table>
<thead>
<tr>
<th>Personal Values</th>
<th>Group Identity</th>
<th>Values &lt;-&gt; Instruction</th>
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<tbody>
<tr>
<td>Understand our own values and the connection they have to each other</td>
<td>Develops group identity and solidifies our shared instructional mission</td>
<td>Aligns our instruction more closely with our values</td>
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Privilege Checklist

Background and how it works
Privilege Checklist

- Developed as a way to think about implicit assumptions about the value of libraries and how they operate
- Deeply indebted to Peggy McIntosh’s foundational article “White Privilege: Unpacking the Invisible Knapsack”
- Understanding one’s own positionalities is a key concept in critical theory in education
- Checklist asks about experiences with education and libraries

And the most important thing: do our experiences match our students?
Library privilege vs. information privilege?

**Library privilege**
- Named this for lack of better term
- What are the practices of the using the library?
- What are the social, cultural, familial, and personal values that are associated with those practices?

**Information Privilege**
- Levels of access to scholarly research
- Equally important!
- Open access movements are much needed to break down barriers
Use the QR code or go to https://tinyurl.com/ycymvzr6

Download here
**Major takeaways**

**Time**
Fully participating in this activity takes time for both the reflection and the discussion.

**Usefulness**
Colleagues have noted that the activity is meaningful:
“It was the realization that not everyone sees the library as a safe place. I...always felt like I belonged there. I assumed everyone had similar experiences.”

**Work in Progress**
We welcome suggestions and additional questions to add, resources to consider, or additional context to provide.
Our conclusions, feedback from group members, and future plans
Feedback from **group members**

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<tr>
<th><strong>Response 1:</strong></th>
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<tr>
<td>The accountability, honestly. It's so easy to let things fall off your plate when you're busy but having a community of practice is motivation for it not to fall off.</td>
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<th><strong>Response 2:</strong></th>
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<td>It's a helpful reminder to consider inclusivity when planning and reflecting on my teaching.</td>
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<th><strong>Response 3:</strong></th>
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<td>[The biggest challenge for participating] is the time involved.</td>
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Future Ideas

- More journal discussions
- Open discussion on DEI issues we are seeing in our daily work or library specialty
- Group ideation for values/mission
- Collage activity for our values
- Work with the new Library-wide DEI committee and strategic planning group
Your Turn! Discussion

What other ideas do you have?
Brainstorm/Discussion

- What have you done to foster critical pedagogy practices or critical librarianship at your institution?
- How might you expand on any of these activities?
Thanks!

Do you have any questions?

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