

# Ideas for Action: Creating and Collaborating for Inclusive Teaching

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# 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/](https://miamioh.edu/miami-tribe-relations/)

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We'd like to hear your thoughts and ideas!

# About us

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



01

# 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

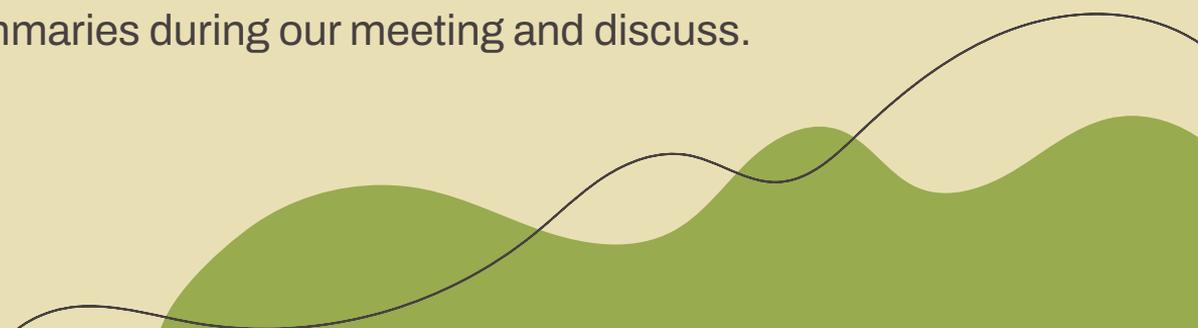
Share stories and experiences



02

# Journal club

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.



03

# Shared Values **Workshop**

A workshop to identify and discuss shared teaching values. Fifteen instructional values were evaluated, discussed, and ranked by priority.



# Main takeaways



## Personal Values

Understand our own values and the connection they have to each other



## Group Identity

Develops group identity and solidifies our shared instructional mission



## Values <-> Instruction

Aligns our instruction more closely with our values



04

# 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

# Download here

Use the QR code or go to  
<https://tinyurl.com/ycymvzr6>



## Reflection on 'Library Privilege'

### Background:

This exercise was developed as a way to think about the implicit assumptions about the value of libraries and the knowledge of how they operate that one as librarians may take for granted. For lack of a better term, I'm calling this "library privilege" which I think is a reasonable concept from information privilege that is usually discussed in the literature. Information privilege describes levels of access to library resources. Library privilege describes the practice of using the library (specifically the academic library in this case) and the social, cultural, familial, and personal values that are associated with those practices. In creating it, I took deeply embedded to the following article and its metaphor of an "invisible knapsack":

["White Privilege, Unpacks the Invisible Knapsack"](#) and ["Some Notes for Faculty/Staff" \(1998\)](#)

This reflection asks you to unpack your experiences with libraries and the educational system. Librarians want to know where students and families to access and evaluate resources occur in both our profession and our teaching. What do we implicitly think and feel about libraries, and how has that been influenced by our own professional? How does that impact our students' goals/abilities?

### Guidelines:

The following list of questions is intended to guide you in a reflection on how your background may have informed your experiences and feelings about libraries and education. Feel free to simply reflect, write down one or two word responses, or if moved, in a longer narrative.

### Part 1: Me and the Surrounding Community (Classroom)

1. How would you characterize the community (or communities) where you grew up in terms of class and racial or ethnic demographics?
2. In general, did you and your family share the same characteristics of the community?
3. When the local schools put on uniform categories (e.g. the "good" elementary vs. the "bad" one)? Were there any private schools or charter schools?
4. Did your primary and secondary schools' student populations match the larger community?
5. Did your school have tracking (i.e. separating students into college prep vs. vocational classes)? If so, do you know in what grade it started?
6. Did your pre-K-12 schools have lots of books on hand in the classrooms? What about computers?
7. How would you characterize the community/ies where you went to college in terms of class and racial demographics?

### Working in the Library

8. How did you obtain your first library job? How might that have been helped or hindered by one or more of your identities?
9. How much did you learn about the history of libraries in your MLIS program?
10. Thinking about teaching, do you typically match the background of your students?
11. How do you think your experiences align with the student population at hand?

In creating this list, I am certain I left out numerous questions due to my own biases, assumptions, and blind spots. Please take a moment to add additional questions you think are missing.

8. What was your family's approach to education in general? How did they feel about college?
9. When did you first start using a library (school, public, or academic)?
10. Was the library easy to go to as a child or college student?
11. Who taught you how to use the library (teacher, librarian, parent, paraprofessional, or none)?
12. When you have asked for help at a library, what response did you receive?
13. Could you see any of your identities reflected in the library staff?

### Views in the Library

14. When/If you went to the library as a child did the books reflect your identities (race, gender, orientation, religion, living situation, class, religious region)?
15. Can you find books in the library that reflect those identities now?
16. Has a book related to one of your identities ever been banned or challenged because of that content?
17. If you had a school or public library, did the books match the rest of the school/community (more diverse, less diverse, same)?

### Using the Library in College

18. How did you use the library in college? How involved with the library were you (a student employee, attend events, just used it for research, etc)?
19. Does the library "speak" that like a safe space for you? Thinking back to college, were you able to study there without feeling out of place?
20. Have you ever felt welcomed or "grounded" out of the library because of bias on late or bad materials, or printing/copying fees?

### Working in the Library

21. How did you obtain your first library job? How might that have been helped or hindered by one or more of your identities?
22. How much did you learn about the history of libraries in your MLIS program?
23. Thinking about teaching, do you typically match the background of your students?
24. How do you think your experiences align with the student population at hand?

In creating this list, I am certain I left out numerous questions due to my own biases, assumptions, and blind spots. Please take a moment to add additional questions you think are missing.

### Discussion:

In our meeting, we will open the floor to discussion about our different experiences. While it is encouraging to have diverse topics, sharing is always optional! Please share only what you are comfortable with, and know that not sharing anything is completely acceptable.

1. What was the one thing that most struck you or surprised you when you reflected on your own experiences in libraries?
2. How was (or how do you wish) these experiences with us into the classroom?
3. In education, we have the concept of the "hidden curriculum": the behaviors and attitudes that are implicitly taught and embedded in schools. What do you think the library's hidden curriculum is?
4. What next?

### Further Readings

#### Recommended:

- [The Knapsack with "Thick" OP14](#): a constructive critique of the exercise
- [Introduction: OP14](#): 30 minutes of how the Knapsack idea has been used in libraries, can be mirrored
- [Public Library "Whisper" Checklist](#): another exercise, can be mirrored
- [Democratizing the Intersection of Data and Race: A Black Feminist Critique of Intersectionality](#): [Critical Race Theory and Feminist Pedagogy \(CRTE\)](#): [Knowledge](#): [Cherryman's](#) foundational article on Critical Race Theory and coined the definition of Intersectionality

For more on the topic, please see: <https://tinyurl.com/ycymvzr6>

[Reflecting the White Knapsack \(OP14\)](#): helps answer the what how

# 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

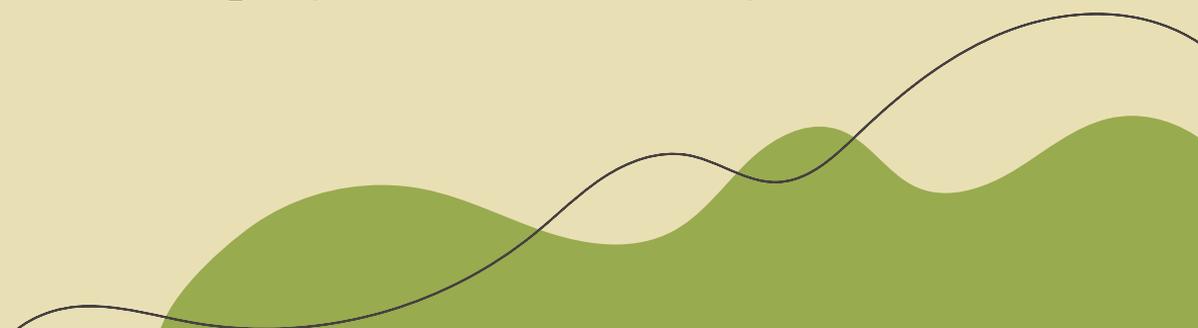
We welcome suggestions and additional questions to add, resources to consider, or additional context to provide.



05

# Next Steps

Our conclusions, feedback from group members, and future plans



# Feedback from **group members**

## **Response 1:**

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.

## **Response 2:**

It's a helpful reminder to consider inclusivity when planning and reflecting on my teaching.

## **Response 3:**

[The biggest challenge for participating] is the time involved.

# 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



06

# 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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