



ACS final report form

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Campus: Furman University

Title: Inclusive Pedagogy For Library Instruction

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I. Project summary

Briefly describe the purpose, intended goals, and major activities of your project.

The purpose of our project was to learn more about inclusive pedagogy and how it is applied in the classroom, and then to explore specifically how it can be applied to library instruction. We also wanted to learn more about related pedagogies, such as critical information theory and anti-racist pedagogy. This would be done through a search of the literature and by hearing from invited speakers.

Because there is very little written about library-specific practices, we set about to search the broader literature and speak with experts about theories and strategies that could be applied to library instruction, particularly to the common “one-shot” classes. Educational and diversity experts from outside the group would be invited to speak to our group, and leverage their individual backgrounds and experiences with Diversity and Inclusion. Everything learned would be pulled together to craft inclusive best practices for information literacy instruction in academic libraries that consider the range of diverse identities including race, gender, sexuality, and disabilities. Our aim was to both learn from and contribute to Diversity and Inclusion groups on our home campuses. While doing this we hoped to create a support network and community of practice among ACS librarians at similarly focused institutions.

II. Attainment of goals

Explain the steps you took to achieve and evaluate the success of *each* project goal. Provide details regarding the tools and methods used to measure each goal and the extent to which, based on those measurements, each goal was met.

1. Our group of 12 librarians held regular conference calls using Zoom to discuss progress, develop practices and ideas, and identify readings and goals for the upcoming month. Smaller working groups also met remotely as needed.
2. The group had two face-to-face one-day working retreats which facilitated networking, best practice development and assessment, and long-term planning and reporting.

- A. The first retreat was June 26, 2018 at Furman University to discuss findings to date and develop instruction practices and success measures to be piloted in fall classes.
- B. The second was January 4, 2019 at Davidson College. We shared how using the best practices developed in the summer had worked out in actual classes. We also shared other opportunities to work with students, teaching faculty, and administration that came from our work on inclusive pedagogy.
3. We took the Harvard Implicit Bias Test and discussed results.
In order to make our inquiry into critical theory and anti-racist pedagogy meaningful and personal, another working group set about looking into implicit bias. They recommended that each Librarian take [Harvard's Project Implicit](#) test on race, sexuality, disability and gender/science and share our scores. In conjunction with this, we read an article explaining some of the ramifications of this. (Hahn, A., Judd, C. M., Hirsh, H. K., & Blair, I. V. (2013, December 2). Awareness of Implicit Attitudes. *Journal of Experimental Psychology: General*. Advance online publication. doi:10.1037/a0035028)
4. Engaged in literature search: Selected, read, culled and annotated articles, books and websites (see [LibGuide](#)).
To learn about inclusive pedagogy and discover how it has been applied in the library realm, we each engaged in a literature search, contributing 3-5 articles, books and/or websites. We then created a working group of librarians who would read and "grade" what had been selected based on a rubric (the rubric we decided on ranks the sources on three categories: Clarity, citation count, and applicability to the grant project). In addition, we assigned keywords based on topic. Selections that rose to the top were compiled into a list, and the list divided among the 12 participants to read and annotate. This selected, annotated bibliography is included in our [LibGuide](#).
5. The group heard from guest speakers who are experts in inclusive pedagogies, related pedagogies, and/or library instruction.
 - A. Melissa Kalpin Prescott, St. Cloud University: May 23, 2018
 - B. Microaggression Project Students Teagan Monaco and Itziri Gonzalez-Barcenas, Davidson College: October 19, 2018
 - C. Dr. Darlene Loprete, Rhodes College: January 4, 2019
 - D. Brent Maher, Davidson College: January 4, 2019
6. During the fall semester, librarians in the working group identified appropriate success measures and piloted the practices into their established teaching load as appropriate.
These include pre- and post- class checklists and reflections, and many specific strategies for communicating with students and teaching faculty, using universal design, and including active learning techniques. These best practices are included in the [LibGuide](#).
7. As a tangible deliverable, the group created (and continues to add to) a [LibGuide](#) that provides an articulable understanding of inclusive pedagogy; has a curated reading list on inclusive pedagogy and its application for librarians; and includes best practices for inclusive library instruction. This guide will be freely shared among institutions participating in the grant and all ACS members. Additionally we envision sharing it at conferences and other settings where our librarians, individually or collectively, present what we have learned.
8. A support network for inclusive pedagogy across ACS libraries and librarians has been created. We have shared and learned with and from each other. These connections will continue to be valuable as we work on our campuses and future collaborative opportunities to learn about and apply inclusive pedagogies in our library instruction.

III. Impact of project

Explain the impact your project had on relevant constituencies (e.g., students), structures, (e.g., a major program), processes (e.g., community engagement), and/or relationships (e.g., consortial partnerships).

- We have increased our knowledge about inclusive pedagogy that can be shared with other librarians. Participants have been able to share and will share with others in their libraries and campuses.
- Other campus departments who are looking at incorporating inclusive practices have reached out. This positions librarians as leaders on campus. Faculty who are currently working on inclusive pedagogy (Davidson, Richmond, and Sewanee) are starting to view librarians as partners--opening conversations and possibility for collaboration.
 - At Sewanee, librarians with the grant were invited to lead a session on inclusive pedagogy in the Center for Teaching Course (Re)design workshop in August 2018.
 - Furman librarians will present on inclusive pedagogy during a Spring Faculty Development "Lunch and Learn".
- Our grant focus has aligned with campus strategic goals and initiatives.
 - Davidson's Quality Enhancement Plan focuses on incorporating inclusive pedagogy into STEM classrooms. By participating in this grant, librarians at Davidson are well positioned to partner with faculty and staff working on the QEP.
- While it was not always clear what direct impact the inclusive pedagogy best practices had on our students and their learning, the project has helped shape how students view librarians--as educators who are interested in issues that matter to them. The interactions the librarians had with the students from the Davidson Microaggression Project is a good example of an increase in student awareness of librarians efforts to be more inclusive in our teaching. The panel of students who spoke to us were very appreciative that inclusivity was on our radar. Moreover, since bringing the students in as guest speakers, they have since partnered with the librarians at Davidson College to develop a microaggression libguide (forthcoming).
- Creating the selective annotated bibliography gave us expertise in key readings and resources. This will be helpful for collection development at grantees' and other ACS institution libraries. The bibliography will be helpful for all ACS educators interested in inclusive pedagogy.

IV. Consortial (ACS-wide) value of the project

Describe how your project results can or will strengthen ACS, e.g., via the dissemination of a final report, the future training of campus leaders, or the building of an inclusive community of practice.

- We have the beginnings of a network and a community of practice among grant participants across six ACS institutions. We are excited to employ more of our best practices in actual classroom situations, and partner with teaching faculty to make inclusive pedagogy the norm for library instruction.

- We found great value in having six colleges and universities involved--it brought a lot of good collaboration and ideas to our work.
- We have begun to create connections with others on campus who are tackling inclusive pedagogy
 - University of Richmond: Contributing to the Strategic Plan Goal: Thriving and Inclusive Community
 - Sewanee: Bonner Juniors (leadership development program, involving community work)
 - Sewanee: Center for Teaching Course (Re)design workshop
- The Diversity & Inclusion section of ACS website can link to our LibGuide and be used by other ACS institutions.
- Other librarians (not on grant) from Davidson were able to attend the final guest speaker during the Winter retreat meeting.
- The work of this grant will be a foundation for further work at our institutions and we hope next-step grants open to other ACS affiliated librarians and faculty.

V. Lessons Learned

Describe the surprises, challenges, and lessons learned during the project, e.g., is there something you are very glad you did or would do differently? Did you face obstacles that called for creative problem-solving? What would have made the project even more successful?

- We experienced technological challenges--limitations of Zoom, issue with recording the Microaggression student panel; value of meeting in person, taking advantage of geographical location.
- We lost two members over the course of the grant. Part of this might have been the grant running over two academic year. One member got unexpected new projects put on her schedule with the new academic year and had to drop out.
- Difficulty with assessing class impact. Our expert speaker in this area confirmed the difficulty of this without teaching faculty buy-in and cooperation.
- January-January cycle was difficult to align with grant goals (assessment and collaboration with campus stakeholders); July-July might work better.
 - These issues need sustained time to explore; grant allowed some degree to reflect, but was not enough. It was difficult to weave the reflection into other daily job duties and requires more than a year to be successful.
- Our initial focus of this grant work was to consider how to be more inclusive in the one-shot library instruction class. This can be challenging as librarians because the faculty we work with set the topics, schedules or goals of these classes. We discovered our various areas of influence on campus can go beyond the one-shot setting, and we can affect change outside the classroom, too.
- We learned we need additional time (semesters) to test and experiment with inclusive pedagogy techniques in library instruction sessions.

VI. Next Steps

Explain what you intend to do with/how to you intend to use or build on the results of your project.

This was one of the first dedicated studies for applying inclusive pedagogies to library instruction. We believe that the grant not only informed our personal teaching as instruction librarians, but will be a unique springboard for future presentations and grants. We believe the conversation that began with this grant will continue among librarians, teaching faculty and academic staff at ACS and other institutions. It lays the groundwork for next-step grants and studies.

- We plan to individually and collectively share what we learned with conference and publication opportunities such as:
 - LibTech
 - First Year Experience and Personal Librarian Conference
 - LOEX
 - ACRL
 - Regional and state conferences
 - NCLA Virtual Conference (Proposals due Jan. 14th)
 - Illinois Information Literacy Summit (Proposals due Jan. 11th)
 - Innovative Library Classroom (Next cycle)
- Continue editing and adding to the LibGuide.
- The work of the grant made clear that we have just begun studying this topic. It became apparent that much of the best practices for library instruction are dependent upon partnership and shared vision with the teaching faculty, so clearly this is an area for future collaboration and study. Additionally assessment and evaluation is a necessary but vexing part of inclusive teaching practices and is an area for future exploration.
- We want to build off of connections made with others practicing inclusive pedagogy on campus, such as centers for teaching and learning, centers for diversity and inclusion, strategic initiatives and QEPs being developed on individual campuses. We can be more informed and vocal collaborators on campus committees, task forces, working groups, professional organizations, etc.
- It will be important to find opportunities for instruction/connecting with students outside of the classroom.

We discovered that Librarians have many opportunities to be leaders on inclusive practices outside the classroom and the constricting requirements of “one-shot” classes. Finding opportunities to work with students, faculty and academic staff is another area for future study and possibly grant work.
- Davidson’s Instruction and Pedagogy group are planning to write inclusive statements for all teaching librarians on staff.

VII. Feedback/suggestions for the ACS grant program (optional)

- We appreciate the opportunity to participate in the grant as non-classroom faculty and staff, but it was challenging to fit our work within certain requirements of the grant. Librarians operate differently than teaching faculty with different semester schedules, workloads and departmental organization. We found the January-January cycle of the

grant difficult. An academic year (summer to summer) cycle would be much more effective for us.

- Including staff educators is crucial in the success of inclusive practices.
- Transparency of what we can do about funds would be helpful.