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Ladd Looking Forward - the Next Generation

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Ladd Looking Forward: The Next Generation - A Reading Group

After the success of our first round of the Ladd Looking Forward Reading Group, we are continuing into the winter semester with a second series of topics and discussions. Meeting once monthly.

Session 1: Change Management and Organizational Structure

Readings:

Church-Duran, Jennifer. "Distinctive Roles: Engagement, Innovation, and the Liaison Model." *Portal: Libraries and the Academy*, vol. 17, no. 2, (2017): 257-271
<https://muse.jhu.edu/article/653203>

Douglas, Veronica Arellano. "Bite-sized Change." *ACRLog* (blog). 27 July 2016.
<http://acrlog.org/2016/07/27/bite-sized-change/>

Long, Kathleen D., Julie Garrison, and Marianne Ryan. "All in: A Public Services Philosophy for the Twenty-First Century Academic Library." *Portal: Libraries and the Academy*, vol. 17, no. 2 (2017): 201-204. <http://muse.jhu.edu/article/653199>

Rodriguez, Juan C., Kristin Meyer, and Brian Merry. "Understand, Identify, and Respond: The New Focus of Access Services." *Portal: Libraries and the Academy*, vol. 17, no. 2, (2017): 321-335 <http://muse.jhu.edu/article/653207>

Session 1 Discussion Examples:

- What small scale changes to practice or policy could be made in our institution to improve workflow for staff or service for library patrons?
- Thinking about community engagement and communication in general between *library departments* and college *faculty or academic departments*, how are we doing? Is there anything that could be more productive? More efficient? More helpful for us or for faculty? What about in relation to the student community?
- How have the roles of different positions or departments been redefined in recent years. Are there any tasks or workflows in our library that really should be re-examined? This could be in terms of the roles they play in the library's function or the needs of the people filling these roles. Do people have the support / resources they need to be successful?
- What new skills have become important for successfully fulfilling your roles in recent years? What skills are you continuing to develop that will be important for anyone carrying on the functions of your department in the future? (In other words, what 'core competencies' can't be left out of the job description?)

- Is there generally any room to *think about* innovation, efficiency, or user experience in your schedule— or do people feel they're bogged down by keeping up with the workload? Is it built into your schedule, perhaps at particular times in the academic year? One could also think about it like this: do we ever have time to examine why we do things the way we do?
- Are there any specific obstacles that have at any point (or that continually) get in the way of innovation or simple efficiency? These can be related to time, finances, communication, workflow, etc.

Session 2: Caring for Our Community: Our students and ourselves

Readings:

Farkas, Meredith. "Less Is Not More: Rejecting Resilience Narratives for Library Workers."

American Libraries, vol. 48, no. 11/12, (Nov/Dec 2017): p. 56

<http://search.ebscohost.com/login.aspx?direct=true&db=ulh&AN=126012089&site=ehost-live>

Hathcock, April. "Grit? Git!" *At the Intersection* (blog). 12 May 2017.

<https://aprilhathcock.wordpress.com/2017/05/12/grit-git/>

Saunders, Laura. "Connecting Information Literacy and Social Justice: Why and how."

Communications in Information Literacy, vol. 11, no. 1 (2017): 55-75

<https://pdxscholar.library.pdx.edu/comminfolit/vol11/iss1/15/>

Smale, Maura. "Personal Development as Professional Development." *ACRLog* (blog). 2 Dec.

2017. <http://acrlog.org/2017/12/02/personal-development-as-professional-development/>

Vaillancourt, Shawn. *On My Mind: Libraries as Safe Spaces*. vol. 44, American Library Association, 2013.

http://www.jstor.org/stable/23461776?pg-origsite=summon&seq=1#page_scan_tab_contents

Suggested reference materials:

Bates Green Dot program:

<https://www.bates.edu/housing/greendot/green-dot-bystander-intervention/>

Bates Active Ally program:

<http://www.bates.edu/oie/ally-education/>

Prevention.Action.Response.Team (PART):

https://docs.google.com/document/d/1TZpWCJ5VSrZp_TyHMaensxG4kWH_x2fAmlg4julJc0/edit

Session 2 Discussion Examples:

- Discussion around resilience in our profession often centers on what professionals are able to do with the resources they have, and when resources are reduced. How does this conversation apply within our context? Are there any time/money/space/ personnel needs in various departments that should be advocated for, rather than ignored? Or are we generally doing alright?
- In what ways are our resources over-stretched? Can we be more efficient with what we have or should we be shedding light on specific needs?
- The readings about libraries as 'safe spaces' and about personal development as professional development prompt ideas about having an engaged staff on campus that supports the student community. We made connections here to the bystander intervention and Active Ally trainings available at the college. How many of the staff present have gone through these trainings? [*We have to be mindful of Title 9 issues: and referring students to the appropriate resources / people and knowing our boundaries as staff members*]
- We are dealing with a generation not only involved in research in a largely digital environment, but who may be getting the majority of their information on current events through social media, as Saunders discusses on page 58. How are our students critically evaluating both information and it's sources/authors/dissemination
 - *In the context of an academic library that is continuing to focus more on open or freely available materials*
 - *with students that may not be going to 'library' resources as their first stop online*
- What are people's thoughts on Saunders' discussion of libraries in the context of oppressive social structures and in the context of a profession that is largely white? In a U.S. state that is largely white?

Session 3: Race in LIS - A Conversation

Readings:

Brook, Freeda, Dave Ellenwood, and Althea Eannace Lazzaro. "In Pursuit of Antiracist Social Justice: Denaturalizing Whiteness in the Academic Library." *Library Trends*, vol. 64, no. 2 (2015): 246-84. <https://doi.org/10.1353/lib.2015.0048>.

Caswell, Michelle. "Teaching to Dismantle White Supremacy in Archives." *The Library Quarterly*, vol. 87, no. 3 (2017): 222-35. <https://doi.org/10.1086/692299>.

Galvan, Angela. "Soliciting Performance, Hiding Bias: Whiteness and Librarianship." *In the Library with the Lead Pipe* (June, 2015). <http://www.inthelibrarywiththeleadpipe.org/2015/soliciting-performance-hiding-bias-whiteness-and-librarianship/>.

Honma, Todd. "Trippin' Over the Color Line: The Invisibility of Race in Library and Information Studies." *InterActions: UCLA Journal of Education and Information Studies*, vol. 1, no. 2 (2005): 1-26. <https://escholarship.org/uc/item/4nj0w1mp>.

Mirza, Rafia, and Maura Seale. Gina Schlesselman-Tarango, Ed. "[Who Killed the World? White Masculinity and the Technocratic Library of the Future.](#)" *Topographies of Whiteness: Mapping Whiteness in LIS*, Sacramento: Library Juice Press (2017): 175-201.

Session 3 Discussion Examples:

- Overarching themes to brainstorm as a group:
 - Defining whiteness - many definitions - whiteness as the norm that we base all other assumptions on.
 - The idea of careless language: 'diversity' and 'multiculturalism' were specific words that were explored in the articles. Is pointed language more beneficial to addressing this issue? Naming the nameless: semantics or othering?
 - Hiring practices in libraries (and our hiring process) could we be doing more to attract persons of color? Putting ads out to more places? Etc . . .
 - Serving students - how do we know when we are under-serving students of color? Are there partnerships we could make to cultivate better awareness and address issues or gaps? Could we create a survey or some truly anonymous way to collect student feedback?
- Are we doing or planning on getting / providing training on issues of antiracist behavior?
- How does one acquire/describe/promote material about and by all communities without inadvertently reiterating 'other'-ness? Is there a way to effectively de-neutralize and decentralize 'whiteness' without doing that? Or is emphasis part of the idea?
- Technology is not the great equalizer - are we making assumptions of the tech skills and access that our students have?

Session 4: Collaboration and Space Allocation in the Face of Renovation

Readings:

Hardenbrook, Joe. "Making Sense of Makerspaces: Academic library staff response to a makerspace." *Mr. Library Dude* (blog). 4 Dec. 2017. <https://mrlibrarydude.wordpress.com/2017/12/04/making-sense-of-makerspaces-academic-library-staff-response-to-a-makerspace/>

Kowalski, Meghan. "Breaking Down Silo Walls: Successful Collaboration Across Library Departments." *Library Leadership & Management*, vol. 31, no. 2. American Library Association, Chicago (2017): 1-15 <https://journals.tdl.org/llm/index.php/llm/article/view/7202/6397>

McGillis, Louise. "The Lights are on but Nobody's Home: The Future of Academic Libraries?" *Partnership: The Canadian Journal of Library and Information Practice and Research*, vol. 11, no. 1 (2016): pp. 1.

<https://journal.lib.uoguelph.ca/index.php/perj/article/view/3657/3755#.WmFlkfmnGUk>

Spencer, Mary E., and Sarah B. Watstein. "Academic Library Spaces: Advancing Student Success and Helping Students Thrive." *Portal: Libraries and the Academy*, vol. 17, no. 2 (2017): 389-402 <http://muse.jhu.edu/article/653212>

Session 4 Discussion Examples:

Incoming group activity: Contribute to one (or more) of the lists on the whiteboard

- Collaboration/Communication/Cooperation Among ILS Departments: *What's Working?*
 - Discussion: what are we doing well? What strategies have been successfully implemented in our ILS dept that have improved internal workflow or enhanced the user experience?
- Collaboration/Communication/Cooperation Among ILS Departments: *What could grow/improve?*
 - Discussion: what strategies are outdated here that could be rethought? What small changes have been implemented that should be developed or applied more broadly? What specific examples does anyone have of a part of their workflow or their understanding of other departments that cause difficulty?
- What new seeds could be planted?
 - Discussion: no idea is out of place. What if we...?

Themes from the readings to discuss:

- Silos ≠ collaboration; lack of communication/efficiency/productivity/ingenuity, reduced morale, redundant workflows, internal-looking mindsets, isolation
- Organizations need to be transparent, flexible, cooperative; information should be free-flowing; staff should have an equal view of organizational goals (the 'bigger picture')
- Procedures and policies should support changing strategies and structures
- What strategies can we adopt in relation to these structures?
 - Systems thinking: seeing your organization as a holistic one
 - Communities of practice: shared learning, group activities, prof. development
 - Mentorship / cross-training: increases understanding, problem solving

- Community Building
- The need for horizontal networks (library / academy / larger communities)
- Space in context of the learner: their specific circumstance or in-the-moment experience
- The ability of design to hinder or promote learning processes; informal learning spaces

Session 5: Looking Forward: What's on the Horizon?

Readings:

Burns, Dylan. "What We Know and What They Know: Scholarly Communication, Usability, and Un-Usability." *ACRLLog* (blog). 8 Dec. 2017
<http://acrlog.org/2017/12/08/what-we-know-and-what-they-know-scholarly-communication-usability-and-un-usability/>

Douglas, Veronica Arellano. "Trust Me." *ACRLLog* (blog). 8 Nov. 2017.
<http://acrlog.org/2017/11/08/trust-me-2/>

Manoff, Marlene. "Theories of the Archive from Across the Disciplines." *Portal: Libraries and the Academy*, vol. 4, no. 1 (2004): 9-25. <http://muse.jhu.edu/article/51302>

Watters, Audrey. "A Domain of One's Own in a Post-Ownership Society." *Hack Education: The history of the future of education technology* (blog). 23 Aug. 2016.
<http://hackeducation.com/2016/08/23/domains>

Watters, Audrey. "The Web We Need to Give Students." *BRIGHT Magazine*. 15 July 2015. Web.
<https://brightthemag.com/the-web-we-need-to-give-students-311d97713713>

Supplemental reading:

<https://www.chronicle.com/article/The-Welcoming-Labyrinth-What/243364/#.WvMyKV4tiHs.email>