We Are Not A Monolith:
Library Outreach to Diverse Populations

Natalie Hill
The University of Texas at Austin

Laura Tadena
The University of Texas at Austin

Porcia Vaughn
University of New Mexico Health Sciences Center
The context of who is using a phrase, who is receiving it, in what situation, through what shared frame of reference, and with what historical underpinnings all have inexorable influence over what a phrase “means” at the time it is uttered. Case in point, a phrase chosen by a socially oppressed group of people as representative of their self-determined identity and a phrase historically used to dehumanize and discriminate against them clearly do not carry the same meaning for that group.

Anastasia Collins

“Language, Power, and Oppression in the LIS Diversity Void,” p. 41-42
Not naming the groups that face barriers only serves those who already have access; the assumption is that the access enjoyed by the controlling group is universal . . . Naming who has access and who doesn’t guides our efforts in challenging injustice.

Robin DiAngelo

White Fragility: Why It’s So Hard for White People to Talk about Racism, p. xiv
One popular example of this is the (over)use of “diversity and inclusion.” This prepackaged linguistic dyad of diversity and inclusion, while positive on the surface, is not only insufficient on its own to address barriers to equity, it also often enacts the exact opposite of what it states—promoting homogeneity and alienating difference.

Anastasia Collins

“Language, Power, and Oppression in the LIS Diversity Void,” p. 47
So that is how to create a single story, show a people as one thing, as only one thing, over and over again, and that is what they become. It is impossible to talk about the single story without talking about power . . . Power is the ability not just to tell the story of another person, but to make it the definitive story of that person.

Chimamanda Ngozi Adichie

“The Danger of a Single Story”
Outreach Programs

Laura Tadena, she/her/hers
The University of Texas at Austin
What does outreach look like at your library?

Who creates or organizes it?

How is it assessed?

How is it valued?

How can it be better?
What does outreach for minorities look like at your library?

Who creates or organizes it?

How is it assessed?

How is it valued?

How can it be better?
Outreach to Underserved Populations

The Office for Diversity, Literacy, and Outreach Services (ODLOS) serves the Association by identifying and promoting library services that support equitable access to the knowledge and information stored in our libraries. ODLOS provides resources to library and information workers who serve traditionally underrepresented groups. Our outreach areas include:

- Gay, Lesbian, Bisexual and Transgender People
- Incarcerated People and Ex-Offenders
- Older Adults
- People of Color
- People with Disabilities
- People Experiencing Poverty and Homelessness
- Rural, Native, and Tribal Libraries of All Kinds
- Bookmobile Communities

Additionally, ODLOS offers opportunities for libraries and librarians to highlight and share their outreach ideas through the Intersections Blog and through the Diversity and Outreach Fair held annually at the ALA Conference.

Link to ALA Equity, Diversity, and Inclusion Outreach page: http://www.ala.org/advocacy/diversity/outreachtounderservedpopulations
What does outreach look like?

• Faculty Outreach
• Information Literacy Instruction
• Exhibits and Displays
• Student Programming
• Events
• Community Partnerships
• Web Presence
• Social Media
• Physical Spaces
What does outreach for the Latinx community look like?

- Faculty Outreach
- Information Literacy Instruction
- Exhibits and Displays
- Student Programming
- Events
- Community Partnerships
- Web Presence
- Social Media
- Physical Spaces
Who is my audience?

What is my desired impact?

How will I assess my outreach?

How will I demonstrate its value?

How can I improve this for next time?
Every Month Is Black History Month

Richland Library uses programming and dialogue to engage the African-American community year-round

By Quincy Pugh | March 1, 2018

Link to American Libraries article: https://americanlibrariesmagazine.org/2018/03/01/every-month-is-black-history-month/

Outreach is NOT a “one shot”
University of Michigan Library

Heritage Month Celebration

- Latinx in STEAM Wikipedia Edit-a-thon

Additional Outreach Events

- Latinx Lunch Series
- Latinx Cartoonera Workshop
- My Latinx Is...

Link to University of Michigan Library’s Events and Exhibits Page: https://search.lib.umich.edu/librarywebsite?query=latinx
Breaking Library Silos for Social Justice

An ATX Librarian Social Club Project

This May
AAPI Oral History Transcribe-a-thon!
Support your local Asian American Community Archives!

ARRIVAL:
An Immigration Story Slam with the South Asian American Digital Archive!
SATURDAY, AUGUST 3, 7-9 PM
AUSTIN HISTORY CENTER
810 GUADALUPE ST

Link to Breaking Library Silos June News Letter:

Link to Breaking Library Silos May News Letter:
**Loan To Own**

**Prestamos Personales**

Presented by the Financial Literacy Coalition of Central Texas. Held at The SEED Austin, 5409 Ponciana Dr, Portable J, Austin, TX 78744

**Talk Time**

**Hablemos Inglés**

Improve your English conversation. ¡Mejore su conversación en inglés!

Talk Time is a program for English conversation practice with other English language learners and English speaking volunteers. No registration is necessary. The program is open to any adult who speaks some English and wants an informal and safe place to practice with others.

**Participare en Talk Time: Hablemos Inglés**, un programa gratis de la Biblioteca Pública de Austin, donde usted puede venir a conversar en inglés y así practicar y sentirse más seguro. No es necesario registrarse. Este programa se ofrece a cualquier adulto que hable algo de inglés y que quiera practicarlo con otros en un lugar informal y sin presiones.

*Library programs and workshops reflect the creative endeavors and diverse interests of the Austin community.*

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**Link to Loan to Own:** [https://library.austintexas.gov/event/loan-own-551494](https://library.austintexas.gov/event/loan-own-551494)

**Link to Talk Time:** [https://library.austintexas.gov/event/talk-time-547573](https://library.austintexas.gov/event/talk-time-547573)
New Student Art Exhibit

The Architecture, Design & Art Library is pleased to present a new student art exhibit.

Emmanuel Oluwaseyi Bamtefa’s *Culture for the People* will be on display August through October.

Bamtefa is a visual artist from New York and of Yoruba descent. He has been an active artist since 2012 and is interested in portraiture and figure painting. Bamtefa is in his senior year at the University of Houston School of Art.

**Artist Statement**

“As an artist, I look to introduce life of a certain people that is not familiar to the western world. I want to introduce people to a major people’s way of life through imagery and abstraction using different mediums. In this exhibition, I will focus on abstraction of reality from today’s society coming from my upbringing with the things I learnt from my perspective to things that I felt was necessary to talk about.”

A reception will be held on August 9 at 12 noon, free and open to the public. The first 10 guests will receive a gift.
Social Media

UC Berkeley Library 🗣️ @UCBerkeleyLib · Apr 11
#TBT: This photo, from 50 years ago, shows activists in the Third World Liberation Front strike at @UCBerkeley.

The strike:
- Called for an inclusive education
- Is the subject of a new Library exhibit
- Changed how history is told across the country

uc berk li/ TWLF-50

UC Berkeley Library 🗣️ @UCBerkeleyLib · Jul 3
#FacebookDown? Instagram Stories not loading? 🙁

The @UCBerkeley Library is a *reliable* source of books & stories.

Read about:
- Photos of LGBTQ life (uc berk li/cathy-cade)
- A criminology pioneer (uc berk li/forensics)
- Online dating tips (uc berk li/dating-data)

Link to UC Berkeley Library Twitter Page: https://twitter.com/ucberkeleylib?lang=en
Challenges to outreach

- Limited staff
- Budget
- Institutional priorities
- Demonstrating value
- Time
- Training
- Resources
Designing Programs

Porcia Vaughn
University of New Mexico Health Sciences Center
“Cultural competence involves understanding and appropriately responding to the unique combination of cultural variables— including ability, age, belief, ethnicity, experiences, gender identity, linguistics background, national origin, race, religion, sexual orientation and socioeconomic status—that the professional and client/patient/student bring to interactions.”

American Speech-Language-Hearing Association (ASHA) Practice Portal on Cultural Competence

https://leader.pubs.asha.org/doi/10.1044/leader.SCM.19112014.26
Demonstrate Competent Programming

Define goals & outcomes
- To better understand
- To increase awareness
- To move beyond a conversation

Demonstrating
- Staff knowledge
- Staff understanding
- Staff backgrounds
- Services methods
- Inclusion of the population
Assess biases
  • What do I think I think I know?

Assess organizational policies
  • What are the systems that are creating barriers to access?

Prioritize inclusion
  • Who’s doing the most talking at the table?

Clearly target population
  • Does my programing reflect the voices and views I wish to impact?

Recognize individuality
  • Have I moved from a monolithic to polylithic representation?

Continue to be engaged and educated
  • Have I done everything I can to learn about myself and views of the world?
# Intercultural Knowledge and Competence VALUE Rubric

For more information, please contact value@aacu.org

Definition

Intercultural Knowledge and Competence is "a set of cognitive, affective, and behavioral skills and characteristics that support effective and appropriate interaction in a variety of cultural contexts." (Bennett, J. M. (2008). "Transformative training: Designing programs for culture learning." In M. A. Moodian (Ed.), Contemporary leadership and intercultural competence: Understanding and utilizing cultural diversity to build successful organizations (pp. 95-110). Thousand Oaks, CA: Sage.)

Evaluators are encouraged to assign a zero to any work sample or collection of work that does not meet benchmark (full out) level performance.

<table>
<thead>
<tr>
<th>Capstone</th>
<th>4</th>
<th>Milestones</th>
<th>3</th>
<th>Benchmark</th>
<th>1</th>
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</thead>
<tbody>
<tr>
<td><strong>Knowledge</strong>&lt;br&gt;Cultural self-awareness</td>
<td>Articulates insights into own cultural rules and biases (e.g. seeking complexity, aware of how her/his experiences have shaped these rules, and how to recognize and respond to cultural biases, resulting in a shift in self-description.)</td>
<td>Recognizes new perspectives about own cultural rules and biases (e.g. not looking for sameness; comfortable with the complexities that new perspectives offer.)</td>
<td>Identifies own cultural rules and biases (e.g. with a strong preference for those rules shared with own cultural group and seeks the same in others.)</td>
<td>Shows minimal awareness of own cultural rules and biases (even those shared with own cultural group(s)) (e.g. uncomfortable with identifying possible cultural differences with others.)</td>
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<tr>
<td><strong>Knowledge</strong>&lt;br&gt;Knowledge of cultural worldview frameworks</td>
<td>Demonstrates sophisticated understanding of the complexity of elements important to members of another culture in relation to its history, values, politics, communication styles, economy, or beliefs &amp; practices.</td>
<td>Demonstrates adequate understanding of the complexity of elements important to members of another culture in relation to its history, values, politics, communication styles, economy, or beliefs &amp; practices.</td>
<td>Demonstrates partial understanding of the complexity of elements important to members of another culture in relation to its history, values, politics, communication styles, economy, or beliefs &amp; practices.</td>
<td>Demonstrates surface understanding of the complexity of elements important to members of another culture in relation to its history, values, politics, communication styles, economy, or beliefs &amp; practices.</td>
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<tr>
<td><strong>Skills</strong>&lt;br&gt;Empathy</td>
<td>Interprets intercultural experience from the perspectives of own and more than one worldview and demonstrates ability to act in a supportive manner that recognizes the feelings of another cultural group</td>
<td>Recognizes intellectual and emotional dimensions of more than one worldview and sometimes uses more than one worldview in interactions</td>
<td>Identifies components of other cultural perspectives but responds in all situations with own worldview</td>
<td>Views the experience of others but does so through own cultural worldview</td>
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<tr>
<td><strong>Skills</strong>&lt;br&gt;Verbal and non-verbal communication</td>
<td>Articulates a complex understanding of cultural differences in verbal and nonverbal communication (e.g., demonstrates understanding of the degree to which people use physical contact while communicating in different cultures or use direct/indirect and explicit/implicit meanings) and is able to skillfully negotiate a shared understanding based on those differences.</td>
<td>Recognizes and participates in cultural differences in verbal and nonverbal communication and begins to negotiate a shared understanding based on those differences.</td>
<td>Identifies some cultural differences in verbal and nonverbal communication and is aware that misunderstandings can occur based on those differences but is still unable to negotiate a shared understanding.</td>
<td>Has a minimal level of understanding of cultural differences in verbal and nonverbal communication; is unable to negotiate a shared understanding.</td>
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<tr>
<td><strong>Attitudes</strong>&lt;br&gt;Caridity</td>
<td>Asks complex questions about other cultures, seeks out and articulates answers to those questions which reflect multiple cultural perspectives</td>
<td>Asks deeper questions about other cultures and seeks out answers to those questions</td>
<td>Asks simple or surface questions about other cultures</td>
<td>States minimal interest in learning more about other cultures</td>
<td></td>
</tr>
<tr>
<td><strong>Attitudes</strong>&lt;br&gt;Openness</td>
<td>Initiates and develops interactions with culturally different others. Suspends judgment in valuing her/his interactions with culturally different others.</td>
<td>Begins to initiate and develop interactions with culturally different others. Begins to suspend judgment in her/his valuing interactions with culturally different others.</td>
<td>Expresses openness to meet if not all interactions with culturally different others. Has difficulty suspending any judgment in her/his interactions with culturally different others, and is aware of own judgment and expresses a willingness to change.</td>
<td>Receptive to interacting with culturally different others. Has difficulty suspending any judgment in her/his interactions with culturally different others, but is unaware of own judgment.</td>
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</tbody>
</table>
Cultural Competence

Topics on this page: Basic Cultural Competence Principles | Cultural Competence in Specific Settings
| Social Determinants of Health

Culturally competent programs maintain a set of attitudes, perspectives, behaviors, and policies – both individually and organizationally – that promote positive and effective interactions with diverse cultures. Practicing cultural competence to honor diversity means understanding the core needs of your target
The SHARE Approach—Taking Steps Toward Cultural Competence: A Fact Sheet

Workshop Curriculum: Tool 7

Cover Note: The SHARE Approach is a 1-day training program developed by the Agency for Healthcare Research and Quality (AHRQ) to help health care professionals work with patients to make the best possible health care decisions. It supports shared decisionmaking through the use of patient-centered outcomes research (PCOR).

Cultural competence is essential for effective shared decisionmaking

Providers striving to deliver high-quality care to all patients understand that cultural factors influence patients' health beliefs, behaviors, and responses to medical issues. This fact sheet provides guidance for how to consider cultural differences as you build effective relationships with your patients during shared decisionmaking.
Cultural Competence Self-assessment Checklist

Adapted from the Greater Vancouver Island Multicultural Society Cultural Competence Self-assessment Checklist. This checklist was created with funding from the Government of Canada and the Province of British Columbia.

This self-assessment tool is designed to explore individual cultural competence. Its purpose is to help you to consider your skills, knowledge, and awareness of yourself in your interactions with others. Its goal is to assist you to recognize what you can do to become more effective in working and living in a diverse environment.

The term ‘culture’ in this culture (e.g. belief, characteristics in or Transcends people of various ances) may, however, not be included in your future.

Read each entry in the appropriate check box. Multiple choices may be made.

<table>
<thead>
<tr>
<th>Awareness</th>
<th>Never</th>
<th>Sometimes/Occasionally</th>
<th>Fairly Often/Pretty Well</th>
<th>Always/Very Well</th>
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<tbody>
<tr>
<td>Value Diversity</td>
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<tr>
<td>I view human difference as positive and a cause for celebration.</td>
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<tr>
<td>Know myself</td>
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<td>I have a clear sense of my own ethnic, cultural and racial identity.</td>
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<tr>
<td>Share my culture</td>
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<tr>
<td>I am aware that in order to learn more about others I need to understand and be prepared to share my own culture.</td>
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<tr>
<td>Be aware of areas of discomfort</td>
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<td>I am aware of my discomfort when I encounter differences in race, colour, religion, sexual orientation, language, and ethnicity.</td>
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<tr>
<td>Check my assumptions</td>
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<tr>
<td>I am aware of the assumptions that I hold about people of cultures different from my own.</td>
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<tr>
<td>Challenge my stereotypes</td>
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<tr>
<td>I am aware of my stereotypes as they arise and have developed strategies for reducing the form they take.</td>
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<tr>
<td>Reflect on how my culture informs my judgement</td>
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<tr>
<td>I am aware of how my cultural perspective influences my judgement about what are “appropriate,” “normal,” or “superior” behaviour, values, and communication styles.</td>
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<tr>
<td>Accept ambiguity</td>
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<tr>
<td>I accept that in cross cultural situations there can be uncertainty and that</td>
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</tbody>
</table>

Overview of Self-Assessment

- Rationale for Self-Assessment
- Guiding Principles of Self-Assessment
- Useful Steps for Planning and Implementing Self-Assessment

The NCCC views self-assessments as an ongoing process, not a one-time occurrence. The process offers organizations and their personnel the opportunity to assess individual and collective progress over time.

https://nccc.georgetown.edu/assessments/  
ABOUT THE TOOL BOX

The Community Tool Box is a free, online resource for those working to build healthier communities and bring about social change. Our mission is to promote community health and development by connecting people, ideas, and resources.

HOW TO USE THE TOOL BOX

Access a quick overview of resources and tools to support your work.

WHO WE ARE

The Community Tool Box is a public service developed and managed by the University of Kansas Center for Community Health and Development. Learn more about our team.

TIMELINE

Explore the history and evolution of the Community Tool Box.

CONTACT US

We offer a variety of services to support your work.

PRIVACY STATEMENT

You can access our website and browse without disclosing your personal data. See our Privacy Statement for more details.

1. Creating and Maintaining Partnerships

This toolkit provides guidance for creating a partnership among different organizations to address a common goal.

1. Describe the multiple organizations that have come together in common purpose. Who are you and why is a coalition needed to accomplish your purpose?
   a. Name the problems or goals that have brought together multiple organizations in common purpose.
   b. Describe who you are or what groups you represent. Include:
      i. Who is represented in your group, including those most affected by the issue
      ii. Why and how is the group in a position to make a difference
   c. Describe why a partnership is needed to accomplish your goal. Some possibilities include:
      i. Your organization’s efforts cannot effectively accomplish your goal
      ii. The problem or goal is complex and is influenced by multiple factors
      iii. Related agencies are duplicating efforts and thus resources are not being used to their potential
      iv. Your goal is significant improvement in community-level outcomes and multiple sectors of the community will need to be engaged for success
   d. Why is a partnership needed to accomplish your goal?

Related resources:
- Analyzing Community Problems
- Defining and Analyzing the Problem
- Identifying People Most Affected by the Problem
- Identifying and Assessing the Problem
- Building a Coalition
- Strengthening a Coalition

Section 2. Community-based Participatory Research

CHAPTER 36 SECTIONS

- Main Section
- Checklist
- Examples
- PowerPoint

Learn about community-based participatory research: what it is, why it can be effective, who might use it, and how to set up and conduct it.

- WHAT IS COMMUNITY-BASED PARTICIPATORY RESEARCH?
- WHY WOULD YOU USE COMMUNITY-BASED PARTICIPATORY RESEARCH?
- WHO SHOULD BE INVOLVED IN COMMUNITY-BASED PARTICIPATORY RESEARCH?
- WHEN SHOULD YOU EMPLOY COMMUNITY-BASED PARTICIPATORY RESEARCH?
- HOW DO YOU INSTITUTE AND CARRY OUT COMMUNITY-BASED PARTICIPATORY RESEARCH?

Della Roberts worked as a nutritionist at the Harrisville Hospital. As an African American, she was...
As illustrated in the six steps of the evaluation framework, which are described in detail in this report, the use of a culturally competent evaluation approach will likely lead to better evaluations and greater use of the evaluation findings.

https://www.cdc.gov/dhdsp/docs/cultural_competence_guide.pdf
Assess biases
• What do I think I think I know?

Assess organizational policies
• What are the systems that are creating barriers to access?

Prioritize inclusion
• Who’s doing the most talking at the table?

Clearly target population
• Does my programing reflect the voices and views I wish to impact?

Recognize individuality
• Have I moved from a monolithic to polylithic representation?

Continue to be engaged and educated
• Have I done everything I can to learn about myself and views of the world?
Be mindful about your word choices

Virtual presence is just as important as physical space

Identify appropriate stakeholders and provide the space to lead
References

Collins, Anastasia. “Language, Power, and Oppression in the LIS Diversity Void”

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Austin Public Library. Lend to Own

Austin Public Library. Talk Time: Hablemos Ingles

University of Houston Libraries. News: New Student Art Exhibit

University of Houston Digital Library. Link to Digital Library page

University of California Berkeley. Link to UC Berkeley Library Twitter Page
Thank you!

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