DIVERSIFYING YOUR COLLECTION AS A SMALL LIBRARY

Thursday, April 22, 2021
Thank you for your attention!
Thank you for your time!
First and foremost:

I will be describing a mindset/
I will be describing an attitude
I think you will pick up on this as we go through the presentation!
Terrific questions to ponder:
How can I cultivate this thought process in myself?
In my library?
The value of diversity in general...

PSYCHOLOGY TODAY ARTICLE

Elizabeth A. Segal, Ph.D., is a professor in the School of Social Work at Arizona State University.

• Variability among and between all organisms builds strength.
• Diversity brings in new ideas and experiences, and people can learn from each other.
• Bringing in different ideas and perspectives leads to better problem-solving.
• Working in diverse teams opens dialogue and promotes creativity.
• Learning about different ways to live our lives allows us to see that there are multiple ways of doing things.
• acquiring materials to address popular demand
• engaging direct community input
• addressing collection gaps
• addressing unexpressed information needs

***************************************************************************

• selecting content in multiple formats
• considering resources from self-published, independent, small and local producers
• seeking content created by and representative of marginalized and underrepresented groups
• Be discerning and deliberate about the books and other media we purchase, program, and promote.

• “We are committed to providing a full spectrum of resources and services to the communities we serve.” (ALA core value)

• Proactively collect and promote diverse books so that all readers have opportunities for MIRROR and WINDOW reading experiences.
TIP #1 ENLIST ALL THE HELP THAT YOU CAN GET

Just by virtue of doing this, you are already embracing diversity...good for you!
Divide and conquer

I divided purchasing throughout the staff
EYES OPEN SEYMOUR

*BIYOC
I bring special needs/projects to the Friends of the Library for funding...there is an ongoing dialogue!
Hiring for diversity, a happy accident, European perspective, ESL, Kaarina’s fresh eyes and that of her daughter Saara have strengthened our library! Also, the domino effect!
TIP #2 BUILD A REPUTATION FOR SEEKING VARIETY

Via community conversations and social media presences, I emphasize that we love exchanges of ideas!
Early in 2021 *note, no cost for us

Accepting a book from the local Lions Club

Accepting a book from a local author
Make it a habit to praise and support local talent (your encouragement reaches far AND close) from our website:

Self-improvement literature, with local ties, is always heartwarming!

Joe Schmit's follow-up to SILENT IMPACT is now available for check out at your library. It is called THE IMPACT BLUEPRINT. And the subtitle is "A Step-by-Step journey to a Life Of Significance". This book is a wonderful collection of 52 traits of successful people. You could break this down and study one trait a week (for one year) to a new you!

At the end of May, the Freedom Pursuit highlighted two books by Kris VanHandel. We have them on order and they will be available for check out soon at the library. They are both about hiking the Ice Age Trail. The books are HIKING WITH HAIR TIE and ICE AGE TRAIL THROUGH THE SEASONS.
Build a relationship with an independent bookseller, if possible

Lion’s Mouth Bookstore, GB, proprietor Amy Mazzariello
TIP #3 USE YOUR RFP FORM WIDELY & OFTEN

“Request for Purchase”
Suggestion for Purchase on library website
TIP #3.5 LISTEN TO EVERYONE, IT PAYS OFF!

Recent examples...
TIP#4 DIVERSIFY YOUR FORMATS

Appealing to differing learning styles
TIP #5 RECOGNIZE “FINDS” WHEN YOU SEE THEM

Coming through to fill “holds” or popping up when you are browsing your catalog! 😊
$16.95 on Amazon.com
And then there was COVID...
So many lessons, right?!
April 27, 2020 through June 1, 2021
Curbside Service
TIP #6 FOLLOW AUTHORS ON AMAZON

You will be notified when they have new works. Handy!
April 27, 2020 through June 1, 2021
TIP#7 AVAIL YOURSELF OF RESOURCES THAT FOCUS ON DIVERSITY

They are concerned and doing the heavy lifting!
A gem in our own state!
Children’s cooperative book center
https://ccbc.education.wisc.edu/
Another gem in our own state!

Teaching Books

https://www.teachingbooks.net/?url=https://www.teachingbooks.net/
A site for lovers of reading!

Goodreads.com
There is work to be done!

This chart is from the CCBC.

Larger challenge is we need more BIPOC authors, we need more BIPOC publishers, etc.
Effective library collections are:

Meaningful: They help youth, including BIYOC, understand themselves and their world.

Reflective: They positively and accurately represent BIYOC; all children and teens can see themselves in the collection.

Validating: They affirm the value of diversity.

Relevant: They relate to the lived experiences of BIYOC.

Enabling: They empower youth to make positive change in their own lives and communities.

Inclusive: They reflect the broadest possible spectrum of diversity in terms of content and authorship.
TIP #8 USE A SUBSCRIPTION SERVICE!

Learned this brilliant idea from a youth services meeting!
TIP #9 USE YALSA TEENS’ TOP 10 OR 25 LISTS FOR ORDERING

Learned this from my intern in 2012.
LOTS OF IDEAS HERE!
• What can librarians do after performing their audits?
• How can we create goals to be more expansive and inclusive as we move forward?
• How do we recognize the usefulness of statistics, while also holding onto the importance of the stories and qualitative information behind the numbers?
• How can we calculate and use data while acknowledging that a quantity over quality mindset is rooted in White supremacy culture?
Dr. Debbie Reese, her blogspot is helpful and informative:

https://americanindiansinchildrensliterature.blogspot.com/

Sensitivity to indigenous peoples
Services are emerging
Our own state of WI libraries Inclusive tool: Let’s take a look!
The checklist is organized by areas of library service identified in the Wisconsin Public Library Standards. Each section provides a straightforward checklist that can be answered with Yes, No, In Progress, or Not Applicable. Use the Scoring Rubric to score each topic/section. See How to Use the Inclusive Services Assessment and Guide for examples.

**Collections**

A person’s ethnicity, age, citizenship, immigration status, literacy or education level, ability, family structure, income level, *gender identity*, *sexuality*, housing status, *neurodiversity*, style of dress, military status, or any other dimension of identity should neither negatively influence nor interfere with access to the library collection.

This checklist applies to all collection areas of the library.

<p>| | | | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Does the collection development policy have a statement about inclusion?</td>
<td>Y</td>
<td>N</td>
<td>IP</td>
</tr>
<tr>
<td>2. Are the library board and staff aware of the non-inclusive aspects of library classification systems and controlled vocabulary (e.g., the weight given to Christianity in Dewey Decimal Classification)?</td>
<td>Y</td>
<td>N</td>
<td>IP</td>
</tr>
<tr>
<td>3. Does the collection reflect the community’s tastes, beliefs, or attitudes?</td>
<td>Y</td>
<td>N</td>
<td>IP</td>
</tr>
<tr>
<td>4. Does the collection challenge the community’s tastes, beliefs, or attitudes?</td>
<td>Y</td>
<td>N</td>
<td>IP</td>
</tr>
<tr>
<td>5. Is the community involved in building and advising on the content of the collection?</td>
<td>Y</td>
<td>N</td>
<td>IP</td>
</tr>
<tr>
<td>6. Are multiple sources, representative of a variety of communities, consulted while building the collection?</td>
<td>Y</td>
<td>N</td>
<td>IP</td>
</tr>
<tr>
<td>7. Does the collection include storylines and characters by and from a range of groups (e.g., racial, ethnic, <em>gender identity</em>, <em>sexuality</em>, disability, veteran status, education level, etc.)?</td>
<td>Y</td>
<td>N</td>
<td>IP</td>
</tr>
<tr>
<td>8. Does the collection include accurate, respectful, and current information by and about different groups as fact, characters in a storyline, or settings and contexts (e.g., racial, ethnic, <em>gender identity</em>, <em>sexuality</em>, disability, veteran status, education level, etc.)?</td>
<td>Y</td>
<td>N</td>
<td>IP</td>
</tr>
<tr>
<td>9. Does the collection include resources for furthering education (e.g., GED, ACT/SAT test prep, etc.)?</td>
<td>Y</td>
<td>N</td>
<td>IP</td>
</tr>
<tr>
<td>10. Does the collection include titles for self-improvement in skills?</td>
<td>Y</td>
<td>N</td>
<td>IP</td>
</tr>
<tr>
<td>11. Does the collection provide materials for people of varied education levels and literacy/English language skills?</td>
<td>Y</td>
<td>N</td>
<td>IP</td>
</tr>
<tr>
<td>Question</td>
<td>Y</td>
<td>N</td>
<td>IP</td>
</tr>
<tr>
<td>----------</td>
<td>---</td>
<td>---</td>
<td>----</td>
</tr>
<tr>
<td>12. Does the library subscribe to or offer materials for language learning?</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>13. Is the collection in multiple formats, for example: books, audio books, large print, graphic formats, materials in braille, braille and print combination, narrated TV programs and movies, tangible materials (e.g. toys, tools, and sensory items), and audiovisual?</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>14. Is the collection accessible to people with sensory, ambulatory, social, emotional, and intellectual differences?</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>15. Are databases and other e-resources accessible through alternative means (e.g. screen readers, magnification, closed captioning, and assistive devices)?</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>16. Does the collection contain items in languages other than English?</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>17. Are instructions provided in languages other than English for how to search for items in languages other than English?</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>18. Does the collection include titles for &quot;hi-low&quot; readers, such as adults who read at a middle school level?</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>19. Does the library offer various audiobook formats, such as CDs, downloadable audiobooks, and eBooks?</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>20. Does the library offer audio-described movies and television programs (formatted to include a narration of events for which there isn’t a dialogue) on DVD?</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>21. Are high-interest materials considered for purchase even if they are not reviewed by mainstream library journals (e.g., popular urban fiction titles)?</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>22. Does the library’s collection development policy allow for the repurchase of items that have higher rates of disappearance?</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>23. Does the library use alternate vendors to purchase non-mainstream materials?</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**TOTAL** |   |   |    |    |
Grant opportunity, deadline of May 1, thanks Jamie!

Outreach Scholar Request (qualtrics.com)
INDIGENOUS
Voices
Authentic Children's Literature in the Classroom and Library

TUESDAY
May 25
Noon 1 p.m.
Debbie Reese
1:15–2:15 p.m.
Traci Sorell
2:30–3:30 p.m.
Christine Day and Dawn Quigley in conversation with Patricia Buckley

WEDNESDAY
May 26
Noon 1 p.m.
Anton Treuer
1:15–2:15 p.m.
Darice Little Badger and Arigon Starr in conversation with Naomi Bishop

REGISTER FOR LINK TO JOIN:
http://sdcoe.k12oms.org/900-201019

Christine Day (Ugpdar Diigraph) grew up in Seattle, nestled between the mountains and the ocean—and the pages of her favorite books. Author of the award-winning Can Make This Promise, she recently published The Sea in Winter.

A K-12 teacher for over 18 years, Dawn Quigley, PhD (Turtle Mountain Ojibwe) is currently an assistant professor of education. She has also served in higher education for 11 years. Author of the award-winning Jaggar in the Middle, her most recent book is Jo Jo Makarios.

Debbie Reese (Naabki (Purhe) is the founder of the influential blog, American Indian Children's Literature. She recently co-authored the Young Readers edition of An Indigenous Peoples’ History of the United States.

Before writing for children, Traci Sorell (Cherokee) focused on helping Native American tribes and their causes. Author of the award-winning We Are the Grateful Oliphant, her most recent book is We Are Still Here.

Darice Little Badger (Ucanapii Aspehi) has a PhD in anthropology. Her recently released debut novel, Elden, was featured in Time Magazine as one of the best 100 fantasy novels of all time.

The multi-talented Arigon Starr (Kikapoo) is an acclaimed actress, playwright, singer, and songwriter. He is also the writer and illustrator of multiple volumes of the Super Indian comics.

An award-winning Ojibwe (Turtle Lake) writer, Anton Treuer (Ojibwe) has written numerous books and articles about education, history, and culture. His most recent work, What We Want to Know About Indians But Were Afraid To Ask Young Readers’ Edition.

A Health Sciences Librarian at the University of Arizona, Naomi Bishop (Pima) is also a past president of the American Indian Library Association and past chair of that division’s Youth Literature Awards.
WIN THIS PICTURE BOOK!!!!!!!!!!!!
Thank you for being my colleagues!