

JEDI Inspirations for Undergraduate Research: *Leveraging Library Connections to Diversify Student Research & Researchers*

Roxane V. Pickens, Ph.D.

University of Miami Libraries

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Focus & Agenda

This presentation opens a discussion for college and university libraries on how they can inspire a more diversified portfolio of undergraduate student research and researchers through a commitment to justice, equity, diversity, and inclusion (JEDI) principles, especially by leveraging strategic collaborations with library and other academic partners.

Agenda

Defining Contexts

Principles of Student Engagement

Collaborations

Discussion

Encouragement & Inspiration

“We will not go back to normal. Normal never was. Our pre-corona existence was not normal other than we normalized greed, inequity, exhaustion, depletion, extraction, disconnection, confusion, rage, hoarding, hate and lack. We should not long to return, my friends. We are being given the opportunity to stitch a new garment. One that fits all of humanity and nature.”

—Sonya Renee Taylor, activist, artist, author, speaker





Defining Contexts

JEDI Perspective

Critical Research
Perspectives

Critical Outreach &
Engagement





Working from a JEDI Perspective

First Principles

Justice

Equity (+ Accessibility)

Diversity

Inclusion

Open, Questioning Stance

Open Invitations

Positionality and Structures

Critical Research Perspectives

**Anti-racist teaching is not a strategy,
practice, or curriculum.**

IT IS A MINDSET

This is why theory matters. Theory offers a social systems analysis that names the roots of oppression so that they may be addressed at the very foundation.

Critical theories and pedagogies **explicitly critique** and challenge the oppressive power structures embedded within white-supremacist, capitalist, patriarchy.

Examples of critical theories include: critical race theory, feminism, marxism, engaged pedagogy, critical pedagogy, ethnic studies, critical whiteness studies, and pedagogy of the oppressed.

Credit: @decentertheteacher, Instagram



Critical Outreach & Engagements

What from your collections/resources/ might be engaging for students to research?

Who are the students that you typically support for research? Who doesn't typically get invited to do this work?

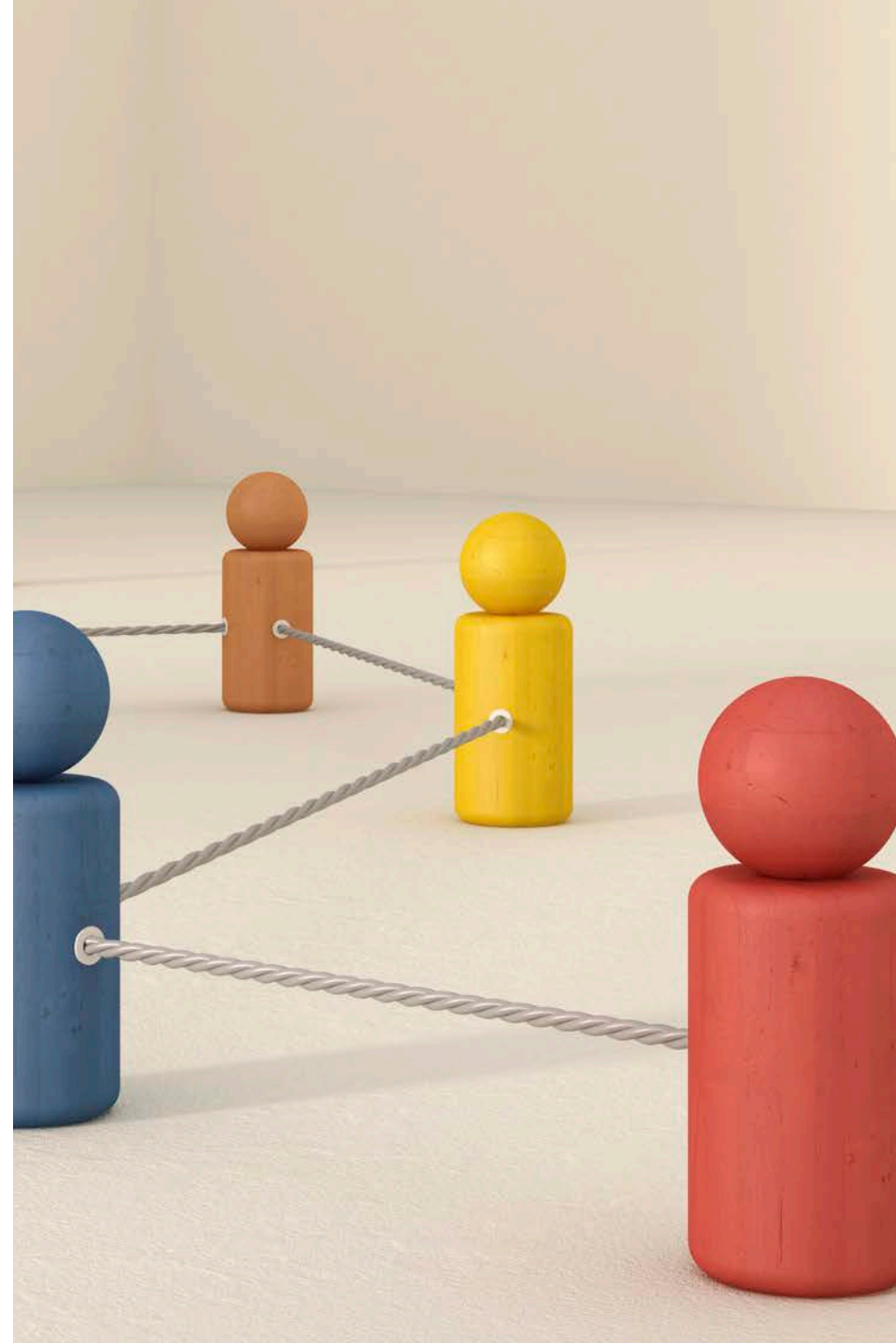
How can you leverage your full employee base to support student research interests?

Considering Student Engagement

How do we encourage a more diverse range of students to engage in research, on a more diverse range of topics?

How do we encourage JEDI thinking, whereby students are considering and connected to social justice and equity, diversity, and inclusion?

What are possible goals for students beyond retention and workforce preparation—what about cultivating better and more curious thinkers and social actors?





Student Engagement

Consider where students are—classes, extracurriculars, internet and social media, workplaces and internships

Consider invitations to spark curiosity—discerning rather than judgmental

Consider popular culture inspiration on par with “grand challenges”—how are they linked?

Student Engagement



Consider student populations that may not consider themselves researcher material, or that on paper might not be seen as such

Who's at your front-facing spaces? Collaboration with librarians/library workers important (*remember staff with whom students may find it easier to connect*)

Student Engagement Examples



LIBRARIES

Mentoring through the UM
Library Research and Adobe
Research Scholars program

Nhadya Lawes,
“A Different Image,
Another Sound:
Resistant Rhetoric and
Black Identity” (second-
year student project)

Student Engagement Examples

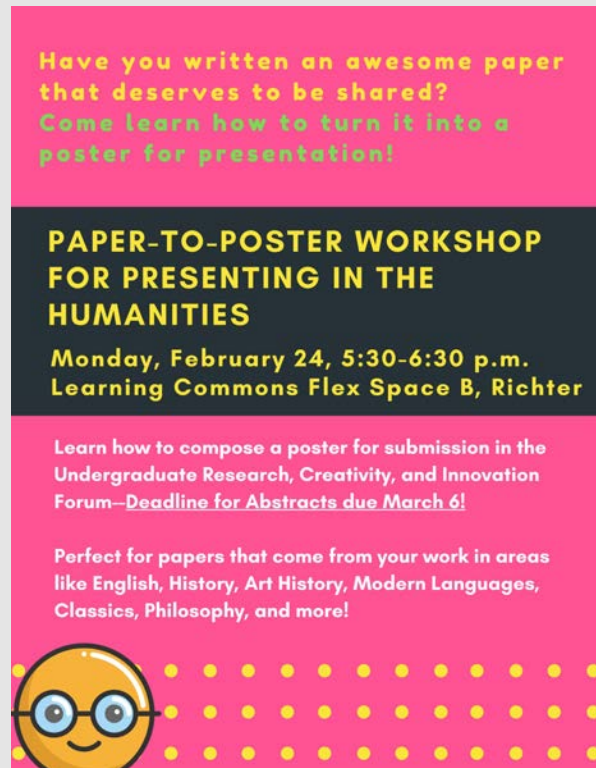


Presenting at the UM Center for the Humanities' Inquiring Minds Symposium for undergraduate research:

“There are Black People in the Future: Finding and Making Space for Diverse Research Projects”

- Background—where current research ideas came from and how are they evolving
- Mindset—questioning, opening, connecting
- Process—ideas for doing the work





Developing workshops for the UML Learning Commons, focused on student research presentation formats: “Paper-to-Poster Workshop for Presenting in the Humanities”

Student Engagement Examples

Student Engagement Examples

Are Jews White?

An Examination of American-Jewish Identity

Jacqueline Yastrow
American Studies Honors Thesis
University of Miami

Directing Independent Study course projects through the American Studies Program

Topics included Jewish-American/ethnic identity, social media and social justice through Black Lives Matter campaigns, and U.S. identity through objects/U.S. car culture

Campus Collaborations

University of Miami Libraries

UML Learning Commons

Center for the Humanities, College of Arts
& Sciences

American Studies Program, College of Arts
& Sciences

Office of Learning Innovation and Faculty
Engagement

Office of Institutional Culture



Collaborative Opportunities

Culture Building Initiatives

Common Read programs,
campus-wide JEDI
communities

Faculty Learning Communities

Critical Pedagogies, Primary
Sources Work

First Year Student Engagement Initiatives

Orientation sessions/courses,
Writing courses

Independent Study Courses

Interdisciplinary studies, esp.
Ethnic Studies programs

Suggested Practices for Collaboration

Operating with principles of diversity, equity, and inclusion will always yield the greatest benefits in terms of collaboration with partners, both library and college/university wide

When we collaborate, we build relationships, we support scholarship and creativity, we advance the mission and goals of the institution. Academic libraries serve as a commons in the same way as public libraries in local communities

Get out of the building—make sure library employees are connecting with others

Give yourself time—collaborative relationships need these



Suggested Readings

These selections may help your thinking about librarian support for undergraduate research from a JEDI perspective...

Brandenburg, Marci D, Cordell, Sigrid Anderson, Joque, Justin, MacEachern, Mark P, & Song, Jean. (2017). "Interdisciplinary Collaboration: Librarian Involvement in Grant Projects." *College & Research Libraries*, 78(3), 272.

Cooke, Nicole. (2020). "Critical Library Instruction as a Pedagogical Tool." *Communications in Information Literacy*, 14(1), 86-96.

Cooke, Nicole A, Sweeney, Miriam E, & Noble, Safiya Umoja. (2016). "Social Justice as Topic and Tool: An Attempt to Transform an LIS Curriculum and Culture." *The Library Quarterly* (Chicago), 86(1), 107-124.

Roy, Loriene, & Hallmark, Elizabeth Kennedy. (2017). "Charting a multi-dimensional role of future librarians." *Library Management*, 38(6/7), 302-311.

Roy, Loriene, & Long, Elisabeth. (2019). "Incorporating Social Justice in Reference Education." *The Reference Librarian*, 60(3), 226-231.

Seale, Maura. (2020). "Critical Library Instruction, Causing Trouble, and Institutionalization." *Communications in Information Literacy*, 14(1), 75-85.

Tzoc, Elias, & Ubbes, Valerie A. (2017). "The Digital Literacy Partnership Website: Promoting Interdisciplinary Scholarship Between Faculty, Students, and Librarians." *The New Review of Academic Librarianship*, 23(2-3), 195-208.



Questions for Discussion

What are your strategies for connecting with students?

What are your strategies for collaborating within and outside your libraries?

How will you account for gaps in your collections and/or resources when students want to work on on minoritized topics?