

# Grappling with Unconscious Bias in the Library Setting

January 21, 2020

**The webinar will begin at 1:00 p.m. (MT) and will be recorded.**

**While you're waiting:**

- 1) Find the toolbar – it will either be on the bottom or top of your Zoom window
- 2) Introduce yourself in the chat box (please select “Share with All” *not* “Share with Panelists”)
- 3) Click audio “Join by Computer” – you won’t have microphone access

Tip for viewing: You can resize and move the location of the video and slide screens by clicking and dragging them

# Facilitator Introduction

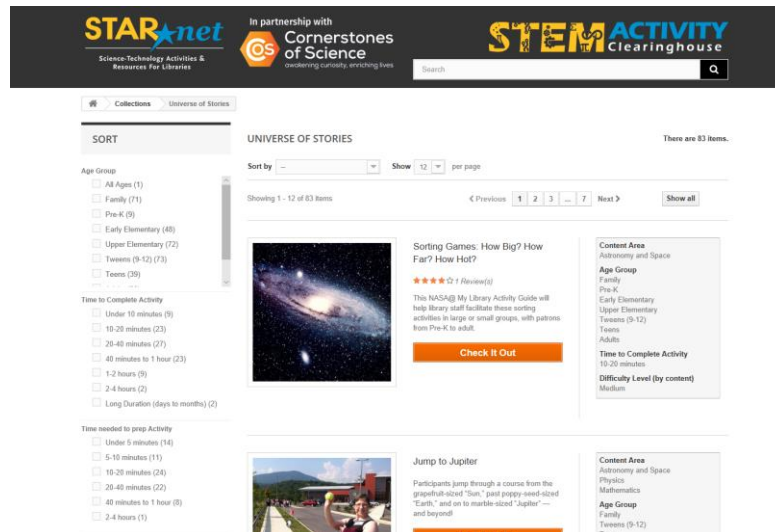
Brooks Mitchell (Space Science Institute)

Claire Ratcliffe (Space Science Institute)

Ava Holiday (Avarna)

Aparna Rajagopal (Avarna)

# STEM ACTIVITY Clearinghouse



Citizen Science

Like an activity and think other library staff should know how great it is? Didn't like an activity or have modifications to make it better? **Make sure to leave a review!**

# **FREE STAR Net Resources**

***(take a picture of this slide!)***

**430+ Activities Specifically for #STEMINLIB**

<http://clearinghouse.starnetlibraries.org/>

**Our Planet: EARTH Campaign**

<http://www.starnetlibraries.org/our-planet-earth/>

**Upcoming and Archived Professional Development Webinars**

<https://www.starnetlibraries.org/resources/webinars/>

**Monthly Newsletter**

<https://www.starnetlibraries.org/resources/newsletters/>

**Upcoming STEM Events**

<https://www.starnetlibraries.org/upcoming-events/>

**STAR Net Blog (for library staff and written by library staff!)**

<https://www.starnetlibraries.org/blog/>

**Partnership Resources**

<https://www.starnetlibraries.org/stem-in-libraries/collaboration/partnership-opportunities/>

**Community Dialogue Resources**

<http://www.starnetlibraries.org/resources/community-dialogues/>



# Our Planet: EARTH

10 Weeks

00 Days

10 Hrs

40 Min

12 Sec

If you've recently joined and missed our first newsletter (sent out 01/16/20), you can [view the archive here](#). To receive future newsletters, [register here](#).

## Take Action for a Sustainable World!

### STAR Net Partners with ALA and NASA for the April 2020 Our Planet: EARTH Campaign

In January 2019, the [American Library Association](#) (ALA) on behalf of its members adopted "sustainability" as a core value of librarianship. To be truly sustainable, a community must embody practices that are environmentally sound AND economically feasible AND socially equitable. [Click here](#) for the details on this resolution.

**Our Planet: EARTH** focuses on citizen science and earth science opportunities during April 2020 to coincide with [Citizen Science Month](#) and the [50th anniversary of Earth Day](#). STAR Net invites libraries and their communities to participate in this important event by utilizing all of our [programming resources](#).



## Our Planet: EARTH

TAKE ACTION NOW BY REGISTERING YOUR LIBRARY!

# Icebreaker Poll Question

What kind of organization do you work or volunteer for? (Single Choice)

- Answer 1: Library
- Answer 2: Museum
- Answer 3: K-12 School
- Answer 4: Science Center
- Answer 5: Aquarium
- Answer 6: Nature Center
- Answer 7: University
- Answer 8: Volunteer Network
- Answer 9: Other (comment in chat)



## **GRAPPLING WITH UNCONSCIOUS BIAS IN THE LIBRARY SETTING**



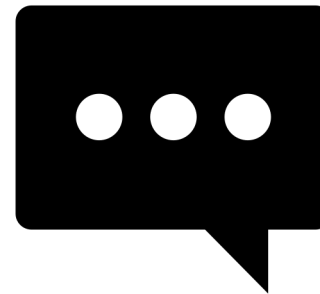
Aparna Rajagopal (she/her)  
Ava Holliday (she/her)



# USING ZOOM

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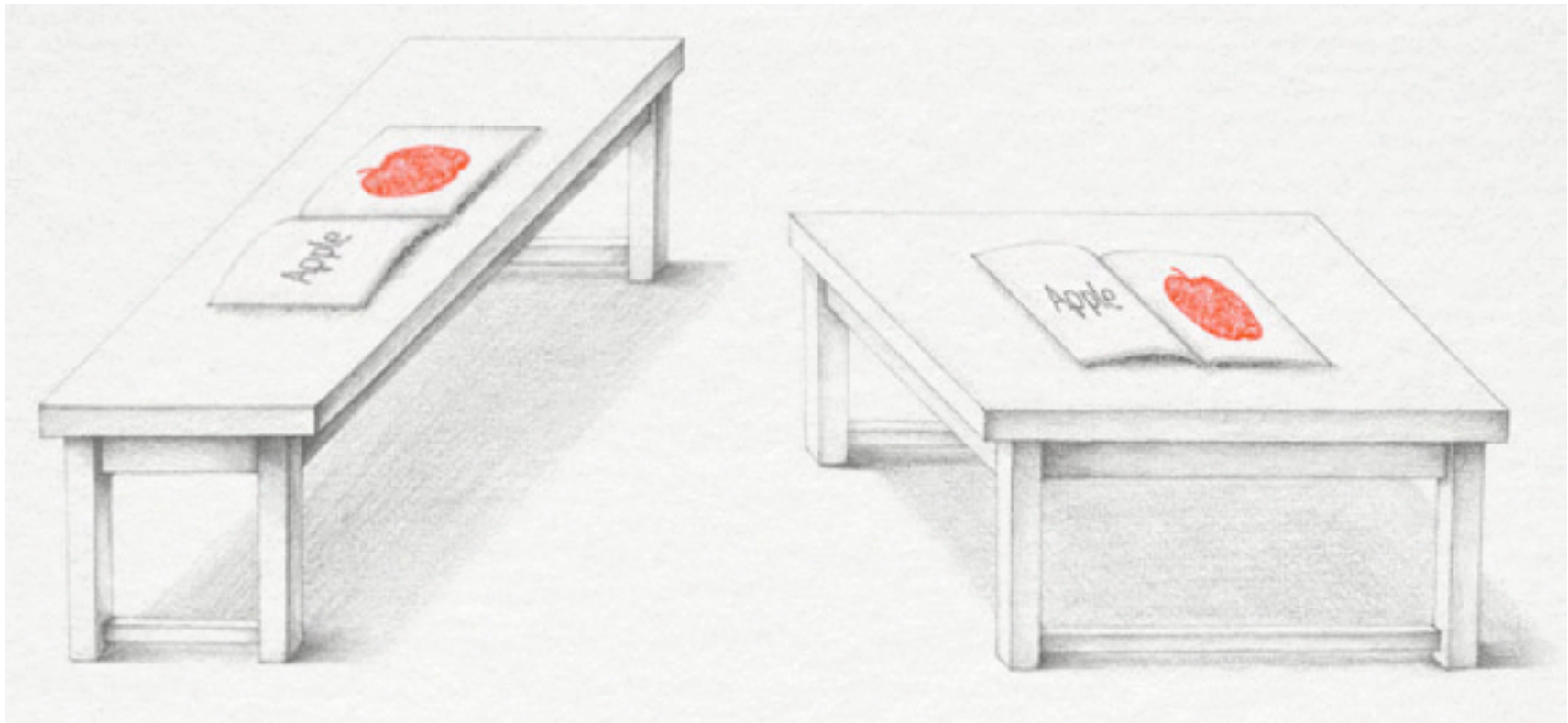
1. You can type your question or comment in to the chat box.
2. You can type a question into the Q&A section of the toolbar. If the chat box is very active, there is a chance we may miss your question, so we recommend using the Q&A.





# ICEBREAKER

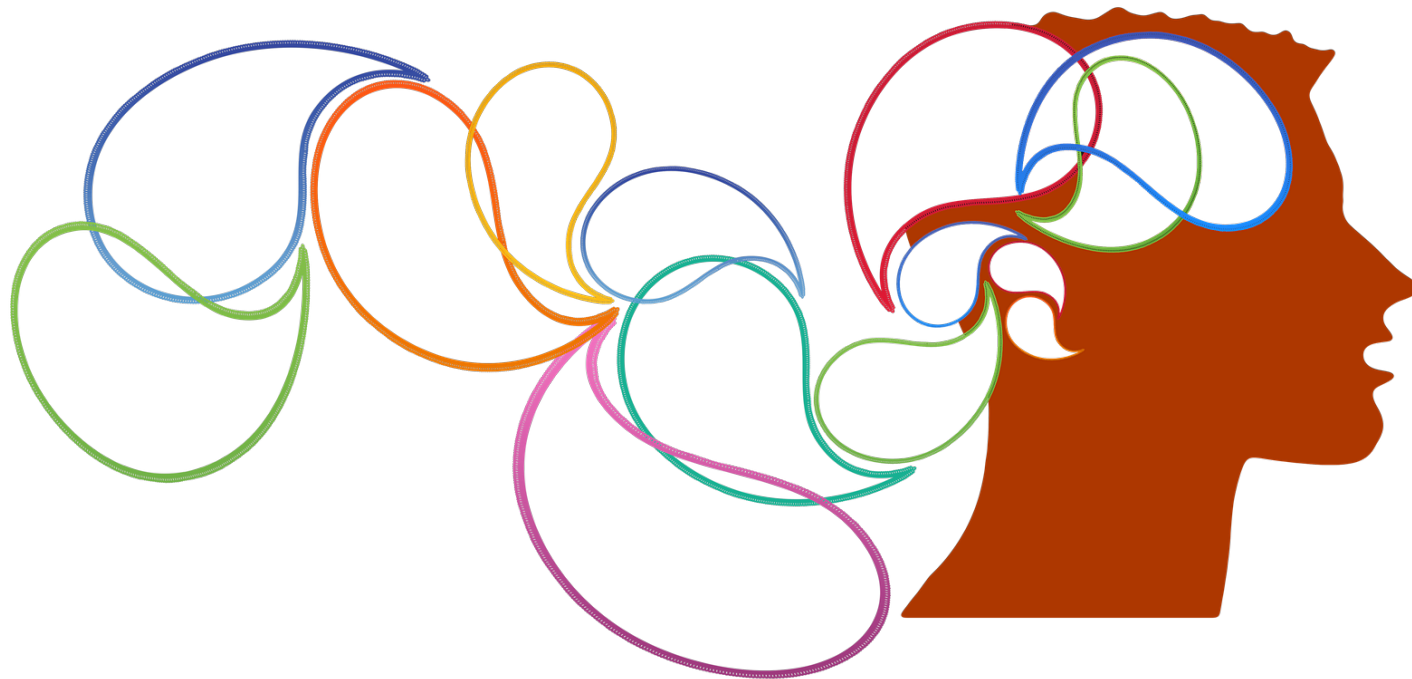
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What is the difference between these two tables?

# WHAT IS BIAS?

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## PICTURE THIS

.....

After scrubbing down, a surgeon walks into surgery for a routine appendectomy. The surgeon greets the patient and the surgical team, tells the patient about the process of the surgery, and then instructs the anesthesiologist to begin the anesthesia process. A surgical nurse assists in the anesthesia process while another continues to organize the surgical instruments. Once the patient is fully under, the surgeon turns to one of the nurses and says, “let’s get started. Scalpel please.”

# DISCUSS

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In your mental picture:

1. What race & gender was the surgeon?
2. What race & gender was the nurse?



Where does that mental picture come from?  
What is the impact?





# CONFIRMATION BIAS

Our tendency to interpret information based on a way that confirms our own previous beliefs and experiences.



**Birds of a feather**

## **AFFINITY BIAS**

Unconscious preferences we have for people who are more like us.





# SELECTION BIAS

Selecting information that supports what you already know or believe.



A photograph of a tiger in tall, dry grass. The tiger is partially obscured by the grass, with only its head and shoulders visible. The grass is a mix of brown and green, and the background is a soft-focus field of similar grass.

Every moment ...

We receive 11 billion bits of information

We can only process 40 bits

99.999996% is UNCONSCIOUS

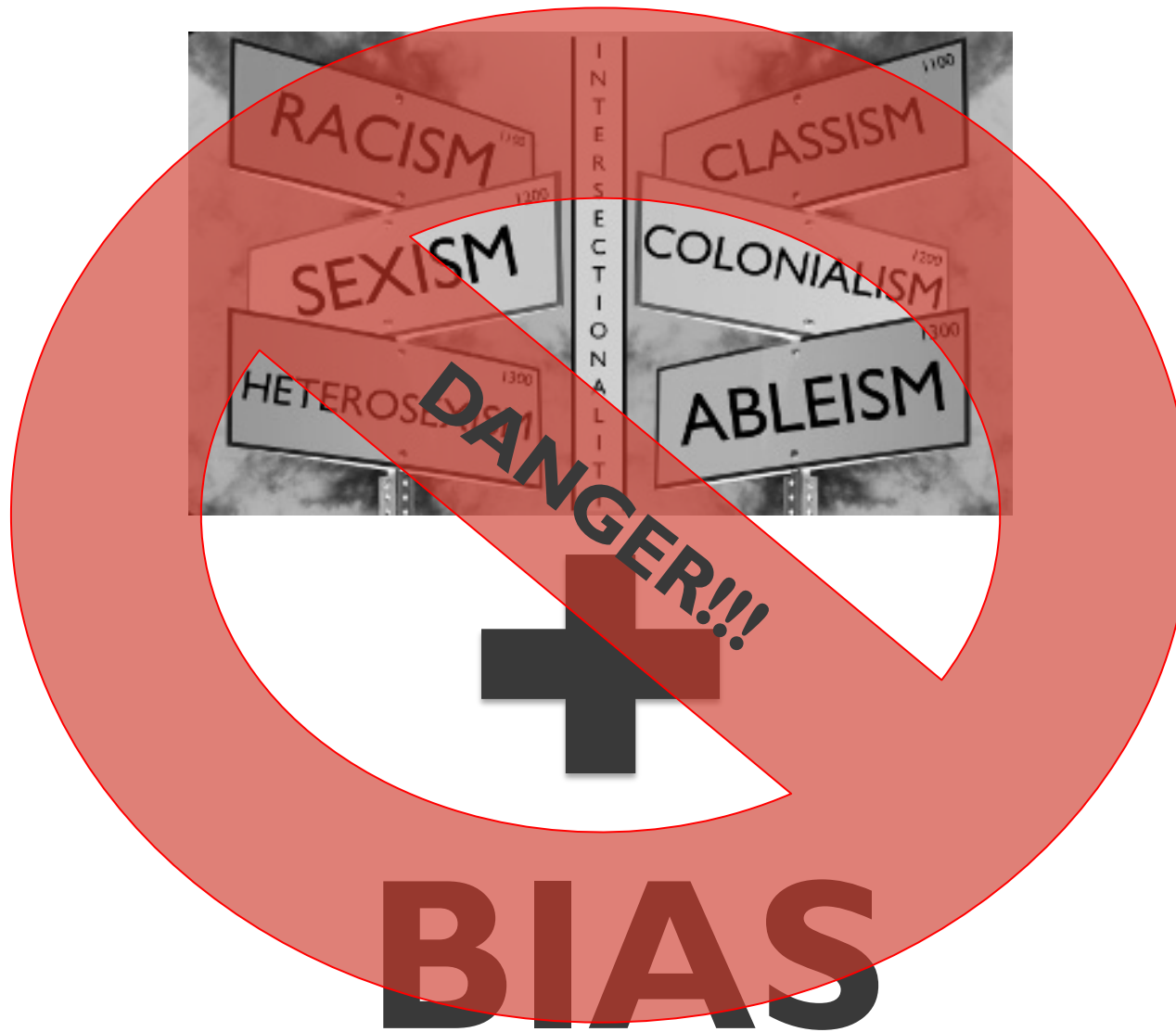


# UNCONSCIOUS BIAS

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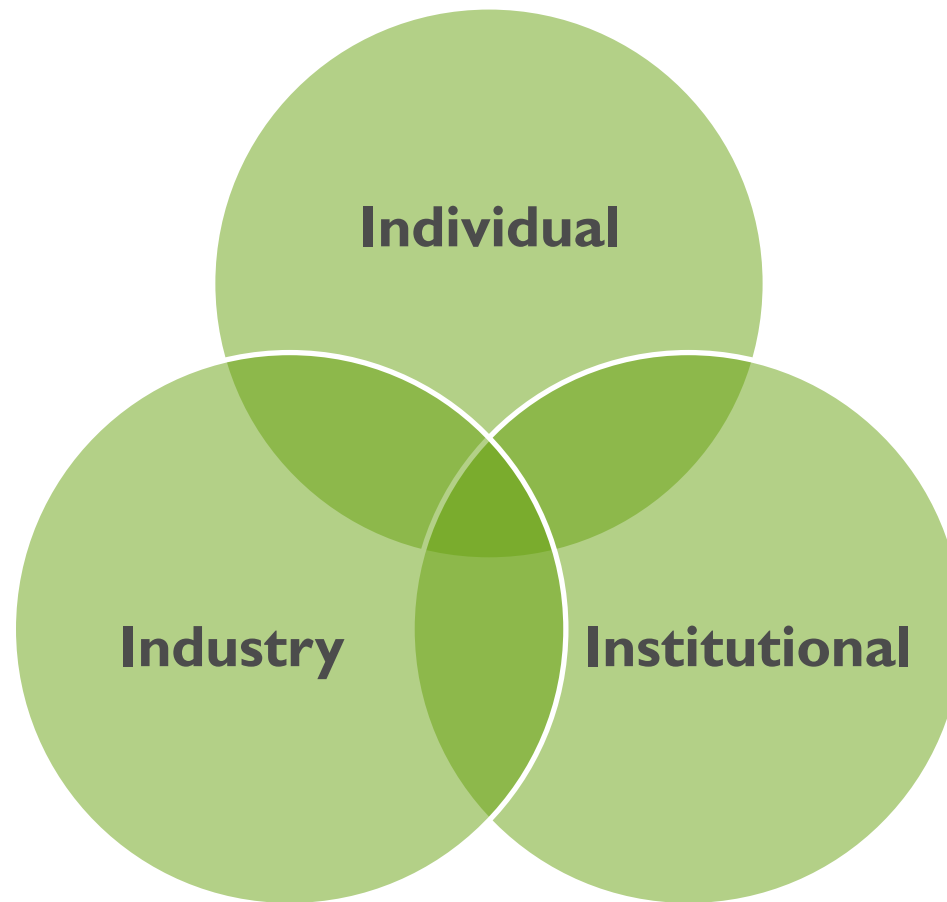


Unconscious, subtle, involuntary assumptions or judgments we make every day based on our prior experiences, identities, and culture.



# THREE LENSES OF BIAS

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# INSTITUTIONAL TIPS

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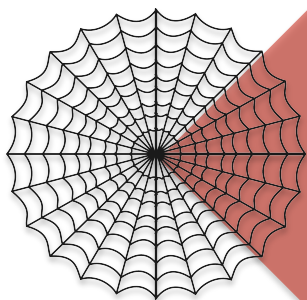
## Program Content & Delivery

- Culturally relevant content
- Culturally responsible content
- Culturally responsive delivery

## Program Structure

- Logistics
- Built Environment
- Learning environment
- Interactions with patrons





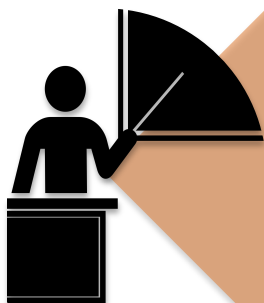
## **Culturally relevant**

means you connect your lessons to your patrons' lives and culture



## **Culturally responsible**

means you tackle bias and consistently present multiple perspectives



## **Culturally responsive**

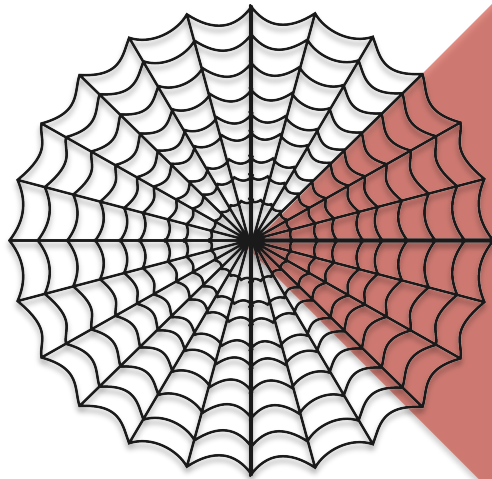
means you employ instructional strategies that reach all patrons

### **CONTENT**

(what you present)

### **PEDAGOGY**

(how you facilitate)



## Culturally relevant

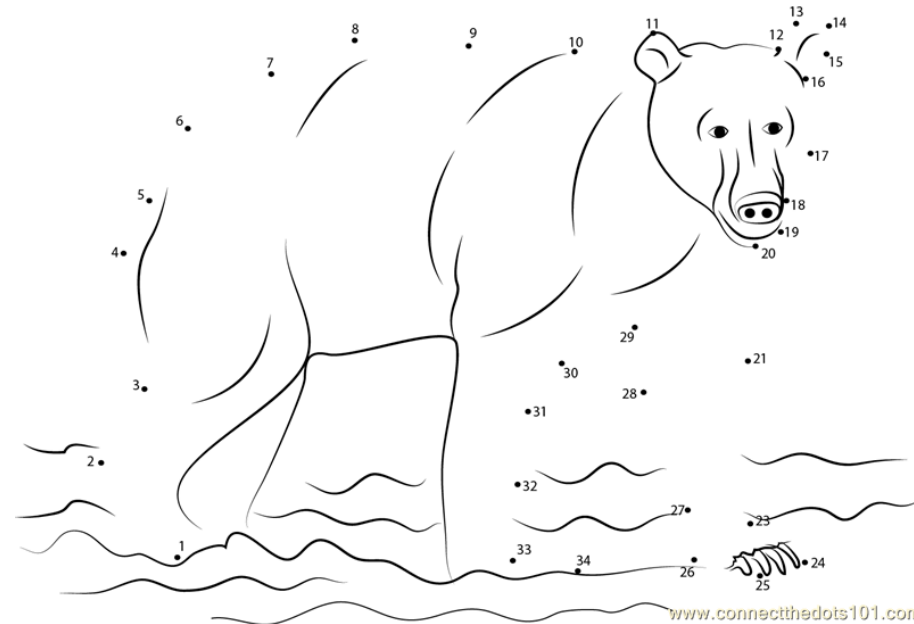
means you connect  
your lessons to your  
learners' lives and  
culture

**CONTENT**  
(what you present)

Questions to consider:

1. What are the demographics of your current & intended audience (age, race, nationality, gender, class, faith & education)?
2. What are their day to day experiences? How do their experiences relate to the program objectives?
3. What are aspects of their values and culture (school culture, familial culture, community culture)?
4. For intact groups, what existing cultural norms do they have that you can integrate into your program culture or your curriculum?
5. What languages do community members speak? If there is a language besides English that is predominately spoken in the community, consider programming in that language.
6. Is there any past history specifically related to the library and community that you need to know about?

# CULTURALLY RELEVANT PROGRAMS: CONNECT THE DOTS



1. Ask the community what they want or need – be sure to connect with patrons about what their needs are through surveys, conversation, and solicit feedback after programs.
2. Do your best to create programming in which they can see themselves. Connect the dots between the program content and their daily lives.
3. Connect the dots to important issues impacting surrounding communities.



## **Culturally responsible**

means you tackle bias  
and consistently  
present multiple  
perspectives

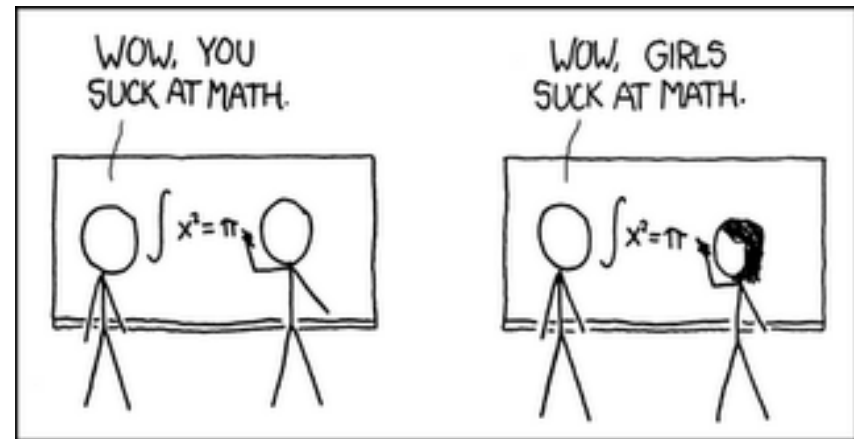
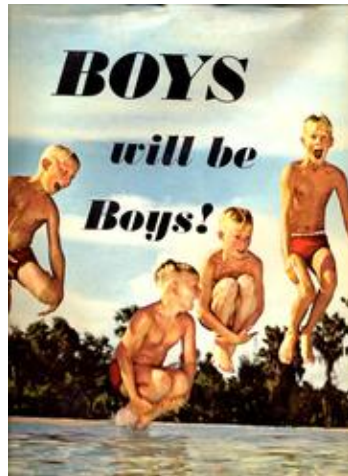
**CONTENT**  
(what you present)

Questions to consider:

1. Who are the heroes? Whose voices, contributions, or stories are included?
2. Who is not represented?
3. What perspectives or ways of knowing are missing?
4. How are people with marginalized identities being represented?
5. Where are you getting your information? Who are the authors?
6. Are there any stereotypes being perpetuated?

# STEREOTYPES

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Widely held, but oversimplified ideas about a person based on their identities (real or perceived).

# The danger of a single story

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“When a particular story about a group of people is told over and over again, it becomes our single story. It becomes a stereotype that although may be true for some, is incomplete because it is not true for all. Power is the ability not just to tell the story of another person, but to make it the definitive story of that other person.”

- Chimamanda Ngozi Adichie



## **Culturally responsible**

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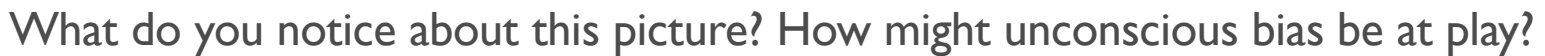
**CONTENT**  
(what you present)

Questions to consider:

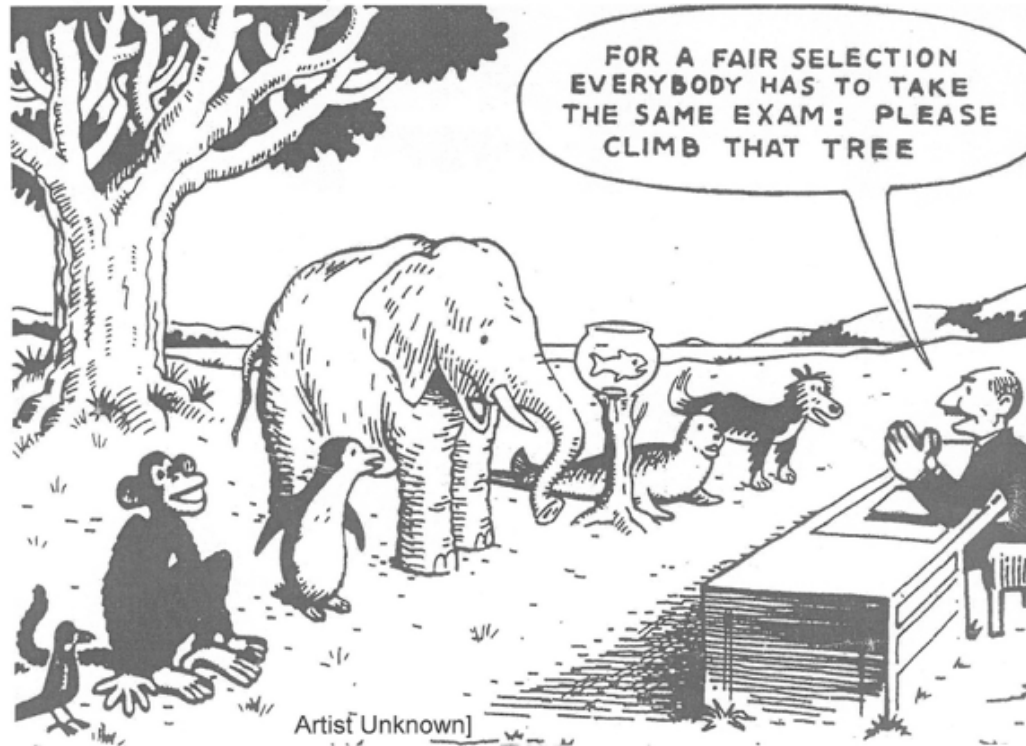
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2. Who is not represented?
3. What perspectives or ways of knowing are missing?
4. How are people with marginalized identities being represented?
5. Where are you getting your information? Who are the authors?
6. Are there any stereotypes being perpetuated?
7. Is there any unconscious bias in the images selected?



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**Culturally responsive**  
means you employ  
facilitation strategies that  
reach all patrons

**PEDAGOGY**  
(how you facilitate)

# CULTURALLY RESPONSIVE FACILITATION

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1. Understand patrons' various abilities - especially when working with people across generations, formal education levels, and varying familiarity to the English language, be sure to use language that is clear.
2. Understand patrons' varying ways of learning; endeavor to include facilitation methods that include learning from reading, experiencing/experimenting, visual media, audio media, and more.
3. Have alternative ways of facilitating or alternative ways for patrons to engage in the programming (e.g. alternatives to movement, alternative methods of explaining a concept)
4. Employ patron-centered instructional approaches (e.g., project-based, community learning, collaborative learning)

# PROGRAM STRUCTURE: SIGN UPS

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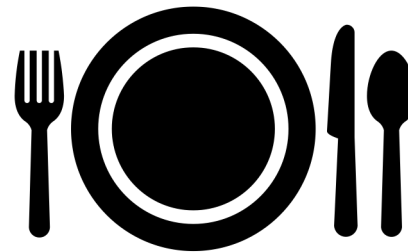
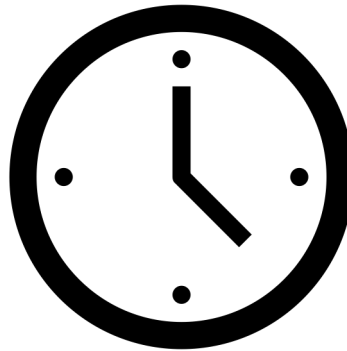
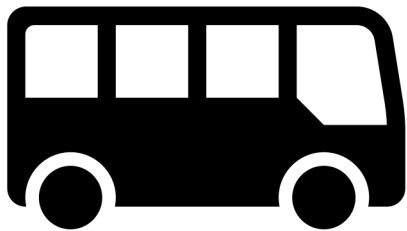
1. Sign up should be able to happen online, over the phone, and in person
2. It should be clear about how much, if anything, the program costs. If it's free, be sure to mention that rather than just not mention cost.
3. When possible, provide signs ups in multiple, relevant languages (though be sure to mention that the program itself will be in English if that's the case)



# PROGRAM STRUCTURE: LOGISTICS

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1. Information online and in print should be clear about the logistics – date, time, location should all be very clear!
2. Provide information about transportation options
3. If possible, provide culturally relevant and healthy meals if providing programming during meal times.
4. Consider delivering programming outside of the library
5. Consider community needs when scheduling the dates and times of each program.



# PROGRAM STRUCTURE: BUILT ENVIRONMENT

1. Provide patrons with gender neutral bathrooms
2. Ensure that people who use mobility aids (e.g. wheelchairs, crutches, etc) are able to move freely within the library.
3. Ensure that the décor in the library is welcoming and reflects your values of being inclusive.
4. Outside, ensure that you have adequate lighting for people to feel more safe walking to and from the library.



Welcome    欢迎光临    Bienvenue  
Bienvenidos    🙌    Willkommen  
Добро пожаловать    Hoş geldiniz  
Benvenuti    Welkom    Dobrodošli  
歡迎光臨    Bem-vindo    ようこそ  
Bonvenon    Witamy    أهلاً وسهلاً  
Aloha    Selamat datang    ברוך הבא  
Được tiếp đãi ân cần    환영합니다

# PROGRAM STRUCTURE: LEARNING ENVIRONMENT

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- Provide people with name tags and welcome them to share their pronouns
- During introductions, invite patrons to share anything they want you to know about themselves
- If you do any sort of icebreaker, think about if it is relevant to everyone
- Provide patrons with group agreements before the programming starts to ensure all patrons understand they are to contribute to an inclusive learning space (and hold you as library staff to creating an inclusive environment).

Hello  
my name is

my pronouns are



# INTERACTIONS WITH PATRONS

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## Pre-work to mitigate your bias

- Consume information from people different from you
- Understand your own identities and their relationship to power and privilege
- Carve out time for your own learning
- Take care of yourself

## Mitigate bias in the moment

- Remain curious about patrons – ask questions to understand where they're coming from.
- Ask yourself what you're not seeing and how that may re-shape your thoughts about them
- On the flip side, if someone is making exclusive or harmful comments, ensure that you state your inclusion values at the library clearly to demonstrate to other patrons that their behavior is not welcome.

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# THANK YOU!

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www.theavarnagroup.com  
www.theavarnagroup.com/resources

