

DEI webinar 5.11

📅 Thu, May 11, 2023 2:09PM ⌚ 56:06

SUMMARY KEYWORDS

library, lts, god, faculty, website, resources, dei, page, people, collection, online, racism, katie, book, presentation, diversity, ideas, ei, anti racism, administration



00:00

But Hello everyone, that's joined us. I'm Alex Leiseca. I'm the Communications Assistant here at Atla. And today I'm joined by Katie Wolsky. And Dolores Dilibuw who are giving a presentation on In the Beginning was DEI: Infusion into a Small Standalone Seminary Library. And for the sake of time, we are going to have all questions and a discussion at the end. So if you have any questions, please hold on to them. And we will have like a specific time at the end after the presentation is over. And you can pop them in the chat and hopefully have a good discussion about this. So here are our presenters for today. They're both from Lexington Theological Seminary. And I'm very excited to hear what you guys have to say because this is a really important topic. And I know that all of us are still learning. And this is a really great opportunity for discussion. So take it away.



00:59

Hi, everyone. This is I'm Dolores Yilibuw, director of the library here at Lexington Theological Seminary. And this is my colleague, Katie Wolsky. She is the public service person and cataloging she also does cataloging she's also a librarian. And in case you haven't noticed, we are a team. We are the library team here. This is it just two of us. Oh, okay,



01:42

what did you have to share? First?



01:58

Okay, okay, first, I'm going to start by talking about our title, and also how the EI has come to the 70 or infuse into the seminary. And then after that Katie will talk about how it has, you know, gone down in the library. So that title, title of our presentation is in the beginning was the EI is mirroring the creation story in Genesis, with emphasis on chapter one, verse 27. It is a play on the Latin translation of the image of God, the imago day. I liked that coincidental notion that day. The I in Latin means God. Our title reflects an effort to provide a theological underpinning, or a theological couch if you will do what we do in an effort to normalize diversity, equity and inclusion in our context.



03:22

The entry point of diversity, equity and inclusion into our library is theological. A study published in the Journal of academic librarianship this year, and titled, academic libraries and dei initiatives. A quantitative study of employee satisfaction, mentions that diversity, equity and inclusion usually enter the library through mentorship, hiring practices, promotions, retention, and tenure. However, those methods have usually resulted in low staff morale, and low funding. In this presentation, I will posit that the entry point of diversity, equity and inclusion into our libraries is theological. Why? Because this is the image that comes to mind when I read the Genesis account of creation. Let's pretend for a moment that God for lack of a better term, is the blue screen and creation. Is the circle somewhere on it? How do we as a speck of sand in God's creation talk about God? Infinite, or theologies? to frame our theological couch, I'm drawing on the lay renowned American feminist, and ecological theologian, Sally McPhee, who was born in 1933, and passed away in 2019. McPhee has written volumes on the use of metaphors, as an interpretive method for scriptures, and for speaking about God. According to McFate humans can only speak a fire in metaphors and models. Because our finite mind cannot comprehend the infinite God. He says that models are metaphors that have been around for so long. In other words, they have become fossilized in our language and culture, both written and oral. This method of explaining God is according to make fake, more liberating and inclusive of all our voices. And I certainly would agree. Looking through a metaphorical lens to understand infinitude may ease our arms about diversifying our library collections. Such outlook legitimizes the inclusion of all the underrepresented voices to our libraries.



06:31

Great. One of my QFX books is entitled, The Body of God and ecological theology, published in 1993. In this book, she persuasively argue that God's Spirit is infused in all creation, not just in humans. Thus, life is not hierarchical, with humans at the apex, but it is interconnected Lee relation, this lens of interpreting scripture and theology, theology, I think icing, I think, is more liberating, because the physical body is rendered as significant as the spiritual body, unlike the mainstream, mainstream Christian view, that the Fae the spirit and demonizes a body. After all, doesn't Scripture say that our bodies are temples of God, for McVeigh, both spirit and body are in spirited and divine. I think this lens of interpretation, renders all body types and colors as equally divine and significant. Having such a perspective, and empower us in our effort to provide equitable services to all our patrons, as well as empower those with physically challenged bodies.



08:09

Apparently, God loves it all. Diversity, Equity and Inclusion is a God thing. God would not have it any other way. And we see glimpses of that desire in Scripture. For example, after the flood, Guy destroy that tower of Babel because God didn't want hegemony also at Pentecost, God diversify the disciples languages, rather than monolingualism. God makes, redeems and sustains the universe in all its diversity, harmony and unity, for God's glory. When we promote diversity in our libraries, we are doing God's will. From the perspective that God's will in the universe is unique and harmony in diversity. The fall is a human inclination to go against God's

will sin with a capital S is any human effort to hedge, isolate, exploit and disrupt God's harmony in diversity. That is a wellbeing of all creation. So what do we do? Or library as librarians, we can support the AI efforts in our institutions and make adjustments to our policy to be inclusive. Or we can help those in our community who are lacking the common good and promote our and promote or build solidarity with those who are lacking the common good in this slide. Jerry Samnee, a prolific biblical scholar here at LPS, wrote a book in 2020, and titled, The politics of faith, the Bible, government and public policy, where he explains that God's will, throughout the Jewish and Christian scriptures is the common good for all people. That is the well being of our physical life, not just our spiritual life. Samnee argues, and I concur that Christians are to be agents in their political and civic lives, so that the common good can be a reality for all people. Therefore, as librarians, we are calling to ensure that our library policies and funding support the well being of the AI, for God wants us in all our differences, to thrive together in harmony and unity. And American economist, Heather McGee wrote a book in 2021, and title, the some of us why racism costs everyone and how we can prosper together. In the book SQL, she talked about the fact that racism is the common denominator of all the dysfunctions in American democracy. And the zero sum game paradigm that some folks have bought into in this country is really a sense of fear sewn by the richest 10% of our population. Because as it turns out, racism has not only caused many black folks that would live by racism has also cost some white folks their livelihood when corporations have moved in or out of their neighborhood. However, McGee found people in unlikely places of worship and work, where she discovered people across all races are forming alliances, to make their lives better. She calls it the solidarity dividend. I suspect that the low morale feeling of library staff in the DEI study I mentioned earlier, might be due to the fact that they've internalized that fear of the zero sum game paradigm sewn by the rich, or the idea that someone's gain is my loss. If we as librarians can do any of the above, the least we can do is read, watch, or listen to one of our resources in the hand out that I'll send out later.

 13:18

Right now I'm going to show you how the epi got infused into our seminary. This is the chronology of the official infusion into our Ts. One thing worth noting on the screen is that AI efforts is mostly from the top down. First was the tweaking of a mission statement in the 80s to include women in ministry, rather than just the men. Then the beginning of fibres, diversification of administration and faculty in 2007. And in 2008, was the start of the diversification of the Board of Trustees. And I'm pleased to say that today we have a 50% white male to 50% underrepresented groups ratio. In 2016, a certificate in Hispanic Ministries program transitions to LPS from bright Divinity School. And soon after that, bam. The result of the 2016 election hit the news. So the administration and faculty mitigated that election result with a teach in to guide our church ministers in their response to the situation in 2020. That certificate in Africa Pan American ministry program began as well as well as Dr. Burnley's workshop for the board and faculty, which seems to be very helpful in attaining the 50/50 the eye ratio of the current board. The top down approach to the EI, as we have it here, with usually have more funding support and more likely to succeed rather than the DI committee or an embedded official approach, or some other additive approach. In order for diversity, equity and inclusion to be normalized and sustainable. Some structural changes are necessary.

 15:57

The current LTS administration had made good progress in promoting and implementing the EI

LTS, which is why Lily Andaman Inc solicited LTS to submit an application for their pathways for tomorrow grant with IDI component. During the period of administration, faculty and staff discussion of the grant criteria, the idea of including the EI in our school strategic planning initiatives emerged. And administration brought the idea to the board who approved and made it the number one on the school's five strategic plan initiatives. The DEI Strategic Plan initiative has three holes that affect the library in one way or another, which is the reason that I requested to use some of the I grant fund for appropriate purchases. Goal number two, as we can see on the screen directly impacts our collection practices. I anticipate courses to be reshaped and new ones to emerge, thus potentially new books do they purchase. For example, the church history course has already been redesigned to cover global Christianity, rather than just Western Christianity. That there Jonathan Barnes was hired in 2020 2022 to Director grant, and has been a resource and a catalyst for DEI in our community. And Katie and I are honored to have Dr. Barnes, in our virtual audience today. Thank you for coming to our webinar. Dr. Barnes. We hope that you will contribute to the discussion at the end of our presentation. And I'll distribute the subject bibliography that Dr. Barnes put together for our own education at LTS with regards to the EI he Oh, and by the way, he's the one who found this ad and asked us to participate. He is currently working with faculty and staff, in this case, in discussion groups, to raise our consciousness about the AI. We've just finished reading and discussing a book and titled, after whiteness, and education in belonging by Willie James Jennings. It is a very interesting read, and it's on the distributed list if you want to read it.



19:04

I'm always looking for ways that our library can spend less and get more. Yes, I animate. I live clear in sales. So when I heard that LTS has received a COVID emergency grant, I reached out to the administration and requested that the library be included in the appropriate purchases. I did the same thing when we got the IDI grant. So all purchases for church M and camp programs are approved for grant funding. And then administration and I are in discussion of how the library is going to absorb these costs. After LeBron is gone. And there are ideas. Katie and I were doing our best to integrate the art I in our collection and services. However, we hadn't revised our library policy to reflect the incorporation of the eye. So I did that recently and on Monday this week, the Masters committee reviewed and approved, the revised library policy is going to the faculty council next month, and then to the board for approval after that progress. It's not always a straight line, or a straight up shot, but it might be a squiggly line. As long as the process is catching some traction, I think that qualifies for progress. Now, Katie is going to tell you how all this went down and continues to go down in the library.



21:04

Okay. First, a little background about our library and how it works. Since 2010, Lexington Theological Seminary has been a mostly online institution, with up to two thirds of its required classes online. This online course of study makes it possible for students to complete a degree at their own pace. Because our courses are mostly online, our students come from all walks of life and from all over the country. Since 2010, we've been expanding our online collections including ebooks and online journal subscriptions. This has helped us navigate distance learning challenges as well as providing ease of access for our patrons. In addition to our physical book code, book collection, we also have access to many online databases from the Kentucky virtual library and subscriptions through EBSCO Gale, the Loeb library worship library,

and our CO own digital theological library which hosts numerous databases, ebooks and journals. And now, if you examples of how we've incorporated di, for students who are called to ministry but who are unable at this time of their lives to obtain a college degree, our seminary offers certificate programs, both for credit and not for credits. These programs are a continuing education opportunity for pastors and congregational lay leaders to prepare themselves for more effective leadership in the church by studying issues directly impacting ministry today. In May of 2016, the certificate in Hispanic Ministries or ch M began until this point, our library had less than 10 books available to read in Spanish. With 42 enrollees for many different states, we suddenly found ourselves scrambling to collect resources that would support the program. Dr. Pablo Jimenez, the former director of the CH M program, was able to gift us with some Spanish book donations. He also sent it sent us a selected bibliography of books that could be used to supplement the readings from the program. Using this list as a guideline, we began to purchase physical books. And by the time the first course was offered, we had amassed a collection of 118 books, which we have continued to add to over the years. In addition to this, we also began adding online Spanish databases, such as EBSCO Host Espanyol, and digitality of publishing, which we have access through the DTL. To help our Spanish speaking students have even more access to the resources that they need online. Back in 2014, the General Assembly of the Christian church in Kentucky began a resolution to partnership with Christian care communities to study how congregations can better ministered to and with active old, older adults. They also sought to develop new strategies for disciple congregations to better care for frail older adults, allowing them to maintain their independence for as long as possible. To that end, in 2016, a subcommittee met with librarians at our seminary to discuss ways in which LTS could be an active partner in in this program, thanks to a large book donation on these subjects by former LTS president, Dr. Woodinville, we were able to start a physical book collection a Resource Center on Aging, which we've continued to support through the purchasing of physical materials and our online collections. On January 20 2017, the day of inauguration, LTS hosted an online teaching to foster a discussion on how Christians who are concerned with justice and goodwill should live out their faith in the current political environment. The library also participated in his teaching, providing a public space for people to watch online and distributing Physical versions of the handouts that different presenters provided. The presentation and the handouts have been made available online through our library's website. In 2020, as the Black Lives Matter movement grew, LTS began to host webinars that served as a call for conversation and action. To support the seminaries commitment in condemning systematic racism and oppression. The library put together the first version of our anti racism resources webpage, which provided links to books in our catalog on these topics, and links to other helpful websites. At about the same time, in response to the growing needs of our African American communities, and because of the success of the Hispanic Ministries program, a new certification program was created to expand that service to African American clergy. The certificate in African American ministry provides theological, biblical, spiritual and leadership training for pastoral leaders with a focus on 21st century African American congregations. The new curriculum supplemented by adjunct my faculty and associated professors, provided us with a wellspring of new materials for the library, as well as, as all of the required readings and recommended readings from the courses are added to our collection and made available for all of our patrons to use. In March of 2020, as states began to implement shutdowns in order to prevent the spread of COVID 19, we found that as an online institution, we were uniquely more prepared than others to manage lockdown and its challenges. Although we did have to close the public and work remotely, faculty and staff communications opened up as more of our curriculum moved online. In addition to the encouragement of faculty to use ebooks and online articles to supplement their coursework, the library was able to purchase with the help of the COVID emergency grants that was awarded to LTS a new ADA compliant scanner to help us meet the demands of getting required course materials available to our students. Not only does

the scanner help us protect the spines of our books from damage, it can also convert scanned images to PDFs, Word documents, JPG, PNG, and even mp3 file formats, which could help students who are visually impaired get access to materials they could not access before. During the last two weeks of December 2021, the Lexington Theological Seminary updated its main website. Following this change, it was decided that the library would also take the opportunity to update its website as well. This began a five month long process of updating and expanding our library website which went live on September 8 2022. As we were looking for content to add to our new website, we look back at that Aboriginal anti racism resources webpage, and decided that we could do more. As we started to think about what other resources we could provide and which communities we could best serve. We settled on five main focuses which became our dei resources, pages, anti racism, anti ageism, LGBTQ i plus disability and narrowed neuro divergence and gender equality. You can see on this slide what our library website used to look like. And this is what it looks like now.



28:37

I'm going to give us a brief virtual tour of our de resources pages. You can access it from two different places on our library website or first from this slide up here on the header menu, where you can access each of the pages individually. And also right here from directly from the homepage. That link leads us to our dei resources welcome page. You can see right here at the top of the page, we have our seminaries public statement on diversity, equity and inclusion. And this is a statement is included on every single sub page that we've made for this section. Below that, we have links to all of our dei resource pages, followed by a few links that lead back to our online catalog and general resources pages. Up on the side, we have a little side menu here, which offers quick easy access to all of our different dei pages from here. And right now we're just going to look at two different pages, our antiracism page and the LGBTQ i a Plus page



29:59

all right. As you can see up here at the top of the page, we have the repeat of the seminaries public dei statement. And below that, we wanted to start off this page with our own statement about why this topic is so important. And as an example, we embedded this video from Chimamanda Ngozi Adichie, a world renowned, brilliant Nigerian storyteller and writer. This video is the danger of a single story, a TED Talks lecture in which she describes the dangers of under representation, and why it is so important that we fill our lives with the diversity of the world around us. Below the video is where we put all of our anti racism resources, we have divided our content into a few different sections that are accessible from each of these tabs. Our first tab is the church's on anti racism tab, where we wanted to put different statements from churches that they've put out against anti racism, including our own seminaries teaching from 2017 inauguration, and a selection of some of the handouts comments. Below that we have some other statements from the church, including mission, our mission statement from the Christian church Disciples of Christ, articles from publications such as plow quarterly, the Journal of liturgical conference, and ministry matters. The next three tabs are for library resources, which are links to our ebooks in our collection, and each tab is for specific topic, systematic racism, anti racism, and Black Lives Matter. The next tab is a link to and a brief explanation of the anti racism digital library, a digital library collection with the goal of bringing together information resources created by people, groups, and projects that use anti racism to

build inclusive healing and caring communities. And our last tab links to articles that you can access via explore it specifically on the roots and causes of racism and articles on anti racism. And now we're going to look at the LGBTQIA plus page. The first two tabs on this page contain links to books in our catalog. The first is reference resources focusing on general information. And the second tab contains more links to books in our catalog with more specific topics. The third link here is for links to supportive websites. The next link is find a church, which has a few links to different websites with the goal of helping people find inclusive churches in their area. And again, the last slide lead. The last tab leads to articles on sexual orientation and gender identity. We're going to head back to the slideshow now. But if you would like to see more of our resource pages, we can look at those at the end of the session or you can browse those as you like after the presentation.



33:29

As we were in the final preparations before we went live with our website, we began to consider the Hispanic and Latino patrons that were coming to us from our CH and programs, we felt that it would be practical to translate some of the new pages that we were creating for the website, especially the ones concerning library policies and how to access the library remotely as a team of two librarians neither of which having the ability to speak Spanish, or translate English into Spanish. The best we could do, we did the best we could do and use what tools we had at our disposal to try and start translating these pages ourselves. We intended to use the tabs on our website, like the kind you saw in our g i resource pages to allow patrons to click between the English and Spanish translations. Our first attempt involves taking selections of our website and running them through Google Translate. We then tried to get these samples of text proof read by volunteering bilingual and librarians and translators. And for a little while, this seemed like a decent solution. But as we continued the process, we realized that it was unsustainable and would limit the amount of content that we could add to the website in the future. As such, we finally tried to look for a simpler solution. Dolores and our website consultant found a Google Translate API slash widget that we could embed into the site. The widget translates web comm web page content into over 100 different languages as a result of the pandemic and the COVID emerge To see grant, we were able to access this widget and apply it to our entire website. It now sits at the top right corner of our website where you where patrons can access it from the rightmost tab, which you can see here on the slide. So where do we go from here on how do we do more? Going forward, a couple of the things that we are thinking about doing include further expanding our dei resources, specifically adding more resources, or select topics to our anti racism page, including making an anti Latino, Hispanic racism PTAB, anti AAPI, racism, and anti anti native and indigenous racism cabs. We're also looking to add an accessibility resource page to the website specifically to our disability and neuro divergence page, where we can highlight helper resources and apps that are ATA compliant, such as speech of time, an app you can use to install on your internet browser, desktop or mobile device that can verts text to speech. We're also looking to install an ADA compliant interactive interface to our website. These widgets are session based UI adjustment tools that make accessibility modification based on a user's individual preferences. With the Innervate. With the interface, people using our website can customize it to suit their specific accessibility needs. These can do things such as enhance text for the visually impaired, muting or enhancing colors on the site, freezing videos and flashing images for people who suffer from seizures and epilepsy that can create ADHD friendly displays to help lower discord, distractions, and provide screen readers and keyboard navigation functions. A couple of the web widgets that we are looking at include access widget user way, and equal web widgets and other tools like these will help our site to be more ADA compliant and provide a clearer example to our patrons of what type of institution

we intend to be. We're also hoping to add some more accessibility options to our physical library space, specifically updating our public computers so that they have the software needed to run all of the accessibility tools we plan to add to our website.

 37:36

Okay, so that is our presentation. I, I emailed Alex the handout. Alex, if you can put that in chat, please. I will put that

 37:56

in the chat right now. And then it'll also be included in the email with the recording I'll send out in the next week.

 38:03

Um, so now we were intended, you know, this is planned to have a lot of time as much time in the end for discussion, questions and discussion? And, you know, to see how you are incorporating dei into your library and how, you know, has that process been going? And, you know, if you haven't, you know, you know, what are your plans? So this is just open discussion, open room. Yes. But I don't know if I can, we can hear people. So Alex will.

 38:55

Yeah, if you if anyone has any questions, you can go ahead and put them in the chat. And hopefully, we can get discussion going

 39:12

I guess people cannot talk like unmute and see.

 39:19


Yeah, I think with the webinar format, for some reason zoom. Didn't let that happen.


 39:25


Okay, so people can type. A lot of typing.


 39:52


Do you see this question that just came in? Yes. I just wanted to make it

 40:02
Are people using our resources? I think I think


 40:06
you would have a better year than ever.


 40:08
Yeah. We have a very high traffic website. Like you know, when whenever I look at Google Analytics, I know that, um, they're not all our students. I don't know where they're coming from. But yeah, quite high like 1000s. And, and I've gotten emails like, from I don't know who they are, but, like asking me, Oh, can you put this as well on your, you know, website? So, like Grammarly? I finally you know, did put that there, but I'm like, Okay, this is a graduate institution. So, but there are people using the website. I don't know who they are. But they are coming to it. Okay. Interesting presentation. I particularly like your organization of

 41:16
did the library work with a committee or other campus group as it work evolved?

 41:22
Oh, yeah. The the library work with it, mostly, or either can be screwed? As it

 41:33
okay, we were developing that website.

 41:35
Are you talking? I guess they're talking about? Okay, yeah, we work with other groups.

 41:42
We did go to people who were faculty members who were particularly knowledgeable about subjects that we were not not as knowledgeable about ourselves to get references and resources from them. But mostly it was on an, like, a one to one outreach basis. We did most of this work ourselves.



42:03

And, yeah, so as far as content goes, you know, the content, yes. Faculty, you know, had some contribution, but they probably didn't know. Hey, but yeah, we, you know, I get information from, from them as far as you know, resources and so forth. I will reach out to, you know, a person, you know, what do you think about this resource, or by as far as the website, you know, construction of the website? Just me and Katie and an hour web consultant was wonderful. She is the best.



42:50

Yeah, I'm just gonna type if you want to, oh, you can add, ask that question.



42:55

Is this all the content manually added? That seems like a lot of work? Yes. Yes. It's all manually added. And yeah. What was the next one? Can you share the add a widget name? And do you have ongoing support is something you are doing on your own?



43:26

Over the weekend, I'm typing the widget names in chat so that you can see them in a second.



43:31

Okay, so that I found a way. I mean, I found a website that was using that widget. And, and then I sent it to, I sent the website to our consultant. So she did research. And then she's the one that you know, embedded it in our site. Wait, I'm still looking for next one.



44:00

There was I wasn't doing night. Um, okay. I was it was this part. Library is vital when addressing an



44:08

ongoing conversation. Okay. Um, there a question here.



44:17

I'm just thinking,



44:19

Oh, that's from John Barnes. Thank you, Dr. Barnes for attending. Yeah. That go. John Barnes is



44:32

like, help us get a lot of content creation.



44:36

Yeah. If he hadn't discover about this webinar. We wouldn't be here. We were so busy. But he saw it through the ATS page, and then, yeah, he kind of encouraged us to do it.



44:57

What you've done related to the metadata in your case, catalog are you updating subject heading call numbers adding local subject headings to be more inclusive?



45:07

Yes, that that part, we are not doing that yet. It just because of is a time factor. Yeah, we need somebody else to help us.



45:24

There's only two of us. Yeah, it's a full time job. We got one and we have not yet started doing that.



45:31

So we're relying on other people who may be doing it because we have, you know, we have WorldShare. And we, you know, we're linking and yeah, so we're hoping that you guys out there contributing to that aspect of the work.



45:52

Another that was me, so. Okay.



46:00

Oh, yeah, I were having the same thing. Like, it's, it's a lot, it's really a lot. Um, you know, we're, we're trying to stay above water. But really, that that's important, like the catalog? The? Yeah. It's important to if you have time people out there. If you all have time, yes, please, you know, help the subject headings and so forth in that catalog.

 46:46

We just had a bunch of questions come in and want to make sure that that Yes. Means is not lost in the

 46:58

Yes. Will you be integrating a de islands into your subject slash course guides as well. I mean, we've, a lot of our courses have been built are being built and rebuilt to incorporate those, thankfully, by the faculty. Yeah. So that's been really helpful to have all that going on. But we've not really had to do that too much of that ourselves, because the faculty is working on doing that.

 47:26

Yeah, I mean, in the future, we'll get we'll look at your meter off from that and put something on the website. So the answer is, as far as the two of us, not yet, but the faculty is doing it. And, you know, we can make a link for now. Yeah. Did you

 47:47

have any barriers to faculty institutional participation in these initiatives? Do you have any tips for how to get those in faculty and admin positions who are resistant to dei initiatives to participate via workshops, curriculum implementation, etc.

 48:08

Okay, my, my thing, I think is, I mean, communication, communication. And think a lot of it is like, you know, knowing the person and how you can communicate with them in a way that, you know, you're not telling them what to do, by but, you know, motivating, and, you know, helping them to see why this is important to have in your institution. So, yeah, I think the approach is, is very important for me and, Katie, we're fortunate because, you know, of course, you want to do this, and because there's a desire, you know, from administration, and, you know, to diversify, so. All my, my request, I mean, I, there's not been a request that when, like, turn down, you know, yeah, so, we're fortunate in that way, but I can imagine like, if the administration is, you know, kind of resistant, it is difficult. I'd say pray a lot. And then, you know, force, how humble communications, um, you know, with them and then maybe, you know, start having a work library workshop. Come and see, you know, if you can recruit when

you're wanting to faculty or you know, whoever else could attend. So it, it will be a slow process. Because it's hard to change people's attitudes. It's really hard. Yeah. And, but with a lot of prayer and so forth, I think it does change

 50:38

I miss most of the presentation, did you get any feedback on the resources in your community? How did you promote the resources?

 50:46

Okay, there's one about real life that I'm doing it. Which question

 50:51

this one? Did you get any feedback on resources in your community? How did you promote the resources? We did send it out to several staff and faculty members before our website went live, so they could all review what we were doing.

 51:07

Oh, that about? Okay. Yes, we that actually, that that was that kind of slowed us down a little bit, you know, for going live, we were ready to go live in what, two months, three months, at least three months. But because people had to review it, so we sent it to students, we send it to the faculty, we send it to I mean, everyone to review the website, and because people are busy. So you know,

 51:40

it took some time. And we've had some good feedback, though. So yeah, that being really worth

 51:44

it. It was worth it. And

 51:47

yeah, how did we promote the resources? To do? Yes, yes.

 51:51

And of promoting the resources. And I think we haven't really promoted.

 51:57

I mean, we did a big, like, website announcement, but and we got it intensives a little bit, but for the most part, not this is our promoting.

 52:10

Today, yeah, um, we've promoted to our, you know, students, you know, when when we help them in, you know, bibliographic instructions and so forth. Students and faculty. Um, we have a big body of adjunct faculty. Yeah. So yeah, as far as outside world, I know there are people using it, because the stat is so high. Yeah, I didn't promote it. You know, outside. There. People are just discovering it. Yeah. I don't know, for what reason, but nothing. Any more questions? What time is it? We've got two minutes.

 53:04

Dr. Barnes, do you have anything to say?

 53:09

How has your process touched on how you handle existing resources in the collection that contain racist, homophobic, etc ideas?

 53:18

Yeah, we haven't. I mean, we haven't done

 53:25

we haven't cut a couple of journal subscriptions to things that we don't Yeah, ideas with. But as far as a lot other than regular weeding of the collection, it's not really been an issue so far.

 53:39

Um, if you're talking about like, you know, weeding the collection to get those views out?

 53:57

Um, well, I have, I have, I'm not sure about that, like, I have some reservations about, you know just reading everything that can take contain racist and homonhobic ideas because I

know, just reading everything that can take contain racist and homophobic ideas because I think that's like, if you do that, then you're kind of presenting a wrong idea of the landscape, like, so. It's all it's all smooth kind of thing. However, because of limited resources, there was one journal that kind of, you know, took a turn and went into a different, different direction that, that we, you know, we were learning we were affirming of, you know, LGBTQI. So, you know, if a current subscription turns against that, we're gonna do Alright, go, we're gonna let let that subscription go. Now, if when we're not waiting the library to, you know, let go of all the ideas, you know, homophobic and all that no, we're not doing that because I think that can get kind of yeah and then and then you're like, basically you know muting some people I think we need all the voices we don't want to censor, I guess too much.



55:41

Accept self censor.



55:48

Oh, there's a new message. Thank you.



55:51

Thank you. You're welcome.



55:58

Well, if there's no more questions, thank you both Katie and Delores for giving this presentation