
Embedding DEI & Social Justice in Libraries

Katie Mack (she/her) & Peter Langella (he/him)
Champlain Valley Union HS





Introduction



Who We Are



Why this work matters



What we're navigating as
librarians



Acknowledging the local landscape:



Political pressures



Shifting language



Strategic responses

...and the national/global landscape:



Legislation & lawsuits



Preemptive compliance



Self-censorship

WHAT ABOUT YOU?



Staffing

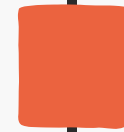
Funding

Community Support

Political Realities

The power of

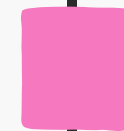
SUBVERSION



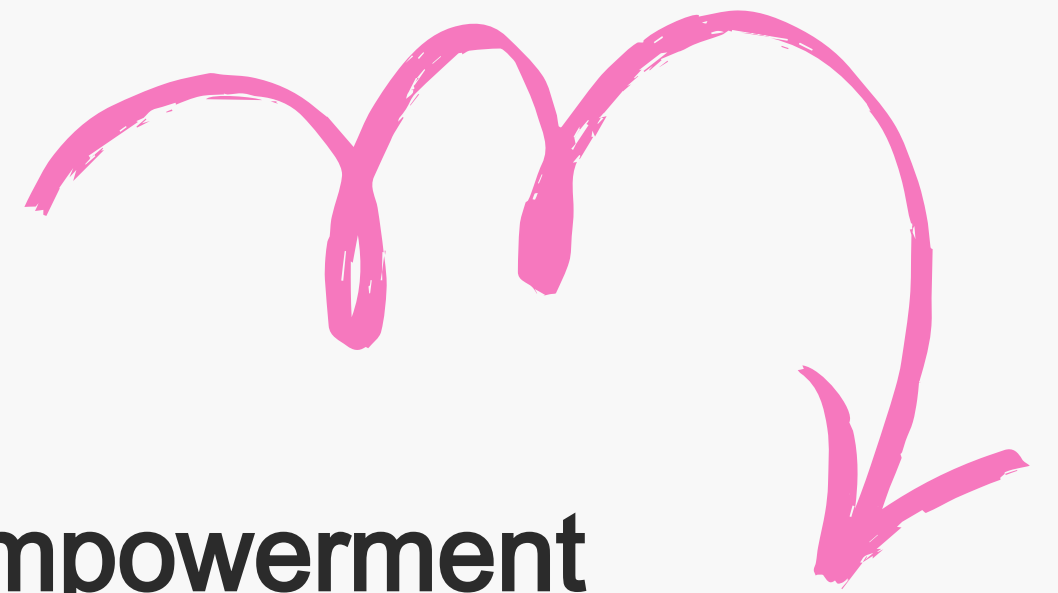
Resistance & empowerment



Planting an orchard



Lighthouse keepers
(more later)



Four Areas of Focus



Collection
Development



Inquiry &
Instruction



Affirming &
Inclusive Spaces



Advocacy &
Resistance

Collection Development

- Selecting books strategically
- Using policies for protection
- Quiet framing, bold content (if necessary)



[illegible]

- Inclusive, established booklists
- Partnership strategies

Inquiry & Instruction

...a, and accessing the
accurate news is essential.

SOCIAL MEDIA & THE NEWS



How can you add timely, accurate news to
your daily social media consumption
without leaving your preferred
apps and platforms?



- Critical questioning
- Media literacy
- Framing inquiry as activism

Inquiry & Instruction



- Teenagers at the center
- Examples



Affirming & Inclusive Spaces

- Lighthouse keepers
- Signals of belonging
- Affinity and care



Advocacy & Resistance



- Strategic partnerships
- Navigating resistance
- Grounding in policy

Problems of

PRACTICE



Identify a problem



**Generate one actionable
intervention to address your
problem**



**Individually reflect on the
intendend and unientended
consequences of the
intervention**



DEFINE THE PROBLEM






- Who is being underserved or excluded in your library's services or collections?
- What policies, practices, or systems reinforce inequity or privilege?
- Where do you see barriers to access, representation, or engagement for marginalized groups?



Problems of Practice Protocol





-  Work in a triad: Presenter, group members (one of which should be the timekeeper).
-  Each presenter should take about 10ish minutes. Switch when complete.
-  Norms on the back of the sheet



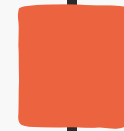


PLAN FOR THE FUTURE



- What do you think might happen? How might people respond?
 - Potential unintended consequences?
 - How might the intervention be assessed?
- 
- 

Closing



Hold as many lines
as possible



Act with courage
(when you can)



Keep the light on

