

WHO ARE WE,  
THE LIBRARIANS?  
**GAZING THE  
DIVERSITY STANCE**

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# OUTLINE

- *Introduction*
- *Unpacking our multi-cultural selves*
- *Studying the gaze*
- *Practitioner inquiry in the LIS classroom*
- *The Multi-layered, Hybrid-notic stance*



Image credit: <http://notkei.up.n.seesaa.net/>

# INTRODUCTION

A word cloud centered around the acronym 'LIS' and the word 'classroom'. The words are arranged in a roughly circular pattern. The largest word is 'LIS' in green. Other large words include 'classroom' in purple, 'educators' in purple, 'identity' in blue, 'practice' in purple, 'culture' in purple, 'diversity' in purple, 'framework' in purple, 'article' in purple, 'becoming' in purple, 'heritage' in purple, 'American' in purple, 'approach' in purple, 'research' in purple, 'teaching' in purple, 'pedagogical' in purple, 'curriculum' in purple, 'practices' in purple, 'inquiry' in purple, 'means' in purple, 'agents' in purple, 'support' in purple, 'ways' in purple, 'questions' in purple, 'challenges' in purple, 'self-reflective' in purple, 'methodology' in purple, 'professional' in purple, 'participatory' in purple, 'discussion' in purple, and 'introduces' in purple. Smaller words include 'exploration', 'within', 'more', 'consider', 'about', 'studying', 'stance', 'practitioner', 'own', 'learn', 'aware', 'impacts', 'pedagogy', 'teach', 'added', 'case', 'affirming', 'framework', 'diversity', 'stance', 'practitioner', 'own', 'article', 'learn', 'aware', 'impacts', 'means', 'support', 'ways', 'questions', 'challenges', 'self-reflective', 'methodology', 'professional', 'participatory', 'discussion', and 'introduces'.

# INTRODUCTION

- *THEN - 2006:*
  - *Creating A Seat At The Table: (Still) Seeking Culturally Competent Pedagogy in LIS Education (2006)*
  - *Emerging LIS Initiatives*
  - *Early LIS program approaches*
- *NOW - 2016:*
  - *“Writing back” to Creating A Seat At The Table*
  - *Restating and reproblematicizing*
  - *“Who Are We, The Librarians to the Librarians?”*

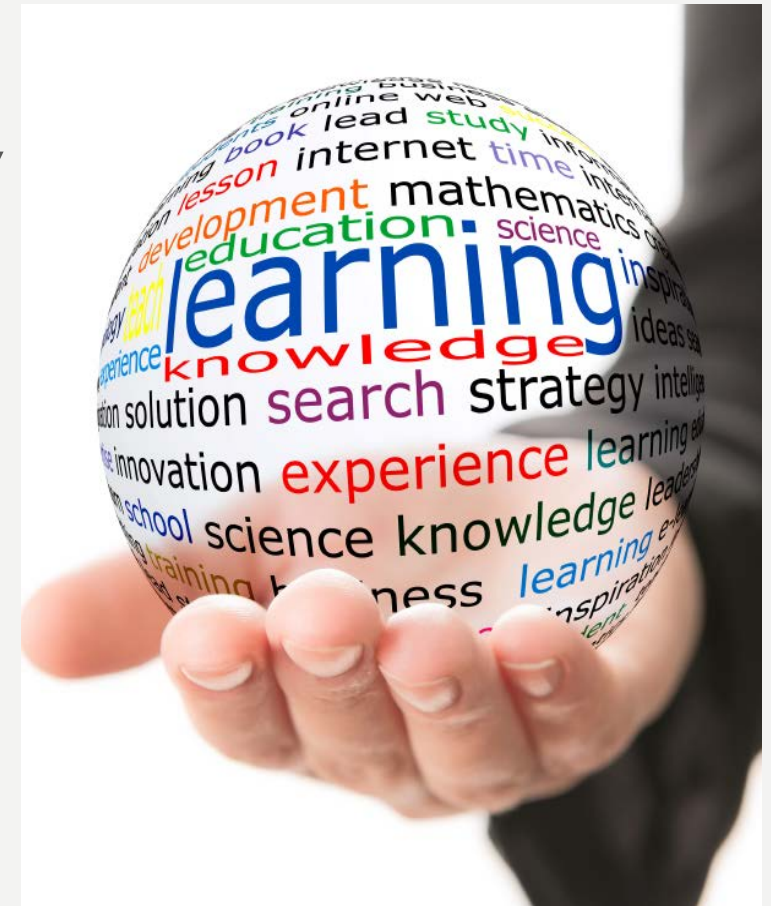


image source: <http://community.bowdoin.edu>

# UNPACKING OUR MULTI-CULTURAL SELVES

- Diversity of the American Librarian workforce
- An “easy” veneer of blanket categories
- Culture / Heritage / Identity



# STUDYING THE GAZE

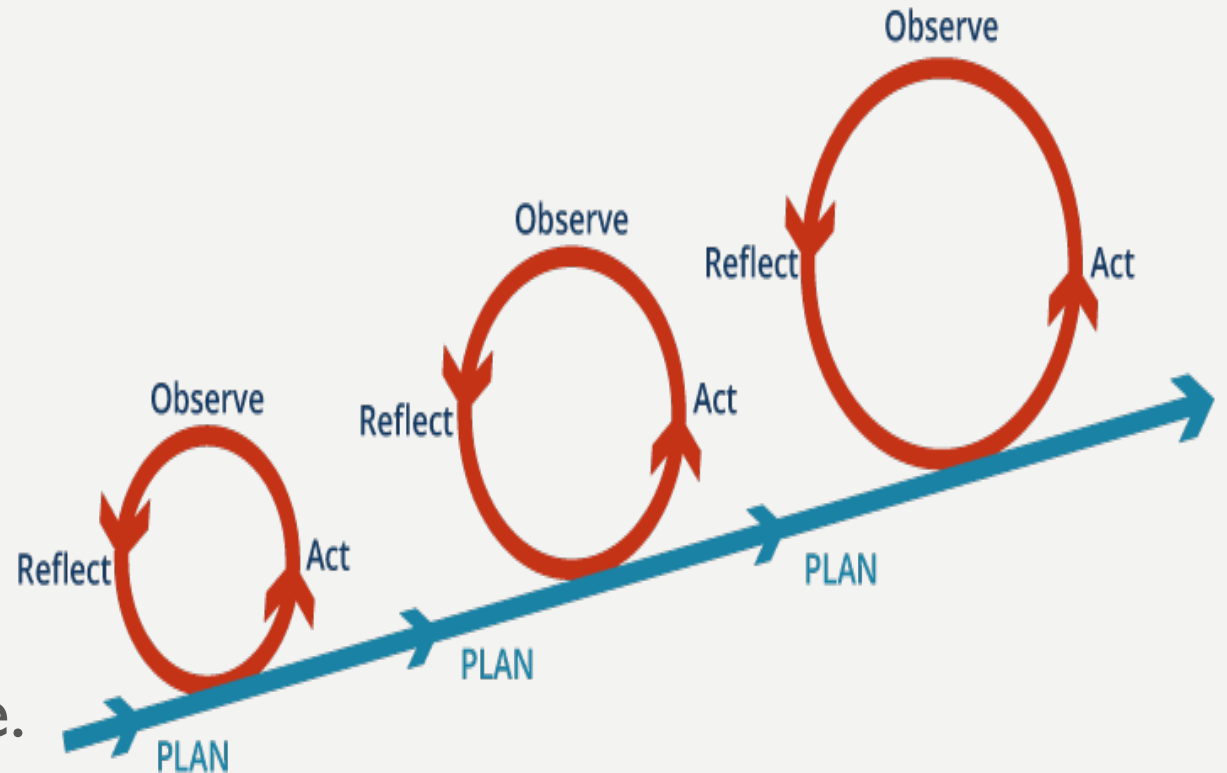
- Practitioner Inquiry
  - We study our professional practice
    - Collect data from practice
    - Ask critical questions about our data, such as:
      - *How are we included in as a learner in the classroom?*
      - *How do we identify the need for innovation in our pedagogy?*
      - *What are we learning from what we are teaching?*
    - Reflect about practice collaboratively



image source: <https://rwconnect.esomar.org/>

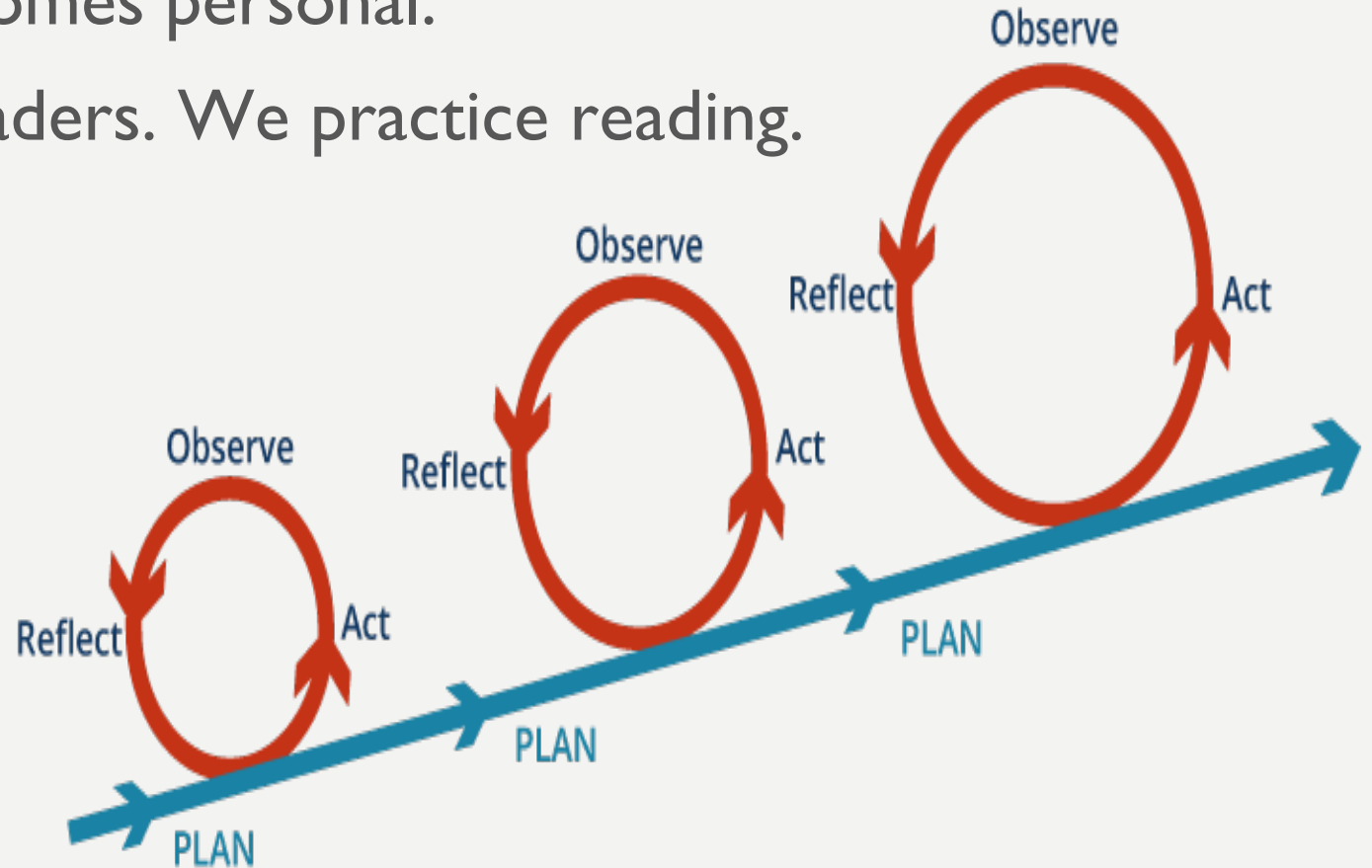
# STUDYING THE GAZE

- Practitioner inquiry:
  - Strategic.
  - Collaborative.
  - Process-oriented.
  - Research-substantiated.
  - Agency affirming.
  - Voice activating.
  - Reflective. Contemplative.
  - Organic. Messy. Funchaotic.
  - Iterative.



# Practitioner Inquiry in the LIS classroom

- The professional becomes personal.
- We read. We are readers. We practice reading.
  - Literarily
  - Socially
  - Culturally
  - Intuitively
  - Strategically





# THE MULTI-LAYERED, HYBRID-NOTIC STANCE

- We're librarians.
- We're scholars.
- We're researchers.
- We're educators.



image source: <https://americanlibrariesmagazine.org>

- *The buck for the health of LIS practitioners begins with us.*

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