Transcending Silos:

Communicating Across Roles in Academic Libraries

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Land acknowledgement

We recognize that today we gather on the unceded land of the Ramaytush-speaking people of the Yelamu tribe, one of the independent nations now referred to as Ohlone.

"The Ohlone people are still here, working for their right to remain and evolve in the place we now call San Francisco. In recognition that we all benefit from this land, we encourage you all to learn about the Indigenous communities in the spaces you occupy, and acknowledge the difficult truths of our shared histories and the ways in which these continue to shape our lives."

- University of San Francisco, Thacher Gallery

Code of Conduct - Shared Agreements

We want to create a welcoming, safe, and engaging space for discussion. Harassment will not be tolerated in any form. We draw inspiration from, and extend gratitude to, the following organizations for their thoughtful agreements:

- "Respect and hold space for each other's voices and narratives" (CCLI Code of Conduct)

- "Take the lessons, but not the details" (we here Code of Conduct)

- "Be open to but not attached to the outcome. Sometimes the process is the outcome." (we here Code of Conduct)

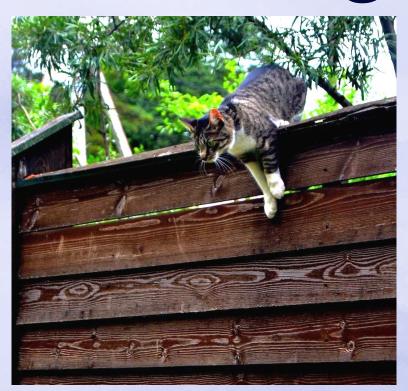# Welcome Poll

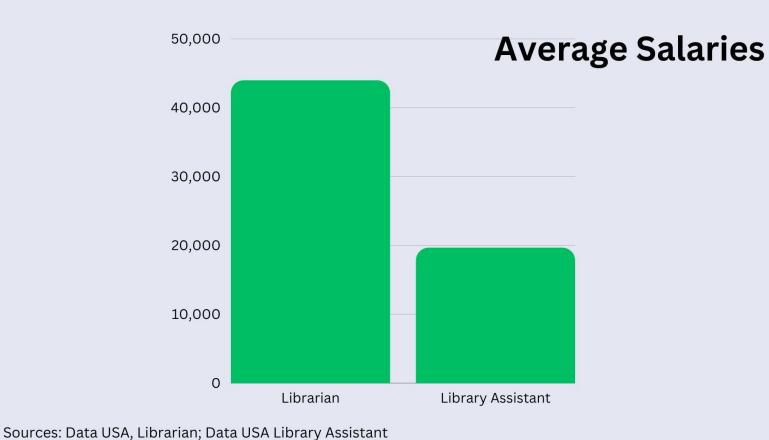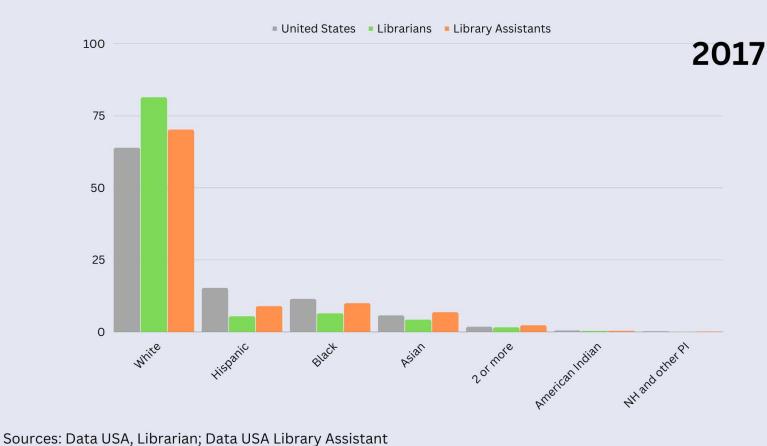

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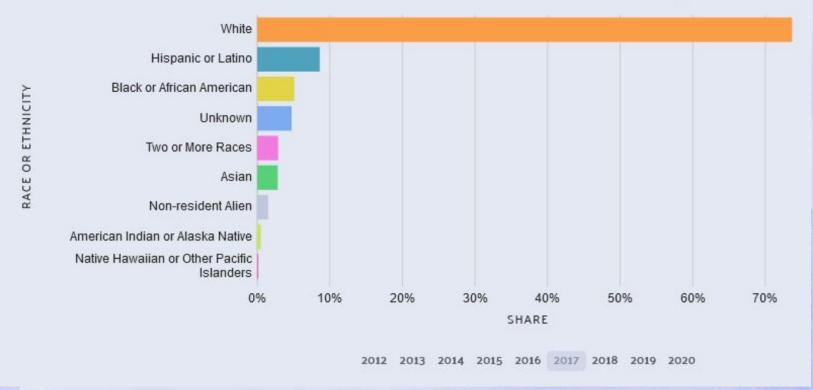
Frontline Staff

The One Shot

The Mini One Shot

Transcending Silos

Sources: Data USA, Librarian; Data USA Library Assistant

Race and Ethnicity by Library Science Degrees Awarded

Source: Data USA, Library Science

Average Household Net Worth by Race

Wealth Inequality

Exceptional librarians, ordinary obstacles

Catherine Latimer and Elizabeth Irene Martinez

2.8 Power Relationships Within the Field

Racial equity can only be realized when power differentials between BIPOC and white individuals are equalized and when communities of color have the agency, rights, opportunities, and access to resources to ensure that they can thrive. Historical and systemic inequalities exist and must be deliberately addressed and remedied. This process is facilitated by ceding power and providing opportunities for BIPOC individuals to develop and cultivate power. This can only be accomplished by guaranteeing that minoritized populations will have a significant role in envisioning and implementing their desired future *if they so choose*. Ways in which power differentials show up in everyday practice and which must be countered at a systemic level include:

- Power structures within work distribution (ability to work from home);
- Overrepresentation of people from majority cultures/identities in manager roles;
- Examining what is considered "canon" in material resources;
- Power one holds in deciding whether to commit to equity work (it's a luxury for some).

ACRL Access Services Framework
https://www.ala.org/acrl/sites/ala.org.acrl/files/content/standards/acrl_access_services_framework.pdf

Collaboration Across Roles

Mt. San Jacinto College

Blanca Garcia-Barron

About Me: Positionality

Personal

Cisgender & Straight

Mental & Physical health stress due to academia

Brown Mexican American Woman

PTSD diagnosed from academic & toxic work spaces

First Generation

Struggled w/ mentorships & sense of belonging

Academic

Phd Dropout

Finishing MLIS (2nd graduate degree)

Internalized academic culture = knowledge privilege

Library Tech Role & Projects

Assigned Work

- Circulation
- Copy Cataloging
- Desk Service
- Customer Service
- Cash Handling/Reports

Projects

- Libguides
- Book Displays/Exhibits
- Supervising Student Work
- Mentoring students
- Social Media

Institutional Environment

MSJC

- Equity Pledge
- Hispanic Serving Institution Focus
- Professional Development
- Administration

Libraries

- Staff Size– 3 library techs, 2 full time librarians
- Supportive leadership – librarians and area dean
- Communication
- Agency as circulation techs
- Emphasis on mentorship
- Focus on talent and interest

Service to Students

Mentorship

- Modeling Mentorship: Student workers, as well as staff
- Professional Development

Communication

- Staff - Librarian connections
- Creates inclusive environment
- Shared values - conflict resolution

Student Success

- Personalized service
- Meeting Institutional goals
- Library Mission + Service goals reflects commitment to students

DEIA Driven

- Educational Justice
- Awareness of racial and power structures
- Moving towards cultural competencies + DEIA evaluations

Considerations-Questions-Issues

1. Working according to contract, but not upholding a hierarchy mindset.

2. Tech roles traditionally seen as customer service roles not professional or career work.

3. How do we bridge these conversations and values beyond our work spaces?

4. Who is responsible for sustaining or cultivating this environment?

5. Reimagining academic culture

Activity time!

Code of Conduct - Reminders!

- **"Respect and hold space for each other's voices and narratives"** ([CCLI Code of Conduct](#))

- **"Take the lessons, but not the details"** ([we here Code of Conduct](#))

- **"Be open to but not attached to the outcome. Sometimes the process is the outcome**." ([we here Code of Conduct](#))

Brainstorming Session - Round 1

1. What differentiates staff from librarians at your library?

2. How many people do you know on the circulation staff at your library? How many of them have an MLIS?

3. On what occasions do you interact with circulation staff at your library? In what spaces?
   a. Why do you think that is?

https://rb.gy/zb7bn

Brainstorming Session - Round 2

1. Should staff be allowed or encouraged to attend professional development events alongside librarians? Why or why not?

2. How can libraries help create a pipeline for staff with the MLIS to librarianship?

3. What 'baby steps' can we take to start?

4. If you transitioned from a staff role to a librarian role, what did it take to achieve that? What advice would you give to librarians to help staff?

https://rb.gy/zb7bn

Thank you

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