



ADIÓS IMPOSTER SYNDROME:

Serving Latine Students
with Library Instruction



The Presentation

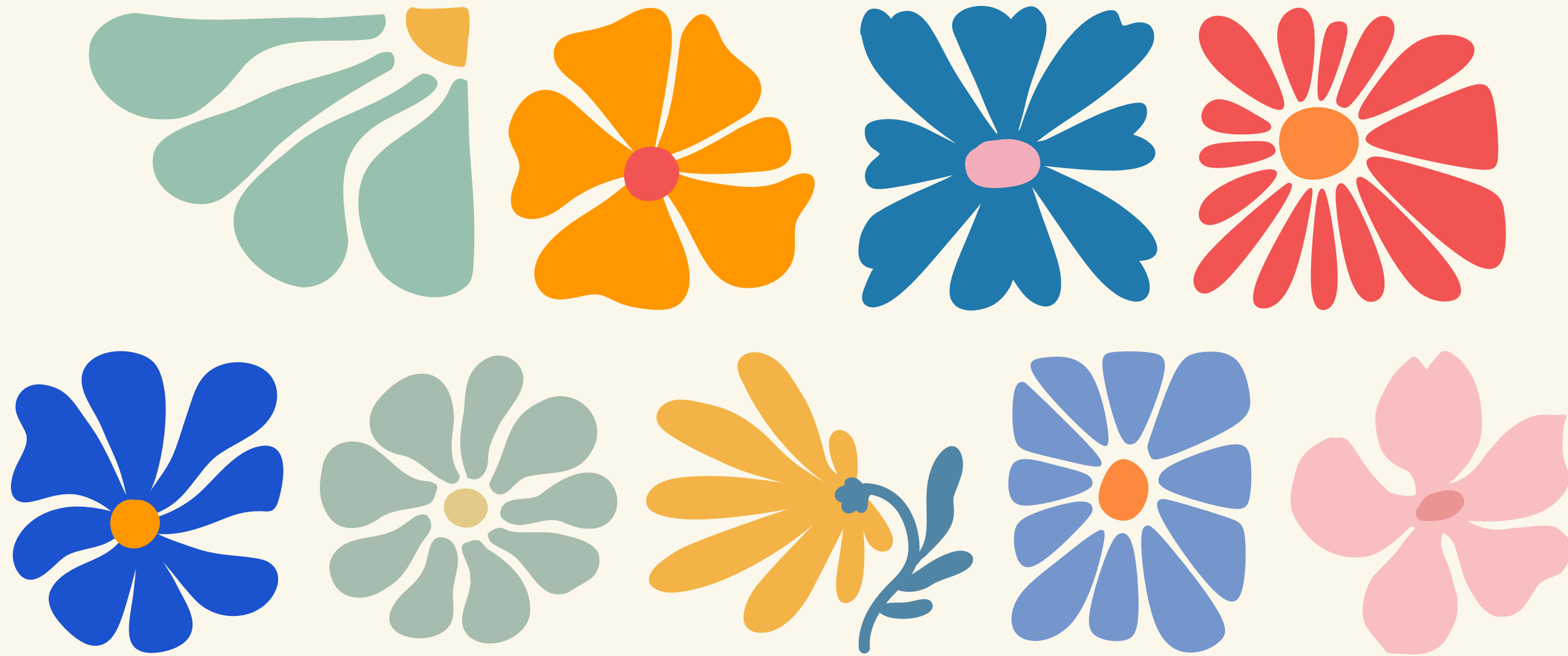
- Introduction
- Why Latine?
- Discuss activities
- Background
- Explain the workshop
- Impact on library instruction
- How we serve Latine students in the library

Positionality

I am a queer, Ashkenazi Jew, white, cis male, high school dropout, non-traditional HSI community college graduate, and HSI transfer student. I am an English/Spanish bilingual faculty librarian at a rural HSI community college that is 66% Latine, and I am engaged in this work to support the educational justice and liberation of my students.

Why Latine?

- Gender inclusive
- Often preferred by Spanish speakers over Latinx
- More widely used in LGBTQ+ communities



Pair Share Activities

Activity #1

Do you design your instruction activities and learning tools to meet needs of your Latine students? If yes, how do you do it? If no, how do you think you could? (5 minutes)

Activity #2

Do you make space for the knowledge and experience of your Latine students in your instruction sessions or classes? If yes, how do you do it? If no, how do you think you could? (5 minutes)

Activity #3

Do you help your Latine students feel a sense of inclusion and belonging in the classroom and in the library? If yes, how do you do it? If no, how do you think you could? (5 minutes)

About MSJC

Demographics

Headcount of 16,387 with following demographics:

- 51.55% Hispanic
- 5.81% African American
- 0.36% American Indian/Alaskan Native
- 3.37% Asian
- 3.66% Filipino
- 0.37% Pacific Islander
- 5.75 % Multi-Ethnicity
- 21.95% White Non-Hispanic
- 7.19% unknown

As of AY 2023-2024, 81% of the students at the college were receiving financial aid

Single College District

- Three campuses: San Jacinto, Menifee, Temecula
- 1,700 sq. mile service area across Riverside and San Diego counties
- Hispanic Serving Institution (HSI) for 25 years

San Jacinto Campus

- In a rural area with a few small cities nearby
- 66% of the students at SJC are Latine

Origin of Adiós Imposter Syndrome



Leticia Luna-Sims

- Director of HSI, Title V, and Latinx Initiatives at MSJC since 2021
- Organized training with Dr. Gina Garcia for MSJC employees
- Asked me to create “Adiós Imposter Syndrome: Demystifying Research with the Library” workshop during Hispanic Heritage Month
- Her director position at MSJC ends June 30th due to the loss of a Title V grant



Dr. Gina Ann Garcia

- Renowned scholar of Hispanic Serving Institutions (HSIs) and professor of education at UC Berkeley
- Gave keynote and training session on transforming HSIs at MSJC in SP23
- Argues that HSIs have been too focused on meeting HSI enrollment requirements and applying for grants, and need to focus on intentionally serving Latine students

Pair Share Activity #1

- **Do you design your instruction activities and learning tools to meet needs of your Latine students?**
- **If yes, how do you do it?**
- **If no, how do you think you could?**

Instructions: Set a timer for 1.5 minutes and let one person share without interruption, then do the same for the next person. Use the last two minutes to discuss what you have shared. The activity is 5 minutes total. Be prepared to share out with the group one practice or idea that you discussed.

First Workshop—FA23

- Did outreach to Puente and the Undocumented Students Program
- Consolidated practices I had developed for different instruction sessions
- Introduced library services and resources
- Let students know I spoke Spanish
- Demonstrated how to access sources in Spanish throughout the workshop
- Distributed library flyers in the workshop
- Told them research was important for achieving their educational, professional, and personal goals
- Asked them to share their experiences researching something that was important to them
- Showed them how to use a variety of databases to research community college student success and Latine student success
- Leticia Luna-Sims joined to provide feedback

Pair Share Activity #2

- **Do you make space for the knowledge and experience of your Latine students in your instruction sessions or classes?**
- **If yes, how do you do it?** *Activity #2*
- **If no, how do you think you could?**

Instructions: Set a timer for 1.5 minutes and let one person share without interruption, then do the same for the next person. Use the last two minutes to discuss what you have shared. The activity is 5 minutes total. Be prepared to share out with the group one practice or idea that you discussed.

Second Workshop—FA24

- Held the workshop in the library classroom and included a Peer Research Assistant
- Made a little display in the classroom of new books about Latine communities
- Asked my Dean, Dr. Alma Ramirez to do my tenure evaluation on the workshop
- Shared that I was a Puente mentor and advisor for the undocumented students club
- Shared my own story of how research impacted my family
- Built the workshop around doing research to answer these four questions: 1) Am I good enough? 2) How do I transfer? 3) How do I pay for college? 4) How do I succeed at the university?
- Used different databases and a different kind of source to answer each question (reference, scholarly, newspaper, video)
- Focused on different topics such as imposter phenomenon, transfer student capital, academic counseling, scholarships, and mentoring
- Discussed an article on the role racism plays in students of color feeling imposter phenomenon
- Gave students the opportunity to apply the skills they were learning and worked with them individually

Impact on Instruction

- Teach a very similar instruction session for College Success and Career Readiness (CSCR) courses
- Offer an instruction session on student success and career preparation
- Highlight Spanish language services and resources in introductory slides
- Ask students to share their topics and share why it interests them
- Validate their knowledge and provide feedback
- Use some of their topics to demonstrate how to develop a research strategy and navigate databases
- Include Peer Research Assistants in instruction sessions
- Work with students individually while they apply their research skills

How We Intentionally Serve Latine Students in the Library

Programming

- Hispanic Heritage Month
- Día de los Muertos
- Undocumented Students Action Week
- Intersectional book displays
- Collaborations with the Office of Latinx Initiatives, Puente, Undocumented Students Program, and academic departments

Recruitment & Hiring

- REFORMA job board
- Bilingual in Spanish/English as a desired qualification
- Recruiting student workers from Puente

Collection Development

- Wrote a Resource Allocation Proposal (RAP) to diversify our collection, including Spanish language materials
- Spanish language spine labels on books



Pair Share Activity #3

- **Do you help your Latine students feel a sense of inclusion and belonging in the classroom and in the library?**
- **If yes, how do you do it?** *Activity #2*
- **If no, how do you think you could?**

Instructions: Set a timer for 1.5 minutes and let one person share without interruption, then do the same for the next person. Use the last two minutes to discuss what you have shared. The activity is 5 minutes total. Be prepared to share out with the group one practice or idea that you discussed.



Thank you!

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