From garnish to entrée

Centering BIPOC students in library programming via high impact practices

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Session Outcomes

1

Recognize the value of race-conscious programming and its application for library outreach

2

Identify High-Impact Practices (HIPs) relevant to co-curricular settings; articulate their positive effects on desired student outcome measures

3

Incorporate HIPs in outreach planning in order to meaningfully engage BIPOC students in library events and programming

Agenda

1. Personal & project background

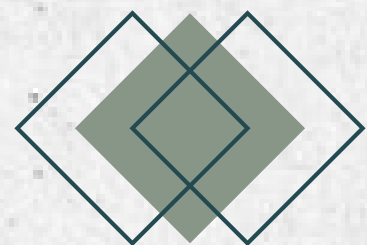2. The multicultural programming model

3. High Impact Practices in extracurricular settings

4. High Impact Practices for BIPOC students

5. Developing a framework for race-conscious, library programming

6. The framework in action

8. Question & Answer

About Me

Former **Outreach & Inclusion Librarian** at a public, mid-sized liberal arts university

Developed **library programs**, **events**, **practices**, and **partnerships** designed to enhance the library's role in student life and learning

Also coordinated **targeted efforts** to reach **underrepresented and underserved student groups** and cultivate their use of library resources

lambdakappapi

Liked by **justducky0423** and **44 others**

lambdakappapi Our sisters enjoying an impromptu ice cream date thanks to sundaes from @ssulibrary!

definition
Library programming

An intentional service, observance, event, or event series developed by or in collaboration with an academic library designed to:

- enrich the social component of student's college experience (extracurriculum)

- complement classroom-based learning or interests (co-curriculum)

Background

A **Data from campus conversations**

BIPOC students articulated a deep engagement disconnect during a series of campus conversations around university core values

B **New position with little precedent**

Nebulous roles, limited literature, lack of formal professional networks, and preponderance of early-career professionals all contribute to a steep learning curve for the typical Outreach or Student Engagement librarian

C **Frustrations**

Where do I start? What does effective, library outreach to BIPOC students *even* look like?

> *Connect diverse groups of students with each other through intentional events and other activities.*

> *Establish specific identity centers for all populations of students: Black, Latino, Women's, Asian, etc.*

> *Keep and expand Cultural [Heritage] Month celebrations to make minority students feel welcome*

Diversity programming via the multicultural approach

- *A one-size-fits-all model of student engagement aiming to cultivate ethnocultural awareness and appreciation among a general campus audience*

- *Diversity is represented in the program subject matter, but not in its design*

- *Reaching students that identify as BIPOC can be an inadvertent outcome of broader programming efforts meant to widely connect with all students*

	Multicultural model	**Race-conscious model**
PURPOSE	optimal for promoting **cross-cultural engagement** between **majority-minority groups** and **reducing campus division** along racial lines	optimal for providing **support to minoritized students** while educating the broader campus community; developing **self-confidence, solidarity, and resilience among students of color**
LIMITATIONS	accommodates comfort of white student majority; provides less space for students to critically engage issues of racial inequality and power dynamics at a deeper level; places burden of integration solely on students of color	white students sometimes preclude themselves from events/spaces and subsequently report feelings of alienation; perceptions among non-participants of balkanization, segregation, or creating racial divisions within the student body

(Warikoo & Deckman, 2014; Harpalani, 2017)

Extra-curricular programming models

Racialized engagement gaps

Involvement yields positive outcomes

Student participation in non-classroom, campus activities is linked to 8 significant, positive outcomes

(Simmons et al., 2017)

Involvement augments classroom learning

Campus involvement often complements and reinforces student learning taking place inside the classroom

**(Mayhew et al., 2016)**

Less involvement, less persistence

Students demonstrating the least amount of university-linked cocurricular engagement are at a higher risk of dropping out
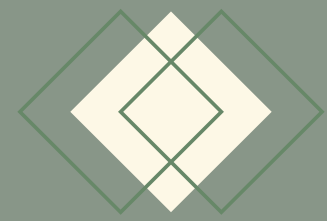
(Astin 1984; Tinto 1993)

Involvement is not race-neutral

Students of color are generally less likely to participate or have positive experiences in campus-affiliated events, thereby losing out on opportunities to build important resources & networks that could help them navigate college

(Silver 2020; Stuart et al., 2011)
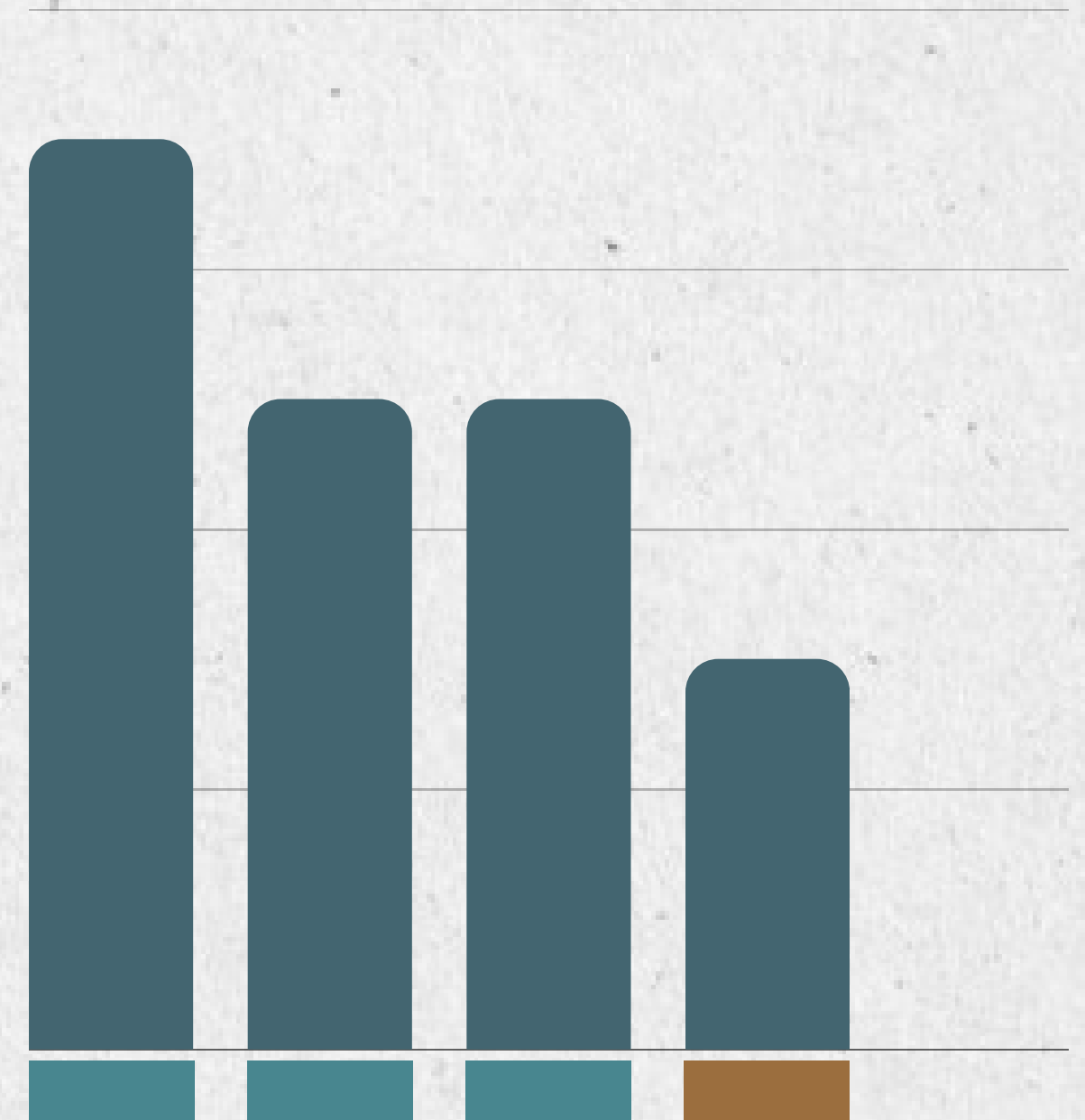
Guiding questions

Are some programming initiatives more useful than others in satisfying the needs of BIPOC students?

What elements of diversity programming (if any) carry the potential for harm to BIPOC students?

What common characteristics make programming activities effective for reaching & empowering BIPOC students?

8 *key elements of*
High Impact Practices (HIPs)

(Kuh and O'Donnell, 2013)

Substantive interactions

Interactions with faculty and peers about substantive matters

Periodic reflection & integration

Periodic, structured opportunities to reflect and integrate learning

Performance Expectations

Performance expectations are set at appropriately high levels

Receiving feedback

Frequent, timely, and constructive feedback

Encounters with diverse others

Experiences with diversity, wherein students are exposed to and must contend with people and circumstances that differ from those with which students are familiar

Real-world relevance

Opportunities to discover relevance of learning through real-world applications

Significant investment

Significant investment of effort by students over an extended period of time

Demonstration of competence

Public demonstration of competence

Characteristics of
High Impact Practices
in Extra-Curricular Contexts

1 Substantive Interactions

2 Real-world relevance

3 Receiving feedback

? Encounters with diverse others

? Significant investment

4 Sense of belonging

5 Purposefulness

(Camerato, et al., 2019)

Characteristics of
High Impact Practices
for BIPOC Students

1   **Performance expectations**

2   **Real-world relevance**

3   **Receiving feedback**

4   **Periodic reflection & integration**

5   **Demonstration of competence**

6   **Making a difference for others**

7   **Sense of belonging**

8   **Agency & accomplishment**

?   **Encounters with diverse others**

?   **Substantive interactions**

?   **Significant investment**

(Kinzie, et al., 2021)

Synthesis of high-impact practices
across varying contexts and applications

○ Study did not directly examine HIP characteristic

✔ Study measured and validated HIP characteristic

Part 1 **Characteristics of High-Impact Practices**	*Relevance generally to co-curricular & curricular activities (Kuh & O'Donnel, 2013)*	*Relevance to extra-curricular activities only (Camerato et al., 2019)*	*Relevance to racially-minoritized students only (Kinzie et al., 2022)*
High expectations for performance	✔	○	✔
Significant investment of time & effort	✔	***mixed results***	***mixed results***
Substantive interactions with faculty & peers*	✔	✔	***mixed results***
Encounters with diverse others	✔	***mixed results***	***mixed results***
Frequent and constructive feedback	✔	✔	✔
Periodic, structured opportunities to reflect and integrate learning	✔	○	✔

Synthesis of high-impact practices
across varying contexts and applications

○ Study did not directly examine HIP characteristic

✔ Study measured and validated HIP characteristic

Part 2 **Characteristics of High-Impact Practices**	Relevance generally to co-curricular & curricular activities (Kuh & O'Donnel. 2013)	Relevance to extra-curricular activities only (Camerato et al., 2019)	Relevance to racially-minoritized students only (Kinzie et al., 2022)
Real-world relevance & application	✔	✔	✔
Public demonstration of competence	✔	○	✔
Sense of belonging	○	✔	✔
Opportunities to make positive differences for others*	○	✔	✔
Sense of agency or accomplishment	○	○	✔
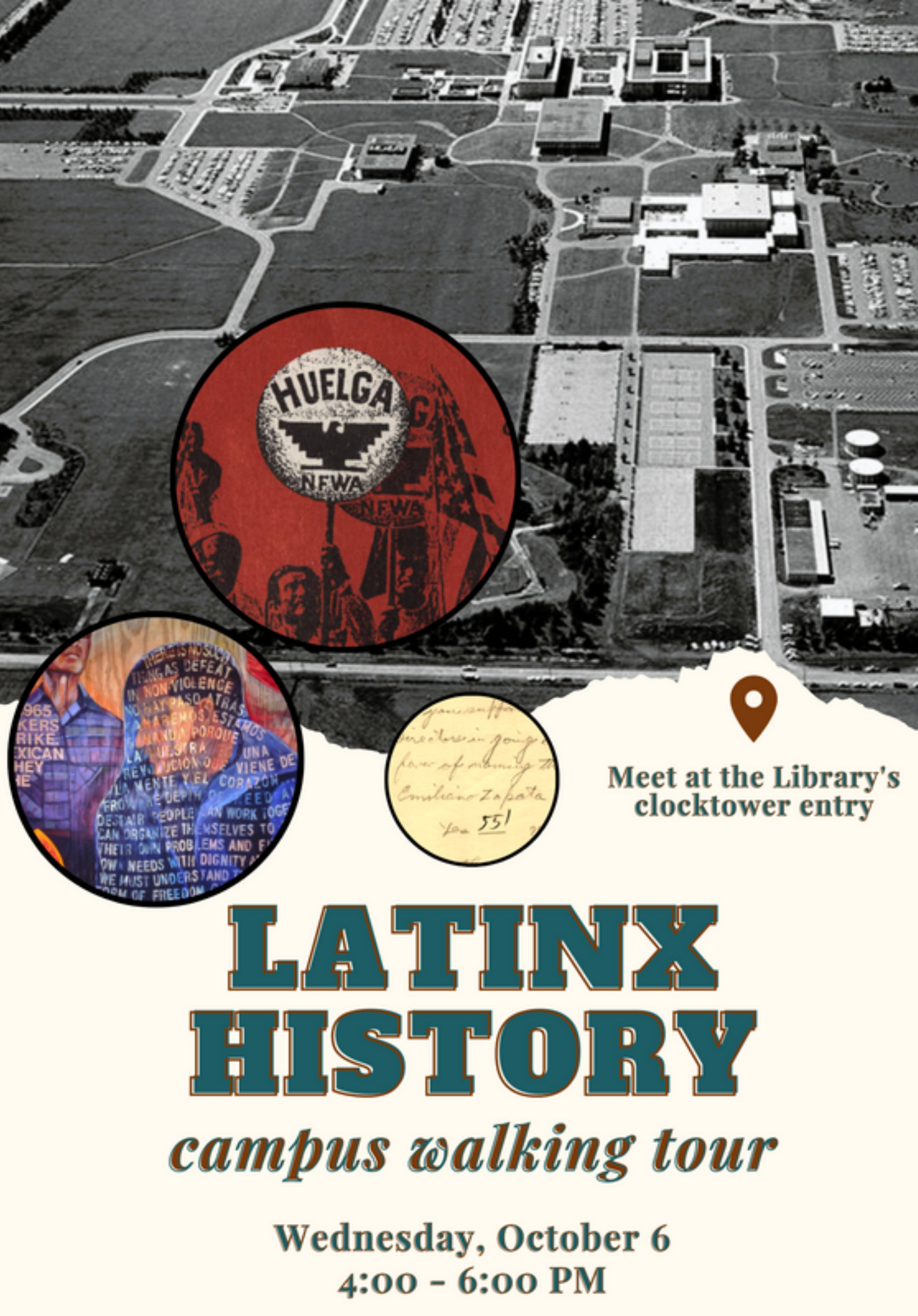
synthesized framework in action:

A race-conscious library program

- Piloted an archives-based walking tour in Fall 2021 as part of a campus-wide Hispanic Heritage Month celebration.

- Drawing on materials from university archives, the event served to highlight Latin@/x historical points of interest across campus.

- Employed the newly developed High Impact Practices (HIPs) synthesis framework to design a meaningful, co-curricular, BIPOC-focused student event.

HUELGA
NFWA
NFWA

Meet at the Library's clocktower entry

LATINX HISTORY

campus walking tour

Wednesday, October 6
4:00 – 6:00 PM

Event implementation actions
mapped to HIPs synthesis framework for race-conscious programming

HIP characteristic:
Sense of belonging

Implementation actions:
Use place-based histories of Latin@/x figures to counteract perceptions of the campus environment as "chilly" and foster visual cues of cultural affiliation across campus.

HIP characteristic:
Opportunities to make positive differences for others

Implementation actions:
Introduce the concept of archival silences as related to BIPOC voices and stories.

Encourage participants to deposit personal or club materials via the Student Voices community archive initiative.

Latinx Heritage
campus walking tour

All images courtesy of Special Collections and University Archives.

Contribute directly to campus history at

bit.ly/ssustudentvoices

University Library

Library Home

Research and Teaching

Services

Study Spaces

Collections
- Books
- DVDs and Streaming Media
- Journals and Articles
- Primary Sources
- Special Collections
  - Our Collections
  - Special Collections Collecting Statement
  - Special Projects
    - Made in Amache
    - Mapping Our Community: Gaye LeBaron and the Stories of Sonoma County
    - Student Voices: An SSU Community Archive
  - Using Special Collections
  - Teaching with Special Collections
  - Contact Us
- Electronic Resources Usage Guidelines
- Collection Development Policy

About the Library

My Library Account
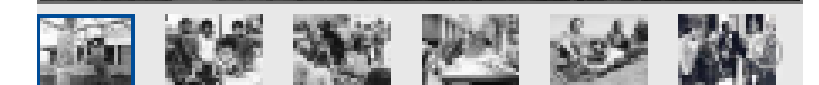
Giving to the Library

Student Voices: An SSU Community Archive

We want you, our SSU students, to contribute to your own campus history!

Sonoma State's University Archives preserves representative examples of material about campus history since Sonoma State University's founding in 1961. These records document the history, growth, and development of the University and support campus memory.

Campus yearbooks, catalogs, scrapbooks, student newspapers, photographs, student club publicity, and other material are documented and preserved for all to use.

However, archival practices have historically erased, marginalized, and ignored the records and stories of much of SSU's diverse student body.

To ensure greater representation and help document a more comprehensive Sonoma State history, we encourage all student submissions, including those from underrepresented student groups such as ethnic minority, LGBTQI+, veteran, first-generation, economically disadvantaged, undocumented, and international students.

Get the Details

What are University Archives?

Where are they located?

What can I contribute?

How can I contribute?

Event implementation actions
mapped to HIPs synthesis framework for race-conscious programming

HIP characteristic:
Substantive interactions with faculty and peers

Implementation actions:
Frame a Latina-identifying librarian as the face of the event and personalize certain tour aspects to her background.

Cultivate small-group and all-group discussions with prompts designed to share or broaden perspectives.

HIP characteristic:
Periodic opportunities to reflect and integrate learning

Implementation actions:
Weave active learning components and reflection activities at each tour site.

HIP characteristic:
Real-world relevance and applications of learning

Implementation actions:
Convey archival materials and pedagogy to campus contexts, outside the confines of the library building or Special Collections reading room.

Discussion prompt:

"If a building was being renamed on campus today, whose name and legacy would you want to pay tribute to and why?"

Do you support the action of the Board of Directors in going on record as being in favor of naming the new library after Emiliano Zapata

Yes _551_   No _411_

Naming of the library, 1969. Record of a vote among Associated Students to name the library after Emiliano Zapata on May 21, 1969.

Do you support the action of the Board of Directors in going on record as being in favor of naming the new library after Emiliano Zapata

Yes: 551   **No: 411**

Impact

Program reflected evidence-based elements to actionably entice, retain, and serve students of color at a library-hosted event

5 HIP conditions were used to define the archival walking tour as a high-impact co-curricular event for BIPOC students:

- Substantive interactions
- Reflective and integrative learning
- Real-world application
- Sense of belonging
- Transformative action for others.

I hope this becomes a staple to our heritage months lineup in future years

I'll look at campus differently now, thanks to this tour

This tour would be great to add to New Student Orientation to let incoming Latinx students know that they have a rightful place on this campus

Questions?

Thank you for your time and attention.

Use the QR code or shortened link to access today's slides.

🔗 • www.bit.ly/fon-loex23

✉ • catherine.fonseca@mail.wvu.edu

🐦 • @cathygoweeee

Be on the lookout

Fonseca, C. (forthcoming 2023). Taking it to the Street: Designing Archival Walking Tours for Cultural Heritage Months. In Y. Tran, M. Aguilar, & A. Poo (Eds.), *Creating an Inclusive Library: Approaches for Increasing Outreach, Engagement, and Use with BIPOC Students*. ACRL Press.

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