Investigating Information Privilege and Accessibility with First-Year Students

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ELON UNIVERSITY

Land Acknowledgement

Elon University is situated on land that was stolen and manipulated from Indigenous peoples by white colonists. The land currently occupied by Elon University is that of Adshusheer, Eno, Shakori, Catawba, Sappony/Saponi, Sissipahaw and Occaneechi people. We honor and respect the diverse Indigenous peoples still connected to this land. Additionally, this land has borne witness to over 400 years of the enslavement, torture and systematic mistreatment of African people and their descendants. Knowing and critically examining our history and how the "collective we" got here is vital for understanding our current reality, as well as functioning as an initial step in the process of healing the deep wounds of our shared history.

Agenda

➢ Welcome

➢ Context - Elon University and Belk Library

➢ FY Writing and Misinformation, Data Algorithms, Missing Perspectives, & Information/Access Privilege

➢ Elon Library as a Case Study

➢ Discussion Questions

ELON UNIVERSITY
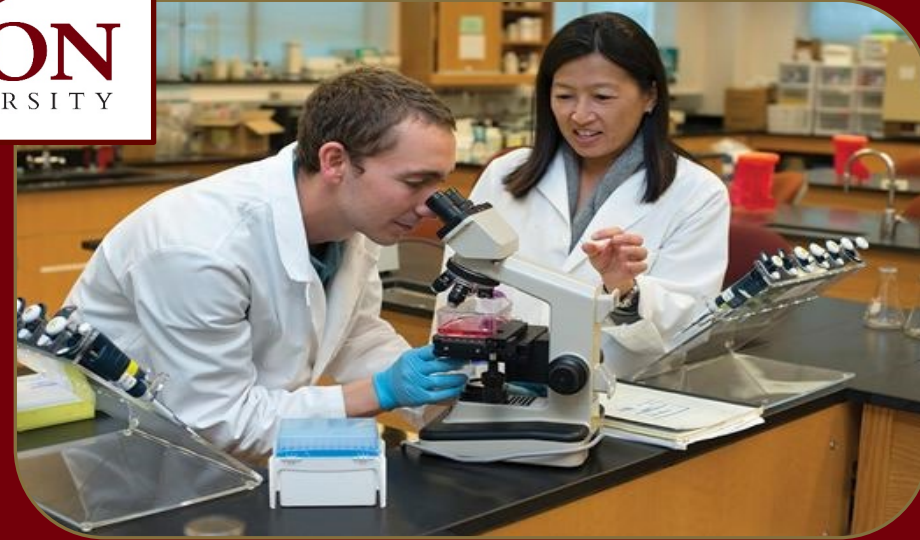
Location: Elon, NC

Core values: Diversity, Inclusion, Global Engagement

Emphases: Student-Centered, Experiential, Globally Engaged

Student Body: 7,126, including 825 graduate students & 1,591 FY

Faculty: 455 full-time, faculty to student ratio 12:1, average class size 20

Programs Offered: 70+ bachelor's, 10 graduate programs

Student Success: 4-year graduation rate 79%, First to second year retention rate 88%

ABOUT ELON UNIVERSITY

Carol Grotnes Belk Library: By the Numbers

2021-22

- Open **143** hours/week
- **228,307** visitors
- **906** library seats
- **13** faculty librarians
- Librarian to student ratio 1:546
- **421** instruction sessions to 7,379 students
- **225** personal librarian connections
- **4,269** questions answered
- **1.4 million** titles (print & electronic)

First Year Diversity at Elon

Academic Year	Students of Color	Percent
2005-06	114	9.
2010-11	154	11.9
2015-16	264	17.3
2017-18	286	18.2

Topics of Inquiry

- Misinformation

- Data Algorithms

- Missing Perspectives

- Information/Access Privilege

First Year Foundations

ENG 1100: Writing – Argument and Inquiry

Prepares students to develop as writers through extensive practice in process strategies, argumentation, and research methods. Students will learn and apply rhetorical strategies to write effectively in print and electronic environments for a variety of audiences, and will learn to think, read, and write critically about significant issues in multiple contexts.

COR 1100: The Global Experience

Examines personal and social responsibility in domestic and global contexts. In developing their own view of the world and its many peoples, societies, and environments, students will evaluate the complex relationships that may both promote and obstruct human interaction.

Framework for Information Literacy

Information Has Value

Learners who are developing their information literate abilities

- understand how and why some individuals or groups of individuals may be underrepresented or systematically marginalized within the systems that produce and disseminate information
- recognize issues of access or lack of access to information sources
- decide where and how their information is published

Dispositions

Learners who are developing their information literate abilities

- see themselves as contributors to the information marketplace rather than only consumers of it
- are inclined to examine their own information privilege

ENG 1100 Learning Outcome Revision

Old version (created over a decade ago, used until Spring 2022):
Writing to persuade by analyzing, interpreting, researching, synthesizing, and evaluating a wide variety of sources.

New version:

Conduct Research to Inquire, Argue, and Expand One's Knowledge and Understanding.

1. Seek out, analyze, and evaluate various kinds of sources–such as personal testimony, data, internet sources, and peer-reviewed research–that represent a variety of communicative approaches and perspectives.

2. Read sources with curiosity, skepticism, and a willingness to expand and complicate one's understanding.

3. Synthesize information and evidence to develop hypotheses and/or stake claims; practice ethical source use, which includes citing sources appropriately and attributing ideas to their respective sources.

4. Recognize the socio-political nature of information, including the positionality and expertise of its creators, where it is located, and how it is controlled.

ENG 1100 Outcome 4d

FIRST ITERATION (Spring 2021)
-Interrogate the socio-political nature of information, including the positionality and expertise of its creators, how it is controlled, and where it is located; and recognize that some perspectives may be underrepresented or systemically marginalized.

SECOND ITERATION (Fall 2021)
-Recognize the socio-political nature of information, including the positionality and expertise of its creators, how it is controlled, and where it is located; critically evaluate sources across contexts, and recognize that some perspectives may be overrepresented or systemically marginalized.

FINAL ITERATION (Spring 2022)
-Recognize the socio-political nature of information, including the positionality and expertise of its creators, where it is located, and how it is controlled.

HIGH SCHOOL

I had lots of books at home

I had access to books in my first language and books about my culture

I had easy access to the internet growing up

I could get to a public library in my hometown

My high school had access to scholarly databases (ex. JSTOR)

My high school had a lot of AP offerings

My high school had a library and librarian

My high school had a lot of technology

I had to write research papers in high school

My school prepared me well for college-level research (ex. citing, finding & evaluating sources)

COLLEGE

My professors encourage academic freedom

I have a personal computer and smartphone with unlimited data/ internet access

My professor provides students with the full text to course readings

My university library hasn't had major budget cuts

My university has a special collections library

If a book or article isn't in my library, I can request a free copy of it from another library

I have access to any databases and journals I need through my university library

My university subscribes to citation and research software (ex. EndNote)

I am able to purchase textbooks for all my courses

INFORMATION PRIVILEGE
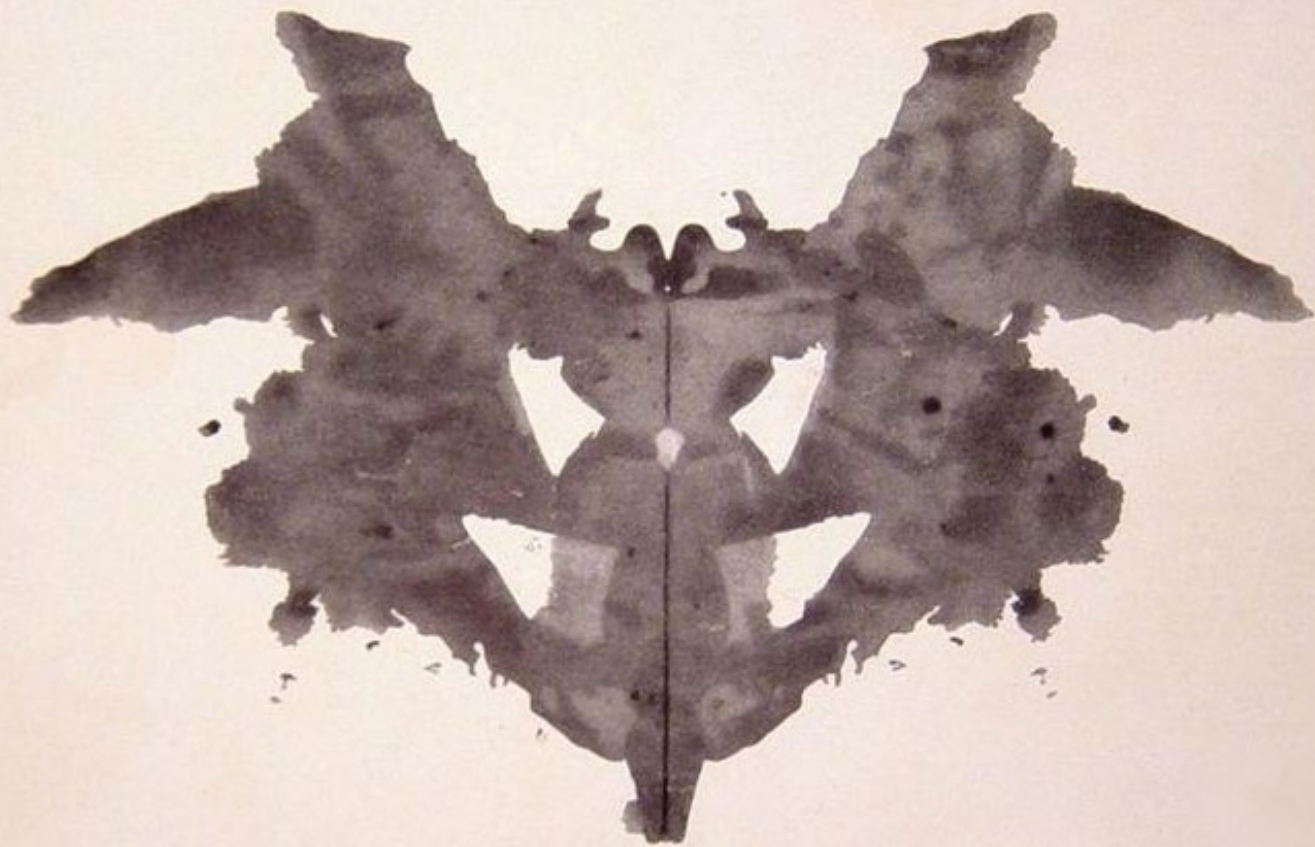
JASON REYNOLDS

READ BY **JASON REYNOLDS**
INTRODUCTION READ BY
IBRAM X. KENDI

IBRAM X. KENDI

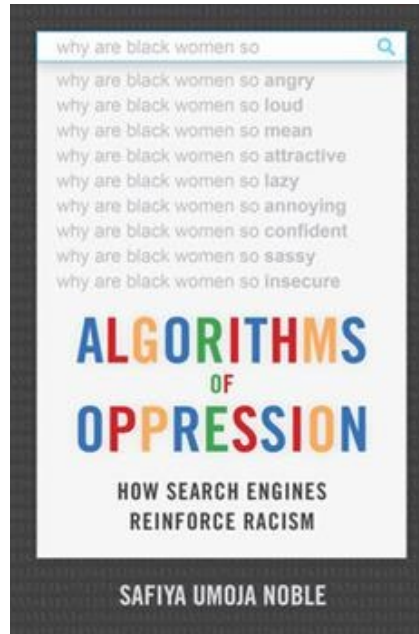# STAMPED

RACISM, ANTIRACISM, AND YOU

UNABRIDGED

A **REMIX** of the National Book Award–winning
STAMPED FROM THE BEGINNING

Takeaways from ENG 1100 Lessons

-question of empathy (recognition of privilege in relation to self vs. others)

-student engagement in the future

Shannon's Experience in
COR 1100 - The Global Experience

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Subject Headings change over time

- "Defective and Delinquent Classes" – yikes!

- "Handicapped"

- "Disabled People"

- "People with Disabilities"

Similar changes in how we refer to racial and ethnic groups, people with mental conditions, LGBTQIA people, etc.

"Illegal Aliens"

- "Illegal Aliens" vs "Human Alien Encounters"

- 2014 – Dartmouth College students petition university library and Library of Congress to stop use of "illegal aliens"; suggest "undocumented immigrants"

- January 2016 – American Library Association passes resolution to support change

- March 2016 – Library of Congress announces change to "noncitizens" instead of "aliens" and "unauthorized immigration."

- June 2016 – House of Representatives gets involved; appropriations bill includes provision to "to make publicly available its process for changing or adding subject headings" (which it was: https://www.loc.gov/aba/cataloging/subject/lcsh-process.html)

- November 12, 2021 – yes last week! – Library of Congress adopts "noncitizens" and "illegal immigration"

So what do we do?

- Petition Library of Congress

- Make changes to our local catalogs

- Additional terms
  - New vocabularies (examples: National Indian Law Library, Homosaurus)

- New classification schemes (example: Brian Deer)

- Be aware and look for problematic terms and numbers

- Listen to our communities and our patrons

HOMOSAURUS

AN INTERNATIONAL LGBTQ+ LINKED DATA VOCABULARY

Takeaways from COR 1100 Lesson

- Information privilege backpack

- Bring in the catalogers!

- Trigger warning

- Connecting critical cataloging to

  information privilege
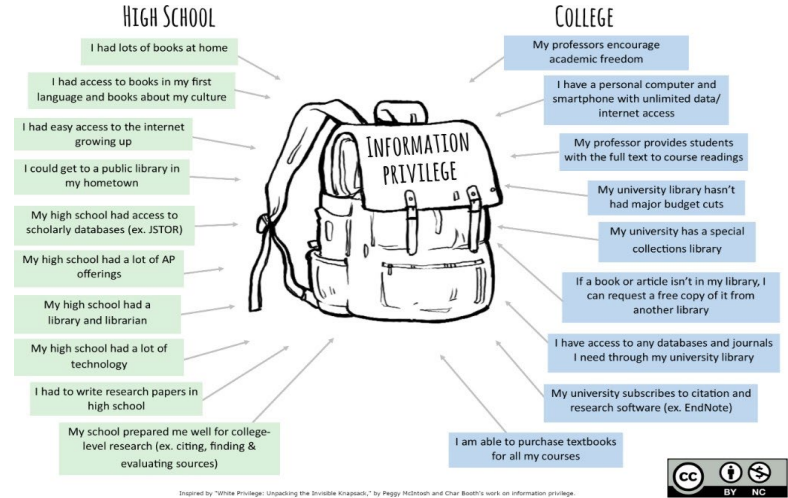
Next Steps

-Center for the Advancement of Teaching and Learning (CATL) Diversity and Inclusion Grant and work over the summer

-Larger University Goals
      -Strategic Plan
      -Advancing Equity Requirement
      -QEP: Data Competency

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Questions for our Audience

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- Which of these system of information topics, if any, come up in your own research and teaching practices?

- With which disciplines or liaison areas could you potentially collaborate with teaching faculty on these topics?

- What suggestions do you have for best practices in helping first-year students consider privilege and information control while conducting research?

Questions & Comments

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