

The Art of Peace:

Empowering Academic Librarians and Improving Faculty-Librarian Relationships

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Microaggression Defined

Microaggressions are common and casual verbal, nonverbal, and environmental slights, snubs, or insults, either intentional or unintentional, that communicate hostile, derogatory, or negative messages to target persons based solely upon marginalized group membership. What differentiates microaggressions from overt and deliberate acts of discrimination, is that the people perpetrating microaggressions often intend no offense or are unaware they are causing harm

(Wing Sue, 2010).

Etymology & Evolution

Dr. Chester Middlebrook Pierce (Pierce, 1970)

“Most offensive actions are not gross or crippling. The enormity of the complication they cause can be appreciated only when one considers that these subtle blows are delivered incessantly. ... the cumulative effect to the victim and victimizer is of an unimaginable magnitude. ...the idea that [these] offensive mechanisms are usually a micro-aggression, as opposed to a gross, dramatic, obvious macro-aggression such as lynching.”

Dr. Mary Rowe (Rowe, 1981)

Micro-inequality: “... as destructive, but generally non-actionable, aspects of an environment which adversely affects the situations of minorities and women. They are the instances which reasonable people would agree are unjust towards individuals, by virtue of an individual being irrationally treated in a certain way only because of sex, race/ religion, age, or country of origin.”

Forms of Microaggressions (Wing Sue, 2010)

Microassault:

- Conscious
- Subtle or explicit
- Biased attitudes, beliefs or behaviours communicated to marginalized groups through environmental cues, verbalization or behaviours
- Name calling, avoidant behaviour, purposeful discriminatory actions

Microinsult:

- Unconscious
- Subtle
- Interpersonal or environmental communications that convey stereotypes, rudeness and insensitivity
- Meant to demean
- Subtle snubs, hidden insulting messages

Microinvalidation:

- Unconscious
- Subtle or explicit
- Communications or environmental cues aimed at excluding, negating or nullifying the psychological thoughts, feelings, or experiential reality of certain groups
- Directly deny or impose on the reality of groups

Purpose of Study

- I. Academic Librarians express dissatisfaction about mistreatment they have endured at the hands of Teaching Faculty, who treat Librarians in an inferior manner, rather than as colleagues/partners.
- I. Symptomatic of worldviews filled with values, biases, assumptions and stereotypes embedded in the beliefs, attitudes and behaviours of the perpetrators.
- I. Little-to-no quantitative data exists on microaggressions from Teaching Faculty towards Academic Librarians.

Scope of Study

Developed a survey to investigate North American Academic Librarians' experiences of status based microaggressions from Teaching Faculty.

The survey attempted to address the following 3 points:

I. How do Librarians walk line (or where to draw the line) between collegiality and assertiveness when communicating/collaborating with Teaching Faculty?

II. Do Librarians believe they have the ability to speak from a place of power?

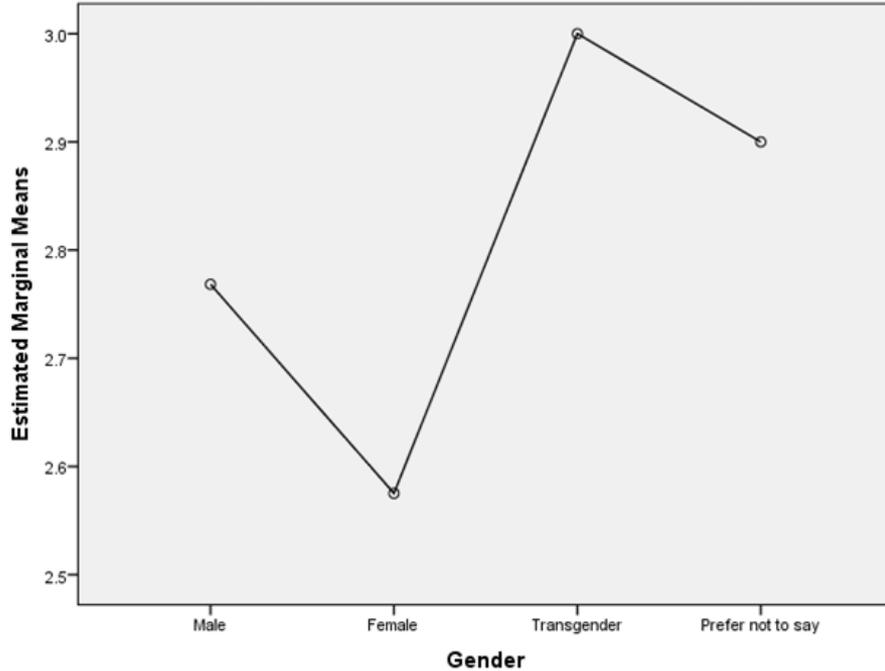
III. Do Librarians feel comfortable and confident to report microaggressive behavior to their superiors, and is adequate support received?

Assumptions of Inferiority

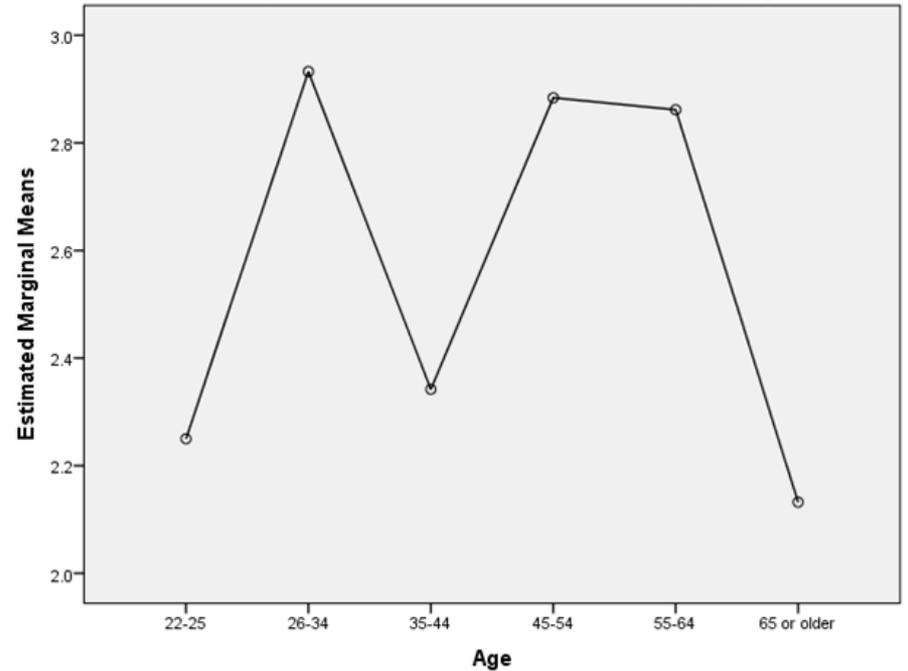


Assumptions of Inferiority continued

Estimated Marginal Means of Assumed I had a lower paying job

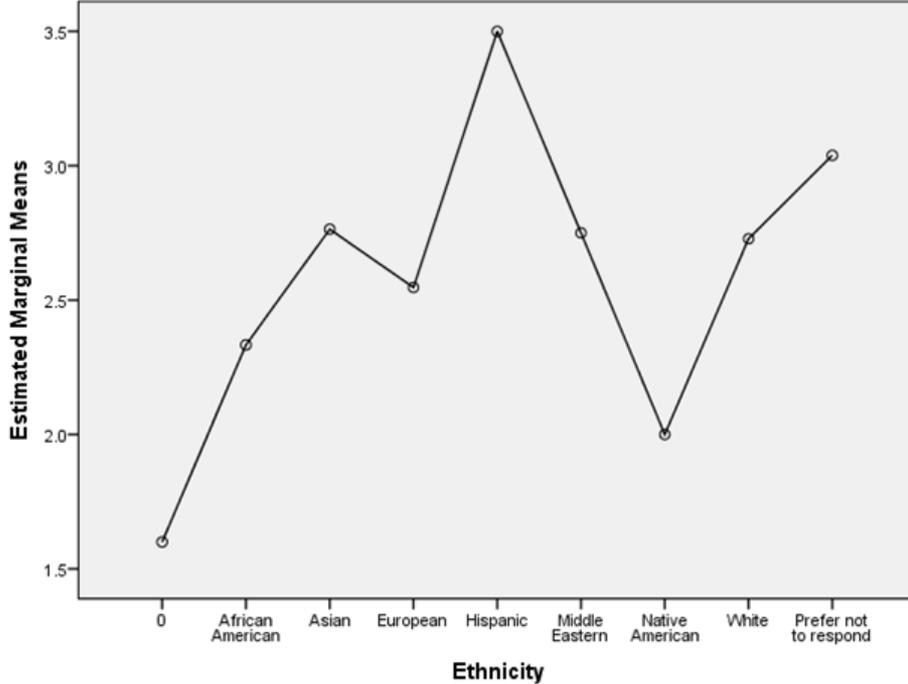


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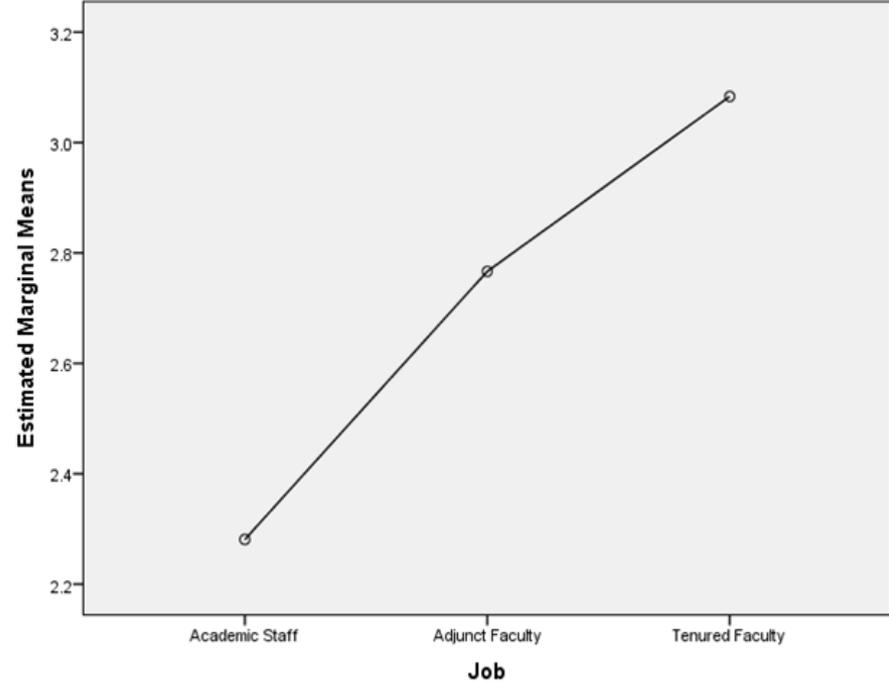


Assumptions of Inferiority continued

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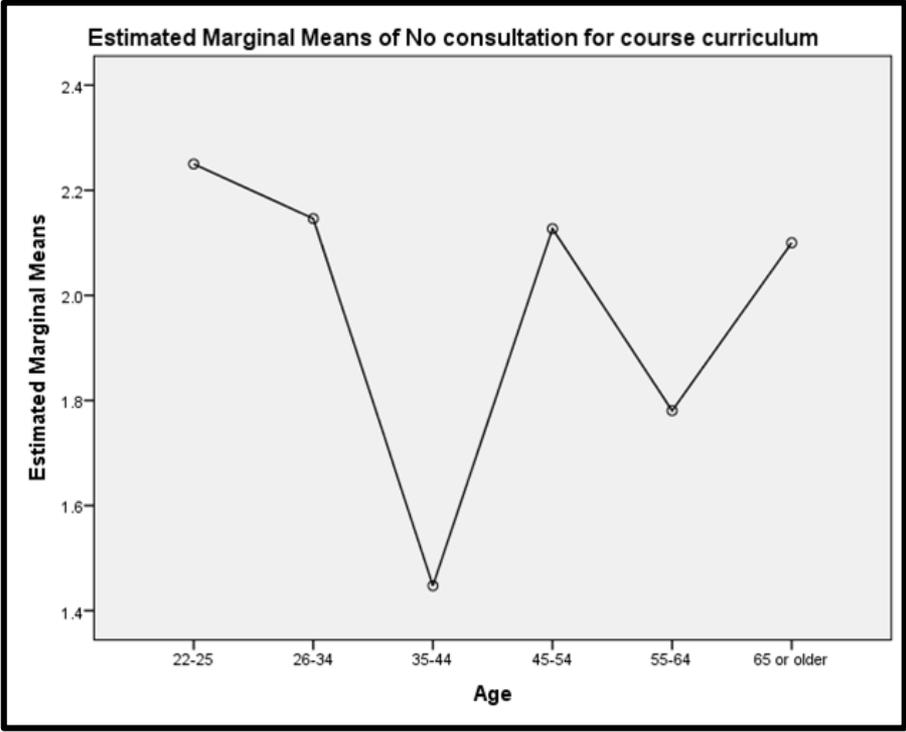
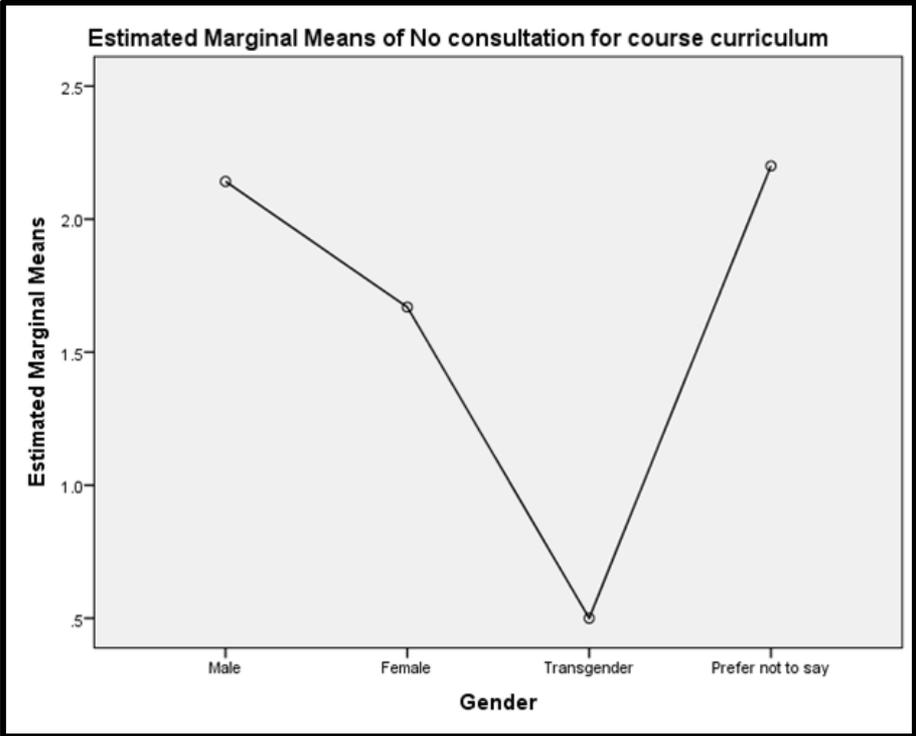


Collaboration for IL Sessions

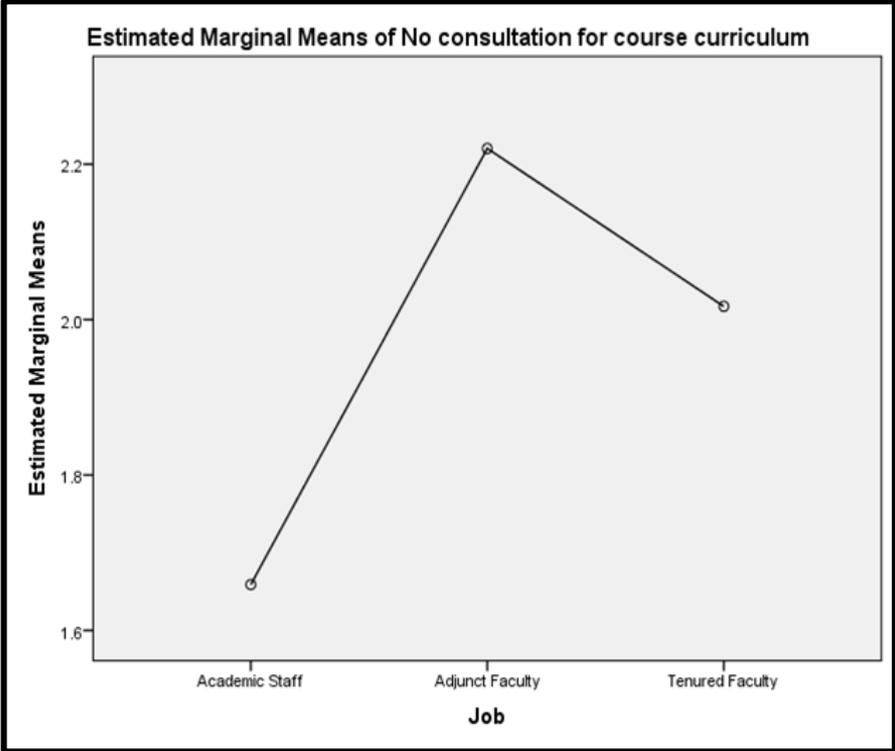
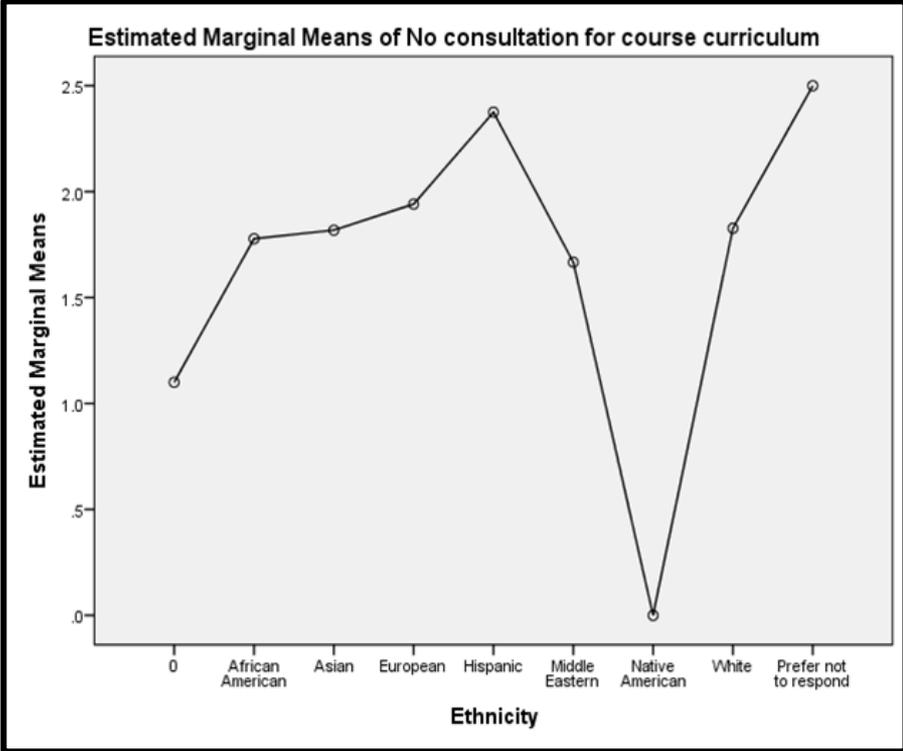
33) Have Teaching Faculty, when asked to do so, ever failed to provide you with the class syllabus or additional information?

		Response (%)	Responses
Very Frequently		5.16	21
Frequently		11.55	47
Occasionally		27.27	111
Rarely		26.29	107
Never		29.73	121
Answered Question			407
Skipped Question			150

Collaboration for IL Sessions continued



Collaboration for IL Sessions continued



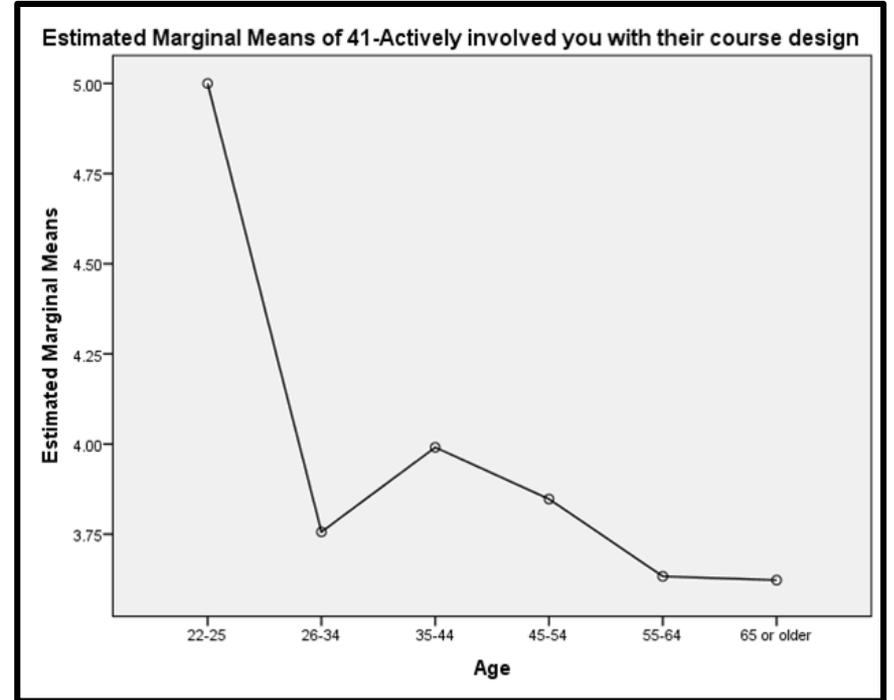
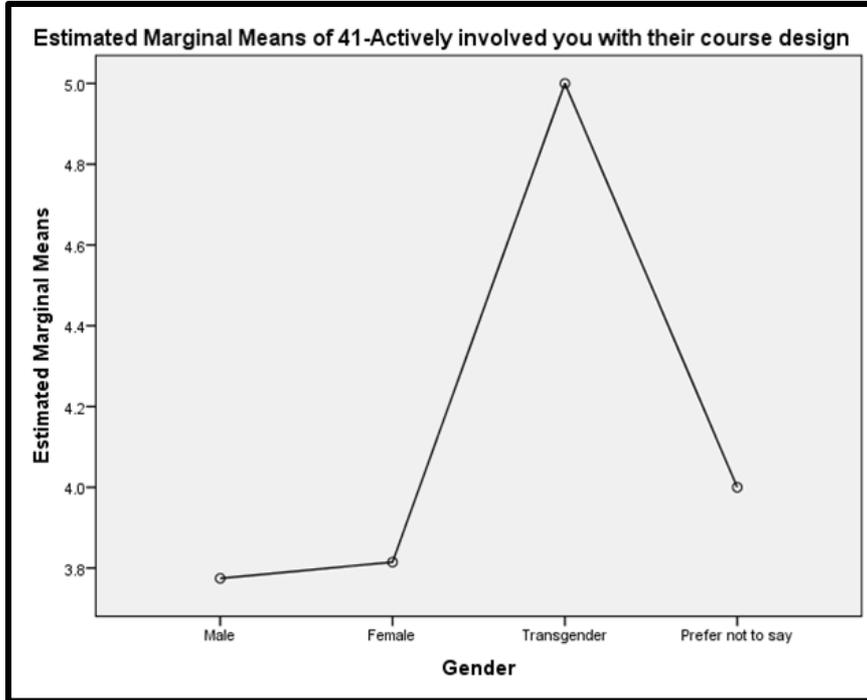
Strides Towards Effective Collaboration

41) Have Teaching Faculty ever actively involved you with their course design?

		Response (%)	Responses
Very Frequently		0.76	3
Frequently		6.05	24
Occasionally		34.76	138
Rarely		33.00	131
Never		25.44	101
		Answered Question	397
		Skipped Question	160

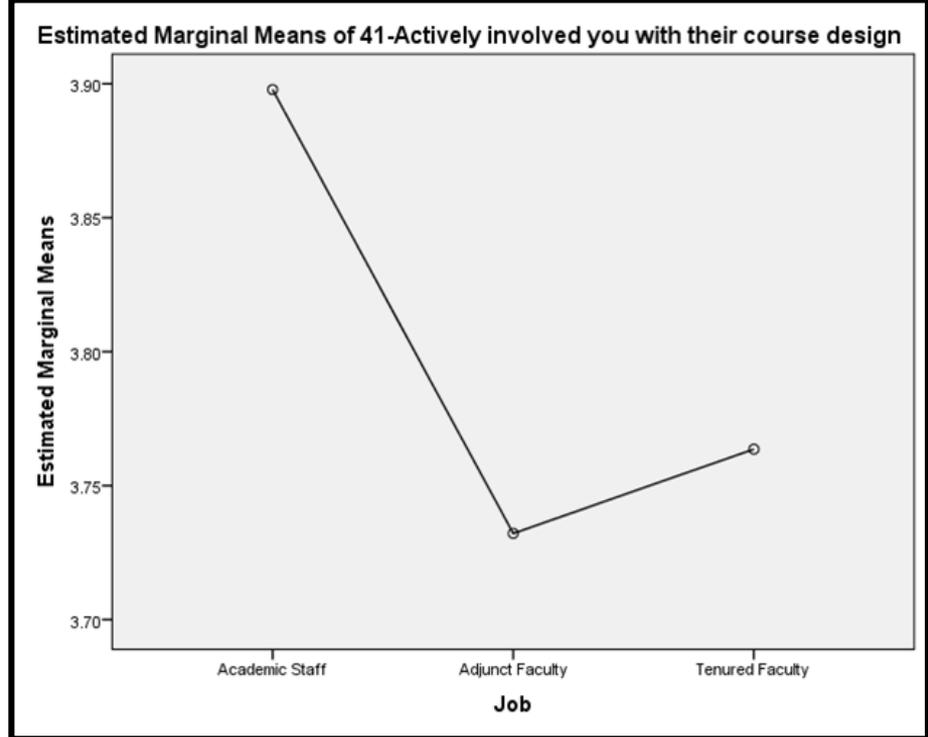
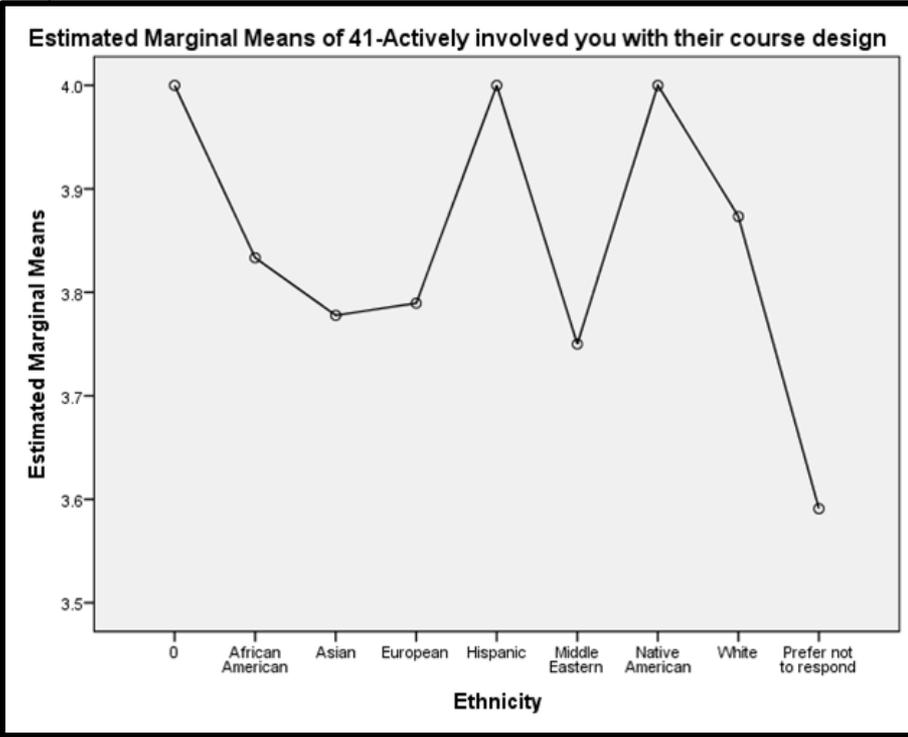
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cont.



Strides Towards Effective Collaboration

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From M.L.I.S. → Trenches

New MLIS graduates lack:

I. Formal training in teaching and pedagogy.

II. Skills to interact and collaborate with Teaching Faculty.

III. Lack skills to properly assess instructional programs and efforts.

Practical Strategies

- I. Create partnerships with key stakeholders and learn to advocate.
- II. Enter diverse scholarly conversations.
- III. Advocate for self-empowerment and equity

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