



DIVERSITY

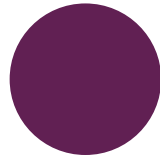
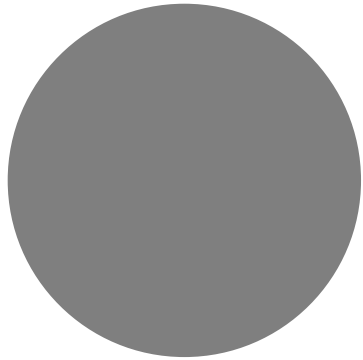
**The Measure, Meaning, and Impact
of this Complex Topic in our Realm**

Presented by

Diversity Committee Members

**Maria O'Brien, Julie Hiltz and Marianne
Dolce**

November 29, 2018



INTRODUCTION

This presentation is an Action Plan created as a result of our *2017 A More Diverse FAME* Survey.



VISION STATEMENT

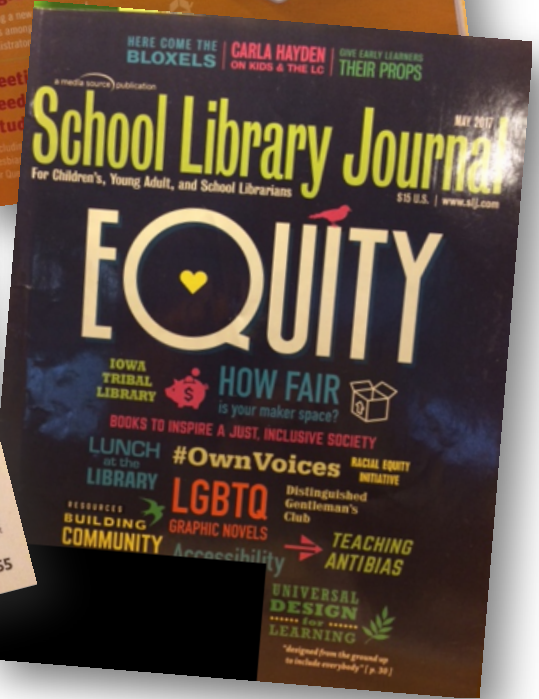
The Ad Hoc Diversity Committee is expected to be a resource for FAME and its members on diversity and related topics and/or issues.

MISSION STATEMENT

The Ad Hoc Diversity Committee supports the FAME Organization; and as such, it will *provide its members with general information on topics and issues related to Diversity in the form of focus areas. These areas will be reflected in a basic framework that can be used as a tool for further discussion and/or decision making.*

The committee is ultimately shaped and/or driven by the changing needs of the organization and its members.

Decision to Diversify FAME was timely:



CELEBRATING 25 YEARS
NEFLIN
 NORTH EAST FLORIDA LIBRARY INFORMATION NETWORK
 1993-2018

School Libraries Interest Group Meeting (9/22/18)

When
 Saturday, Sept. 22nd, 2018
 9:00 am - 3:00 pm, EDT

Where
 Orange Park Jr. High School Library
 1500 S.W. 17th Ave.
 Orange Park, FL 32073

Contact
 Jenny Eason
 NEFLIN, Inc.
 904-276-5620
 jenny@neflin.org

SCHOOL LIBRARIES

Being a school librarian can be tough because you're normally all alone—fear not! Our School Librarians Interest Group gives you the chance to connect with your fellow school librarians from across Northeast Florida.

Our next meeting will be our popular annual Saturday gathering and will be held on **September 22nd from 9:00 AM - 3:00 PM at the Orange Park Jr. High School Library in Clay County.**

Guests include Amy Dooydalis, Kristine Shrauger, and Devi Mody from UCF with their presentation "Windows & Mirrors: Books Highlighting Diverse Families"; St. Johns County's Kristen Badger speaking about this year's SDVRA titles; hands-on time with Makerspace equipment...and more! Stay tuned for the final agenda, which will be posted soon.

PROFESSIONAL DEVELOPMENT

Diversity and Cultural Competency Training: Collections & RA

What You Need to Know to Build and Market Diverse, Equitable, and Inclusive Collections

February 28 & March 14, 2018

Live Sessions on February 28 & March 14 from 2:00-4:00 PM ET; bridged with homework, online workshops and discussions.
 (also available on-demand if you miss the live broadcast)

Share

EVENTS ONLINE COURSES WEBCASTS

DR. NEAL LESTER, A PROFESSOR OF English at Arizona State University, says his journey into studying children's literature began 30 years ago. A parent of biracial children (he is Italian Argentinian) and his wife is Italian Argentinian, Lester was searching for children's books that reflected his family—and found only a few.

His experience isn't surprising; even today—only a small percentage of children's books are written by or about people of color. The ten by or about people of color released by the University of Wisconsin-Madison Cooperative Children's Book Center all receive most trade books released by large publishers—and many smaller presses—in the United States. Of the ones—in the United States, Of the

approximately 3,600 books they received in 2012, fewer than eight percent were about people of color.

And just because a book depicts people of color does not mean it successfully sends the right message. Lester points to the long-awaited film, *The Princess and the Frog*, in which the prince and the frog that she spends more time being a frog than a prince and that she works as a cook. (Other Disney princesses don't have careers.)

Perhaps even more troubling, says Lester, are books, such as *collections of Mother Goose rhymes*, that privilege heterosexuality—the assumption that characters are and should be heterosexual—through overemphasis on marriage and being happily ever after. "Those children's books set up these ideals and values that can be very problematic" he says.

Gender inequality in children's books is also a continuing issue. According to a 2011 study by Florida State University, male lead characters in children's stories are the norm, even when the characters are animals. The study, which examined nearly 6,000 children's books published in the United States between 1900 and 2000, found that 61 percent had male central characters. A mere 37 percent

55

Diversity defined

Merriam-Webster.com. Merriam-Webster, n.d. Web. 7 Sept. 2018.

Is this definition enough for
you?

1 : the condition of having or being composed of differing elements : variety; especially : the **inclusion** of different types of people (such as people of different **races** or **cultures**) in a group or organization programs intended to promote diversity in schools;

2 : an instance of being composed of differing elements or qualities: an instance of being diverse; a diversity of opinion

Not enough...

“Defining *diversity* requires diverse thinking. Your typical dictionary definition is so simplistic and superficially used; it lends no depth to issues in our current society or social agenda. And because of this, there is an assumption that users of the term--understand it's meaning and purpose. It is a concept that requires one to think deeply or at the very least, consider its application.”

(M. O'Brien,



Multicultural

Gender

Socioeconomic

Age

Inclusivity

Tropes

marginaliz

ed

Diversity
is complex.

Nationality

Microaggressions

Disabilities

Race

Ethnicity Religion

Equity

Stereotypes

Disadvantage

EQUALITY



Skin color

d

white privilege

LGBTQ

underrepresente

Cultural Literacy

Unconscious bias

How does our leading National Library organization define Diversity? (ALA)

Diversity can be defined as the sum of the ways that people are both alike and different. **Visible diversity** is generally those attributes or characteristics that are external.

However, *diversity goes beyond the external* to internal characteristics that we choose to define as **invisible diversity**. Invisible diversity includes those characteristics and attributes that are not readily seen. When we recognize, value, and embrace diversity, we are recognizing, valuing, and embracing the uniqueness of each individual.



**A more
Diverse FAME
Survey**

October 2017

A More Diverse FAME Survey

Only 82 FAME members responded to this survey at last year's Conference. Most of the questions were "Yes" or "No" or short answer type:

Do you believe the population of the profession of **school librarianship in the state of FL** is representative of the students we serve?

What could be done by FAME to encourage a more **diverse membership** ?

A More Diverse FAME Survey (cont'd)

Do you feel equipped as a school librarian to **serve students of various ethnic and religious backgrounds** ? If not, how can FAME do a better job serving your needs in this area? (M. Dolce)

Should school librarians at every school (rural and urban) promote diverse books in an effort to cultivate an interest in cultural diversity? What are the **specific steps** they can take to do that?

Do you feel FAME's **book award programs** (SSYRA Jr., SSYRA 3-5, SSYRA 6-8, and Florida Teens Read) create diverse lists?

A More Diverse FAME Survey (cont'd)

What kind of **programming or professional development** would you be interested in seeing from FAME that directly relates to diversity?

Would you be interested in **workshops and/or sessions at the FAME conference on the inclusion of diversity** in literature in order to stimulate dialog and understanding?

Note: 26 Respondents

FRAMEWORK: Focus

Areas

The following **Focus Areas** were considered after our review of the survey. Other related subtopics crept up in our collective conversations and informal research. These led to deeper discussions about FAME and diversity from the top-down; past to present; and how we can contribute to the future of FAME to insure that we are a more diversified and inclusive organization.

Leadership

Membership

Library Schools

Programming

Best Practice

Our Schools--Our Shelves



**Who are FAME'
Leaders?**

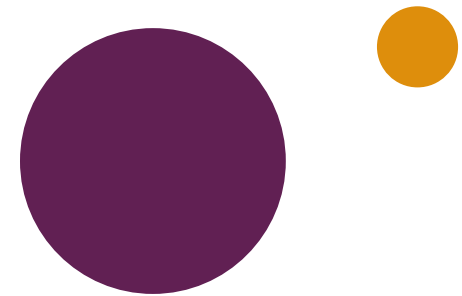
Is it diversified?

Are there limitations?

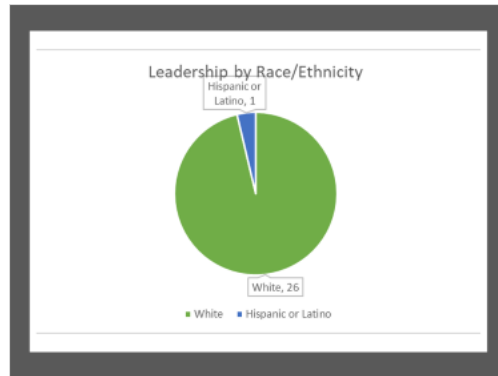
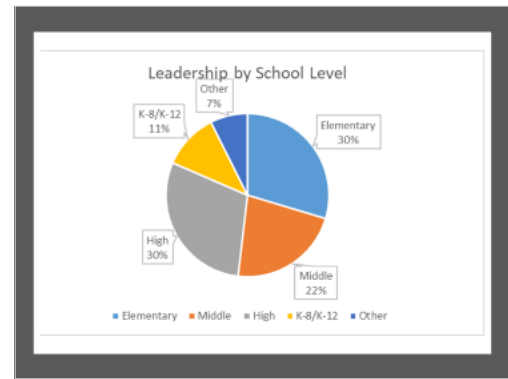
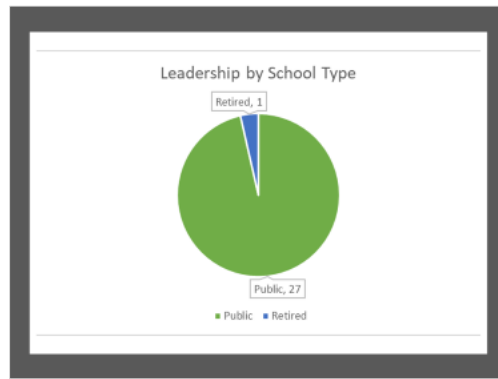
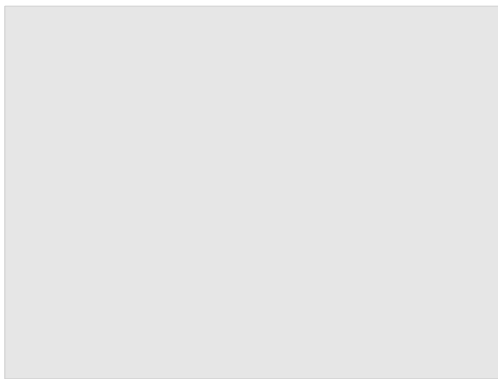


Leadership

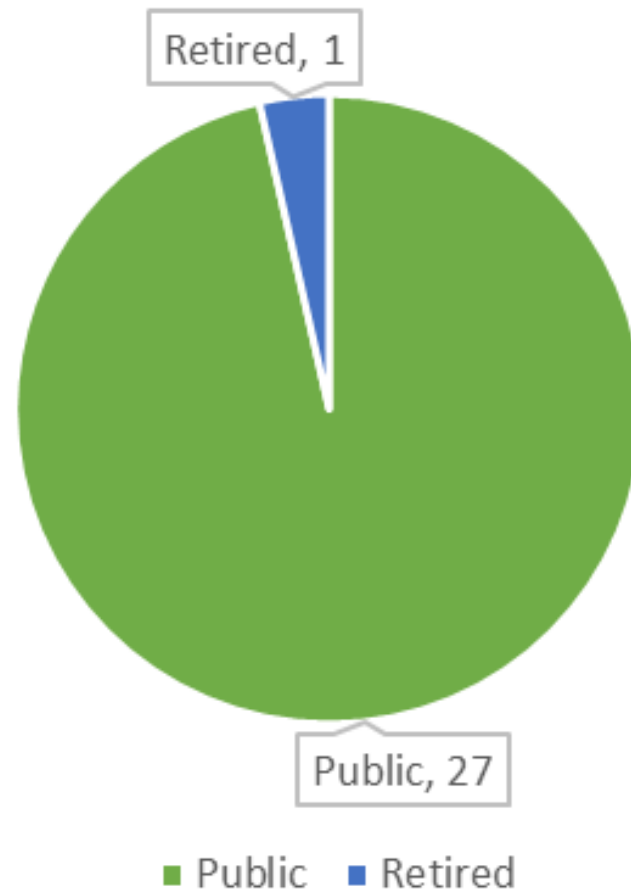
President Elect: Julie Hiltz



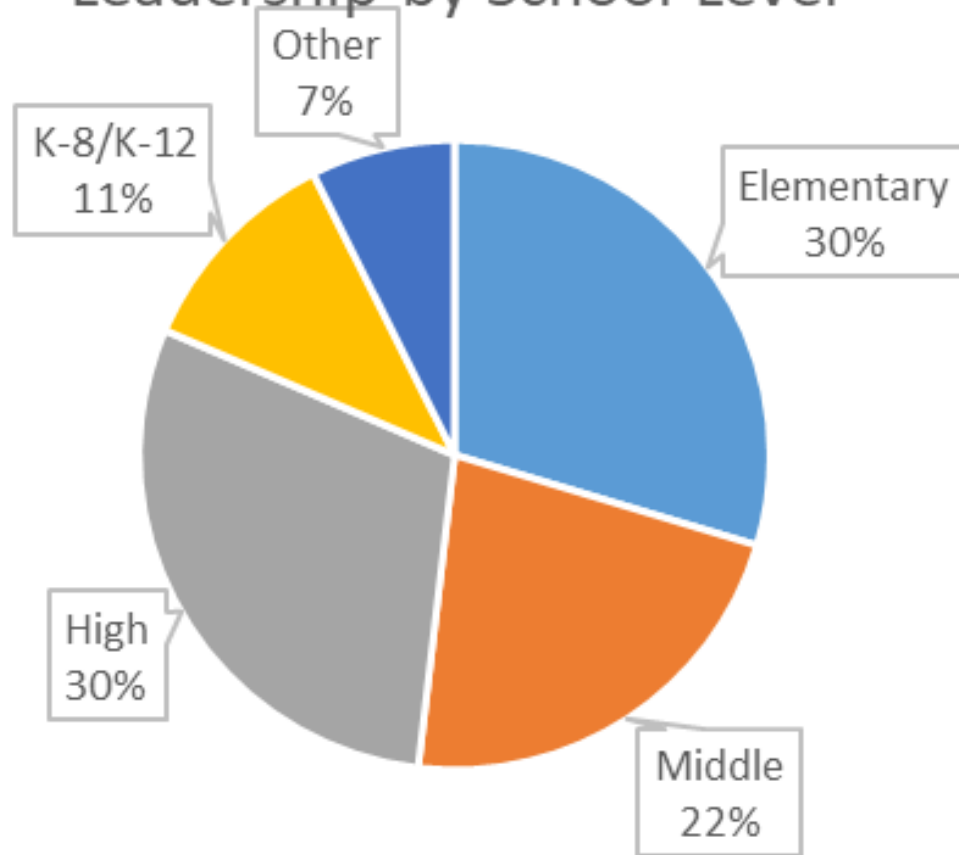
Leadership



Leadership by School Type

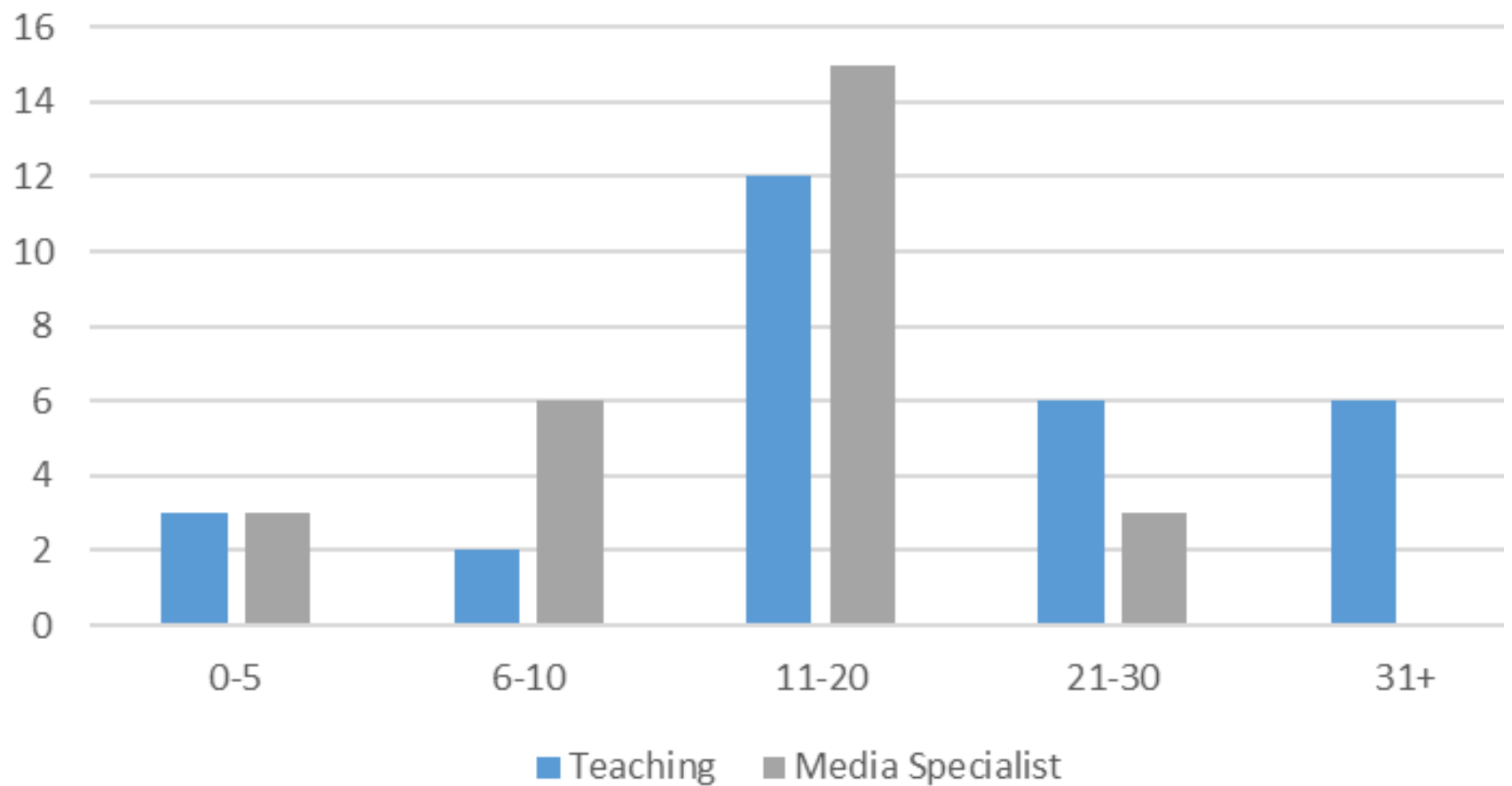


Leadership by School Level

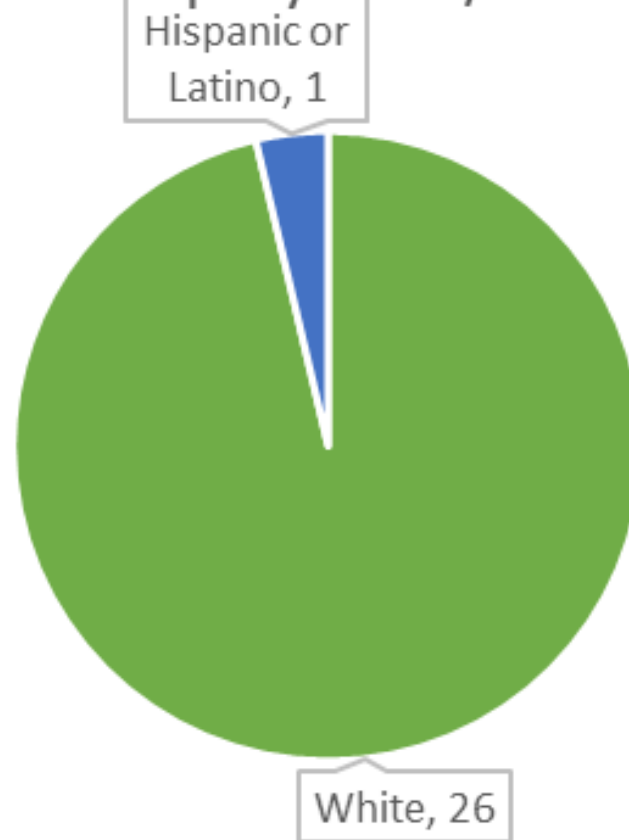


■ Elementary ■ Middle ■ High ■ K-8/K-12 ■ Other

Leadership by Years of Experience



Leadership by Race/Ethnicity



■ White ■ Hispanic or Latino



Who are our
members?

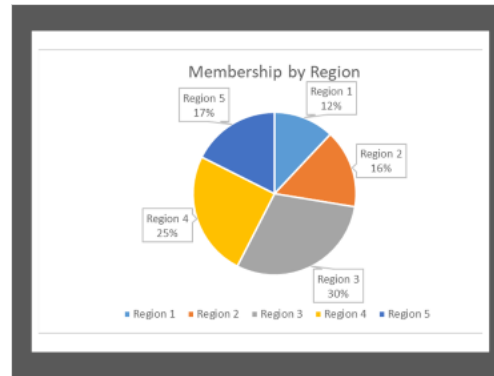
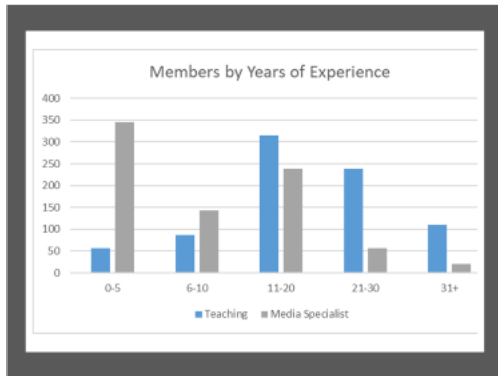
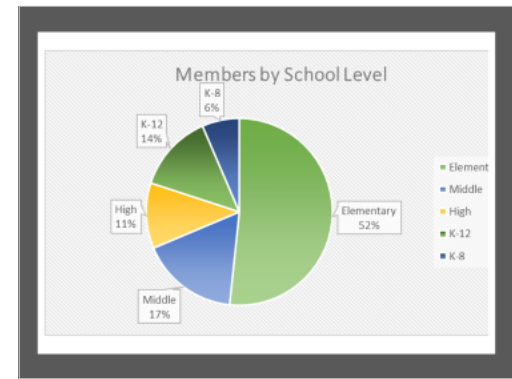
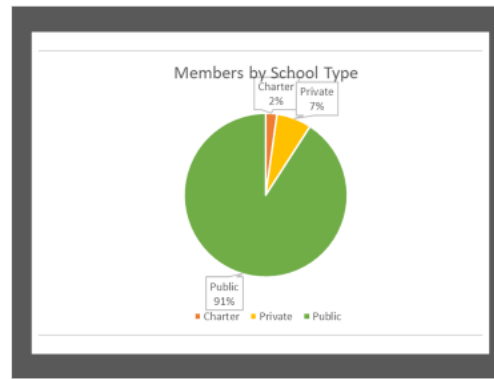
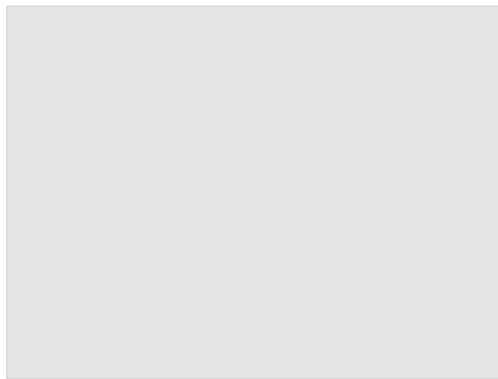
Membership

President Elect: Julie Hiltz



A More Diverse FAME: What could be done by FAME to encourage a more **diverse membership** ?

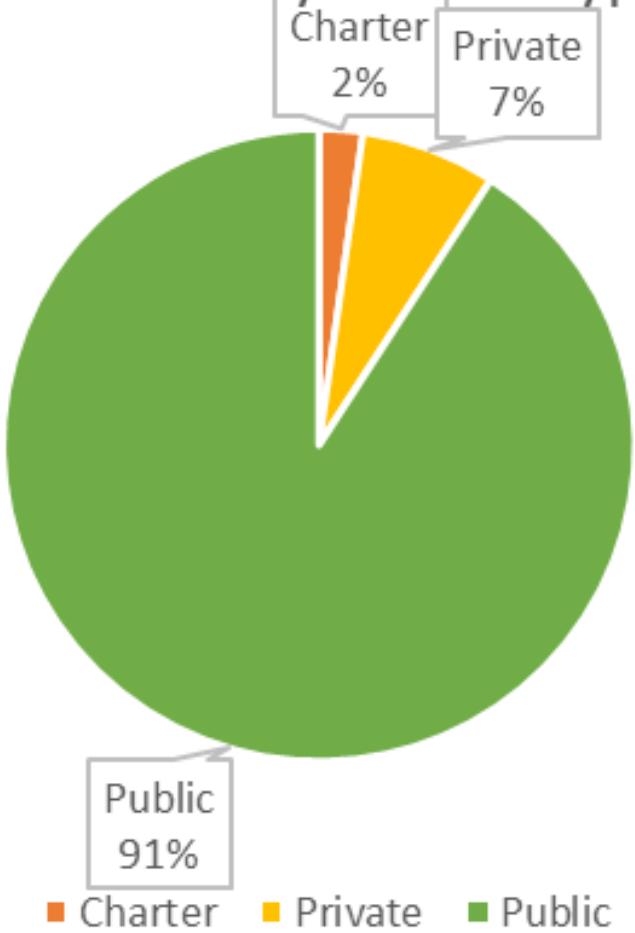
Membership



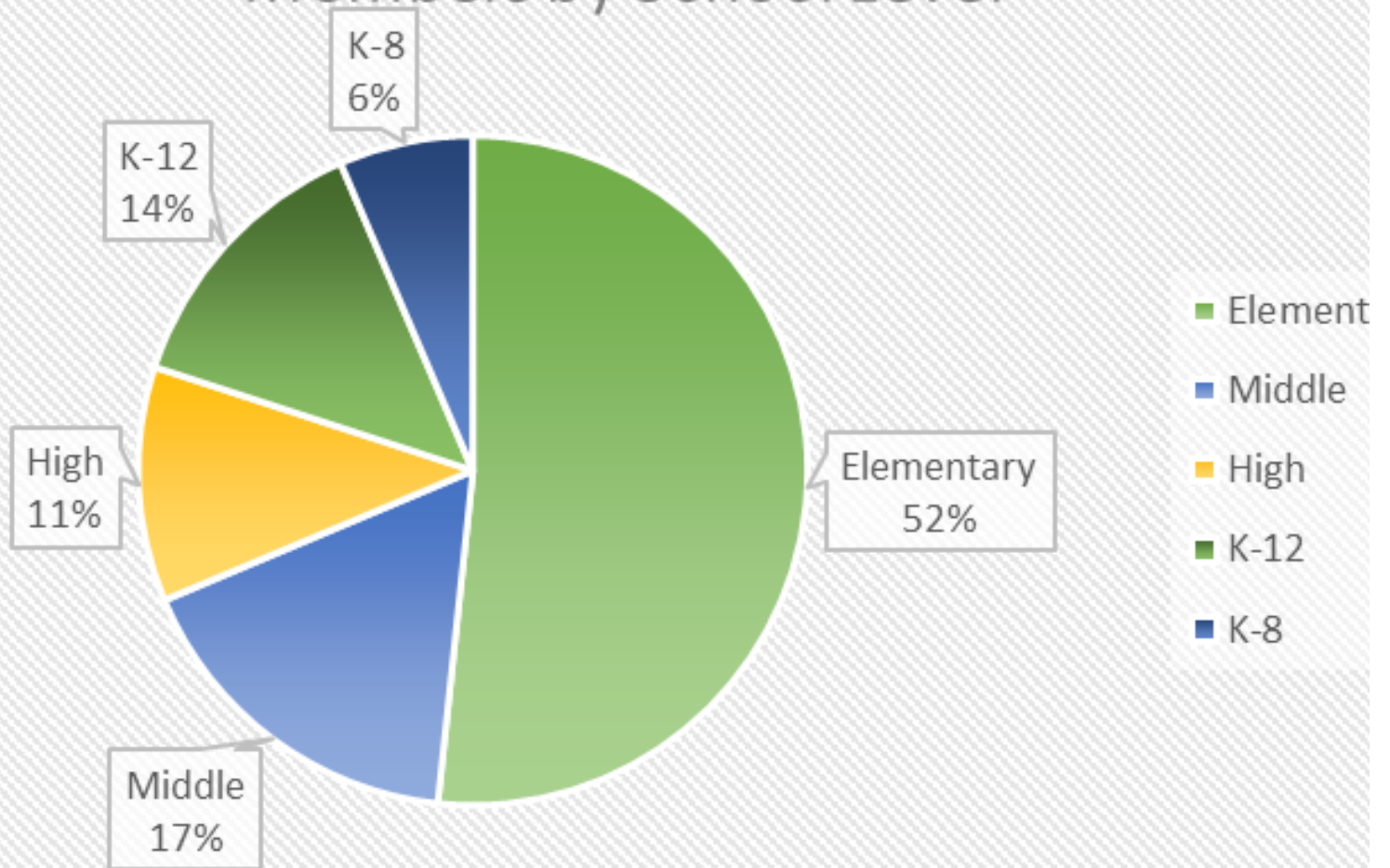
American Indian or Alaska Native	Asian	Black or African American	Hispanic or Latino	Native Hawaiian or Other Pacific Islander	White	Multiple
2	8	20	38	3	706	4

*Federal race/ethnicity categories for diversity reporting

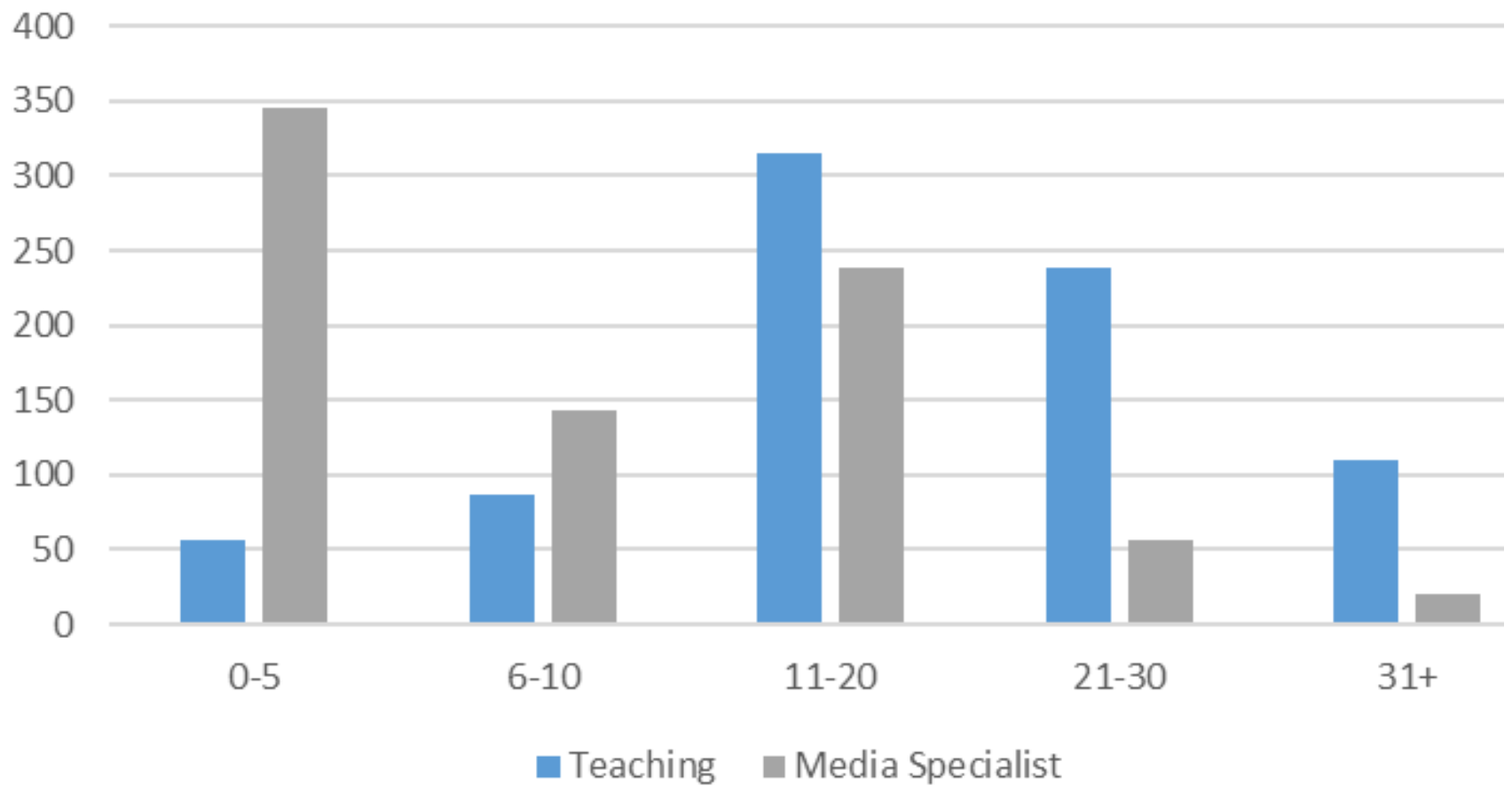
Members by School Type



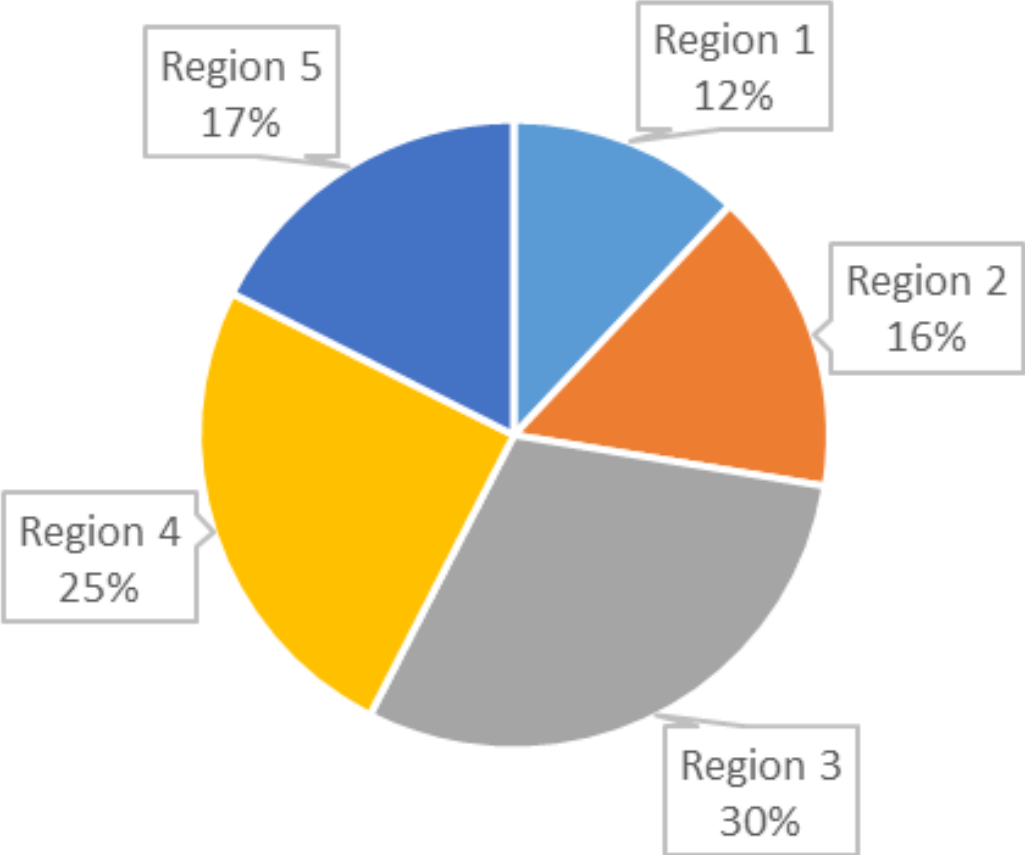
Members by School Level



Members by Years of Experience



Membership by Region



■ Region 1 ■ Region 2 ■ Region 3 ■ Region 4 ■ Region 5

American Indian or Alaska Native	Asian	Black or African American	Hispanic or Latino.	Native Hawaiian or Other Pacific Islander	White	Multiple
2	8	20	38	3	706	4

*Federal race/ethnicity categories for diversity reporting



Reaching library
students and library
schools:

Where are USF and
FSU in this
endeavor?

A More Diverse FAME: Do you believe the population of the
profession of **school librarianship in the state of FL** is
representative of the students we serve?

USF Statement

N. Taylor and D. Austin, active FAME members and faculty.

The USF iSchool is committed to growing the *diversity* of the library profession. We approach this goal in a few ways, not solely in terms of the number of students or faculty representing certain racial or ethnic backgrounds or gender identities, *but as a matter of principle in our commitment to enhancing the workforce and fostering understanding within the diverse communities librarians serve*. Specifically, here are a few of the efforts we've made in some key areas:

Recruitment: We regularly make presentations to Florida school districts and at state conferences to present the educational options we offer, including our certificate program and the MLIS, in the hopes that we might reach students who are unaware of the benefits of the graduate program.

Scholarships:

We have a few scholarships designed to assist students with the financial burden of a graduate degree. Two that are specific to youth services and school libraries are the Johnnie Key Thomson scholarship and the Patricia Andrew Cone Endowed scholarship.

The latter award is specifically designed for students coming to the profession later in their careers. We also support students' applications for outside scholarships, such as the ALA Spectrum scholarship and the Sandy Ulm Scholarship through the Florida Association for Media in Education (FAME).

Enrollment and Course Content:

We have a cross-section of students *from not only diverse racial and ethnic backgrounds, but also diverse economic, career, and age groups*. Professors encourage students to use their varied experiences in online class discussions and assignments.

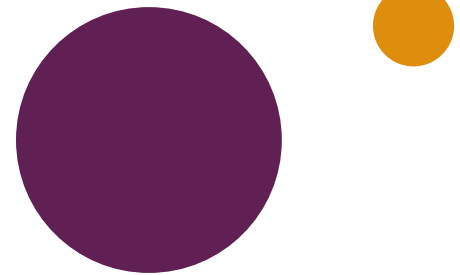
Our courses also *emphasize diversity of users and the need for cultural competency skills in this profession*. The course topics and activities cover varied areas such as programming for youth, media and other technology, literature, administration, and other areas to *prepare our students and those supporting diverse populations*.

Are we including diverse titles in our reading programs, (i.e. FTR, SSYRA, SSYRA Jr., etc.;

Programming

Committee Chair: Maria G. O'Brien

A More Diverse FAME: Do you feel FAME's **book award programs** (SSYRA Jr., SSYRA 3-5, SSYRA 6-8, and Florida Teens Read) create diverse lists?



SSYRA, Jr. and SSYRA 6-8

Statements & Responses

Adopted AASL's Strategic Plan Position Statement on Diversity in the Organization 2009

Diversity is an integral facet of the American landscape and it *permeates all professions including ethnicity, nationality, race, culture, religion, gender, sexual orientation, socioeconomic background, mental and physical abilities, learning styles, values, and viewpoints enriches the school.*

In this setting, *diversity provides rich opportunities for school librarians in collaboration with teachers and administrators to create meaningful learning experiences that foster cultural competence, sensitivity appreciation, and respect for differences in the library and classrooms. A persuasive benefit of an inclusive environment is student success and empowerment.*



Besides recommended books; how else do you choose books for review? Where do you get your lists of diverse titles?

SSYRA uses the following resources to find books for the master reading list: Publisher emails; Blogs (authors, publishers, noted librarians); School Library Journal and other reputable journals; Net Galley <https://diversebooks.org/fall-fundraiser-2018/> as well as their hashtag; searches within Mackin/Follett- topic and publication date

Is it required that one or more diverse titles be included on your final state list?

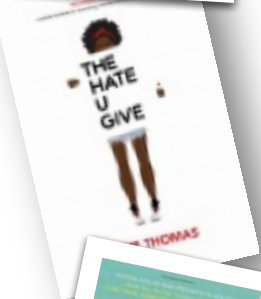
We do not feel it needs to be stated. If we are truly representing all of Florida, we will have diverse books on the list. We feel that making it a requirement will make it seem as some books are on there as the “token” diverse book as opposed to a book being on the list for merit.

Note: Proposed addition to by-laws or handbook for SSYRA to include “The SSYRA books will be representative of the students in Florida” or something to that effect. (i.e. Books reflective of Floridian students)

Florida Teens Read (FTR) Statement & Responses

Besides recommended books; how else do you choose books for review?

- To be considered for FTR, a book has to have been published within the last two years
- Each book also has to be a standalone or first in a series.
- We consult Goodreads, School Library Journal, Epic Reads, and various “Best of” lists to decide what titles to review.



Where do you get your lists of diverse titles?

We consult book award lists (Stonewall, Coretta Scott King, Pura Belpre), We Need Diverse Books, Queer Books for Teens, Disability in Kid Lit, Africa Access Review, etc.

We also follow many YA authors on Twitter and get recommendations for diverse new releases from them.

Is it required that one or more diverse titles be included on your final state list?

It is not explicitly stated in our *by-laws*, but it is definitely an unstated rule. Throughout the year, the committee chair checks the Long List (and later Short List) to *check for diverse titles* and reminds committee members as needed to pick up more diverse choices.

When we meet in April to narrow the Short List of 75 to the final 15, we use a variety of strategies but throughout the process, we check to ensure several diverse titles are included. Our ultimate goal is a well-balanced list that includes titles that appeal to multiple ethnicities and genders.

What are your collective opinions or data driven answers to assure our members that we are diversified in this capacity?

This year's list includes several *diverse titles* (The Belles, The Hate U Give, In Other Lands, Love, Hate & Other Filters, Want, My Sister Rosa).

In examining the lists from past years, it is apparent that the committee has made *considerable progress in including more diverse titles each year.*

FAME presents:


Authors and more...

Elizabeth Acevedo, Author of
Poet X and Beast girl & Other
Origin Myths

Bring Bilingual Books to Life and
the Puerto Rican heritage
Cultural Ambassadors Program.
Raquel Ortiz, author

Jenny Torres Sanchez, Author of
Because of the Sun and The Fall of
Innocence

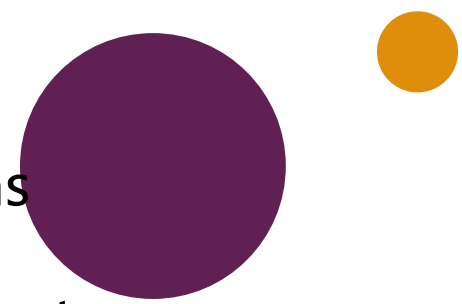
A More Diverse FAME: Would you be interested in **workshops and/or sessions at the FAME conference on the inclusion of diversity** in literature in order to stimulate dialog and understanding?



The Teaching Tolerance Reading Diversity Checklist: A simple audit Best Practice

Committee Chair: Maria G. O'Brien

A More Diverse FAME: Should school librarians at every school (rural and urban) promote diverse books in an effort to cultivate an interest in cultural diversity? What are the **specific steps** they can take to do that?



An Activity in Best Practice

What percentage of your collection should be defined as diverse? If you don't use an established list, how will you determine if the book is diverse?

Most School Librarians will purchase books from a suggested list of Diverse titles, but could you comfortably determine if a specific book meets this criteria?

How do you determine the extent of equity, diversity, and inclusivity in your collection.

Using a Rubric to assess a book in your collection, (e.g. **Teaching Tolerance's Reading Diversity**). An attempt to apply a tool for this purpose and as a Best Practice.



READING DIVERSITY LITE (TEACHER'S EDITION): A TOOL FOR SELECTING DIVERSE TEXTS

Use this checklist to enhance reading diversity in your classroom.

Title _____ Author _____ Grade level _____ Lexile score _____

1. What voices does this text include in terms of race, ethnicity, gender, class, age, ability, religion, place, immigration status or LGBT identity?
Do the identities or experiences of the author(s), illustrator(s), character(s), speaker(s) or narrator(s) contribute to students' diverse reading experiences? YES NO
2. Does this text accurately reflect lived experiences in terms of setting, characters, speakers, events, language and illustrations? YES NO
3. Consider the author's attitudes, beliefs and point of view. Do they promote inclusion and equality? YES NO
4. Does the content perpetuate or rely on stereotypes, generalizations or misrepresentations?
(Note: A text may address a stereotype without relying on it.) YES NO
5. Consider the gaps and silences.
Are certain people or groups left out or given only a silent or insubstantial role? YES NO
Are certain questions or issues related to the topic omitted? YES NO
6. Does this text pair well with other texts that students encounter at school, home, in the media and through cultural transmission? YES NO
7. Consider the historical, social and cultural context in which the text was written. Is the text relevant now? YES NO
8. Does this text mirror the identities and experiences of my students? YES NO
9. Might this text be a window into the identities and experiences of people whose lives are different than my students' lives? YES NO
10. Does this text connect with the interests and concerns of my students? YES NO
11. Does this text relate to and build upon the knowledge my students bring with them? YES NO
12. Does this text work toward goals within the four domains of anti-bias education:
Identity: Promote a healthy self-concept and exploration of identity YES NO
Diversity: Foster intergroup understanding YES NO
Justice: Raise awareness of prejudice and injustice YES NO
Action: Motivate students to act by highlighting individual and collective struggles against injustice YES NO

13. How might this text motivate, engage or enable my students?

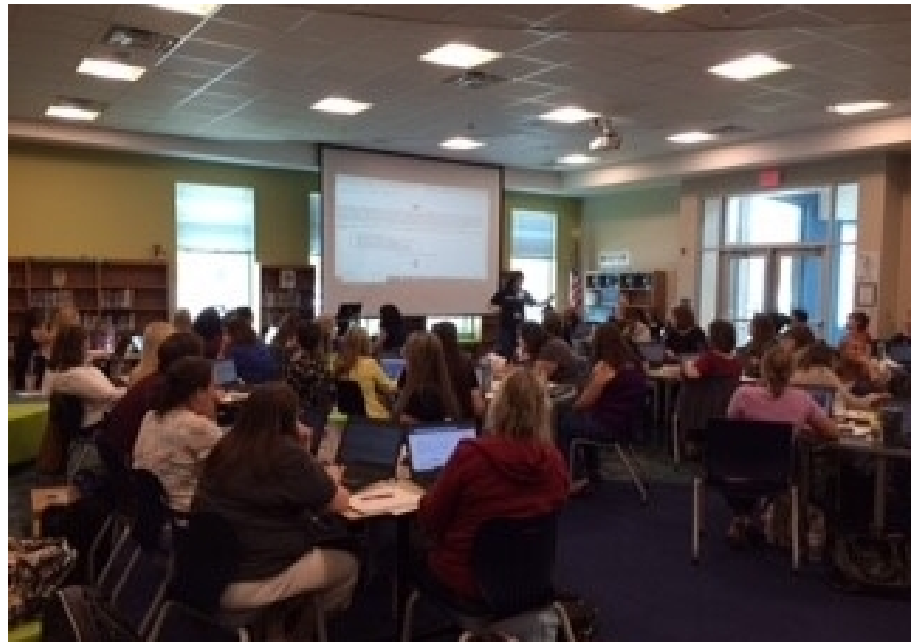
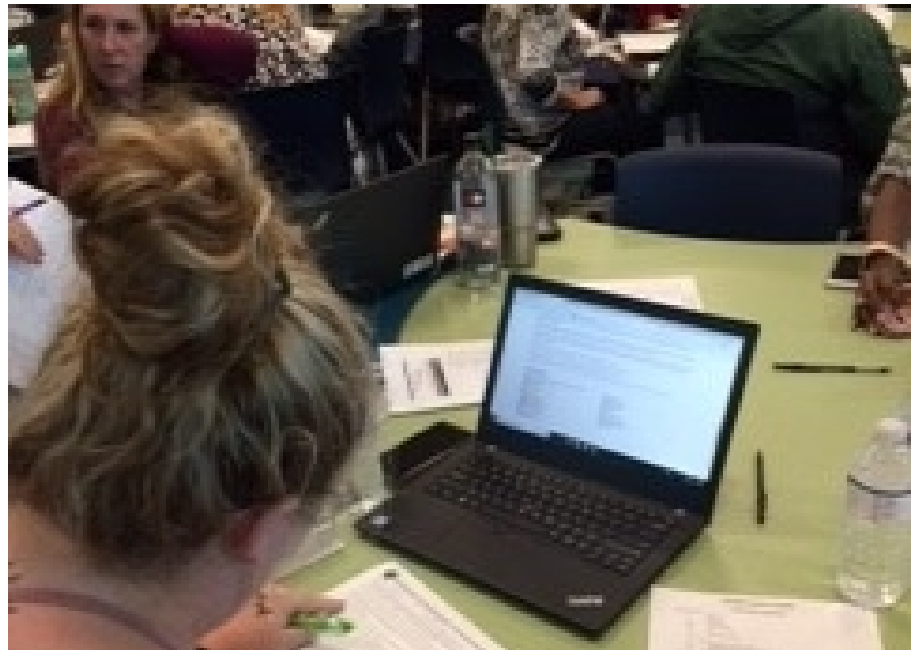
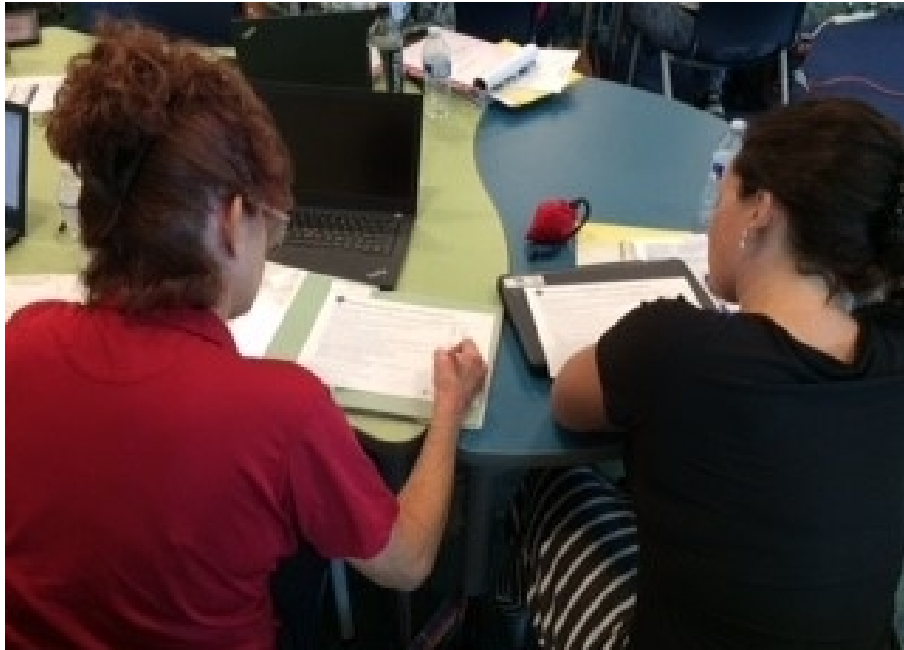
I will use this text in my instruction to [indicate task].

I will not use this text in my instruction because [indicate reason].



Sampling of Questions on this Checklist:

- What voices does this text include in terms of race, ethnicity, gender, class, age, ability, religion, place, immigration status or LGBT identity?
- Consider the author's attitudes, beliefs and point of view. Do they promote inclusion and equality?
- Does the content perpetuate or rely on stereotypes, generalizations or misrepresentations?
- Anti-bias education: Identity, diversity, justice, and action



Feedback

Too much time on that one diversity tool when that tool is more for teachers in classroom than me in the library.

I would want folks to know where to go look to find diverse lists- what awards are out there , who is compiling book lists

♥ 0

👤 Add comment

Making a connection to book titles we can use & connect it.

♥ 0

👤 Add comment

I think a list of diverse books based on current topics...gender, family diversity, race...

:

♥ 0

👤 Add comment

Diversity for Library

Perhaps consider a tool like these simple questions from Demco to consider the diversity of your whole library.

<http://ideas.demco.com/blog/4-steps-evaluating-collection-diverse-books/>

♥ 1

👤 Add comment

Reading levels, subject matter, reflecting community

♥ 0

👤 Add comment

Can you explain more about books that would fit #7?

♥ 0

👤 Add comment

I think it would help to have a more specific framework for what to expect from the training and what will be accomplished

♥ 0

👤 Add comment

How do we balance advertising diverse books to students but also protecting anonymity for sensitive topics?

♥ 0

👤 Add comment

Own Voice

What about the own voice issue?

♥ 0

👤 Add comment

Little More in Depth of the Diversity Lite Paper

Would like to spend more time on the Diversity Lite

♥ 0

👤 Add comment

Give a more detailed explanation for group discussions

♥ 0

👤 Add comment

maybe we can create a list of best books for diversity at each level

♥ 0

👤 Add comment

Finding books for collection that do not always show minorities in despair.

♥ 1

👤 Add comment

Suggestion:

Share how to find GOOD diverse books.

♥ 0

👤 Add comment

You may consider giving a more specific task for us to do when dealing with the definition of diversity. Also, instead of everyone reviewing a different book, perhaps assign one we research the reviews for to see if we feel it is diverse by using the form

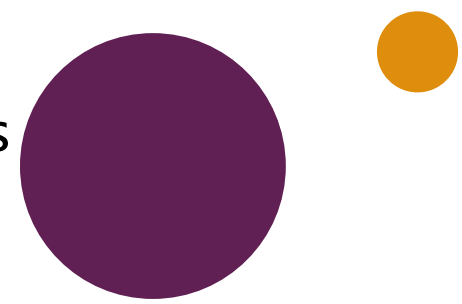


Our Schools--Our Shelves

A Diverse Collection

Committee member: Marianne Dolce

A More Diverse FAME: Do you feel equipped as a **school librarian to serve students of various ethnic and religious backgrounds?** If not, how can FAME do a better job serving your needs in this area?

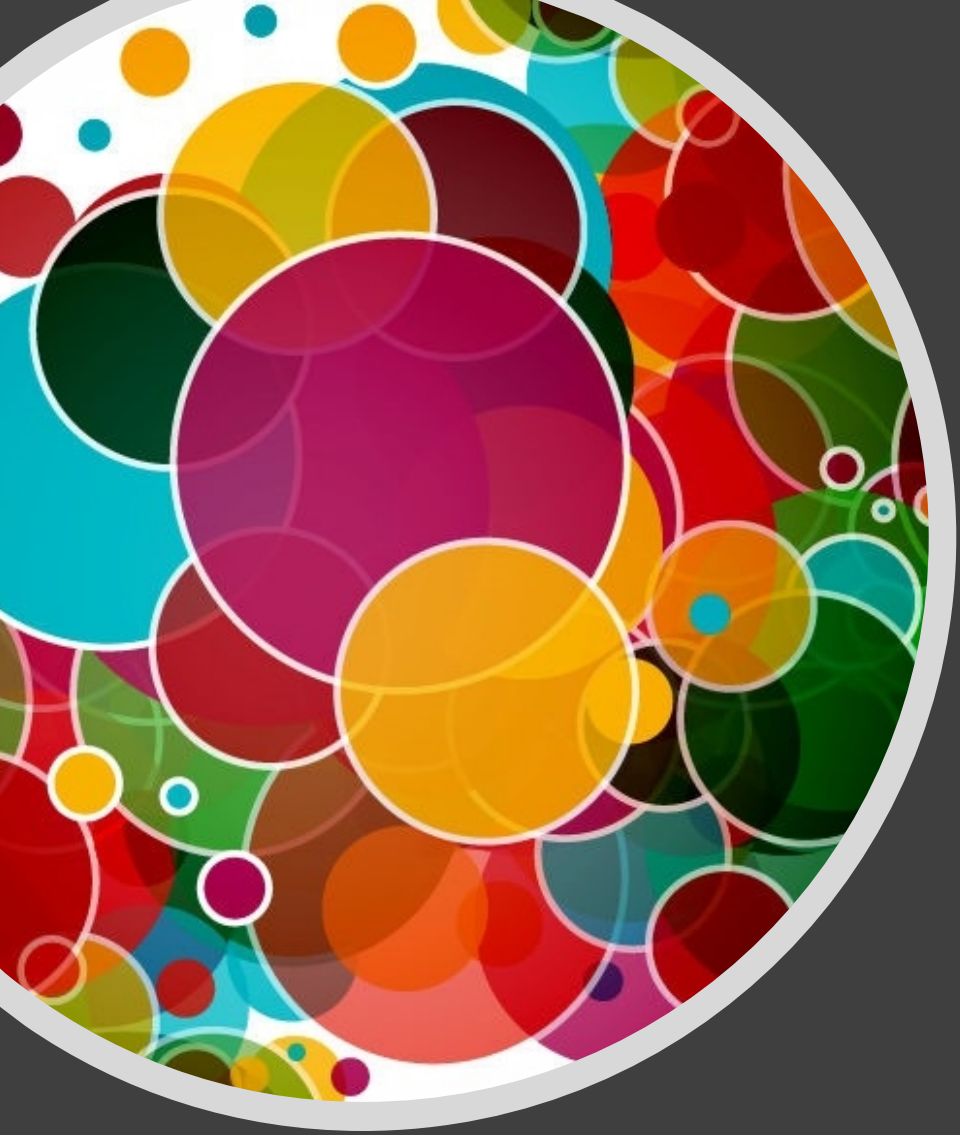




**Nurturing Empathy
through Multicultural
Literature and
Programming
In the School Library**

**Learn how to incorporate multicultural
diversity into library programming and
how to select high quality materials to
diversify your collection.**

TBA



The Next step...

We endeavor to have additional discussions at the leadership level to determine guidelines and approach for continued work on this topic.

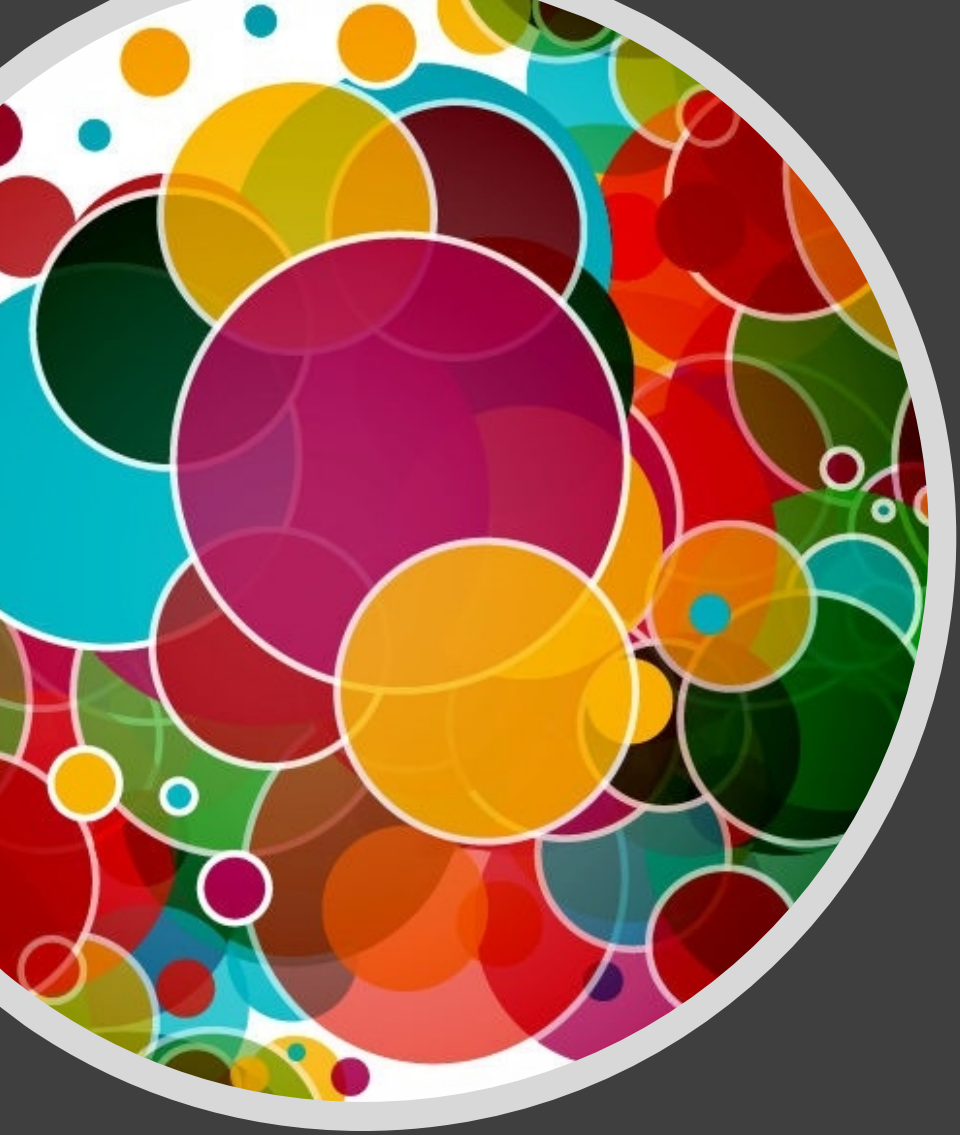
Please provide feedback, suggestions, and recommendations; or provide input for future of the Ad Hoc

Q&

FEEDBACK

<https://bit.ly/2A6ySri>





Contact

Information

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Marianne Dolce

[mdolce@Volusia.k12.fl.](mailto:mdolce@Volusia.k12.fl.us)

[us](mailto:mdolce@Volusia.k12.fl.us)

Thank you!

AASL STANDARDS



Diversity can potentially exist in any of the SIX ASSL Shared Foundations: Inquire, **Include**, **Collaborate**, Curate, Explore, and Engage.

INCLUDE:

Demonstrates an understanding and commitment to inclusiveness and respect for diversity in the learning community.

COLLABORATE:

C: Share, 2. Advocating and modeling respect for diverse perspectives to guide the inquiry process.

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