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# Responding to Hate: How National and Local Incidents Sparked Action at the UNLV University Libraries

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**Abstract**

**Purpose:** This paper describes how an academic library at one of the most diverse universities in the country responded to the 2016 election through the newly formed Inclusion and Equity Committee and through student outreach.

**Design/methodology/approach:** This paper details the context of the 2016 election and the role of social justice in librarianship. It offers ideas for how library diversity committees can address professional development, recruitment and retention efforts, and cultural humility. It highlights student outreach efforts to support marginalized students, educate communities, and promote student activism. Finally, it offers considerations and suggestions for librarians who want to engage in this work.

**Findings:** This paper shows that incorporating social justice, diversity, equity, and inclusion requires individuals taking action. If institutions want to focus on any of these issues, they need to formally include them in their mission, vision, and values as well as in department goals and individual job descriptions. The UNLV University Libraries fully supports this work, but most of the labor is done by a small number of people. Unsustainable practices can cause employee burnout and turnover resulting in less internal and external efforts to support diversity.

**Originality/Value:** Most of the previous literature focuses either on internal activities like professional development and committees or on student-focused activities like outreach events, displays, and instruction. This article is one comprehensive review of both kinds of activities.

**Keywords:** Academic libraries, social justice, diversity, outreach, professional development, information literacy

**Introduction**

In September 2015, the University of Nevada, Las Vegas (UNLV) was selected to host the final presidential debate (Velotta, 2015). Both the university and the UNLV University Libraries planned special election-related programs leading up to Election Day (Appendix). A total of 13 new classes were created related to debates (UNLV, 2019b), the main library was an early voting site, and the University Libraries organized events. The approach of, the actual day of, and the aftermath of the 2016 election was a tense time for many people and communities in the USA. It was especially stressful for those from marginalized communities that Donald Trump targeted in speeches, Tweets, rallies, and policies:

- immigrants (particularly Mexicans or undocumented people);

- the LGBTQ+ community (especially transgender people);

- Muslims

- Women;

- and anyone not white (Barnette, 2018; Carlson, 2018; Duarte, 2017; Giagnoni, 2018; Gökariksel, 2017).

The majority of UNLV's student population belong to one or more of these groups, so social justice and equity, diversity, and inclusion (EDI) are regularly incorporated across campus.

This paper identifies the previous research related to social justice and EDI in academic libraries, focusing on texts explicitly connected to President Trump or published after the 2016 election. It provides contextual information for the Las Vegas and UNLV communities, the complicated history of diversity at UNLV, and how the 2016 election affected the campus. Finally, it details how the University Libraries responded to the election through internal

professional development and student outreach. The authors hope the events described will inspire librarians to take action on their own campuses.

**Literature Review: Social Justice and EDI in Libraries**

*Foundational Literature on Social Justice and EDI*

The literature prior to the 2016 election provides essential history and meaningful guidance on starting or continuing social justice and EDI-related work in libraries. Todd Honma notes that library and information science "functions in a race-blind vacuum" (2005). He attempts to fill in a gap in the literature by offering "a sustained critical discussion surrounding the issue of race within LIS" (Honma, 2005). The American Library Association's (ALA) first diversity officer, Sandra Ríos Balderrama, identifies "systematic strategies and operating principles for bringing significance, meaning, and action to this trend called diversity" (Balderrama, 2000, p. 194). She describes patterns familiar to anyone who has engaged in equity and inclusion work in their libraries. If librarians speak with too much emotion, then "colleagues feel attacked, shut out, and equally angry" (Balderrama, 2000, p. 195). When individuals or groups attempt to actually do the work, it is always perceived as being too *something*: narrow, limited, short, ambitious, administrative, grassroots, etc (Balderrama, 2000, p. 196). The article does not offer any "fixed templates or guarantees" but does present "guidelines, advice, and suggestions" that are as relevant now as they were twenty years ago (Balderrama, 2000, p. 213). For librarians looking for contemporary explorations of these issues from people of color in academia, two recent publications document their lived experiences. The first is *Where Are All the Librarians of Color?: The Experiences of People of Color in Academia* (particularly the chapter "Making Diversity Work in Academic Libraries" by Miguel Juárez) and the second is *Pushing the*

*Margins: Women of Color and Intersectionality in LIS* (especially "Identity, Activism, Self-Care, and Women of Color Librarians" by Alanna Aiko Moore and Jan E. Estrellado) (Hankins and Juárez, 2016; Chou and Pho, 2018).

Finally, Mathuews critiques libraries for failing to realize their potential for advancing social justice and for enacting "diversity initiatives that are too simplistic to achieve true social justice ideals" (Mathuews, 2016, p. 6). Through an examination of statements like the ALA Library Bill of Rights, the ALA Code of Ethics, the Association of College & Research Libraries (ACRL) Diversity Standards, she makes clear why academic libraries are "a natural leader and partner in social justice initiatives on college campuses" and offers ideas for actions (Mathuews, 2016, p. 23).

*Libraries Under President Trump*

Michael Dudley's editorial offers an essential account of the reaction of librarians and library organizations to the 2016 election. He reviews the initial statement from the ALA about working with President-elect Donald Trump, the backlash via #NotMyALA on Twitter and blogs, and the eventual retraction and apology issued by former ALA President Julie Todaro (2017). He also identifies that:

> [Librarians's] long-standing professional values (related to diversity, social justice, gender and sexual equity, democracy and public education, etc.), and those of the incoming Trump administration (and the neo-Nazi so-called "alt-right" movement that supports him) are in stark opposition (Dudley, 2017, p.2).

Another article "us[es] the Trump election as a launching point [to] explore key drivers for change in LIS in instances when politics spill into our professional purview" (Caidi *et al.* 2017,

p. 391). The authors draw connections between President Trump's election and other divisive political moments in the United States when administrations misrepresented facts and data, specifically McCarthyism during the Cold War and the Patriot Act after 9/11 (Caidi *et al.* 2017, p. 391). They also see the policies of the current administration to be antithetical to the work of libraries by:

> "harm[ing] and discriminat[ing] against individuals and communities...infring[ing] on the right to privacy and freedom of inquiry, and...supress[ing] the free and open exchange of knowledge and information" (Caidi *et al.* 2017, p. 391).

*Internal Actions: Diversity Plans, Committees, and Hiring Librarians of Color*

Those who are interested in practical details of creating a diversity plan should start with Edwards's instructive article "Developing and Implementing a Diversity Plan at Your Academic Library" (2015). There are several other articles detailing the creation and work of an academic library's diversity committee (Duffus *et al.* 2016; Ramonetti and Pilato, 2019). Librarians at the Pennslvania State University Libraries said nothing when they heard insensitive or bigoted comments, so they created a bystander intervention training program to help library workers respond to these kinds of incidents. Their workshop is modeled after the Southern Poverty Law Center's Speak Up! program, and they share steps and materials for others to implement similar workshops in their own institutions (Knapp *et al.* 2012; Southern Poverty Law Center, 2015).

In 2017, the Association of Research Libraries (ARL) published an update to the 2010 ARL SPEC Kit 356 on Diversity and Inclusion (Anaya and Maxey-Harris, 2017; Maxey-Harris and Anaya, 2010). Both SPEC Kits are excellent sources for justification and inspiration of diversity plans, statements, committees, and recruitment in academic libraries. The 2017 updated

publication is not explicitly in response to President Trump, but some of the open comments to their survey questions do mention the 2016 election, campus protests, executive orders, and communities frequently marginalized by President Trump such as immigrants and LGBTQ+ people. It reveals a major increase in diversity plans since 2015. Out of 34 institutions with diversity plans, 3 were created before 2010 (8.8%), 12 were from 2010-2015 (35.2%), and 19 were from 2015-2016 (55.9%) (Anaya and Maxey-Harris, 2017). Recently, Cruz wrote a literature review highlighting articles about diversity plans, staffing, culture and climate, collections, services, and planning (Cruz, 2019).

*Social Justice, Collaboration, Instruction, and Outreach*

Like diversity statements and diversity committees, social justice-oriented student outreach existed before the 2016 election. Nicole Pagowsky and Niamh Wallace argued in early 2015 that "positioning the library as anti-racist, anti-sexist, and anti-oppression helps [it] stay at the heart of the community, particularly in challenging times" (p. 196). They describe how the University of Arizona Libraries created a Black Lives Matter research guide in response to police officer Darren Wilson fatally shooting Michael Brown in Ferguson, Missouri. The librarians worked with faculty from Africana Studies and the African American Student Association (Pagowsky and Wallace, 2015). The authors note that their identities as white, middle class women made collaboration particularly important because they felt they "should not be speaking *for* our diverse communities, but rather speaking *with* them" (Pagowsky and Wallace, 2015, p. 198). Ladislava Khailova and Kathy Ladell note that mistrust is a regularly reported challenge when program coordinators are not members of the minority populations they are serving (2018). They suggest that academic libraries partner with trusted local organizations who "can attest to the

trustworthiness of the academic library" and that this is especially important when working with undocumented immigrants (Khailova and Ladell, 2018, p. 18).

Book displays, LibGuides, art exhibits, and information literacy lessons are all examples of how librarians express solidarity with students marginalized by President Trump's administration. After the 2016 election, four librarians at Seattle Central College "began creating visual cues of inclusion" through "bulletin board displays, book displays, Black Lives Matter name tag pins, handmade signs of welcome, and a new multicultural...LibGuide" (Kiciman *et al.* 2017, p. 11). Raymond Pun describes developing an information literacy escape room workshop that centers on President Trump (Pun, 2017). He shares activities, which include finding a recent Tweet from President Trump, using a newspaper article to fact check that Tweet, and adding citations to President Trump's Wikipedia page. Pun reminds readers that "we can always transform difficult moments into learning opportunities...to engage, inspire, and empower our students to be thoughtful citizens and leaders" (2017, p. 336).

Social justice outreach and student engagement work can result in community backlash. An arts collective reached out to the arts librarians at the University of New Mexico with a request to display the word RESIST on their library windows (Beene and Pierard, 2018). Response to the display was contentious and resulted in a "conservative group wanting to erect their own controversial display, countering what they saw as an overt leftist, political agenda" (Beene and Pierard, 2018, p. 16). The situation highlighted the lack of library policies and procedures related to art exhibits. The authors share best practices in creating exhibit policies that align with library and university goals.

**Nevada, Las Vegas, and UNLV**

*Community Context*

Nevada was important in the 2016 election because it was a swing state with relatively early caucuses, and its electorate was more diverse than the other early primary sites. Las Vegas and UNLV are communities where marginalized people are the majority. According to the 2010 census, only 44.4% of Las Vegans are white and 21.2% were born in other countries (United States Census Bureau, 2019). Nevada has the third highest percentage of people who identify as lesbian, gay, bisexual, or transgender in the country (UCLA School of Law Williams Institute, 2019). Undocumented immigrants make up more of Nevada's population (7.1%) than any other state's population (Pew Research Center, 2019).

*Institutional Context*

UNLV is a public, doctoral granting research institution with just over 30,000 students as of Fall 2018 (UNLV, 2019c). It is known as one of the most diverse colleges in the country with 61.1% of students identifying as ethnic or racial minorities (U.S. News & World Report, 2019; UNLV, 2019c). UNLV has been designated by the U.S. Department of Education as a Minority Serving Institution; an Asian-American and Native-American, Pacific Islander-Serving Institution; and a Hispanic-Serving Institution (UNLV, 2019e). There are no available statistics for the number of undocumented students who attend UNLV. Because the student population consists mostly of in-state residents (85.3%), it is possible that the percentage of undocumented students at UNLV is similar to the percentage of undocumented people in Nevada (UNLV, 2019h). Even students who are documented may be a part of mixed-status families where parents or siblings are

undocumented. For this reason, the documented students still experience the stress of undocumentation and the threat of deportation in their lives.

*Diversity at UNLV*

UNLV started as Nevada Southern in 1957. Even though Nevada achieved statehood in 1864 as a member of the Union, the university's original mascot was a wolf named Beauregard wearing a Confederate uniform. Its student government was named the Confederate Students of Nevada Southern, and its student newspaper was called *The Rebel Yell* which featured a confederate flag on the masthead. In the 1970s, thanks to the activism of African American student-athletes, the university removed the mascot but maintained the Rebels nickname (UNLV, 2019d). In 2015, Rainier Spencer (former Associate Vice President for Diversity Initiatives and Chief Diversity Officer) released a report examining whether the current mascot, Hey Reb!, the Rebels nickname, and the student newspaper had Confederate connections. He absolved the first two, but recommended a name change to the latter (Spencer, 2015). In April 2016, *The Rebel Yell* announced that the newspaper name would be changed, and in November 2016, editor-in-chief Bianca Cseke unveiled *The Scarlet & Gray Free Press* (McCullough, 2016; Cseke, 2016). Even today the university maintains an entire webpage dedicated to explaining the history of UNLV's original mascot (UNLV, 2019d). In September 2016, Len Jessup (former UNLV President) unveiled UNLV's new tagline: Different. Daring. Diverse (UNLV, 2016).

*The 2016 Presidential Election*

Election results showed 47.9% of Nevadans voted for Hillary Clinton and 45.5% voted for Donald Trump. The Las Vegas area, which is known for being the more Democratic-leaning part

of Nevada, voted 52.4% for Clinton and 41.7% for Trump (The New York Times, 2017). The UNLV and Las Vegas community, like the rest of the country, had divided reactions. The day after the election, an impromptu protest of 30-40 people gathered in front of the Trump International Hotel on the Las Vegas Strip to chant "not my president" (KTNV Channel 13 Las Vegas, 2016). The weekend after the election, a more organized protest with hundreds of people marched down the Strip (KTNV Staff, 2016). University counseling services offered free group therapy sessions for students and staff who "need[ed] assistance in discussing issues related to the 2016 U.S. election" (Bawany, 2016). A group of faculty, who would later become the core of the Sanctuary Alliance (described below), held "a 'post-election aftermath teach-in'...to attempt a healing dialogue for students who feel the threat of marginalization" (Ventura, 2016). Len Jessup signed a letter to support the Deferred Action for Childhood Arrivals program (DACA) and undocumented students, reaffirming that "UNLV will continue to protect its students, faculty, and staff against racism, discrimination, bullying, or other intimidation that threatens the civility and diversity that makes us strong and proud" (Jessup, 2016).

Not everyone in the campus community was against a Trump presidency. A campus newspaper article reporting the reactions to the election quoted students who said President-elect Trump was the right choice and used his campaign slogan (Hernandez, 2016). Other students worried that the anti-Trump protests went too far (Hernandez, 2016). An opinion piece, "Voter Shaming: The Sore Loser Party and Its Need to Lash Out" made it clear that some UNLV students voted for and supported the election of Donald Trump (Steffanus, 2016). The contention between students went beyond the campus newspaper, and students reported feeling unsafe at UNLV. A Latinx student wrote a letter to the University Libraries reporting their experience being harassed in the main library by a group discussing the outcome of the election.

There are many reasons why the 2016 election sparked so much action within the University Libraries. The history of the university, the role of Nevada in the national primaries, the location of UNLV as the final presidential debate site, the high number of marginalized students on campus, and the student's letter reporting harassment each contributed to the Libraries' activities to some extent. However, nothing would have happened without a few individuals deciding to take action. It is easy, and perhaps simpler, to describe things in terms of what the University Libraries did, but that erases the work of the individuals involved and falsely gives the impression that institutions will take action without people leading the way. Although the work could not have happened without administrative support (especially from UNLV University Libraries Dean Emerita Patricia Iannuzzi), it was primarily led by individuals motivated to incorporate social justice into their library roles. In the aftermath of the election, two pathways emerged: one internal to the Libraries, led by the newly formed Inclusion and Equity Committee, and one student-focused largely led by Heidi Johnson (former Social Sciences Librarian) and Rosan Mitola (Outreach Librarian and Interim Department Head of Educational Initiatives).

**Internal Activities**

Two weeks before the election, Patricia Iannuzzi wrote about tolerance and diversity in her internally-facing blog. She shared a statement from the UNLV Center for Social Justice which called for people to "make space for the many voices that are often left unheard" and proposed that the Libraries develop a statement about organizational values (Iannuzzi, 2016). Shortly after the election, a Latinx student reported being harassed in the main library which sparked a robust internal dialogue with faculty and staff. Patricia Iannuzzi hosted regular informal lunch

discussions open to all staff on topical issues, and on November 21, 2016, the discussion

"centered on our responsibility to our students, the campus community, and each other in light of

the election and other recent events" (UNLV Libraries Professional Development Committee,

2016). The meeting ended with three action items:

> 1) create a group to write a library statement related to EDI;

> 2) create a group to investigate internal training opportunities; and

> 3) utilize an existing library faculty Journal Club to refocus on diversity.

In addition, some individuals, departments, and committees decided to take their own actions.

John Watts (former Teaching & Learning Librarian and former Head of Knowledge Production)

led a workshop for library instructors on behalf of the Educational Initiatives department. It

centered on inclusive teaching practices and helped participants "craft a personal statement

regarding an inclusive classroom" (Bowles-Terry, 2016). The Journal Club was a monthly

opportunity organized by the Professional Development Committee where librarians discussed

articles related to current and trending topics in librarianship. After the November 21 meeting,

the Journal Club started to specifically ask participants to bring publications related to diversity

and inclusion. The meetings held in December 2016, January 2017, and March 2017 focused on

how libraries can support students with marginalized identities. These are examples of how

individuals within an organization can take action without waiting for a formal charge or

directive.

*UNLV University Libraries Statement about Equity, Diversity, and Inclusion*

Heidi Johnson led a group to write an EDI statement. They worked extensively with Roberto

Orozco (former Program Coordinator in UNLV's Center for Social Justice) who helped detail

specific forms of oppression in the statement. A draft was shared with Library Administration in

December 2016. In February 2017, they shared it with everyone in the library with the intention that people could sign the statement if they agreed with it. This led to a strained discussion about whether or not people signed. It was decided that the statement should come from the organization as a whole rather than individual signatories. The statement writing group worked with Library Administration to revise the statement and post it internally for comments or feedback. In July 2017, the finalized statement was included in the 2017-2019 Strategic Framework document, which was not a private document but also not easily findable by the public (UNLV University Libraries, 2017b). It joined the Mission Statement and Vision Statement on the more visible Libraries webpage in November 2018 (UNLV University Libraries, 2017b).

The statement reads:

The University Libraries is open to all people and affirms its commitment and dedication to diversity, inclusion, equity, and cultural awareness. We welcome everyone, including people of color, immigrants, adherents of all belief systems or religions and those that do not profess or practice a religion, people of all genders and sexual orientations, and all other members of marginalized communities or oppressed groups. We encourage discovery and learning in spaces where all people are respected and protected. Within our spaces, we seek to protect everyone from all forms of hostility and oppression, including sexism, misogyny, ableism, racism, classism, xenophobia, homophobia, transphobia, and religious persecution. As a library, we defend intellectual freedom, oppose censorship, and uphold our commitment to the free and open exchange of ideas and viewpoints that is the very foundation of democracy and a part of our campus mission. We honor the voices

and lived experiences of all members of our community. We see it as fundamental to the Libraries' mission to foster a sense of belonging and to provide welcoming and inclusive surroundings where all people are treated with respect and dignity.

*Professional Development About Equity, Diversity, and Inclusion*

Concurrently, the training group discussed organizational needs and administered a survey to the library to gather feedback on desired professional development. The top three requested topics were:

1) Microaggressions;

2) allyship and advocacy; and

3) recruiting and retaining a diverse faculty and staff.

The group invited Whitley Hadley (former Program Coordinator for UNLV's Multicultural Student Programs) to host a Gender Inclusion Workshop in December 2016. This was followed up with a longer Safe Zone training (sexuality, gender, and LGBTQ+ education sessions) in January 2017, offered by the Center for Social Justice (Safe Zone Project, 2019). The group was not able to identify any other existing training resources available on-campus and did not have a budget to pursue off-campus professional development.

*Inclusion and Equity Committee*

James Cheng (Library Data Analyst) proposed that a diversity committee be formed. Members from both the statement writing group and training group wrote a letter to the Dean and the Head of the Libraries Human Resources Unit petitioning for the formation of a diversity committee. The letter gave the background of the request and shared the mission statement from ALA Office

of Diversity, Literacy, and Outreach to serve as a model for the committee's charge (ALA Office of Diversity, Literacy, and Outreach, 2019). The letter also specifically mentioned the 2016 election as a reason for the committee's formation:

> In the wake of the 2016 election and given the rising presence of and legitimacy given to voices in the United States that express hatred and fear of different groups of people based on their identities, it is especially necessary today, more than ever, to engage in such important yet difficult conversations as Libraries faculty and staff. (Blunk *et al.* 2017).

In response to the letter, Library Administration hosted a lunch meeting open to all interested people to discuss the potential diversity committee and its name, tasks, deliverables, makeup, communication, etc. The committee was officially charged to "support a shared understanding of diversity and inclusion" and "strengthen the Libraries' commitment to an inclusive environment" (UNLV University Libraries, 2017a). The first meeting of the Inclusion and Equity Committee (IEC) was held on August 16, 2017, only five months after the idea was proposed. In the past two years, the committee has taken on a number of initiatives related to those three most-requested areas:

1) microaggressions;
2) allyship and advocacy; and
3) recruiting and retaining a diverse faculty and staff.

*Microaggressions.* Understanding and addressing microaggressions was the most requested professional development topic in the Libraries. A study by Jaena Alabi found 85.4% of minority librarians experienced racial microaggressions, but "very few (or no) non-minority respondents report[ed] observing such encounters" (Alabi, 2015, p. 50). Fortunately, there are numerous

resources for learning about, discussing, and combating microaggressions in library workplaces. The IEC hosted four webinar viewings followed by participant discussions. Organizations like the ACRL and DeEtta Jones and Associates are well known in academic libraries for having informative professional development about these topics, but non-academic resources are helpful as well. The webinar "Acknowledging the Elephant in the Library: Making Implicit Biases Explicit" hosted by the Young Adult Library Services Association inspired a robust post-viewing discussion (YALSA, 2018).

*Allyship and Advocacy.* One committee initiative is to encourage library employees to wear an additional tag with their name badge that contains their pronouns. All UNLV Libraries staff are given an engraved name tag. In March 2018, the IEC worked with the Libraries Human Resources Unit to create matching engraved pronoun tags and casual pronoun buttons which employees can request. The IEC oversees pronoun distribution, and over 30% of faculty and staff have requested pronoun tags. It is common to see people wearing their name and pronouns together. The IEC is currently working to make pronouns a part of the engraved name tag rather than a separate pronoun tag.

*Recruiting and Retaining a Diverse Faculty and Staff.* It has been an ongoing priority for University Libraries to recruit, hire, and retain a more diverse workforce. The Libraries wanted a holistic understanding of search processes from start to finish and recommendations for how to make those processes inclusive. In May 2019, Library Administration charged three Diverse Recruitment Task Forces which are made up of one IEC member and four non-committee members:

- Task Force 1 was asked to conduct a literature review of current practices for hiring faculty and staff from underrepresented groups in academic libraries.

- Task Force 2 was asked to review current hiring policies and practices at UNLV and in the Libraries.

- Task Force 3 was asked to gather data and information from recent Libraries search committees and hires.

Each task force is currently in the process of drafting a report with recommendations for future practices.

Individuals also enacted change without a formal charge. When Amy Tureen (Head of Library Liaisons Program and former IEC Member) posted a job advertisement, she expanded and updated the language around EDI (Tureen, 2019). Each recruitment has a *Commitment to Diversity* section. Amy included a sentence stating the University Libraries:

> ...especially welcomes applications from women, persons of color, persons with disabilities, persons of minority sexual orientation or gender identity, and others who contribute to diversification (UNLV University Libraries, 2018).

She also added a preferred qualification around cultural competence in working with people who:

> ...are broadly diverse with regard to many facets of identity, including but not limited to gender, ethnicity, nationality, sexual orientation, and religion (UNLV University Libraries, 2018).

In March 2019, Amanda Melilli (Head of Teacher Development & Resources Library and former IEC Member) and Amy both posted recruitment announcements that expanded the language to include income and level of educational attainment and moved it up to the first required qualification. Cultural competency is now the first required qualification in the job advertisement template (UNLV University Libraries, 2019). Several candidates interviewing for jobs in the

University Libraries have referenced the text of the job ad and the content of the Diversity and Inclusion Statement in addressing why they want to work here.

*Cultural Awareness.* Cultural awareness (and the related topics of power, privilege, and oppression) was not a highly requested topic, but the committee continues to engage in professional development and discussions in this area. Most of the content is not specific to libraries. For example, the webinar "Discussing Race and Racism in the Workplace" focused on higher education in general (USC Race and Equity Center, 2019). The committee also started to select texts for a recurring discussion series. The first discussion asked attendees to watch the 90-minute video of Robin DiAngelo discussing her book *White Fragility* before the meeting (Seattle Channel, 2018). Committee members utilized the book's Reading Guide to create discussion questions (Sensoy and DiAngelo, 2019). This was followed by a monthly series of discussions of *So You Want to Talk About Race?* by Ijeoma Oluo.

**Student Outreach**

*Connecting Social Justice to Campus Partners and the UNLV University Libraries*

Ten days after the election, six UNLV professors (Anita Tijerina Revilla, Christine Clark, Emily Lin, Sylvia Lazos, Anne Stevens, and Vincent Perez) wrote a letter to Len Jessup and Diane Chase (former Executive Vice President and Provost) urging the university to become "a sanctuary campus for students, staff, and their family members who face deportation under President-elect Donald J. Trump's proposed policies" (Revilla *et al.*, 2016). The open letter was circulated for additional people to sign, leading to the formation of the Sanctuary Alliance which included staff and faculty across campus, including Heidi Johnson. Through the Sanctuary Alliance, Heidi connected with people both in and out of the library interested in organizing

social justice-oriented events. One of these individuals was Rosan Mitola whose work focuses on holistic student-centered programming. After the 2016 election, Heidi, Rosan, and key campus partners affirmed their commitment to social justice by developing new programs to support marginalized students, encourage student activism, and educate communities.

*Supporting Marginalized Students*

Immediately after the 2016 election, Heidi Johnson created an anti-oppression resources LibGuide to share social justice resources on campus, in the community, and nationally (UNLV University Libraries, 2019b). She shared it internally with librarians and externally with members of the Sanctuary Alliance to solicit feedback and gather additional resources. The LibGuide was formally promoted by the University Libraries and continues to be updated as its editors change. For example, in 2018, all references to President Trump were removed by editor Sue Wainscott (Engineering Librarian) who felt that the resources and information are important regardless of who is president.

In Spring 2017, the Libraries partnered with UNLV Student Diversity and Social Justice and UNLV Center for Social Justice on a series of events. The first, "Stand Up, Speak Out: A Seat at the Table," was also a part of Black History Month programming. Local African American community leaders participated in a dialogue "explor[ing] the concept of a seat at the table through the political, economic, and artist lens" (UNLV Student Diversity & Social Justice, 2017b). The Libraries created a pop-up display of physical materials highlighted in the Black History Month Resource Guide (UNLV University Libraries, 2019d). Students were encouraged to check out materials after the event or visit the LibGuide.

The second event, promoted as a part of Women's Herstory Month, was a live recording of the podcast Radio Menea. Additional campus groups (the Jean Nidetch Women's Center and the Interdisciplinary, Gender, and Ethnic Studies Department) and Planned Parenthood's Raíz Program co-sponsored the event. "Menéalo: Latinx Music & Life" was an "interactive conversation celebrating Latinas in music" (UNLV Student Diversity & Social Justice, 2017a). The Libraries highlighted resources related to topics discussed including women's history, queer identities, Latinx experiences, and music (UNLV University Libraries, 2019j; UNLV University Libraries, 2019e).

The third event celebrated Afro-Latinx people, who are often erased from both Black History Month and Latinx Heritage Month, through a screening of the documentary *Latinegras*. The documentary shares Omilani Alarcon's journey for self-acceptance as an Afro-Latina (D'Amato, 2017). After the viewing, Omilani gave a talk and answered audience questions. The Libraries promoted resources related to Afro-Latinx identities and experiences (UNLV University Libraries, 2019c).

In October 2017, the campus group UNLV UndocuNetwork hosted the first UndocuWeek with daily events (UNLV, 2017). Two events held in the main library were co-organized by Sue Wainscott, the Center for Social Justice, Students Organizing Diversity Activities (SODA), and other organizations. The first was a screening of the documentary *Don't Tell Anyone (No Le Digas a Nadie)* about the experiences of undocumented activist Angy Rivera followed by a discussion led by Anita Tijerina Revilla (from the Interdisciplinary, Gender, and Ethnic Studies Department) (UNLV, 2017). The event included a book display and recommended reading list. The second activity held in the main library was *UndocuHealing*, an

event focusing on self-care, with a community organizer and social justice advocate Imelda Plascencia (UNLV, 2017).

One final idea for how libraries can support marginalized students is to collaborate with faculty engaged in social justice-oriented research. Sheila Bock (from UNLV's Interdisciplinary, Gender, and Ethnic Studies Department) has been studying decorated mortarboards since 2011. She and three student co-curators partnered with the Libraries to create the digital exhibit *¡Sí Se Pudo! The Art and Stories of Latinx Graduation Caps at UNLV* (Yunkin, 2019).

*Student Activism Through Library Collections*

The following examples encouraged student activism through scholarly sources and archival materials. The first was an exhibit that opened in September 2016 which overlapped with the campaign, debate, and election. Heidi Johnson curated the exhibit "Please I'd Like to Grow: 60 Years of Student Activism at UNLV." It highlighted student-led activism from articles, posters, t-shirts, fliers, and other materials from UNLV University Special Collections and Archives (Kennedy, 2016). A related panel discussion was organized and planned before the election and was the first social justice-oriented event after the election. The event featured UNLV students, faculty, and alumni discussing their activism (UNLV University Libraries, 2019g). Heidi referenced the scholar-activists she researched and interviewed for these projects as an inspiration for all her work after the election.

In October 2017, Heidi Johnson, Rosan Mitola, and Tammi Kim (Special Collections Technical Services Librarian) worked together to create a craftivism event "Activating the Archives," inspired by the work of the University of California, Los Angeles (UCLA) Library Special Collections (Tai, 2017). UCLA's event was part of a series designed directly in response

to the 2016 election (Tai, 2017). UNLV's event promoted primary source research materials through facsimiles of items from its University Libraries Special Collections and Archives. Students used archival materials related to student activism, women in Nevada, environmentalism, and the LGBTQ+ community to create zines, buttons, and other paper crafts (Kennedy, 2017a).

The University Libraries have hosted Wikipedia Edit-a-thons for several years, and they are an example of how staff turnover can cause institutions to lose collaborative events. In March 2016 and March 2017, Kate Lambaria (former UNLV Fine Arts Librarian) and Patricia McRae Baley (from the College of Art) organized "Art + Feminism Wikipedia Edit-a-thons" (Yunkin, 2016a; Yunkin, 2017a). After Kate left UNLV, there were no official plans to continue hosting edit-a-thons. Brittany Paloma Fiedler and Chelsea Heinbach (both Teaching & Learning Librarians) started working at UNLV Libraries in the Fall of 2017 and were interested in Wikipedia, feminism, and social justice. They teamed up with Rosan Mitola and continued the partnership with the College of Fine Arts to host the 2018 "Art + Feminism Wikipedia Edit-a-thon". The three librarians decided to focus on women and non-binary artists of color (Kennedy, 2018b). They worked with Mason Undergraduate Peer Research Coaches to create spreadsheets detailing the status of biographical Wikipedia pages and identify which items in the physical and digital collection can be used to improve those pages (UNLV University Libraries, 2019i). The spreadsheets and related slides and materials from each event are available at bit.ly/unlvwikipedia.

The success of the Wikipedia edit-a-thon inspired the three librarians to organize another one in the Fall, and in October 2018 "From Stonewall to Selena: Strengthening the Representation of LGBTQ+ and Latinx Folx in Wikipedia" was held (Kennedy, 2018c). UNLV's

Teacher Development and Resources Library brought over children and young adult fiction and non-fiction books related to the theme that participants could check out. Participation and interest in Wikipedia edit-a-thons has grown, and professors have requested instruction or assignments connecting their classes to the events. The Spring 2019 "Art + Feminism Wikipedia Edit-a-thon" continued to focus on women and non-binary artists of color, while the Fall 2019 edit-a-thon focused on increasing representation of indigenous people (Kennedy, 2019).

*Educating Communities*

The Libraries created programming focused on educating voters as the primary way to educate communities. Before the 2016 election, Heidi Johnson co-moderated a panel of both local and national experts, "The 2016 Election: Why Las Vegas Matters," and co-moderated a panel of students, "Your Vote, Your Voice: Student Involvement in the Political Process" (Yunkin, 2016b; UNLV University Libraries, 2019k). To build on this election-focused programming, Heidi and Rosan organized two workshops entitled "Presidential Power Workshop: Understanding the Issues from a Social Justice Perspective" which were inspired by President Trump's use of executive orders (Yunkin, 2017b). They were advertised as having a social justice focus so participants could understand why these actions are important to particular groups, rather than to engage in debate or discuss partisan politics (Yunkin, 2016b). The workshops started with a short lecture by a graduate student from the Department of Political Science followed by participants exploring and discussing executive orders on issues ranging from climate change and travel restrictions to education and bathroom use by transgender students in elementary schools. Finally, organizers highlighted library resources on presidential power from 2001 to 2017.

In October 2018, Chelsea Heinbach, Mark Lenker (Teaching & Learning Librarian), Rosan Mitola, Susie Skarl (Urban Studies Librarian) and Rebekah D'Amato (Mason Undergraduate Peer Research Coach) organized the workshop "Voting in 702: Research. Action. Change" (Kennedy, 2018a). Chelsea suggested the library organize and host a non-partisan voter education event in order to share voting rights in Nevada, practical information about registration and districts, and how to research ballot measures and candidates. Although this event may appear closely related to previous programming, it is an example of how one individual can lead and design social justice co-curricular learning opportunities for students and the community. A LibGuide on the 2018 Midterm Election in Nevada, developed by Priscilla Finley (Humanities Librarian) for a course, was adapted and utilized as part of the workshop and was promoted widely on the Libraries website (UNLV University Libraries, 2019h).

**Discussion**

*Campus Climate*

UNLV has made efforts to respond to the needs of historically underrepresented students. The office of Student Diversity & Social Justice recently developed identity-based positions to serve the following traditionally underserved students: Asian, Pacific Islander, & Middle Eastern; Black/African American; International; Latinx; Lesbian, Gay, Bisexual, and Transgender; Native American; undocumented and DACAmented (UNLV, 2019g). Another inspiring example is the Stonewall Suites, a dorm floor that LGBTQ+ students can opt into. A resident assistant proposed it in Summer 2017, and it took just nine weeks for his idea to become a reality. In Fall 2017, the dorm floor opened at capacity with a waitlist (Scavone, 2019). The Stonewall Suites inspired UNLV student Anna Opara and alumna Sharon Uche to propose another identity-based dorm

floor. In Fall 2018, Howell Hall opened as a "black and African American diaspora living-learning floor" (Gray and Tzun, 2019). However, Andrew Lignelli (Residential Life Coordinator) points out a common refrain heard around campus: "UNLV is very good at being a 'minority-having institution' versus a true 'minority-serving institution' — meaning that beyond numbers, there aren't enough dedicated resources for students of color" (Gray and Tzun, 2019).

According to a 2019 report, 77% of surveyed institutions identified at least one uncivil, hate, or bias incident in the last two years, and 13% said that those types of incidents happen at least once per month (Jones and Baker, 2019). UNLV is not an exception for these incidents. On May 1, 2019, the conservative UNLV student group Turning Point USA set up a display of a brick wall that said "Build the Wall" on campus, a reference to President Trump's campaign promise to build a wall along the U.S.-Mexico border. A confrontation ensued where other students destroyed their handouts and knocked over the fake wall. One student threw a granola bar at the Turning Point USA students and others called the group racist (Joecks, 2019). A week later, a video of the president of this student group was circulated. In the video, the student (identified as Riley Grisar) is saying "'white power' and flash[ing] the A-OK hand gesture recently appropriated by white supremacists" (Johnson, 2019). He is with a "woman who twice uses a racial slur against African Americans" (Johnson, 2019). The national Turning Point USA organization released a statement saying the student was banned from participating in any future events and that they "ha[ve] a zero-tolerance policy for hate" (Jaschik, 2019). They did not condemn the brick wall with its anti-immigrant slogan. These incidents are not completely isolated. On October 22, 2018, Interim UNLV President Marta Meana sent an email to the UNLV community responding to several campus incidents including a note in the main library that said "Kill the Blacks," swastika graffiti, and "insults hurled at gender-diverse students, as

well as black students" (Elverud, 2018). Unfortunately, UNLV's diverse student body does not protect the campus from incidents of hate and bias.

*Considerations for Internal Activities*

Not every initiative a diversity committee puts forth will be accepted, and not every event they organize will be well-attended. Because everyone enters EDI conversations in a different place, it can be difficult to recommend professional development that meets every person's needs and interest level. Webinars and trainings organized in the Libraries have been criticized for being both too advanced for people starting to think about EDI and too basic for people who have been engaged with EDI work for many years. These complaints strain relationships between colleagues and make it difficult for organizers to maintain energy for the next event.

*Considerations for Student Outreach*

Programming to support marginalized students does not have to be connected to heritage months, but if campus partners are already developing and building programs during those times, it is beneficial for libraries to participate, support, and collaborate with existing events. However, if an institution focuses only on heritage months, they will miss student populations who do not have designated weeks or months celebrating their existence.

Libraries can also take the lead on their campuses by organizing events that teach information literacy and critical thinking skills such as voter education workshops and Wikipedia edit-a-thons. Some events may be easier to repeat and offer regularly, while collaborative events may only take place once, partly due to staff turnover. As people leave both the Libraries or campus offices, the institutional knowledge of an event's purpose and planning can be lost. The

relationships that existed to co-organize, co-host, and co-sponsor have to be rebuilt with new people who often face new institutional goals and/or priorities. Because not everyone engages in this kind of work, the library workers that do are at risk for fatigue and burnout.

Finally, some people disagree with this kind of work happening in libraries at all. The 2018 ALA Midwinter President's Program "Are Libraries Neutral?" captures the different feelings among librarians (Carlton, 2018). At an institutional level, the public owners of the LibGuide (initially Heidi Johnson, now Sue Wainscott) have received hate email about the contents of the LibGuide. Every year, Campus Reform (a far-right news website about higher education) and Breitbart News (a far-right news website) run stories about the "Art + Feminism Edit-a-thons", and in 2019, those stories focused on UNLV. The UNLV University Libraries has a dedicated Director of Communications, so when the organizations reached out to Chelsea Heinbach, she consulted with him for guidance. Event organizers were concerned that the publicity could lead to online attacks or in-person protestors.

It is essential to ensure that students and staff are safe at events. Event organizers must know the procedure for responding to people disrupting an event: who to contact, how to contact them, and what organizers can or should do. If an event is likely to attract protestors, communicate that with appropriate campus partners. However, be aware that security and police presence does not always correlate with students feeling safe. Populations which have historically been targeted by police, such as immigrants or undocumented people, people of color (especially Black and Latinx people), and LGBTQ+ people, might not want to attend an event with a strong police presence.

*Considerations for Organizers*

It is important that official documents like job descriptions, outreach or department plans, and strategic plans include language that reflects the type of events that librarians want to organize. This ensures that the connection between the event and institutional goals are clear. Review and utilize the 2012 ACRL Diversity Standards to find appropriate language such as:

> ...ensur[e] that consideration of the needs of historically oppressed, underrepresented, and underserved groups is integral to collection development and management and the provision of programs and services (ACRL, 2012).

Tenured librarians and library administrators have power and protection in institutions, and thus, they can address social justice in the library and champion those who are doing the work. As UNLV University Libraries Dean Maggie Farrell wrote in the *Journal of Library Administration*:

> ...our libraries need library leaders who guide our organizations in providing collections and services that fully support our communities requiring us to be aware of and to address social justice issues (2016).

Unfortunately, social justice and EDI-related work in libraries is not free from risk. A number of librarians (primarily women of color and/or LGBTQ+ people) have been targeted by far-right groups or hate groups as retaliation for their research, blog posts, projects, LibGuides, and organizational policies (Arroyo-Ramirez, 2018; Moreheart, 2019; Peet, 2018; Peet, 2019). In each of these instances, a far-right news site wrote about the librarians, often including their photos and contact information. The librarians received harassing voicemails, emails, Tweets, and phone calls. In some cases, harassers contacted their library or university administration. The conference "Defeating Bullies and Trolls in the Library: Developing Strategies to Protect our

Rights and Personhood" was created in reaction to this harassment. The online open access journal *In the Library with the Lead Pipe* released an editorial calling for the scholarly community to move from being "passive anti-harassment" to "active anti-harassment" by asking people to "speak publicly against [harassment] and report it" (Koester *et al.* 2017).

People who are members of marginalized communities are often the ones who are both interested in and expected to do the work. This disproportionate distribution of labor, along with the potential for or actual experiences of harassment, can lead to fatigue and burnout. It is important for librarians to have colleagues both in and out of their organization who engage in social justice. Institutional colleagues can support each other on committees and in meetings, brainstorm ideas, co-organize events, and uplift each other when necessary. Cross-institutional colleagues can provide emotional support, brainstorm ideas, and offer different perspectives. Many librarians find these communities through ALA's ethnic affiliates or ALA's roundtables related to social justice and EDI (ALA, 2019a; ALA, 2019b). Non-ALA spaces include the *critlib* community, *WOC+lib* for women of color, and *We Here* for people of color (critlib, 2019; WOC + lib, 2019; we here; 2019). Finally, those who have privilege should leverage it. For example, at UNLV even though the Anti-Oppression LibGuide is a collaborative work done by many people, Sue Wainscott is the contact person. She, a straight white cisgender woman, wanted to be the contact to protect the emotional energy of the more marginalized people who have contributed to the LibGuide.

Institutions also need to protect individuals. *Data & Society* has two resources for academic researchers that can be helpful to academic librarians. Their information sheet is designed to be given to administration, and it describes online harassment and provides proactive guidelines for how institutions can protect the researcher (Marwick *et al.*, 2016). Their longer

guide has recommendations for people in various roles including senior faculty, supervisors, and researchers. The advice goes beyond securing passwords to include suggestions like building community with people doing similar work and taking a break by switching to less intense projects (Marwick *et al.*, 2016).

*Responding to the Unexpected*

Library workers in public services, instruction, or outreach often respond to local, national, and international events. Local tragedies can affect the mental and physical health, safety, and well-being of students. Also, national policies, like ending the DACA program and putting travel bans in place, create stress and anxiety in affected students. Other situations, like natural disasters, hurricanes, or wildfires, can impact students' ability to continue their education.

The Las Vegas community faced an unspeakable tragedy on October 1, 2017. A mass shooting at a concert three miles away from UNLV's campus resulted in the deaths of 58 people (Bosman *et al.*, 2017) and injuries of 869 people (Lombardo, 2018). UNLV's basketball arena became a place of refuge for survivors in the immediate aftermath. The shooting started late at night; confusion and terror continued into the next day. UNLV held classes as scheduled and attempted to provide resources on campus for students, faculty, and staff. In the University Libraries, Rosan Mitola quickly organized two therapy dog sessions, which she was able to do because of her long-standing relationship with the therapy dog organization (Kennedy, 2017b).

In retrospect, the Libraries could have possibly been a better resource for students in a time of crisis. These kinds of unexpected tragedies affect everyone in the community, including faculty and staff, making it difficult to respond in the moment. Libraries should have a student-

centered crisis plan and empower certain individuals to make responsive decisions outside of the traditional approval processes.

**President Trump's Climate of Fear Continues**

It has been three years since the inauguration of the 45th President of the United States of America. The current administration continues to enact policies that target marginalized communities and create a climate of fear - and it is working (Branstetter, 2019; Dickerson and Youngs, 2019; Edwards and Rushin, 2018; Feinberg, Branton, and Martinez-Eberts, 2019; Haberman and Stolberg, 2019; Hartocollis, 2019; Shear and Kanno-Youngs, 2019; Smith and Capecchi, 2019; Tacket, 2019). Students are finding safety with each other in identity-based affinity groups, through informal information networks, and with individuals and departments on campus known for being allies.

Academic libraries, librarians, and library workers are especially well-positioned to be allies whose work centers on social justice, equity, diversity, and inclusion. These are fundamental values of the ALA (ALA, 2019c) and the ACRL (ACRL, 2019). If these values are not reflected in an academic library's mission, vision, and goals, it is time to update or add to those documents. This makes it clear to the campus community and library workers that organizational leaders support these efforts. The 2019-2021 Strategic Plan for the UNLV University Libraries emphasizes EDI. The vision includes connecting diverse communities, and the values emphasize holistic student success, community needs, and diverse perspectives (UNLV University Libraries, 2019a). One strategic theme is to:

> … cultivate a welcoming, inclusive environment that values the diverse experiences and needs of our users.

and it details having inclusive collections, cataloging practices, and professional development (UNLV University Libraries, 2019a).

This work should have been happening before President Trump was elected and needs to continue after him, especially as the 2020 national election approaches. Margo Gustina and Eli Guinnee remind librarians:

> … not to worry about what might be perceived as partisan but instead to anchor our ethics in basic human rights and democratic principles (Gustina and Guinnee, 2017, p. 55).

Institutions and individuals have the opportunity to stand in solidarity with the targeted, to be allies to the oppressed, and to demonstrate that the holistic well-being of students is just as important as retention and graduation rates.

Appendix

**Timeline of Events**

## 2015

**September** | **Institutional Context**
- UNLV selected to host final 2016 presidential debate

**November** | **Institutional Context**
- Report on UNLV Rebels Nickname and Hey Reb! Mascot

## 2016

**March** | **Institutional Context**
- *Art+Feminism Wikipedia Edit-a-thon*

**April** | **Institutional Context**
- Editor-in-chief Rene McCullough solicits feedback on changing the name of student paper from *The Rebel Yell*

**September** | **Institutional Context**
- Len Jessup (former President) unveiled UNLV's new tagline: **Different. Daring. Diverse.**

**Student Outreach**
- Exhibit: *Please I'd Like to Grow: 60 Years of Student Activism*

**October** | **Institutional Context**
- Panel discussion: *Your Vote, Your Voice: Student Involvement In The Political Process*
- Panel discussion: *The 2016 Election: Why Las Vegas Matters*

**November** | **Institutional Context**
- Editor-in-chief Bianca Cseke unveils renamed student paper, *The Scarlet & Grey Free Press*
- Election of President Trump
- Immediate reaction protest outside of Trump Hotel
- Anti-Trump protest
- Post-election counseling and therapy offered by UNLV Center
- UNLV as a sanctuary campus letter
- Len Jessup's letter of support for DACA and undocumented immigrant students

**Internal Activities**

- Informal lunch discussion with Dean Emerita Patricia Iannuzzi on post-election events

**Student Outreach**
- Panel discussion: *Please I'd Like To Grow: Conversations And Reflections On Student Activism At UNLV*

## December

**Internal Activities**
- Workshop: *Inclusive Teaching Practices/Classrooms* by John Watts
- Statement writing group shares draft to library administration
- Journal club on supporting students with marginalized identities
- Workshop: *Gender Inclusion* provided by Whitley Hadley

**Student Outreach**
- Anti-oppression LibGuide created by Heidi Johnson

# 2017

## January

**Internal Activities**
- Workshop: *Safe Zone Training* provided by Center for Social Justice
- Journal club on supporting students with marginalized identities

## February

**Internal Activities**
- Statement Writing Group shares draft to Libraries

**Student Outreach**
- Black History Month and Latinx Heritage Month event: *A Seat at the Table*

## March

**Internal Activities**
- Journal club on supporting students with marginalized identities

**Student Outreach**
- Women's Herstory Month event: *Radio Menea, Menéalo: Latinx Music & Life*
- *Art+Feminism Wikipedia Edit-a-thon*

## April

**Student Outreach**
- *Latinegras* documentary screening
- Workshop: *Presidential Power: Understanding the Issues from a Social Justice Perspective*
- *Take a Walk with Me* event

## May

**Internal Activities**
- Diversity and inclusion statement released
- Diversity committee lunch meeting

**June** **Internal Activities**
- Update on libraries' diversity committee

**August** **Internal Activities**
- First diversity committee meeting

**October** **Institutional Context**
- October 1 mass shooting

**Student Outreach**
- *Activating the Archives* event
- UndocuWeek: *Don't Tell Anyone (No le Digas a Nadie)* documentary screening event
- UndocuWeek: *UndocuHealing* event

# 2018

**February** **Student Outreach**
- *Art+Feminism Wikipedia Edit-a-thon* focusing on women and non-binary artists of color

**March** **Internal Activities**
- Distribution of pronoun buttons to faculty and staff begins
- Webinar (YALSA): *Acknowledging the Elephant in the Library: Making Implicit Biases Explicit*

**Student Outreach**
- *No Asylum: The Untold Chapter of Anne Frank's Story* documentary screening
- National Walkout Day to protest gun violence

**April** **Student Outreach**
- *Complicit: The Untold Story of Why the Roosevelt Administration Denied Safe Haven to Jewish Refugees* documentary screening

**May** **Internal Activities**
- Webinar (NCLA): *Awareness and Actions Towards an Inclusive Organization*

**August** **Internal Activities**
- Webinar (ALA): *Exploring Careers in Archives and Special Collections*

**October** **Student Outreach**

- *From Stonewall to Selena Wikipedia Edit-a-thon* focusing on Latinx and LGTBQ+ people
- *Embracing Empathy Through Literature And Lived Experiences Literacy Lecture Series* by Susan Goldman Rubin
- Workshop: *Voting in 702: Research. Action. Change*

**November**

**Internal Activities**
- Diversity and inclusion statement added to library website

**Student Outreach**
- University Forum: *The Dark Side Of Data* by Hilla Sang and Chelsea Heinbach
- Open Access Week: *Open Access and Diversity, Equity, and Inclusion Panel*

**December**

**Internal Activities**
- Diversity committee writes recommendation letter for Libraries bathroom changing stations and dedicated lactation spaces

# 2019

**January**

**Internal Activities**
- Workshop: Safe Zone Training
- Webinar: *Building Diversity in the Workforce*

**February**

**Internal Activities**
- Webinar (ACRL): *Beyond Library Diversity Residencies; Strategies to Recruit, Retain, and Promote Librarians of Color*
- Webinar (ACRL): *Be Proactive: Overcoming Biases and Microaggressions in the Workplace*

**March**

**Internal Activities**
- Discussion Series: *Dr. Robin DiAngelo discusses 'White Fragility'* video

**Student Outreach**
- *Art+Feminism Wikipedia Edit-a-thon* focusing on women and non-binary artists of color

**April**

**Internal Activities**
- Webinar (ACRL): *I Didn't Mean Anything By It: How Racial Microaggressions are Perceived*

**May**

**Internal Activities**
- Diverse Recruitment Task Forces launch
- Accessibility lunch discussion

- Webinar: (ALA): *Conversing with Ethnic Affiliates of the American Library Association*
- Webinar (DeEtta Jones and Associates Community of Practice): *Microaggressions: Skills for Effectively Navigating the Complexities*

**Student Outreach**
- Exhibit: *¡Sí Se Pudo! The Art and Stories of Latinx Graduation Caps at UNLV*

**August**  **Internal Activities**
- Webinar (USC Race and Equity Center): *Discussing Race and Racism in the Workplace*

**September**  **Internal Activities**
- Webinar (ACRL): *LGBTQ History: Supporting Diversity in Research and Teaching, and Why It Matters*
- Discussion Series: *So You Want to Talk About Race* by Ijeoma Oluo

**November**  **Student Outreach**
- *Decolonizing Wikipedia Edit-a-thon* focusing on indigenous people and communities
- *Change the Subjec*t documentary screening and panel discussion

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