



# **Using Critical Reflection to Navigate Complex Diversity, Equity and Inclusion Issues in the Library**

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# Definitions

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## Critical Reflection

"Critical reflection is the conscious examination of past experiences, thoughts and ways of doing things. Its goal is to surface learning about oneself and a situation, and to bring meaning to it in order to inform the present and the future."<sup>1</sup>

02

## Reflective Practice

A regular and repeated activity that follows a process for critical reflection.

03

## Diversity

"Diversity reflects the many ways in which individuals and communities are unique, contributing distinct and valuable experiences and perspectives to the mission and vision of an organization."<sup>2</sup>

1: The Reflection Toolkit (Univ. of Edinburgh); 2: OSU diversity strategic plan *Innovate & Integrate: Plan for Inclusive Excellence*

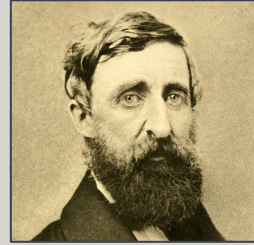
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# Reflecting

**"I presuppose that there are three kinds of thoughts in me:** that is, one my own, which springs from my mere liberty and will; and two others, which come from without, one from the good spirit, and the other from the bad."



**St. Ignatius of  
Loyola**



**Henry David  
Thoreau**

**"I learned this,** at least, by my experiment; that if one advances confidently in the direction of his dreams, and endeavors to live the life which he has imagined, he will meet with a success unexpected in common hours."

"It was about this time I conceived the bold and arduous project of arriving at moral perfection. I wish'd to live without committing any fault at any time; I would conquer all that either natural inclination, custom, or company might lead me into. As I knew, or thought I knew, what was right and wrong, I did not see why I might not always do the one and avoid the other. **But I soon found** I had undertaken a task of more difficulty than I had imagined."



**Benjamin  
Franklin**



**Peggy  
Whitson**

**"The biggest difference in my experience** here on station now as compared to my previous flight is the fact that there are 2 U.S. crew members and only 1 Russian. It is great having another crew member around (within the same or next module) to joke around with, share the beauty of something seen out the window and being easily available to help one another."

# An Evolving Field

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## **John Dewey & Thinking**

"active, persistent and careful consideration of any belief or supposed form of knowledge in the light of the grounds that support it and further conclusion to which it tends"

## **Ira Progoff & Writing Workshops**

"People become sensitive to the elusive threads of their inner lives when they have a definite way of working with them."

## **Kay Adams & The Journal Ladder**

"It is not enough to simply put pen to paper or fingers to keyboard. There must also be an intelligent plan. When a writer knows from the outset what he or she hopes to gain, ... that writer can purposefully select a journal technique that can be reliably expected to further the desired outcome."

## **Carolyn Ellis & Autoethnography**

"an autoethnographer must 'look at experience analytically. Otherwise [you're] telling [your] story—and that's nice—but people do that on Oprah every day. Why is your story more valid than anyone else's? What makes your story more valid is that you are a researcher. You have a set of theoretical and methodological tools and a research literature to use.'" – Mitch Allen



# Why Reflective Practice



## Reflective Practice for Professional Growth



**Structured**



**Safe**



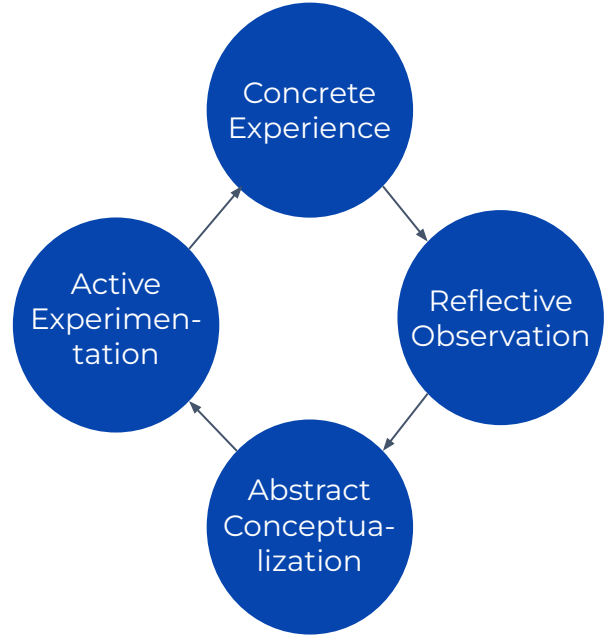
**Growth focused**

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## Kolb's Experiential Learning Cycle

“Learning is the process whereby knowledge is created through the transformation of experience.”

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## Schön - Reflecting and Professional Development

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"Professionals reflect while they are engaged in experience (reflection-in-action) and after an experience (**reflection-on-action**). In this process of reflection, novice professionals develop the theories-in-use that underlies competent **expert decision making**." Stevens and Cooper - *Journal Keeping*



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# Inclusive Leader Continuum

from *How to Be an Inclusive Leader* by Jennifer  
Brown

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# Inclusive Leader Continuum

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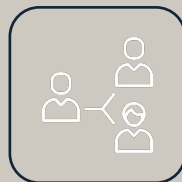
## Unaware

Learning about experiences and challenges that other people face



## Aware

Learning more about the concept of privilege and understand that the playing field isn't level for everyone



## Active

Putting learning into action



## Advocate

Leveraging power and influence to propel change

# Aware stage

Identity

Language

Empathy

# Where We Are Today

## **Importance of DEI Efforts in the Workplace**

- Create work cultures that accept, support, and respect differences
- Encourage staff to bring their complete, authentic selves to work
- Incoming generations look for workplaces that align with their values

## **How Can Leadership Respond?**

- Critically reflect on the current situation in your workplace
  - Engage staff in this process as well
- Openly address systemic inequities
- Become an advocate and activist for and on behalf of your employees



# Reflective Writing Techniques



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# Springboards

*What emotions come up for  
you when you think about your  
privileges?*

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*Being wrong is an emotional  
experience.*

Essentially fill-in-the-blank  
statements or questions.

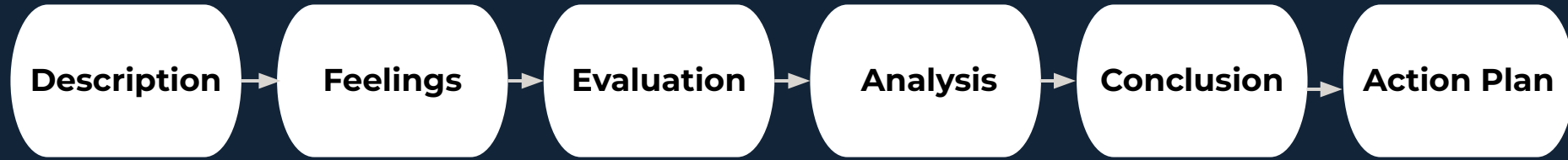
Keep them short and  
simple.

Keep a running list of  
questions, quotes, or  
statements to reflect on.

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# Gibb's Reflective Cycle



*Use this cycle to reflect on DEI incidents you were involved in at your library.*

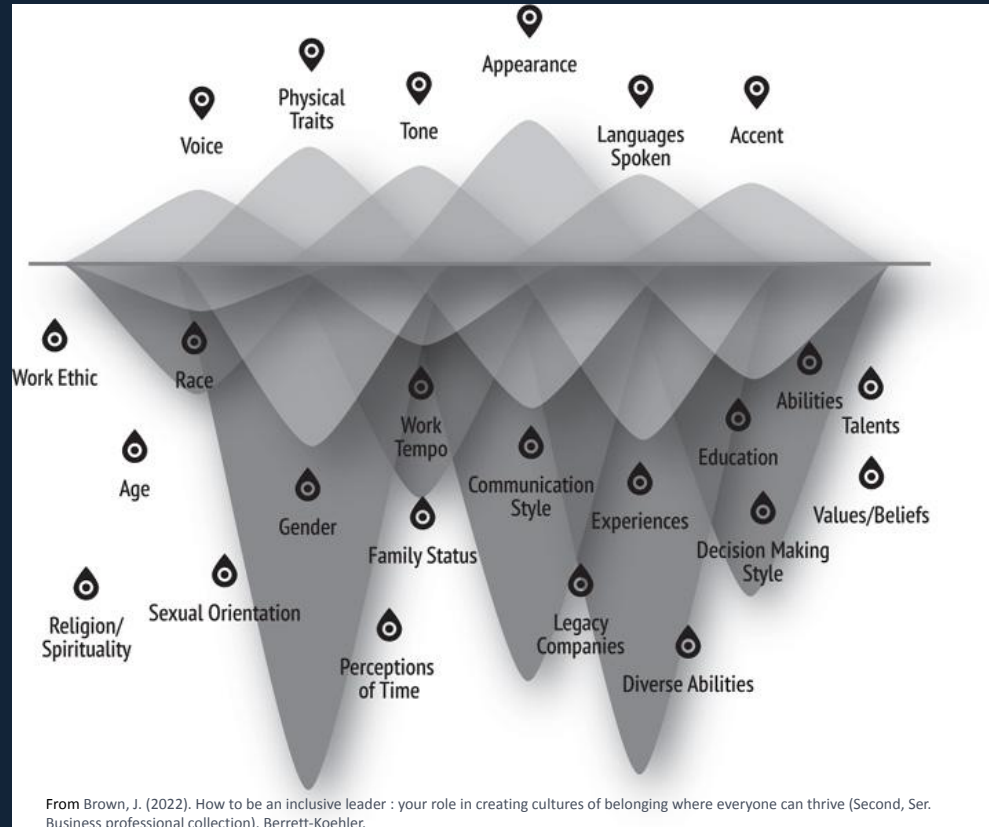
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# Linking Theory and Practice

*Which aspects of your identity do you make visible?*

*Which aspects of your identity do you keep concealed beneath your waterline?*

*What would make you feel comfortable and safe enough to lower your waterline?*





Date	Time	Communication Event/Work Activity	Artifact in Box?	Journal Entry: explanation, observation, comment
Monday	7:45	Finish letter of rec.	X	R. Ross
	8:10	E Bank		↑
	8:15-8:50	prep for class, iClicker Qs etc		
	9-9:50	PSY260-in class		
	9:57	E Laura L		letter of rec
	10:01	E Kevin P		Brent for 3492
	10:07	E Tracy		student issue
	10:08	E TFs & UDL		meeting today
	10:15+	PPs for noon class		
	11:00	E Kevin P		scheduling + Brent
Noon - 12:50 in class (PSY100)	11:40	E student		getting into 3492
	12:55	E Mark B		guest spot
	1:50	E Laurel/Mandy		wrtg. ctr. tutoring
	5:11	E Amanda		TA for 296?
	5:17	E Mark B		lecture content
	5:25	E Evlunn		Ragan's death
	5:26	E Eric, Frank, Heather		" "
	5:28	E Matt		Ychi speaker
	5:54	E Ava C		TA position - Spg
	6:50	E Craig		PSY100 research request
2-3 office hours - 3-4, PSY100 Team Mtg. - UDL training 4-5 clinical supervision with Tim Bucher (home)	6:55	E Casey E		492 regist.
	7:15	prepping - ADHD + Autism lecture		

# Logs

Typically chronicle events or steps in a process. Can also be used for reading.

Entries may have a date or other time stamp

Although entries can involve feelings, it is best to record the data in a neutral manner

The reflective work that occurs when reviewing the log can happen in other tools such as a journal

# Wise Internal Mentor

*Write a letter to your mentor about a time you felt excluded/demonstrated a bias/failed to act. Ask for their advice on how to deal with the situation.*

*Reply back as the mentor, providing guidance and support.*

# Metareflection

Involves writing a review of previously written journal entries.

The process requires rereading, rethinking, comparing, contrasting, and identifying patterns. Afterwards, a reflection is written on what was noticed or insights gleaned.

Helps you see the big picture and affirm progress.

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# Applying What You've Learned

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# What? So what? Now what?

Describe **what**  
you experienced.  
Include context,  
feelings, and  
outcomes.

**So what** does this  
tell me/teach  
me/imply about  
the situation/my  
attitude/my  
practice/the  
problem?

Based on what  
you've learned,  
**now what** will you  
do differently next  
time?

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# A Few Final Tips



## What to do:

Inform your work

Write frequently

Reflect on your reflections



## What not to do:

*Only* freewrite

Fail to pay attention to  
privacy/legal issues/etc.

Require employees to disclose  
personal information

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# Resources

Brown, J. (2022). *How to be an inclusive leader: Your role in creating cultures of belonging where everyone can thrive* (2nd edition). Berrett-Koehler Publishers.

Diversity Strategic Planning Committee. (2018). *Innovate & integrate: Plan for inclusive excellence: Diversity strategic plan 2018-2023*. Oregon State University Office of Institutional Diversity.  
[https://diversity.oregonstate.edu/sites/diversity.oregonstate.edu/files/docs/oid\\_strategicplan-web.pdf](https://diversity.oregonstate.edu/sites/diversity.oregonstate.edu/files/docs/oid_strategicplan-web.pdf)

Reale, M. (2017). *Becoming a reflective librarian and teacher : Strategies for mindful academic practice*. ALA Editions, an imprint of the American Library Association.

University of Edinburgh. (2022, December 16). *Reflection toolkit*. <https://www.ed.ac.uk/reflection>

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# Thank you!

What questions can we answer for you?

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