**Designing for Diversity in Your Library’s Communications**

<https://www.webjunction.org/events/webjunction/designing-for-diversity.html>

Being intentional and inclusive in the design of your library’s communications, in both physical and digital library spaces, can support and enrich your library’s accessibility, diversity, and equity. The graphics, language, or format selected for communications provide an opportunity to create more welcoming spaces which reflect and represent your community’s diversity, including—but not limited to—race, gender, or neurodiversity. Explore the importance of inclusion and representation in design and take a fresh look at how your library’s signage, marketing materials, and online communication can contribute to a sense of belonging for all.

Presented by: **Mollie Peuler**, eLearning Librarian, Appalachian State University (NC)

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| **What are your goals for viewing this webinar?** | |
| **Personal Goals** |  |
| **Team Goals** |  |
| **Communication** | |
| Consider all the ways you or your library communicate with the community. Add details to the list below to identify areas where improvements would help to reflect and represent your community’s diversity and be more welcoming for all.   1. Website (specific sections?) 2. Online tutorials or classes 3. Flyers 4. Library signage 5. Storytimes 6. Programs 7. Newsletters or news shared with local publications | |

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| **Neurodiversity** |
| The number of people who could be described as neurodivergent is very high and continues to rise. While there is no official statistic available, the peer support organization ADHD Aware estimates the number of people with a neurodivergent diagnosis (autism, ADHD, Tourette's, and related neurodivergent diagnosis) comes to over 30% of the population.  Select something from your library’s current communications (e.g., registering for a program, signing up for a library card, reading the library’s code of conduct) and identify the places that might be confusing.  Then revise to:   * remove large blocks of text * add format for less clutter and easier readability * add inclusive images * keep content as short and simple as possible * use bullet pointed lists rather than paragraphs |
| **Representation** |
| Focusing on those means of communication in which images can be used, review the image collections shared in the [webinar resources](https://www.webjunction.org/events/webjunction/designing-for-diversity.html#related_resources) and explore options for updating these instances with more inclusive images. Don’t forget to view the user guidelines in each collection for additional tips and support.  Another way to approach updating your library’s communication is to think about something your library is really good at. What is your top service? (e.g., makerspace, genealogy, youth services). Take the opportunity to use more diverse representation in images, when communicating about this top service. |
| **Language Matters** |
| **Advocating for inclusive language**  The presenter shared some of the pushback that may come from colleagues or patrons, when being intentional with inclusive language. Practice being an advocate for this work, by working through these scenarios presented, and consider how you would frame your own response:   * + “That's so PC”   + “People are too sensitive”   + “There are more important issues”   Tip: review the resources share related to Language, including [APA Style Bias-Free Language](https://apastyle.apa.org/style-grammar-guidelines/bias-free-language) and [Words at Work](https://www.dca.org.au/sites/default/files/dca_wordsatwork_overall_guide.pdf).  **Inclusive language in library policies**  Do an audit of your library’s public-facing policies and identify areas that could be more inclusive to all, regardless of race, gender, or neurodiversity.  Consider again:   * break up large blocks of text * add formatting for less clutter and easier readability * use non-gender specific language * keep content as short and simple (the average American reads at the 7th- to 8th-grade level) * use bullet-pointed lists rather than paragraphs |

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| **Action Plan: (include next steps, who, when, etc.)** |

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