Campus-based Deficit Thinking in Libraries



Hello!

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Deficit thinking ignores systemic influences that shape disparities in social and educational outcomes... in doing so, fail[s] to place accountability with oppressive structures, policies, and practices within educational settings...instead placing the blame on the individual.

(Davis, 2019)

1.

Deficit thinking and online learning

Let's start with discussing demographics, deficit thinking across higher ed, and throwing COVID-19 into the mix.

Online Learning Populations

- Historically, tend to be viewed as "non-traditional" students due to varying age range
- At PWI's like UVA, this is also a more diverse student population in terms of race, ethnicity, and socio-economic background than in-person enrollment

Have you ever heard anyone say:

- "Online students aren't as engaged as in-person students"
- "Online degrees/programs are inferior to those on campus..."
- "Online students weren't smart enough to be admitted to an in-person program"
- "Professors who teach online courses don't interact or care about their students"
- "Online students fail and/or drop out of programs more frequently because they..."

The COVID-19 Backdrop

- Widespread anger from parents, students, society at large aimed at universities switching courses online
- Misunderstanding of what online learning is. The COVID-19 pivot was what we call "emergency remote teaching" (Hodges et al., 2020)
- Dual-mode universities preaching in-person teaching as the "gold standard" modality for the "true college experience"

■ The Perfect Storm

 Changes were made due to COVID-19 pivot to support online learners, now being rolled back, only focused on the "traditional student..."

Majority white, higher socio-economic standing, PWI, wealthy institutional perspective driving this rhetoric

2. So what's the deal with libraries?

Libraries at dual-mode universities uphold this campus hegemony.

The problem with the library as "campus center"

Is the library really at the center of the online learning experience?

We tend to say that we are... we're wrong.

Physical Architecture vs. Digital Architecture

How many clicks does it take to find your distance learners support page?

Are services clearly defined?

Is campus-specific (exclusionary) language used?

■ Dual-mode libraries:

- Fail to differentiate online learning services for hybrid learners vs. distance education learners. NOT ALL ONLINE LEARNERS ARE FROM THE SAME POPULATION.
- Fail to view distance education students as a library-wide responsibility/priority.
- Fail to provide consistent services/programming available outside of "traditional student" time-frames and contexts.
- Fail to truly embrace a library experience without walls.
- Fail to adjust to modern times and view the "online experience" as a "traditional college experience".



■ Next Steps

Assessing ASERL websites

- 2. Surveying librarians at 4 year institutions (private, public)
- 3. New standards for best practices

References

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THANKS!

Any questions?



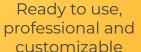
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