

STEPHANIE BIRCH

stephanie.birch@uconn.edu
www.stephaniebirch.com

• Statement on Diversity, Equity, Inclusion & Justice •

In my personal and professional life, I am committed to social justice and furthering equity, diversity, and inclusion in higher education, the library profession, and my community. Solidarity is a core value and principle by which I live and work, as I consciously choose to utilize my privilege in the service and support of those denied such privileges. I strive to build sustainable partnerships built upon the principles of mutual aid, while also listening, reflecting, and strategically using my voice to amplify underrepresented and frequently silenced voices.

Racial Justice

In all aspects of my work -- librarianship practices, scholarship, and service activities – I strive to continuously learn, grow, and apply anti-oppressive ideas in my day-to-day operations. I also serve as a leader in advocating for system changes to racially oppressive departmental, institutional, and professional policies, practices, and cultures.

Accessible Design

Balancing form and function to ensure accessibility for all users; Creating materials (presentations, documents, websites, etc.) that are friendly to individuals impacted by color blindness; Applying alt-text to images and heading formats to ensure access for users assisted by screen readers; Using photographs, illustrations, and graphics responsibly and mindfully with regards to cultural, racial, and gender representation.

Labor and Working Conditions

Paying laborers for the work they perform, including student workers and community scholars; Participating in union activities and using collective action to bargain for better working conditions, including issues such as livable wages and paid parental leave; Fostering a safe and supportive working environment where compassion and transparency are valued.

Culturally Responsive Instruction

Applying the critical, feminist pedagogies to advance student learning; Carefully considering my position as an instructor and the inherent power dynamics of the instructor-student relationship; Mindfully engaging students as experts in their own learning and holistic beings, with concerns and needs beyond the library/university environment.