

# STEPHANIE BIRCH

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## • 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.