

# **Justice, Equity, or Charity? Ethics and Responsibility in Inclusive Library Design**

Amelia N. Gibson

School of Information and Library Science  
Carolina Health Informatics Program  
University of North Carolina at Chapel Hill  
Twitter: [@AmeliaNGibson](https://twitter.com/AmeliaNGibson)

<https://bit.ly/2wb2X7w>  
[cedi.web.unc.edu](http://cedi.web.unc.edu)

# **Community-Engaged Disability Informatics**

<http://cedi.web.unc.edu>

# **SILS Symposium on Information for Social Good**

<http://info4socialgood2019.web.unc.edu/>

# Community-Engaged Disability Informatics Spring Lecture Series



## Barriers Compounded in Special Collections

- Librarians and archivists as “Gatekeepers”
- Procedure and Policy Barriers
  - Security measures
  - Steps and procedures unclear (Johnson, 2006)

## Disabled Veterans: Part of Our North Carolina Community



Map from North Carolina Military Foundation

Diversity is not enough to get to integration. Diversity is about demographic change. Integration is about cultural and organizational change.

Prudence L. Carter

Co-Director of Stanford University Center for Opportunity Policy in Education

<https://www.youtube.com/watch?v=0QakBLcldTQ>



Critical inquiries:

Ask who/what produce, maintain, and benefit from existing structures and systems?

It isn't enough to talk about diversity. We need to be talking about anti-racism, anti-sexism, and anti-ableism.

We need to move beyond that to affirmative support.



What would it mean, in practice, to begin with the premise that every student at your university belongs there, and that is your job to help them succeed?

Who/what benefits if we do? And if we do not?

What if our romanticized idea of the library and the university are part of the problem? Calvinistic ideas about “deserving” and “undeserving” students?





Our own privilege is often illegible to us.  
(We have to continually learn how to ally  
effectively)

Disabled people are diverse.

(Disabled) identity is intersectional.

## A black college student went looking for free food. He ended up pinned down by campus officers.

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## Catholic University librarian calls police on student trying to study

*"I'm not going to accept the racism that's on this campus," the student said. "I'm not going to be quiet, and I'm going to challenge it."*

By **Blue Telusma** - October 24, 2018


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Anonymous tip sent to UMPD about claims of an 'agitated Black male;' University employee was walking to work

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There was no threat on campus

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Disabled people use your library.  
Disabled people work at your library.  
Disabled people *would like to* work at your  
library.



“People who don't have physical disabilities are discriminated [against] in the workplace... it happens... You have a choice - you tell or you don't tell. And for me I've been on both ends. Not telling, get in trouble. Telling, get in trouble... I just recently learned the phrase fake it until you make it.”

- D. Jones  
Disability Rights, NC

Not everyone with a disability has a diagnosis.



Many disabled people (teens, young adults) and their parents learn to thrive by building support communities/teams. But university services are individual/ad hoc. How can we do better?





We haven't yet  
mastered "the  
basics."

Protests for the Rehabilitation Act of 1973

New as of this morning: when the lift in your faculty building breaks and the administrators inform you that they're "in no rush to fix it" so you can't get to any of your lectures/ classes/ the library...  
#WhyDisabledPeopleDropout

4:41 AM - 24 Apr 2019

<https://twitter.com/HGMurgatroyd/status/1120799553979080704>

Check out the hashtag:  
**#WhyDisabledPeopleDropOut**  
<https://twitter.com/hashtag/WhyDisabledPeopleDropout?src=hash>



● Building with no elevator



## Postsecondary Enrollment Rates for Students with Disabilities

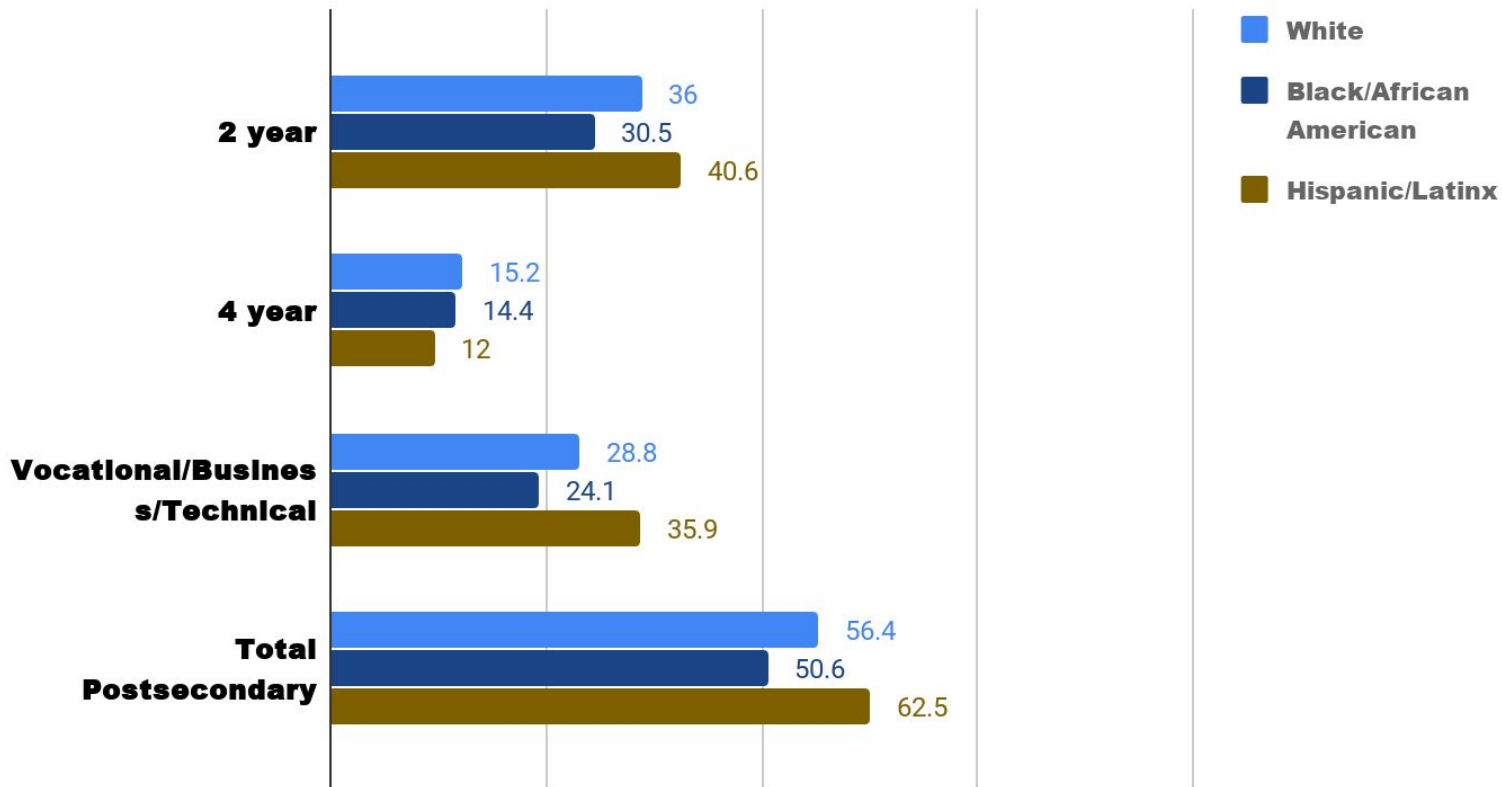
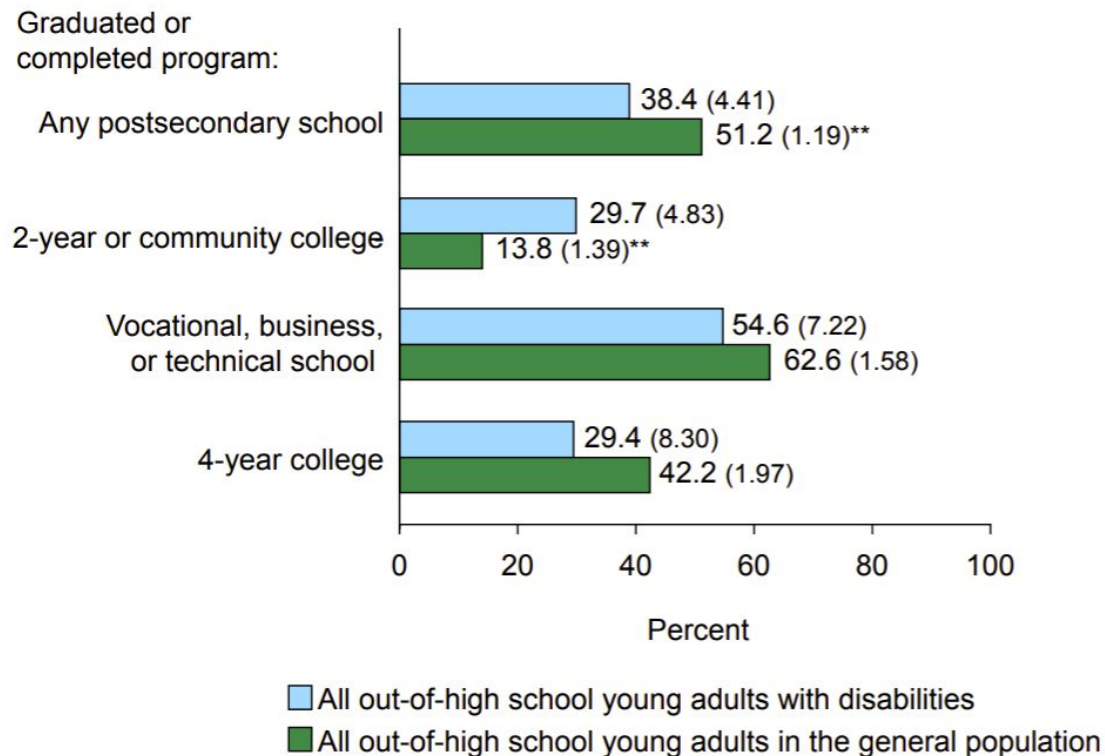




Figure 3. Postsecondary school completion of young adults with disabilities and young adults in the general population who had ever enrolled in a postsecondary school, by school type



**Information Marginalization** is created by "the systematic, interactive socio-technical processes that can push and hold certain groups of people at social “margins,” where their needs are persistently ignored or overlooked"

-Gibson & Martin, 2019

# Information poverty

(Chatman, 1996)

- Marked by class distinction/inequality/inequity.
- Lacking information that they want/need.
- Marked by defensive information behaviors (such as secrecy and deception).
- Risk-assessments around information seeking and self disclosure.
- Selective introduction of new knowledge

Therapy dogs are good, but they  
are no replacement for mental  
health services.

Generosity is admirable, but it is no substitution  
for equity or justice.