

StreamBox

This is the session titled "Suggestions from the Field: Ideas for Implementing DEI Based on Lessons from Community Projects". Based -- so, SL will be right back, and we will start the session.

>>SL ZIEGLER: Hello everybody, I apologize for how long this is taking.

>>ERIN TRIPP: I am just so glad to see you back!

>>SL ZIEGLER: I also want to go on record and say this is not Erin or anyone at LYRASILS fault.

>>ERIN TRIPP: I can see that, great. Okay, let's get started. So, welcome to the breakout!
[CROSS TALK]

>>ERIN TRIPP: Yes, I can. Welcome to the breakout it is called "Suggestions from the Field: Ideas for Implementing DEI Based on Lessons from Community Projects". . With our speaker, SL Ziegler from Louisiana State University. I am your host and facilitator Erin Tripp. Before we get started, I have a couple of housekeeping notes. Zoom unfortunately does have some limitations around captioning, but we do have a live caption by a Archive captioning. So, please follow the link that is going to be dropped in the chat to open the captioning in another browser. Jackie, if you could put that in the chat, I think Annie put it there earlier as well. If you need any technical assistance at any time, please let us know via the chat and Jackie can give you a hand. And a portion of this session is going to be recorded, so we will record the presentation and pause the recording for the discussion and question and answer section. So, I am going to press record now. And let's hope that works. The host needs to give me permission to record, unfortunately. I don't know what that means. One moment. All right, so I think we should get going. I don't have permission to record this session, so I think we can just go ahead. I finally wanted to mention that we need to adhere to the LYRASILS code of conduct for this session, so the URL to our code of conduct is going to be posted in the chat. So, I would like to introduce our speaker, SL Ziegler. SL has the pronouns they, them and has over 10 years experience in cultural heritage institutions, including archives and special collections libraries. They write and present regularly on the intersection of librarianship and antiracist practice. They are currently the head of digital programs and services at Louisiana State University libraries. As well as the founder and oral historian at The Louisiana Trans Oral History Project. In their free time they play video games with their kids and hiked with their dog. On the half of all of us at LYRASILS, thank you for being here, SL. Thank you for presenting today, so I will ask SL to unmute and begin the session.

>>SL ZIEGLER: Erin, thanks so much for that introduction. Again, I apologize for the technical difficulties. Erin, did you want to go ahead and share the slides?

>>ERIN TRIPP: Okay, sure. Sorry, I thought you were going to share, my apologies.

>>SL ZIEGLER: It is quite all right. Every time I try, it seems to fall apart. Speaking of trying the same thing over and over again, and expect different results, I thought I would alter.

>>ERIN TRIPP: No sweat. Okay. The slides are loading. And now I have lost Zoom.

>>SL ZIEGLER: You know what, while we work this out. Everybody, I am so glad you are

here. If you would like to take a moment and say where you are Zooming in from in the chat, that will give us a sense of who we have about. And that will give us a nice discussion.

>>ERIN TRIPP: Okay.

>>ERIN TRIPP: SL, I believe I have your slides on the screen.

>>SL ZIEGLER: Looks great, thank you so much. We are going to shake this all off, we are going to make this work. Hello everybody! I am so happy to be here! I am so happy that you are here and I know we are not in the same place, so so great to see people around the country Zooming in for this. Great to see so many faces. As Erin was saying, my name is SL Ziegler, among other things I am the head of digital programming and services at LSU libraries. I am here today, among other things, because I do community projects, notably again for today the The Louisiana Trans Oral History Project. Before we go on, let me take a moment to thank Erin for everything you have done to set this up and everyone else at LYRASIS, I appreciate all the help you have done. And I will repeat, none of the snafu so far is your fault. We know these are not easy to plan and pull off, and I think you are all doing a wonderful job. Keep it on the agenda slide for a second, I want to say, this is a very easy agenda we have for today and I am guessing it won't take very long. And that is a good thing, because I am hoping for time for discussions at the end. So first, I will say little about myself. So you have a fuller idea about who it is is talking. And then I will talk a little bit about the The Louisiana Trans Oral History Project, or LaTOHP, as we have come to so affectionately call it. And I will talk a bit about how we can use LaTOHP as a case study for cultural history institutions, who want to amplify DEI efforts especially in terms of collection building. And I think there is going to be a lot of generative discussions, especially given the keynotes, observations and excellent points. So, I am looking forward to that discussion. Slide, please Erin.

I'm sorry, could you go back? Okay, and advance again. I want to be clear and as focused as possible, so I will say it this way. I'm going to be talking about The Louisiana Trans Oral History Project and how that helps LSU libraries meet DEA goals by acquiring trans related oral histories. I will also be using this example to talk about how other cultural heritage institutions can build relationships, mostly by either cultivating the staff we already have who are active in these communities or by making ourselves more approachable and in line with the values of these communities. So, because I am using my work as the case study, my examples will mostly be applicable to transgender and transgender nonconforming identities. But this will be able to be used more broadly in terms of concerns of communities. Lastly I will say, by community building, by which I mean we go out of our way to learn from other people, can learn from our collections is a good in itself. So, for today though, we are talking about using a means to diversify our collections, but please don't think I (inaudible). It is always something we want to do for a number of reasons. Okay, so, it is important I think to start a little bit about myself. Because I made the case throughout that my identity matters and your identity matters at a staff member of the cultural heritage institution. And our identities matter with thinking about identity, inclusion, -- I am White, genderqueer, trans femme. -- Also, I am only speaking for myself, right? So obviously I have no claim to be able to speak for an entire community. People will

likely disagree with elements of what I am saying, or at very least point out some shortcomings of my remarks. And of course I welcome this, we are all stronger together. Slide, please?

This slide is part of understanding who I am, so I think it is obvious that none of us can or should do this type of thinking in a vacuum, so I am pausing here to show the names of authors, scholars and practitioners who have made it possible for me to do the work that I do now. Because the work that they have done and continue to do, so I'm going to take a sip of water, please take a look at the names. Slide, please? So, the The Louisiana Trans Oral History Project is a trans run community focused initiative to collect, preserve and promote the voices of Louisiana's transgender and gender nonconforming communities. We officially launched in May 2020, we have just had our birthday and have done somewhere around 25 interviews. With folks from all over the state. We are aiming for a variation of racial and gender identity, as well as geographical location. And we are hoping to capture a snapshot of what it is like to be trans in the early 21st century and share with ourselves, the world and the future. I will talk a bit about how we share these stories with our world and ourselves throughout outreach and programming, but also we share with the future by partnering with the T Harry Williams Center at LSU, which takes donations of the interview, in which case the interviewee is interested in donating them. And from 2021, we have received funds from -- so, the first phase of the project was primarily focused on interviews and outreach. Broadly speaking the interview process has the following steps. We first do a pre-interview in which we talk more about the project. The goals, all the steps, potential concerns of which there are many, and I spent some time explaining who I am and why we're doing this. And the interview itself, which tends to be anywhere between 30 and 70 minutes long. All of these have been done over resume because the project has only ever existed in a pandemic. After the interview are very talented transcriptionist gets to work and when they are done we share the transcripts with the interviewee. We ask that they stay special attention to anything they don't want public right now, anything they don't want public at all and anything they may think may be misunderstood or anything they don't want the transcript for, simply. And in many cases, when they are happy with the transcript, we ask their permission to use it on the website, as well as through our usual outreach and promotional outreach, which include social media, podcast. And at this point, we also ask if they want to donate their interviews for long-term storage and preservation and access. To the T Harry Williams oral history Center at LSU, and we help them transfer their files. A couple of additional notes, I want to point out that the screen shot on the left, brings up the current webpage. So clicking on any of these brings up the full interview transcript and there are tags to help us discover interviews by geographic location and gender identity. Because we are focusing on the comfort and safety of our interviewees, this is a slow process. Requesting and encouraging a thorough review of the transcripts means sometimes we will never get a chance to post interviews. Other times interviewees will ask to be removed from the project completely, and of course we would do so immediately. Part of being community focused, means we value the safety of our community safety over the project. If no one wanted to be interviewed, we would simply

shut the project down and find another way to help. For those interviews we do have permission to use, we do a number of different types of outreach. This slide shows some of the social media campaigns, specifically three series. What it means to be trans and Louisiana? Finding words for us and notes for the future. Part of the interview, is we share our form, and answer the questions, what does being trans and Louisiana mean to you? I will share couple. One person said is this balancing my identity as a half black Louisiana and with -- half black. Another writes, it was -- I was told it would be scary to come out transgender. Most people in the South have not cared one way or another. Somebody else writes, I don't feel this good being trans anywhere else in the United States. Living in Louisiana has helped me express myself authentically, in Louisiana I am happy to be part of a beautiful queer community. We can see a variety of experiences, which makes sense. This is one experience we are trying to capture a snapshot of. A common theme that comes up in interviews, is the moment which the interviewee first heard words that they adopt for themselves. This is often a powerful moment of opening that allows new horizons and possibilities. We share some of these moments as well, I will share some. A person says, "I was on the website (word?) and I was making a profile on there, under gender they had different options." And I was like, there are other ones? I found the term genderqueer, I thought this is me. There is a word for it. I marched into school that Monday, and said to my friends, y'all I am genderqueer, there is a word for me." A common question we used to close out the interview, is what the interviewee would like people reading the interview in 30 or 50 years to know about their lives in Louisiana in the 21st century? I will read one here, was the I hope people in the future continue to build Ford and even better future. At that point these battles will have been fought and won, there will be new battles to fight. And I think that is what it means to be trans in Louisiana. We are going to be pushing to make sure our community is heard and visible and even in hard times we are going to be there to support each other." Slide, please? The funds from the Louisiana humanities, allowed us to -- one featured Black and Brown trans women (inaudible). I also did a one-on-one conversation with our humanity project, humanities scholar on the history of academic trans history for LaTOHP. All of these recordings are available on our website and I hope you have a chance to look into them. Slide, please? With the completion of the transcripts, and the public events, we were all set to wrap up the grant in April and May and pivot to launching a podcast to further spread stories we collect, and we didn't, yelled. Instead we spent our time and effort elsewhere. So April, March, the beginning of the Louisiana legislative session and there were four anti- trans bills on the agenda. These bills show that trans bills and rights are open for debate, and it was not the right time for us to carry on with our original plan, although nothing horrible was happening to our communities. So instead we took time collecting notes and garnering support for our allies. And we launched what we think is a pretty great video of people saying their support for us. I am not going to play the video now, because I know we're running a little shorter on time than usual. But hopefully we will have a chance to drop that link in the chat. Sorry to change it at the last moment, Erin. Again, this has been a politically fraught time for trans folks in the United States and there is no room to pretend that there

is not, so we changed our plans to put the effort where we thought we could do the most work, which is collecting and sharing stories.

As LaTOHP continues to grow and adopt new initiatives to become more visible, we have assembled an advisory group and an editorial team. For the advisory group especially, we are going to be mindful of legality for this project. (inaudible). Other queer projects as well as folks otherwise active in their community in various ways. We are building these groups to help with accountability, we are very interested in who we are accountable to and who keeps us accountable and who will let us know if we wandered too far from what people need. So, we think this is very important for us. Next slide, please. So, I hope it is clear that LaTOHP has a lot going on, so we do interviews and events and outreach and various types. And we are also responsive and accountable to the communities we serve. And we help Ellis you libraries grow as a collection of trans related or (inaudible). Slide please? And at this point, I would like to switch gears and talk about LaTOHP as a case study. For those of us in cultural heritage institutions, we might be able to use to learn from projects like this. Before I was talking about how LaTOHP works and how it helps get oral histories to LSU. I will now consider some of these main elements from the perspective of a cultural heritage professional and how we can develop and grow similar types of connections. And I am talking here to and about institutions that have already decided that they want to do DEIA work and their collecting description and outreach initiatives. No, I am not making the case for DEI at this point, I know you all just (inaudible). Also important, I am presenting these thoughts with respect and appreciation for the work that all of you do in your institution.

I know this work, I know how this works, I do not intend to just say a bunch of things I don't think whatever happened, so rather I want to tie my experience in libraries to my experience in community projects and hopefully say something useful. Slide please? So, I will start with this one, how we pay people. I'm starting with this one because I know many of us don't have control over how we distribute our funds, but I know some of us might. And regardless of where anyone falls in this regard, we can all advocate in our different situations. For the LaTOHP panel, we pay people by then will. It is important for us to not require paperwork from our people -- I explained our concerns and we listened, for our specific community, why is this important? Names often don't match bank accounts, so we are approaching panel participants with respect and humility and we don't want them to jump through unnecessary bureaucratic hoops. Also we don't know him about our panelists backgrounds, they may need the money now. They don't want to wait for weeks or months. For DEI purposes, let's think about what hoops we are asking people to jump through when we are asking for their participation. And when we are in situations where we are talking to people higher up in our -- and they start talking about DEI were, hopefully this being the mindset, they are ready to advocate for these types of changes. Slide please? In cases where we directly benefit from our staff members being active in community projects that benefit our institutions by either bringing in materials or assisting with descriptions, please be mindful of that struggle. So, what can we do to ensure this work is recognized for tenure or promotion, that their time is valuable to us? And how can we in

other ways communicate the importance of the work for those doing -- important things are happening in their communities, so I am thinking of the anti-trans bills in the U.S., it takes a lot of energy and responsibility. How can we give folks the space they need while caring for themselves accordingly? If you are a manager, you can say, I know this is a difficult time right now given the news I am seeing, -- to give you space. I think that would go a long way. I am using my examples from my own life and work, I think we can all think of examples of communities affected (inaudible). Slide please? Thinking here about special collections and archives, perhaps, this is likely true in many settings. I invite us all to think about our identification rules, do we require state identification for people to use our space in collections? And what level of wiggle room do we have for this? For instance is it nonnegotiable, do we set the standards? If nonnegotiable, maybe we can train our front facing staff about what to do when an ID doesn't match the person we think is standing in front of us. What type of sensitivity training can we supply, just to make sure this is not a horrible situation for our patron? So again, this could be as simple as telling the people who check in patrons, don't forget that we are building collections relevant to the transgender communities. People coming into use our of this may not look like what their identifications show, so let's not put it on anyone person to figure it out on their own, on the fly. I will say again, from my experience, that names are difficult and expensive to change and depending on where you live, gender markers are sometimes next to impossible to change on state issued IDs. Furthermore, some of us don't look like we did a few years ago when we got our first license photos. Also not everyone wants to change their names or gender markers, so when we finally acknowledge this is a big, beautiful place, this world. We need to acknowledge that we've got lots of different people and we don't want to put them all in the same box. Slide, please. And by extension, -- could you go back one more? By extension, what sort of registration do we require for patrons? Can we easily change names in that system? Do we have places for nonlegal names? And are we asking for gender information and if so, do we need tow? And what options do patrons have for supplying that? And this is the type of thing that many of us do have control over, from the experience I have had in different libraries. I'm particularly proud that I was able to modify registration requirements at a previous library I worked at, we just kept adding gender options until it became clear we would never give it delicate right, and that forced us to consider whether we ever use that information, which in fact we never use it, so we dropped it altogether. I know many of us use AON(sp?), which depending on your hosting options can be a surprisingly diverse tool. There is no reason to use it out of the box, we can change in an awful lot, I am always happy to talk to anybody about that. Slide please. Okay, so, this is another place where I think we have a lot of control and can do a lot of good. I have mentioned several times already, that the political climate really matters. A day before we use The Louisiana Trans Oral History Project in the classroom, a bill Lesh was being debated. The panel was full of educators at different levels, and we had to have really intense conversations about whether or not they would still be safe to participate. For those of us with staff in the communities we hope to build connections with, please note those staff members can become targets for people trying to find (word?) issues. For

those of us were building collections by building relationships, our institutions can become target for the same reason, by the same people. So let's think about what we can do in these scenarios. So, from my point of view, one of the most important things to do is to be sure to tie our DEI efforts to those of the larger institution if possible. So LSU libraries we can say, that we are increasing our LGBTQ plus collections because our university has committed to increasing diversity at all levels. Let's also work with our office of diversity, or whatever it might be called where you are, to let them know what we are doing and to let them know this is an extension of other campuswide initiatives. Because folks in those offices are often way better at fending off attacks, and already have scripts for that. And we definitely want them to be prepared and step up for us. That is actually again something we have a lot of control over, and would behoove us to do early rather than later. Slide, please. Okay, so, I hope it is clear by this point that I don't think any of this work is possible or probably even desirable without a clear idea of accountability. So if we are trying to have communities help us, we need to have some level of accountability to them. And I invite us to think about how we could build our own advisory groups or whatever this would look like and how we compensate the people who serve on it. I also encourage us to think in advance about how we will act when we are told we are not doing well, because no one always as well. Believe me! LaTOHP does not always do well. I have valued the relationships that we have built to allow people to call us out when we mess up. And it is tough to hear when they first said, but growth often feels uncomfortable. When were slide, please. And I imagine this is true from everything that has come out of my mouth, but I will add it for good measure, there is no way to be neutral. And build this type of community connection we are talking about. The communities we are working with don't have the benefit of pretending neutrality when targeted we stand with them or we don't. I will just say there is a growing body of literature to convince us that libraries were never neutral and that it is not worth pretending otherwise, so I will leave it at that. Slide, please. And lastly, I hope we can think about how we build a system of respect and community engagement that would outlive us. We know that passionate people come and go and that leadership changes can affect a lot about the (word?) of an institution. So what steps can we take to ensure that any progress we make doesn't simply get forgotten or reversed as soon as we have retired or take other jobs? What policies can we create, what onboarding procedures can we adopt? That passes values of inclusion and connection to future generations of library workers? This is actually one of -- this is one of the things that I think most about. We have all seen wonderful people get up and leave an institution, and so much gets up and (inaudible). Slide, please. So, all of this of course is just barely starting a conversation. I hope to talk more about this today, and in the time we have left, but also of course that won't be (inaudible). So I invite anyone who would like to to reach out either to me personally, you've got my Twitter, Instagram and personal website. Or to reach out to The Louisiana Trans Oral History Project, you've got the website. I keep saying that, I promise the end is coming. Let me quickly show this slide, so just in case it helps to get a conversation going, I would love to talk about how we can prep frontline staff to be sensitive to different communities, because y'all, you'd be surprised. Two, how we can

build the policies and onboarding procedures that outlive us. And three, ideas for preparing when people come after us. And if you could share that slide, thank you! Happy to take any and all questions.

>>ERIN TRIPP: I have a quick note that the timer on the breakout room is incorrect, we do have until, I guess -- I am in Atlantic time, we have until 2:05 my time, one:05 in Stern. So we have a little more time than we think we have, so we don't need to rush through. So, SL, you want to take some questions, you want to kick off the questions using prompts from the previous slide?

>>SL ZIEGLER: If you wouldn't mind stopping the share so I can see folks better.

>>ERIN TRIPP: I am going to stop the record as well. There we go. So, the session is no longer recorded. And I think the screen share has stopped. I am getting schooled in zoomer -- Zoom logistics right now, I think it is going well.

>>SL ZIEGLER: I was just going to say we can use the discussion topics I came up with, just in case we needed to. But I wanted to pause in case there are more organically grown questions.

>>ERIN TRIPP: There is a comment in the chat. And it is from Hannah Rosen, she says I love what you said about saying that you are contributors don't have the benefit of being neutral. Do you have any advice for trying to convince administration or higher ups to abandon a neutrality argument on their end? And Hannah, if you want to unmute and add anything to that, please do.

>> I didn't really have anything to add, you mentioned that your communities, people talk about trying to be neutral, but the communities that you are trying to solicit support and information from, don't have the benefit of being neutral. So what happens if you are supporting them and you abandon your supposed neutrality, but the administration that supports your work likes to maintain that -- I don't want to say façade, but likes to maintain that argument. How do you convince them?

>>SL ZIEGLER: Oh, heavens. I wish I knew. So, there are a couple of different ways I would think about this. One is, I think it has a lot to do with, and I think we all do this to some degree, is try to educate and manage up to some degree. So, what I was saying before about being sure that everybody knows you are tying your day-to-day practices to larger DEI initiative, I think really helps. And I think having -- I am calling them advisory groups, because that is what we are calling them for LaTOHP, but if you have a bunch of trans folks and they are in regularly because they are helping you with the collection, it is really hard to not be neutral -- sorry, it is really hard to maintain the façade of neutrality when you know the people and when they are around. And I hope that makes sense, I wish I had something more concrete, but it is really hard to pretend you don't notice anti-
UNTRAN12 bills, when you know a bunch of trans folks who are visibly upset about it. That is one way, visibility. But also, the visibility in terms of your work. I think one of the traps we accidentally fall into is we say, I don't really know how this would be perceived, so I am not going to speak openly or very loudly about it or put it in the newsletter. I am going to be collecting the stuff and trying to get to know these communities. And I think that is a mistake. I think it should be as open and visible as possible, because it becomes something

the institution will brag about. Because they want to brag about DEI work. And if they have been bragging about it, it becomes much harder for them to go back later. They can do it of course, they can do whatever they want, but they will look worse. (inaudible). At least if you can make a lie look bad, it is something. Is that all good?

>> That is good, I like using bragging as an incentive.

>>ERIN TRIPP: There is another question in the chat from Mercedes, can you give examples of how onboarding can be more inclusive? Excuse me, can you give examples of how -- onboarding can be more inclusive?

>>SL ZIEGLER: Let me ask the question I think you are asking, first. And please let me know if I misunderstand. So what I am really concerned about is making sure that onboarding continues the spirit of inclusivity of the institution. That you start or you are adopting from somebody else. And by that what I am thinking about is, I can think of two examples from two libraries I've worked at. Right now I'm at a large, academic library. And the people that look at IDs now tend to be student workers at the front desk and I don't think we are unique in this. I don't know what training go through, that is public service, I am sure they go through training. But, what we could add to that is just a basic understanding of the values of the institution. So, we can say, we are looking at IDs, because we want to keep our historical material safe for everyone to use. We got the baseline. But we also want to say, if you see something about the idea that you think is, maybe doesn't match the person or you have questions about, here is who you can call and tears who you can call it that first person is not responding. So, this whole workflow they can do. To make sure that because they are just a student, just a student, they are wonderful people. But we don't want to just put everything on their shoulders. And make this their responsibility. And we also want to communicate that we are doing it because we want people to use the collections. So, we are not checking IDs to keep people out. And so, if sometimes that means that the student worker passes it off to somebody else, to make sure that person can get in, they can do it. That is what I would do for student workers, for staff, I have worked in libraries where professional staff also happened to be the ones that are outside the reading room looking at ideas. And scenarios like that, I think we can just be a little more -- they are less likely to come and go with the abs and flow of semesters, the training can be a little more -- that they know that as an institution we value inclusivity and in this case, talking about trans folks. This person may not look like a Sophia, it doesn't really matter what you think about that. Don't say anything about that. Right? Bigger conversations about what that does, if anything, to the security of the collections. Does that help at all?

>>ERIN TRIPP: Mercedes if you would like to unmute and add anything or respond.

>>SL ZIEGLER: I want to make sure I didn't misunderstand your question.

>> That was perfect, thank you so much. It gives me some ideas.

>>SL ZIEGLER: Good, and if you come up with something really good, I do hope you will share!

[LAUGHTER]

>> I will let you know.

>>SL ZIEGLER: Thank you so much.

>>ERIN TRIPP: We have another comment from Luke in the chat, I can read this aloud or Luke, feel free to unmute and vocalize. I will read it out. Thanks for a great presentation, I was wondering, how did LaTOHP get started, who initiated the grant and the community partnership you described? What advice do you have to give at the very beginning steps? How do you begin to build the necessary trust?

>>SL ZIEGLER: Okay, so I will do this quickly. LaTOHP got started by me. I am trans and I wanted to talk about (inaudible). And I wanted to be able to think about how you help your own community, I am a librarian, I happen to know some things about that. And I assumed I would be able to help out with an oral history project. But I noticed one didn't exist, so I got some friends together and asked, would you be interested if we launched this? Would you want to do an interview or do you think that is terrible? And a lot of people thought it was pretty cool. And that -- I also reached out to the T Harry Williams center, because I didn't want to start something I couldn't support. And as a librarian, support means long-term access. So, I wanted to make sure there would be a place for the interviews to live long term. This is an example of a project started by a person who happens to already work at a library. Right? So, I was trying to make this distinction in the presentation, but I don't think I did it very well. Or especially as I could, but I think there are two things going on here. Trying to talk about instances like mine, where I already work for a library and I go out -- or I am connected to the community in some way. And I helped bring those things back in to the library. And the second setting is such that a library doesn't have that scenario, but still wants to build relationships. So, Luke, I go into all of that because I think it is relevant for your questions. So, I really had connections at LSU libraries, and I had connections in the community. So, really what I do is stand as an interface between that big scary institution that a whole lot of people in Louisiana don't trust, we know this about large, academic institutions. And the community members who I want to be sure feel safe and that they -- their concerns are validated. And taken care of, right? So, they don't want to be in a position where we put something that they don't want out, that we publish it. So, I am standing at that position and it took a little while to find my bearings and I got some things wrong early on. So, you had a question about what advice what I give to someone at the beginning stages? I guess it would depend at what stage therein. My advice with someone in LSU's position, first and foremost make sure the person at your institution knows that this is important to the institution. Build it into promotion and tenure, if you have that. Build it at least into job performance evaluations and just let them know it is okay for them to use daytime hours to do this type of work, because it benefits everybody. And Lou, I will stop there, in case I have gone far field of what you asked.

>> That is great. I would be curious to, about the other scenario where you don't have necessarily, say someone on staff who was in that community. That you are interested in working with.

>>SL ZIEGLER: Yeah, that is an excellent question. And we see this a lot, I don't know if I will have time to jump in on the chats. But we see this a lot with collections interested in building community around their Native American materials, right? Under the American

philosophical Society in Philadelphia is doing a lot of great work with that. And what they would do is basically go out to the communities and say, we have this material, it was gotten under shady ways decades ago, so we have it, we don't think it is particularly well described. What sort of connections can we build? Would it make sense to offer a fellowship, have someone come take a look at it, help us re-describe it and make sure we know what it is and what we are dealing with? I think they have done fellowships, they have done a number of internships. And so, one way to start is if you already have the collections, is to just honestly approach people in those communities and say, we have this, can you help us take care of it? Can you help us promote it? Can you help us make sure we are treating it will? And if you don't have those collections at all, you can do the same thing, but just switch the narrative to, we hope to collect. And to those things I would say, definitely be sure that you are prepared if the people say no. They might not want to their stuff in our institutions. And I can think of -- I think we can all think of a ton of reasons why that wouldn't be the case.

>> That is great, thank you so much.

>>ERIN TRIPP: That is really helpful, SL. I know I had a lot of wrong assumptions about people wanting to share their materials or collaborate with a large academic institution for preservation of some of the materials that you are collecting. And I think it is an important assumption to check, for all of us, if that isn't part of our current awareness. Learning about some of the historical distrust between different communities, I think is really important. I wanted to also just point to a quote that Frederico had shared in the chat, it is really beautiful from Ellie Weitzel. Frederico, if you wanted to read that aloud, you are very welcome to. Or people can just look at it in the chat. I do see some more questions coming in.

>> I would be glad to, but I had minimized the screen.

>>ERIN TRIPP: No worries.

>> It is a quote that I use a lot in training to make people think about the dangers of neutrality. And of course, you can read it, but let me read, it is very powerful I think. Neutrality encourages the tormentor, never the tormented. Sometimes we must interfere when human lives are endangered when human dignity is in jeopardy. National borders and sensitivities become irrelevant. Whenever man or women are persecuted because of their race, religion, or political views, that place must at that moment become the center of the universe. And this is something that he built into his Nobel Peace Prize acceptance speech in 1986. Because many people know his name and respect his name, even though there is a lot of controversy about his life, people tend to pay attention and then, I can open the conversation about the dangers of neutrality. Thank you for letting me read.

>>ERIN TRIPP: Thank you, Frederico. I have another question from Melinda Brown. Melinda says, how did LaTOHP get the grant, I know a lot of granting organizations require a 501(c)(3).

>>SL ZIEGLER: That is right and this one definitely does, so the Louisiana endowment for humanities is of course the state level that redistributes national endowments to humanities funds. But, we were able to use fiscal sponsors, so there is an organization

called the Louisiana trans advocates, which is a 501(c)(3) here in Louisiana, so we were under the umbrella for this.

>>ERIN TRIPP: Thank you, Melinda and SL. Another question, in DEI work I feel that many organizations -- my apologies, this is from Grace Dunbar. In DEI work I feel that many organizations actively seek out marginalized groups to do the work of DEI. However, it should not be the responsibility of the oppressed people to dismantle institutional oppression. Do you have any thoughts on how to balance the inclusion of oppressed voices without placing the burden of the work on them?

>>SL ZIEGLER: Yeah, that is an excellent question. I had a slide to this effect in an earlier draft of my talk, and I cut it because I don't feel like I'm in a good position to speak to this. I am white and recently transitioning, I am what I am because of decades in this field of benefiting from white (word?) masculinity. And I feel very comfortable being out in this regard, again, because of the place where I am in my organization. I think where this would most affect people 's with racial makeup and the DEI work, closer to what our keynote perhaps was speaking of. And to that, I completely agree. I wish I had more to say about it, I know a lot of people have written very thoughtful pieces on this. But, I am afraid I just don't, and they wouldn't even want to Wade into that. Respectfully.

>>ERIN TRIPP: I believe we have one minute left until we are going to be ushered back into the main room. And so, are there any final questions before we head back and join the others? I am seeing an expression of gratitude. I would like to express my gratitude, SL, thank you so much. The time it takes to put together a presentation like this is much more than people think, until they are doing it themselves. So, I wanted to thank you so much for your time and energy in your experience and graciousness in responding to the questions that came up today. So, thank you.

>>SL ZIEGLER: Thank you all for attending, I really appreciate it. I think we are being whisked back to the main room now.

>>ERIN TRIPP: Wheel. Thank you all, thank you all for being here.

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