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INLS 783

### Diversity Statement

I was diagnosed in adulthood with a neurodivergent condition. There are many reasons why women and adults are less likely to be diagnosed as neurodivergent, not least of which being that the understanding of these conditions are historically based on their presentation in boys. I navigated my education without any accommodations. I did not know I could even ask for help, let alone what help I could ask for.

This facet of my identity has shaped my understanding of the importance of the Universal Design for Learning framework. I am sure there are many more students like past me who are undiagnosed, do not disclose their conditions, or do not think accommodations can apply to them without a diagnosis of some kind. Universal Design for Learning asks, what if we treated the accommodation of learning differences not as something to be granted on a case-by-case basis, but something that is fundamental to the classroom experience? Students who do not use screen readers are still frustrated by PDFs without optical character recognition because they are not searchable and cannot be highlighted, for example. When I teach, I provide materials in multiple formats, present multiple ways to engage with the class, and ask students about their personal goals.

There is also a cultural dimension to Universal Design for Learning. As someone who studied abroad and worked extensively in a peer capacity with undergraduate international students, I understand that education systems and ways of knowing differ greatly across cultures. Setting transparent class goals and guidelines, providing a diversity statement even in one-shot library instruction sessions, and framing knowledge as constructed and contextual are essential to both orienting students to my classroom and giving them the tools to critically analyze the positionality of my classroom.

I am a middle-class white woman. My perspectives and voice are majoritized, and it is my responsibility to acknowledge that positionality and use my privilege to center minoritized perspectives. The labor of advancing diversity, equity, and inclusion should not be left only to students and faculty of color because it is not their job to educate white people on their own passive or active participation in systems of oppression. This is why I am a member of my local Showing Up for Racial Justice chapter, and why I completed the UNC-Chapel Hill School of Information and Library Science Diversity Advocate Certificate and the Center for Faculty Excellence Equity in Teaching Institute. Fostering a sense of belonging for all students starts with tackling the systematized challenges minoritized students face.

My own neurodiversity has shown me the value of different perspectives and life experiences, and I am continuously learning and putting what I learn into action. I embody this not just through teaching, but also in my research. I am passionate about fostering bibliodiversity and multilingualism in scholarly communications. I co-authored an open educational resource and white paper on this topic and translated it into Korean, and my master's thesis topic is a case study on supporting multilingual contributions in crowdsourced digital archives. My global and cultural awareness, experience-based values, and professional record have prepared me to

advance diversity, equity, and inclusion initiatives and foster student success across diverse populations.