

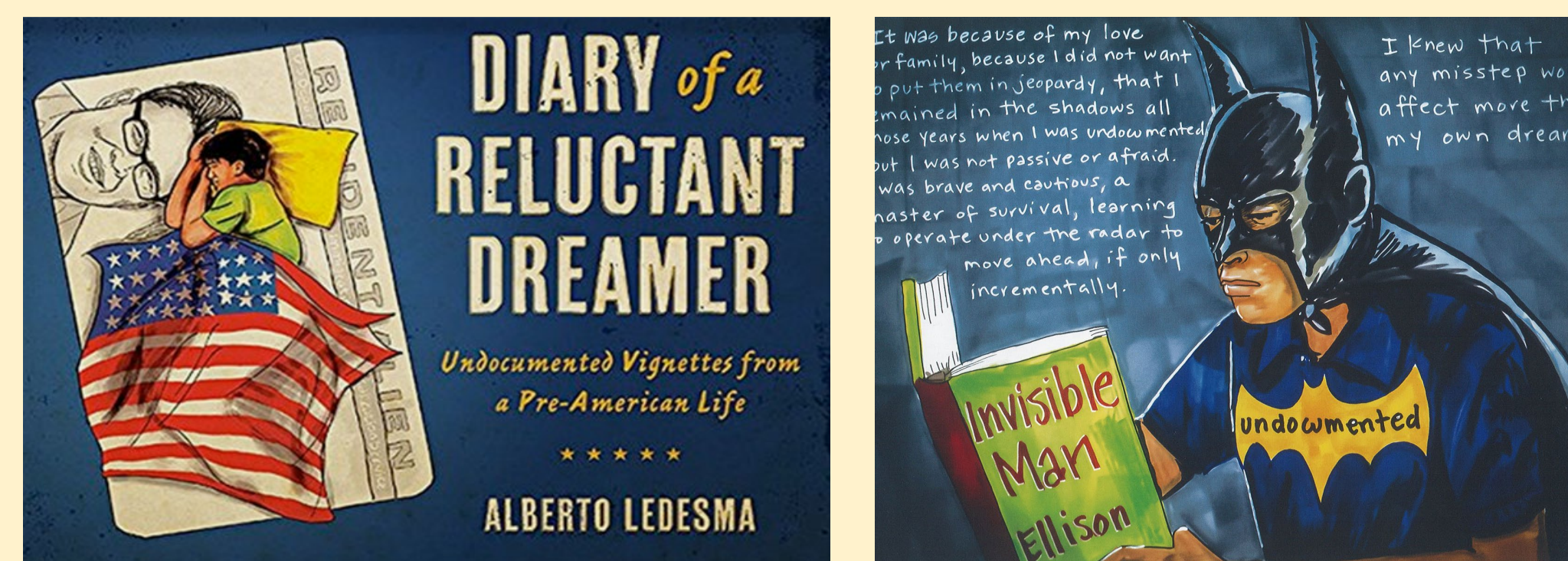
Reaching Undocumented and First-Generation College Students through a Common Read Program

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Introduction

The One Campus, One Book (OCOB) is a grant-funded common read program at Cal State Los Angeles. The program aims to stimulate a sense of community through a shared reading experience.

For the 2019-2020 year, our book was *Diary of a Reluctant Dreamer* by Dr. Alberto Ledesma. It is a hybrid graphic novel, memoir about his experiences being undocumented.



In this poster, I will share more about how the program achieved success, including the importance of collaborating with other campus stakeholders to host a program that authentically spoke to our students, staff, and faculty.

Driving question:

- How can Librarians host an common read program that will authentically engage students and be promoted by faculty and staff?



Methods

In this section, I'll share some particularly useful methods that we used and will continue to use.

✓ Get other campus units involved in the book selection process

Librarians form a planning group and invite faculty from the first year writing program, cross cultural center, and other departments to join. Faculty offer valuable insight about what students might want to read, as well as perspective about how books might be integrated into their curriculum or programs.

✓ Put out a campus-wide vote

Once the planning group narrows the list down to a manageable set of titles, the Library sends out a campus-wide email encouraging everyone to vote. We involve our Communications Strategist and Events Coordinator, who generates beautiful graphics and promotes voting on social media.



✓ Inform appropriate faculty about the selected book early

Selecting and sharing the book early will enable faculty to design a course or activity around it. Also, share how the book might support their course.

✓ Consult with campus units on sensitive topics

Consult with campus units providing psychological, cultural, or other relevant services to make sure sensitive topics are considered. We learned that many undocumented students do not have the privilege of being able to share their experiences (with faculty, in writing assignments, with friends, etc.). It can also be triggering. This proved essential when developing teaching resources for faculty and when planning events.

✓ Provide training and teaching resources for instructors

Instructors may be slow to adopt a book if they're unsure of its relevance. They may not have time to read it early enough. Provide presentations and handouts with examples of how it might be used for a course. For example, we discussed genre and audience with the writing instructors.

✓ Host meaningful and/or incentivized events

We hosted the following events: A kick-off with a book giveaway (game-based), a faculty panel, an author talk, and an online zine-making workshop.

Results

Approximately 200 students attended the kick-off event and 30 students received a free book. A great majority of students who received a book were assigned the book in their classes, which indicates that the program supports increased access to affordable course materials.



There were approximately 50 attendees at the faculty panel, nearly all of whom were students.

An estimated 150-200 students attended the author talk, which was at capacity. Several students had the opportunity to personally meet Dr. Ledesma after his talk.



The book was assigned in ten first year writing English classes, approximately thirty introduction to higher education classes, and several liberal studies classes.

We estimate that the book was required reading for 900-1000 students.

The program was a success! I am chair for the 2020-2021 year, and we will be remote for the Fall due to COVID-19. We are currently planning for an online One Campus, One Book program.

Thank you.



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