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# University Libraries Equity & Inclusion Committee White Paper

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# ULEIC White Paper DRAFT

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## Background and History

Grand Valley State University (GVSU) as a university is committed to inclusion and diversity. This is evidenced in their strategic plan and the resourcing invested in initiatives and support services for under-represented groups on campus. This commitment transfers into the Academic Affairs Division with the Colleges and Units supporting the advancement of inclusion on campus. It is also an important component of shared governance. In a University that is currently 40% first generation, 40% low income, 20% visible minorities and growing, having and living the commitment is critical.

Inclusion and equity are concerns throughout the library profession. Data show that those working in libraries, particularly librarians, tend to not reflect the same diversity of the communities they serve. Efforts in the form of committees, scholarship funds, and early career development initiatives at the national and regional associations level exist to create more inclusive environments for library employees, to attract more diverse candidates to library work, and to create inclusive environments for library users.

Inclusion and equity efforts are also in alignment with the GVSU and University Library strategic plans. The Libraries have a history of a culture focused on users and inclusion. The latest Libraries strategic plan had two relevant measures for inclusion and equity: 2.B.3b and 2.B.3c. These align within the GVSU strategic priority area "Further Develop Exceptional Personnel" and the GVSU outcome "Grand Valley is Diverse and Inclusive."

- 2.B.3b By 2017 develop a plan to increase staff awareness of campus-wide services, initiatives, and resources that support diversity and inclusion.
- 2.B.3c By 2018 work with Inclusion and Equity to provide diversity and inclusion training for library employees.

In 2016, the Libraries formed the Equity & Inclusion task force in support of these measures. In 2017, the task force recommended the creation of the University Libraries Equity & Inclusion Committee (ULEIC). The recommendations also included a number of proposed actions and projects.

# Why a facilitation

By Fall 2017, ULEIC, and the task force before it, had been successful in bringing training opportunities to the attention of Libraries faculty and staff. However, the committee was struggling with defining its scope in relation to the work of Faculty Development and Support Committee (FDSC) and Department Heads. Collaborating with the Dean, it was decided to move forward with a co-creation facilitation, which would engage all members of ULEIC, to define:

- The vision/purpose for the committee
- Its relationships and partnerships with other library and campus groups
- The desired outcomes
- A new charge
- A workplan

This report summarizes the findings of the group's inquiry, which included reviews of the group's history, campus resources, definitions, values, future and scope; a review of inclusion, diversity, equity, and accessibility work at peer and aspirational peer institutions; and a review of internal library partners. It includes the recommendations for moving forward, near future next steps, and opportunities and challenges to consider as we progress.

## Moving forward with a proactive practice of IDEA

Through the course of the facilitation, the committee was able to establish its working definition, scope, values, and vision of success. As the committee worked to define the words “equity,” “inclusion,” and “accessibility” a theme of proactivity emerged as well as a desire for all three concepts to be ongoing. This emerged again in the committee's purpose which is to serve as an amplifier and facilitator for equity, inclusion, accessibility rather than an oversight group. Success includes inclusion and equity being considered throughout the organization with this group acting as a supporter and champion rather than the sole group responsible.

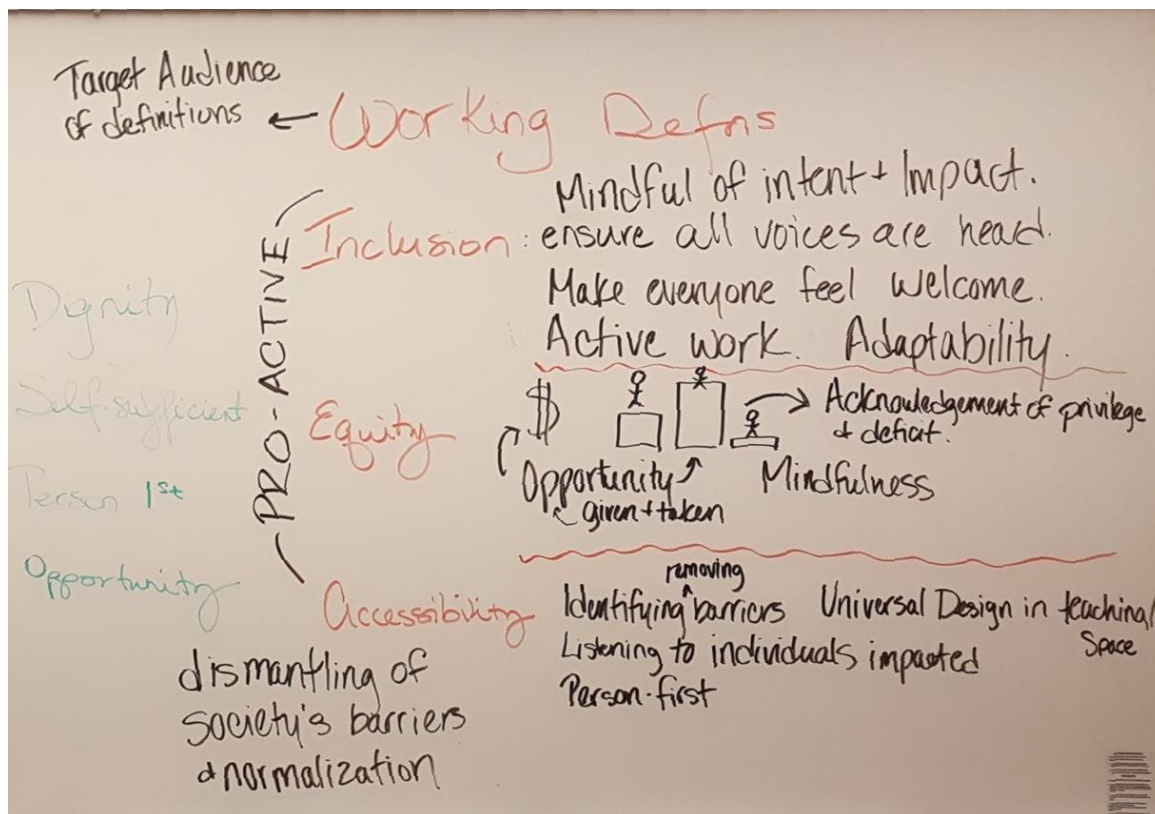
One unexpected outcome of the facilitation was a change of the committee name from “University Library Equity and Inclusion Committee” to “IDEA committee.” IDEA stands for Inclusion, Diversity, Equity, and Accessibility. The committee found themselves naturally using this acronym for the work they saw the committee doing going forward. The group also appreciated the inclusion of the word “accessibility” which wasn't specifically referenced in the original name but is something the committee would like to include in its charge.

## Working Definitions

As a committee focused on equity and inclusion, the group created shared working definitions for equity, inclusion, and accessibility. Development of the working definitions was a critical

foundational step in having shared understanding of the aim of the work. It allowed the building of community within the committee as they understood each other's lenses and approaches. This process was iterative and took place over several meetings.

The first step was connecting the group's core values with the definitions. The group used terms, phrases, and images to create definitions for the key terms. Each person shared their own definitions, which were noted in quick form. The group worked to identify common patterns. By the end of the first definitions exercise, they all realized the definitions needed to be pro-active in the language. In other words, for the work to have impact, the definitions needed to be action oriented.



The committee continued the work of refining the definitions at the following meeting. First, they worked to establish what still resonated and what was no longer resonating. They agreed the language should connect to the Libraries' mission and values while supporting the work of the committee. The rough outlines of the definitions were handed to small groups to polish into the final definitions:

**Equity:** The active, ongoing work of identifying and eliminating barriers preventing full participation by all members of the library community.

Inclusion: The continuing practice of providing an environment in which all members of a library community feel welcome, safe, supported, respected, and valued.

Accessibility: Ensuring our tools, device, services, and environments are available to and usable by as many people as possible.

## Core Values

In order to move forward in defining the purpose of the committee, the facilitator asked the committee members to reflect on what values they personally held as they approached IDEA work. Though each person wrote different values and/or qualities, the group worked to identify patterns using yarn to tie them together. High-level patterns are listed below:

- Collaborative problem solving and information sharing with colleagues outside of our department. Promoting useful and usable services that align student success and liaison work.
- Working in a diverse environment that promotes equity, equality, braver, and opportunities for the amplification of marginalized voices.
- Contributing to the larger goal of valuing people, embracing open dialogue, and being aware of the needs and expectations of our community to promote change.
- Becoming better individuals through personal understanding and practicing grace, kindness, and compassion.

In the end, what seemed disparate had many commonalities. A table of all the values and the shared patterns is available in Appendix E.

## Trends in the Field

Group members were tasked with exploring GVSU's peer institutions as well as aspirational models at other institutions to create a scan of the environment of inclusion and equity work in academic libraries. Group members researched committees, organizational structures, diversity statements, and initiatives<sup>1</sup>.

In general, the group found many institutions had limited information available. The information that was publicly available pointed to a range of equity and inclusion efforts.

- Some organizations seemed to have nothing or very little in the way of library specific efforts.
- Some libraries were participating in university-wide initiatives, such as the Diversity Catalysts at Purdue, which is designed to work to ensure equity in the hiring process.
- Some libraries seemed to be in a similar situation to the group with a committee or task force formed and beginning to finalize scope and charge.

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<sup>1</sup> The full list of questions, institutions, and insights gained is included in Appendix A.

- Many universities and libraries had statements about inclusion, equity, diversity, and/or accessibility in their strategic plans or mission statements.
- There were some pioneers, such as Kalamazoo Public Library and University of Wisconsin-Madison, that had active groups with a lot of publicly available information.

## What is Success?

Understanding what success would look like is key in defining the purpose and outcomes for a group. Determining what success looks like supports the development of the committee's scope and work plan and it is critical to evaluating and assessing the committee's impact.

By exploring four questions, the group answered what success will be for the committee:

- What does success look like?
- How will you know it is success?
- How would others know it is success?
- How might you measure it?

The group's shared understanding of success includes:

- A happy and diverse library staff that demonstrates excitement and willingness to engage in IDEA practices and give recognition to their colleagues' efforts in making a more inclusive environment for staff and students. Success is shown through the embodiment of IDEA in our communication and behavior.
- When library staff asks "how does this support the student?" they include the inherent question of "how does this support IDEA?" IDEA is also in the early stages of planning, demonstrating that IDEA is built into our work. Success will be recognized through our transparent commitment and action through documentation.

These characterizations of success support the development of shared purpose and understanding of the role and importance of this committee within the broader context of the library and the campus as well as needs for success.

## Next Steps

The group worked to define a new charge for the committee, a set of accountabilities, and a mid-term work plan.

## Name change

Throughout the course of the facilitation, members of the group began using the acronym "IDEA" to stand for inclusion, diversity, equity, and accessibility. The group would like to

change its name from the University Library Equity and Inclusion Committee to the IDEA Committee because it:

- Includes accessibility
- Includes both inclusion and diversity
- It is easier to remember and say
- Reduces confusion with the campus Division name and Faculty Senate committee

## Committee Terms of Accountabilities & Scope

### Purpose

This is a facilitation group, not an approval group. It serves as an amplifier and an activator to:

- Lead IDEA efforts within University Libraries
- Advocate for IDEA within University Libraries
- Collaborate with library leadership to oversee IDEA efforts
- Work with campus and community partners to promote IDEA initiatives
- Provide support for new and existing library initiatives

### Accountabilities

Accountabilities are ongoing areas of work the committee is responsible for, held responsible by the sponsor.

- Audit policies and procedures
  - Make sure IDEA is being considered as policies and procedures get reviewed by creating checklists, best practices, templates and standard language.
  - Create/identify an audit procedure for use when policies and procedures are being reviewed
- Development of IDEA best practices
  - Procedures to report and track progress
  - Categories of best practices
    - hiring/retention/onboarding
    - Student employment/staff and faculty reviews
  - Workflow integration
  - Project planning
  - Space development
- Research/monitor trends and communicate them to the organization
- Partner with campus and community partners to offer educational opportunities for library employees

### Membership

Membership in the IDEA committee will include an expectation of high commitment. Members should have a commitment to inclusion and be prepared to share the workload, participate



actively, and attend baseline IDEA training. The IDEA committee will work to be as inclusive as possible in its membership by working to accommodate the variety of schedules worked by library employees.

Members of the committee will be comprised of seven members. The representation will be a cross-section of the Libraries by including<sup>2</sup>:

- 5 members from multiple employment groups and library locations with as broad representation in those areas as possible
- 1 member whose position requires high-level of knowledge of inclusion, equity or accessibility either the Web Services Librarian or the Instructional Design Librarian on a rotation
- A student worker who would serve a one academic year commitment.

### Time Commitment

The terms will be three years, staggered

Average time requirement : participate in monthly meeting and in a minimum of one deliverable development a year.

### Appointment Process

Members are selected through an open call process. The construction of the committee will be based on demographics to ensure broad representation across employment groups and library locations (as broad as possible with those who responded to the open call).

The chair will make a membership recommendation to the sponsor.

If a member of the committee steps off the committee before the end of their term, another member will be selected from those who volunteered but were not selected during the last open call who matches the member's demographics. If there is no willing volunteer who matches that member's demographic representation, the committee will place another open call. If a member wishes to step down for a portion of their term, the committee can decide if a temporary replacement is necessary.

The chair of the committee should be someone in the second or third year of their term. The chair for the upcoming academic year will be decided by a vote during the last committee meeting before classes start for Fall semester.

### Sponsor

The sponsor of committee will be the Dean of University Libraries, and will:

- Approve changes to scope

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<sup>2</sup> Originally, the ULEIC included an FDSC liaison. The group decided this is less important than ensuring broad representation across employment groups and library locations and that FDSC and IDEA can reach out to each other as projects overlap.

- Identify and secure funding when needed
- Approve deliverables
- Liaises with Leadership Team
- Participate in key activities
- Make resources available
- Approve work products
- Provide mentoring to the chair

## Deliverables Work Plan 2018-2019

- Develop IDEA statement including definitions of inclusion, equity, and accessibility
- Finalize and share an IDEA partnership map
- Define and document user feedback process and expectations
- Write a progress report on inclusion in the libraries
- Conduct a policy audit with IDEA lens
- Recommend/coordinate/deliver training related to IDEA

## Library-Wide Opportunities for Future Projects/Initiatives

There are many opportunities in the library for which the committee sees room for growth outside of the committee's scope. Areas of opportunity include, but are not restricted to:

- LibGuides and metadata enhancements
- University Libraries' website
- ScholarWorks and digital publications
- External communications, i.e print publications, social media, events, and exhibits
- Collaboration with campus partners
- Collection development content and practices
- Staff and student spaces
- Student employment
- Opportunities for professional development

Possible non-committee led projects include:

- ACRL Diversity Alliance
- Accessible space assessment
- Creation of a low sensory toolbox

## Partners and Stakeholders Landscape

GVSU has many resources already available related to inclusion and equity, specifically the Division of Inclusion and Equity. The committee recognizes the need to work with the Division of Inclusion and equity, specifically the Director of Social Justice Education, to development areas we would like to focus upon in University Libraries. Within the division, the committee

specifically noted Office of Multicultural Affairs, which promote student affinity groups as well as cultural programming.

Other partners we can connect with are Human Resources, Division of Student Services, TRiO Student Support Services, Counseling Center, Financial Aid, Institutional Marketing, and Padnos International Center.

Critical stakeholders the group identified during facilitation include:

- FDSC
- Human Resources
- Disability Support Services
- Library Council
- Division of Inclusion and Equity
- Student Employment
- External Consultants (per skills required)
- Library Business Administrator
- Department Heads

## Appendices

### Appendix A - Peer Research - Who, Questions, and the Findings

To create an environmental scan to inform the scope and approach of the committee, each committee member selected several institutions from the following list to study. The questions used for the research were:

- Can you locate their diversity/inclusivity/equity/accessibility efforts/initiatives?
  - What kinds of materials/approaches do they encompass?
  - What sorts of training or engagement with users are they using?
- What do you like about their operations, services, and/or programs, and what (if any) aspects do you think could be adapted for our potential ideal state? Look at web pages describing the services, policies, programs etc. as they relate to diversity/inclusion/equity/accessibility.
- What are the organizational structures that support the work of diversity/inclusivity/equity/accessibility? Look for org charts, identify management/leadership roles and titles, committee/task forces, etc.
- Take some time to locate any recent (within the past two years) publications and/or presentations about their diversity/inclusivity/equity/accessibility given by key players- Summarize or bring downloaded/printed examples to the meeting.

Institutions researched by the committee:

| Peer Institutions             | Other Institutions              |
|-------------------------------|---------------------------------|
| Appalachian State University  | University of Wisconsin-Madison |
| Boise State University        | Ball State University           |
| CUNY-Hunter College           | Western Michigan University     |
| James Madison University      | University of Denver            |
| Montclair State University    | University of Miami             |
| Portland State University     | Villanova University            |
| Towson University             | Wayne State University          |
| University of Nebraska- Omaha | University of Southampton       |
| University of Northern Iowa   | New York Public Library         |
| Western Washington University | Duke University                 |
| Youngstown State University   | Central Michigan University     |
|                               | Purdue University               |
|                               | University of Pittsburgh        |
|                               | Michigan State University       |
|                               | Hope College                    |
|                               | Kalamazoo Public Library        |

### General Observations

- Peer institutions are all trying to figure out how to incorporate equity and inclusion into the organizations
- The organizational charts are not clear about how diversity is promoted
- The committee did not see any inclusion librarian positions, mostly relying on outside departments
- The work needs to be shared to show that other institutions they are not alone

### James Madison University

- Has a diversity statement as well as universities that inspired them

### Portland State

- Efforts within the library are limited, but there were some activities at the university level

## **Towson University**

- Does not have a division, though there is a long-term committee
- Information is limited in public facing part of the website

## **University of Northern Iowa**

- Has a diversity plan from 2014, though nothing more recent
- Implementation ideas built into the plan
- Included climate survey
- Linked to relevant resources
- There are photos of some of the people that shows diversity in the organization, though not all names had photos

## **Western Washington University**

- Working group document from 2015 with a diversity plan from 2013-2016
- Has a list of action items covering similar topics to GVSU's plan
- Two page committee charge with details
- Commitment to inclusion statement
- Not sure about the organizations demographics, no point person/liaison to E&I

## **University of Wisconsin-Madison**

- Has a devoted group to inclusion and equity
- Lots of information and informative website
- Diversity Resident Librarian (2 positions) started in 2013
- I&E committee has definitions with a disclaimer and a 65 page report
- All employees are required to attend at least 2 trainings, i.e. working groups, task forces, etc.

## **Western Michigan University**

- Includes inclusion and equity in the administration's strategic plan
- Worked on MI Bureau Services for blind persons with review of services by expert
- ACRL diversity fellow focused on instruction and outreach
- Search committee members must go through bias training (started 1/2017)

## **University of Denver**

- Has a diversity statement

## **Villanova University**

- Had information on their blog
- Events with resources and discussion, but possibly no committee

## Wayne State

- Has an ACRL Diversity Fellow
- A contact at Wayne State acknowledged that it is a good idea to make the public facing

## Duke University

- Has a standing council (DivE-In)
- Department definitions for diversity, equity, and inclusion
- Inclusive restroom policy (North Carolina)
- Links go to relevant departments, limited/nothing within the library website
- The charge of the group is on the website
- They have a library HR director

## Central Michigan University

- Just formed a group to explore inclusion, equity, and accessibility

## Purdue

- Has a Diversity Catalyst (part of a university-wide program) that focuses on inclusion during the hiring process
- No specific group in the library

## Michigan State University

- Has a group that started through event planning

## Kalamazoo Public Library

- Has an anti-racism transformation team that has involvement in decision making at the library.
- Has a public-facing website.
- 20 year vision statement similar to our “ideal state”
- Focused on long term cultural change and impact
- Definitions of terms using the Crossroad Model in training in Kalamazoo
- Specific team member expectations
- Not all people are affiliated with KPL

## Appendix B- Original ULEIC Committee Charge

The core charge of the University Libraries Equity and Inclusion Committee (ULEIC) is to coordinate opportunities for staff development in the area of equity and inclusion. This may be achieved by identifying library specific needs and arranging in-library training to address those needs as well as raising awareness of other programs both on campus and in the broader community. **Appendix C - Facilitation Framework**

## ULEIC – Facilitation

Annie Bélanger

October 30, 2017

Edited : January 28, 2018

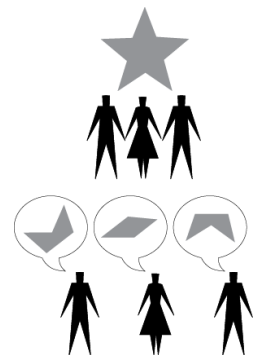
### Purpose

Engage all members of ULEIC to define:

- The vision/purpose for the committee
- What could be
- Its relationships and partnerships with other library and campus groups
- The outcomes that are desired

### Working Assumptions

- We are working toward the formation of a shared understanding of the committee's purpose, scope and work.
- Past patterns need not define future patterns.
- Participating in the meeting:
  - Everyone has wisdom,
  - We need everyone's wisdom for the wisest result,
  - There are no wrong answers,
  - The whole is greater than the sum of its parts, and
  - Each person will hear others and be heard.
- Active engagement is expected from all members on an ongoing basis for the development of the next phase for the committee.
- Each is empowered in his/hers/its process.
- There are no spelling judgements.



### Participants

All members of ULEIC will be asked to participate. The Sponsor will facilitate. Participants may be put into small groups for certain activities.

## Aims

1. Collaboratively create the new phase of the committee's by redefining the purpose and work.
2. Committee members feel ownership in the process and are consulted as part of the planning for and defining of the change.
3. Stakeholders are consulted and provide input that is considered.

## Outcomes

The outcomes for the process will include:

- Review of activities
- Definition of desired new activities
- Renew purpose statement and redefine scope
- Content to be used to redraft the terms of reference OR propose new model forward
- Discussion of draft priorities for the coming year

Outcomes following the process will include:

- Draft a purpose and scope statement
- Development of a new directions
- Development of accountabilities for members and the chair

## Process Parts

### Meeting 1 – Mapping where we are

Activity 1 - Question: **What has been? What exists?**

- Purpose:
  - Get a sense of the reason for creation and what exists on campus
- Process:
  - In small groups,
    - brainstorm the path to creation of the committee on 1 sheet of paper – written and drawn
    - Write campus resources on cards
      - Put up the cards on the wall
  - In large group, review, add and clarify.
  - In large group, begin to create working definitions for equity, inclusion and accessibility
  - Wall stays up for the rest of exercises
- Duration: 45 minutes



### Activity 2 - Question: **What resources exist on campus?**

- Purpose:
  - Create shared understanding of the scope of support on the campus
- Process:
  - In small groups, brainstorm on cards
  - Report to the group, listing on the white board
  - Clarify and add

### Activity 3 –Question: **What are our working definitions of equity, inclusion and accessibility?**

- Purpose:
  - Create shared definition of critical terms of the committee; create shared understanding
- Process:
  - As a group, on the board, list attributes, phrases to define the terms
  - Clarify

## Meeting 2 – Divergent Thinking

*Future – start to define where I&E may go...*

Supplies: Note cards, 11x17 paper, sticky tack, markers, whiteboard markers

### Activity 0 – **Reflecting and Getting Started**

- Purpose:
  - Get everyone present in the moment; highlight positive reflections and anxieties we can hold together
- Process:
  - Self-reflection:
    - Write on cards 3 things that energized you last time
    - Write on a card 1 thing that kept ticking in your mind
    - Write on a card 1 worry about the process, the work, or in general
  - Group parking lot:
    - Develop a parking lot sheet and agree on process

### Activity 1 – Our core values - **What must we move from the present into the future in terms of attributes?**

- Purpose:
  - Establish an understanding of the core values and attributes that members of the committee value; Create shared understanding
- Process:
  - Write on cards all positive values and attributes
  - Post on wall in a column by person

- Clarify
- Use twine to define shared values between individuals
- Develop working definition of those shared values (can hold til later)
- Supplies: Note cards, twine, tape, markers, sticky tack

### Activity 2 – **Agreement on working definitions**

- Purpose:
  - Finalized shared definition of critical terms of the committee; create shared understanding; form basis for scope
- Process:
  - In two or fewer sentences for each, define equity, inclusion and accessibility
    - Write on cards individually
    - Cards shuffled and read aloud by facilitators
    - Discussion on how ideas of definitions have changed based on others' ideas
    - As a group, define equity, inclusion and accessibility
  - What types of things make up each of these areas broadly (not just at GVSU)?
    - Group brainstorm – identify existing and potential subset of the terms
    - White cards for existing, other color card for potential "sub-collection"

### Activity 3 - Question: **What could be the purpose of the committee?**

- Purpose:
  - Create shared purpose and understanding of the role and importance of this committee
- Prep:
  - Review the terms of reference for committee as well as the terms of reference for the campus committee and the mission of the Division of I&E (as a closely related committee)
- Process:
  - In groups of three, use markers, 11x17 paper, and stands to visually describe your ideal story of Equity & Inclusion
  - Use 20–25 minutes to (1) agree on an ideal state, (2) determine what steps to get there, and (3) draw each step as a sequence of large images or scenes, one per sheet of flip-chart paper.
  - Narrate your story.
  - As a group, what is inspiring in what you heard?
  - Summarize any recurring themes and ask for observations, insights, and "aha's" about the stories.

## Meeting 3 – Bridging our Work

To be led by Samantha Minnis, Chair, ULEIC

### Activity 1 – Finalizing our definitions

- Purpose:
  - Finalize our working definitions as a basis for moving forward
  - Create shared understanding of depth and breadth of working definitions
- Process:
  - Each two-person group will share their definition, how they leveraged the groups prior work and what their process/understanding is
  - Clarifying questions
  - Engage in dialogue to ensure shared consensus – all agree broadly on definitions and can support them

### Activity 2 – Introduce Research: Peer & Aspirational Institutions

- Purpose:
  - Create an environmental scan to inform future scope of the committee and possible approaches to program development by the Libraries
- Process:
  - Each to select several institution to study in between meetings
  - Finalize research questions:
    - Can you locate their diversity/inclusivity/equity/accessibility efforts/initiatives?
      - What kinds of materials/approaches do they encompass?
      - What sorts of training or engagement with users are they using?
    - What do you like about their operations, services, programs and what (if any) aspects do you think could be adapted for our potential ideal state? Look at web pages describing the services, policies, programs, etc. as they relate to diversity/inclusivity/equity/accessibility.
    - What are the organizational structures that support the work of diversity/inclusivity/equity/accessibility? Look for org charts, identify management/leadership roles and titles, or committee/taskforces, etc.
    - Take some time to locate any recent (within the past two years) publications and/or presentations about their diversity/inclusivity/equity/accessibility given by key players - summarize or bring downloaded/printed examples to the meeting.
  - Agree to the institutions and who will pursue which

| <b>Peer Institutions</b>     | <b>Other Institutions</b>         |
|------------------------------|-----------------------------------|
| Appalachian State University | University of Wisconsin – Madison |

|                                |                             |
|--------------------------------|-----------------------------|
| Boise State University         | Ball State University       |
| CUNY-Hunter College            | Western Michigan University |
| James Madison University       | University of Denver        |
| Montclair State University     | University of Miami         |
| Portland State University      | Villanova University        |
| Towson University              | Wayne State University      |
| University of Nebraska – Omaha | University of Southampton   |
| University of Northern Iowa    | New York Public Library     |
| Western Washington University  | Duke University             |
| Youngstown State University    | Central Michigan University |
|                                | Purdue University           |
|                                | University of Pittsburgh    |
|                                | Michigan State University   |
|                                | Hope College                |

## Meeting 4 – Convergence of our Thinking

### Activity 1 – **Share Research: Peer & Aspirational Institutions**

- Purpose:
  - Learn about each other’s findings
- Process:
  - Each person will share highlights of their research using the following questions:
    - What aspects of other programs & structures stood out to you? How so?
    - What resonated? What didn’t? Why?
    - Identify positive aspects we may adapt / adopt. Don't worry about making it work here

### Activity 2 - **What does success look like for the committee?**

- Purpose:
  - Establish a shared sense of what success for the committee’s purpose
    - Supports understanding of the scope of the work to be proposed moving forward
    - This is critical to later have discussion about evaluation and impact assessment
- Process:
  - In small groups, brainstorm using 11x17 paper to record
    - What does success look like?
    - How will you know it is success?
    - How would others know it is success?
    - How might you measure it?

- Report back
- Summarize any recurring themes and ask for observations, insights, and “aha’s” about the stories.

### Activity 3 – What is the Scope or Focus of the Committee?

- Purpose:
  - Define what the scope of the committee is to be moving forward
  - Establish a baseline from the discovery work to reflect on before moving to what will the work of the committee be and a proposed new terms of reference
- Process:
  - Hold that the “Past need not define the future”
  - Remember the University Libraries are working to Develop a culture of practices for diversity, equity and accessibility
  - In groups of two, using index cards
    - Reviewing the Ideal States and the Working Definitions:
      - Identify areas of focus
      - Projects needed to get there
      - Trainings/policies the libraries need

**Action:** At the end of this meeting, take a stack of index cards and a marker with you for activity 1 of the next meeting.

### Meeting 5 – Working to a Proposed New State

#### Activity 1 - Question: **What is the work of the committee?**

- Purpose:
  - Establish a sense of the work and it’s alignment with purpose and successful outcomes
- Process:
  - **Ahead of the meeting**, brainstorm on index cards to answer what could be done
  - At start of meeting, put the tasks up on the walls
    - As a group,
      - clarify points and cluster like tasks and title
      - Identify those that belong to another group
      - Add any that are missing
  - Explore patterns and divergent selections
  - Dotmocracy vote to identify participants’ top 5 – dots to be place on top 5 choices
    - Discuss where low agreement
    - Discuss where work should be woven into daily work of positions vs committee vs both

LARGE BLOCK LETTERS  
ONE TASK PER CARD  
3-5 WORDS TO  
DESCRIBE

- Notes on this step:
  - Everyone's ideas on tasks are put on the table; everyone has wisdom
  - Past need not define the future

#### Activity 2 - Question: **What do we need to move forward?**

- Purpose:
  - Continue to develop shared purpose and understanding of the role and importance of this committee within the broader context of the library and the campus as well as needs for success
- Process:
  - Leveraging themes from the previous future-focused exercises, in groups of two, brainstorm:
    - Focus for success?
    - Relationships for success?
      - What are overlap point with other groups? Opportunities for collaboration?
      - What are gaps between other groups?
    - Knowledge/training for success?
    - Goals setting?
  - Regroup, discuss and clarify

### Meeting 6 – Wrapping up And Moving Forward

#### Activity 1 – Developing the Committee Charge and Areas of Accountabilities

- Purpose:
  - Develop a draft charge for the committee
  - Define areas of accountability and leadership within the committee
- Process:
  - Ahead of the meeting:
    - Review future-focused exercises notes
    - Review charges/terms of references found externally shared from peer research
  - Reviewing the focus, brainstorm on flip chart paper the work areas required over time to meet aspects of the focus
  - Agree to areas that are within the scope of the committee
  - Identify areas of accountability or leadership that a member could take within the committee
    - What does it mean to be a member of the group?
    - How do you ensure your contribution is meaningful?
    - What opportunities for leadership exist?
    - How to ensure a spread of the workload across the committee?
  - Agree to timeline for working on language

## Activity 2- **White Paper Outline**

- Purpose:
  - The White Paper serves as a stakeholder consultation tool
  - Agree to the content of the white paper
- Process:
  - In a group, brainstorm the topics that the paper must cover on cards
  - Arrange the cards to form the outline
  - Agree on accountabilities for writing the sections

Activity 3 - **Closing**: The meeting will end with a debriefing time.

- Purpose:
  - Provide constructive feedback to improve the exercises and facilitation as well as offer an opportunity to reflect what exercise was your favorite and why
- Process:
  - Ahead of the meeting, on index cards, answer the following:
    - (\*P) How could the process be improved?
    - (\*F) How could the facilitation be improved?
    - (☺) How did you positively contribute to the success of this process? (Self-reflection: How you could have further contributed to the advancement of the process?)
    - (∞) What energized you in the process?
    - (✓) What kept ticking in your mind?
    - (☹) What worried you – and is not resolved?

## Appendix D - University Partners

|  |  |
|--|--|
| Division of Inclusion and Equity (numerous departments, see organizational chart for more) | Faculty & Staff Affinity Groups, Gayle R. Davis Center for Women and Gender Equity (Replenish), Inclusion Advocate Training/requirements.                  |
| Office of Multicultural Affairs (part of Division of Inclusion and Equity)                 | Culturally Programming Council (Student Life), Laker Familia, Black Excellence, OMA Ambassadors, Conversations of Color Dialogue, Student Success Coaching |
| Institutional Marketing  | Web Team   |
| Padnos International Center  | International Faculty and Friends (IFF), Faculty/Staff Exchange Program, Global GV Project(?)  |
| University Counseling  | Group Counseling (theme, skill, identity   |

|                               |  |
|-------------------------------|--|
|                               | based)   |
| TRiO Student Support Services | REACH Scholars Program   |
| Division of Student Services  | Veterans Network (Steven Lipnicki)   |
| GVSU Human Resources          | Sprout (formerly GVSU Training & Workshops), Career Services for Faculty and Staff, ePDP |
| Non-library faculty experts   | Social Work Department   |

## Appendix E - Core Values and Attributes

|          | 1                                     | 2   | 3   | 4   | 5   | 6  |
|----------|---------------------------------------|---|---|---|---|--|
| <b>A</b> | Sharing Skills                        | Equality  | Listening to and amplifying marginalized voices and experiences | Become better people and build mindfulness    | Inclusion                                 | Welcoming spaces (virtual and physical)/<br>Respect for others |
| <b>B</b> | Sharing information                   | Alignment with liaison work                               | Real change (walk the walk)                                     | Awareness of needs and expectations of others | The possibility of change                 | Useful, usable services  |
| <b>C</b> | Equality                              | Shared vision with Div. of I and E/ part of a larger goal | Value people instead of just meeting minimum requirements       | Optimistic reflection of the group            | Education and growth                      | Open dialogue  |
| <b>D</b> | Making a difference to a larger group | Continued growth  | Bravery   | Curiosity and engagement                      | Student success                           | Kindness and compassion  |
| <b>E</b> | Represent others                      | Opportunities to share values with org/unit/dept          | Grace (we are all learning)                                     |   | Problem solving/cross dept. collaboration | Reflecting our users' diversity in our staffing                |
| <b>F</b> | Expanding personal understanding      | Fits who I am as a person/more than just committee        |   |   | Passion for the work                      | Open Opportunities   |



|  |  |      |  |  |  |  |
|--|--|------|--|--|--|--|
|  |  | work |  |  |  |  |
|--|--|------|--|--|--|--|