

3-11-2021

IDEA Reinvisioned Charge

Jon Jeffryes

Grand Valley State University, jeffryjo@gvsu.edu

Sheila García Mazari

Grand Valley State University, garcishe@gvsu.edu

Annie Bélanger

Grand Valley State University, belange1@gvsu.edu

Follow this and additional works at: https://scholarworks.gvsu.edu/library_reports



Part of the [Library and Information Science Commons](#)

ScholarWorks Citation

Jeffryes, Jon; García Mazari, Sheila; and Bélanger, Annie, "IDEA Reinvisioned Charge" (2021). *Library Reports and Communication*. 13.

https://scholarworks.gvsu.edu/library_reports/13

This Article is brought to you for free and open access by the University Libraries at ScholarWorks@GVSU. It has been accepted for inclusion in Library Reports and Communication by an authorized administrator of ScholarWorks@GVSU. For more information, please contact scholarworks@gvsu.edu.

IDEA Reinvisioned Charge

New Charge: IDEA 2.0 - Doing the Active Work of Targeting Structures to Drive Inclusive Change

Approved by Leadership Team

Written by: Jon Jeffryes, Sheila García Mazari, Annie Bélanger

March 11, 2021

Purpose

Building off the successes of the first iteration of the IDEA Committee, IDEA 2.0 will move from a facilitation group to a group of active interrogators of current structures, policies, procedures and practices to ensure that they don't reinforce inequitable existing power structures with an early focus on white supremacy culture, but not to the exclusion of other inequities such as patriarchy, ableism, and others. This work is a journey that is continuously growing and evolving. IDEA 2.0 will mark their journey with milestones and goals to advance the library's commitment more deeply in our structures and culture.

IDEA 2.0 will focus on active interrogation of existing policies and practices; ongoing education and reflection on inclusion and equity theories and practices among library workers will be occurring in parallel with the task force's work. IDEA 2.0 will act as a guiding body to establish best practices and mechanisms of accountability. IDEA 2.0 members will actively move the group's work collectively and individually to:

- Lead IDEA efforts within University Libraries
- Advocate for IDEA within University Libraries
- Collaborate with library leadership to advance IDEA efforts
- Engage others throughout the libraries and campus as needed
- Work with campus and community partners to promote IDEA initiatives
- Cultivate a culture of anti-racism and equity

The Leadership Team will work collaboratively and in parallel with IDEA to investigate practices at the department level that reinforce existing power differentials and may be altered to be more equitable. Leadership team will act as facilitators of discussions and learning opportunities in relation to topics related to inclusion, equity and accessibility and provide representational input and accountability across the organization structure. Additionally, individuals throughout the organization will also be engaging in this work as related to their areas of expertise and responsibility.

IDEA 2.0 members and members of Leadership Team will have a bias to action, while actively working to be informed by others' expertise and experiences. While the members will actively

work to promote good, there may be times when they will need to iterate to incorporate new knowledge. When mistakes are made, the group will acknowledge impact and work to recover.

Accountabilities

- Audit policies and procedures
 - Articulate how IDEA should be considered as policies and procedures get reviewed by creating checklists, best practices, templates and standard language. Review the 'reviews'
 - 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
- Articulate leadership goals in collaboration with LT members
- Articulate progress the committee makes and identify next steps for the continued journey towards socially just libraries

Deliverables to Move Forward Accountabilities

Phase 1

1. Develop the team
2. Select and adapt the framework for process
3. Articulate ongoing relationship with Leadership Team
4. Write a progress to date inventory report on inclusion in the libraries, considering a matrix approach
5. Develop next phase project plan by assessing issues and concerns
6. Develop inventory of policies

Phase 2

- Craft a policy audit process with IDEA lens
 - Step 1: Create a criteria document
 - Step 2: Draft review process and decision-making process
 - Step 3: Develop training for using criteria
- Recommend/coordinate/deliver training related to IDEA in planning and review
 - Prepare dialogue approach and training
 - Draft dialogue prompts
 - How to make it safe to allow people directly impacted by power inequities to step away from conversations
 - Agreements of engagement development

Phase 3

- Conduct a policy audit with IDEA lens
 - Step 1: Identify policies
 - Step 2: Prioritize policies
 - Step 3: Assess who is accountable for policy review
 - Step 4: Deliver training
 - Step 5: Monitor progress
- Define maintenance plan

Facilitation Approach

Dialogues will be facilitated leveraging AORTA framework and liberating structures. The team will collectively co-create its facilitation approach to foster and uphold a brave space.

Sample brave space agreements:

- Listen and ask to understand
- When owning impact, recovery is expected - [PDF of zine](#)

Membership

Group membership will include the Dean (liaison to the Leadership Team) and up to four individuals from Libraries' faculty and staff. The group will strive to include perspectives of various roles and job classes. Representation across all departments will not be required as the committees work with Leadership Team can be leveraged to get a representational perspective across the organizational structure.

The committee will be selected through a lightweight application process. The application allows the members to commit to the required work and describe their understanding of IDEA work and the strengths they bring to the committee. Since this group will be action-oriented, members will need to come to the group with a working knowledge of IDEA issues and practices.

Members will have either a 2-year or 3-year term to develop knowledge and stability in the process. Members will actively participate in the development of deliverables in a shared manner. Members will be expected to participate in the standing meetings as well as complete work in between meetings. Member specific assignments will be mindful of core workload cycles.

It is expected that the group will strive to hear from experts in inclusion, diversity, equity, and accessibility from our campus and greater community.

Application Process

To Apply

Please answer the following:

- What work or self-education on topics around equity and inclusion?
- What strengths do you bring to the group?
- What areas of opportunity do you see for the libraries? How might you see them moving forward?
- What is your preferred term length?

Rubric

Applicants will be assessed according to the following criteria:

- Skill set, experience, and knowledge will be reviewed to ensure as broad as possible
- Job classification to ensure a variety of vantage points
- Self-management, change leadership, collaboration and coordination

Additionally, prioritization of membership will occur in alignment with the libraries' greatest opportunity for change - anti-racism.

Approval

The Executive team will make the final decision on membership. If selected, the appropriate supervisors will be involved for workload planning or need for overload/overtime, with a mindset of "how might we." We encourage those interested to touch base with your supervisor as you consider your application.

Appendix: 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
- The Diversity Scholar Program (eg: (https://libraries.uky.edu/page.php?lweb_id=1068))

Appendix: 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 develop areas we would like to focus upon in University Libraries. Within the division, the committee specifically noted the Office of Multicultural Affairs, which promotes 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

Resources

Advancing Racial Equity and Transforming Government: A Resource Guide to Put Ideas Into Action:

<http://www.racialequityalliance.org/resources/advancing-racial-equity-and-transforming-government-a-resource-guide-to-put-ideas-into-action/>

Pless, N., Maak, T. Building an Inclusive Diversity Culture: Principles, Processes and Practice. *Journal of Business Ethics* 54, 129–147 (2004). <https://doi.org/10.1007/s10551-004-9465-8>

Diversity at Work : The Practice of Inclusion : The Practice of Inclusion, edited by Bernardo M. Ferdman, et al., John Wiley & Sons, Incorporated, 2013. ProQuest Ebook Central, <https://ebookcentral-proquest-com.ezproxy.gvsu.edu/lib/gvsu/detail.action?docID=1568418>.

GUIDELINES FOR DESIGNING SYSTEMIC INTERVENTIONS

<https://thesystemsthinker.com/guidelines-for-designing-systemic-interventions/>

AORTA. Continuum on Becoming a Transformative Anti-Oppression Organization:

<https://aorta.coop/continuum>

AORTA. Anti-Black Bias Toolkit:

<http://aorta.coop/wp-content/uploads/2017/06/anti-black-bias-packet-print-1.pdf>

Baron, M., Reuben, M. Organizational Developmental Model of Inclusion (ODMI)

https://www.stmarys-ca.edu/sites/default/files/attachments/files/AV12_095%20CCIE%20REPORT%20FINAL-2_p.2.pdf

St. Marys Report:

https://www.stmarys-ca.edu/sites/default/files/attachments/files/AV15_008%20INCLUSION%20BOOKLET%20UPDATE%20N%282%29.pdf