

# Building Inclusive Futures: Crafting and Implementing a DEIA Strategic Plan



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Miami University

SOA Annual Meeting

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# Land Acknowledgement

Miami University is located within the traditional homelands of the Myaamia and Shawnee people, who along with other indigenous groups ceded these lands to the United States in the first Treaty of Greenville in 1795. The Miami people, whose name our university carries, were forcibly removed from these homelands in 1846.

In 1972, a relationship between Miami University and the Miami Tribe of Oklahoma began and evolved into a reciprocal partnership, including the creation of the Myaamia Center at Miami University in 2001. The work of the Myaamia Center serves the Miami Tribe community and is dedicated to the revitalization of Miami language and culture and to restoring that knowledge to the Myaamia people.

Miami University and the Miami Tribe are proud of this work and of the more than 140 Myaamia students who have attended Miami since 1991 through the Myaamia Heritage Award Program.

For more information about Miami University's Land Acknowledgement, visit <https://miamioh.edu/diversity-inclusion/land/index.html>

# Diversity Statement

In alignment with Miami University's [statement on Diversity and Inclusion](#), the Miami University Libraries are committed to fostering an environment where the highest ideals of diversity, equity, inclusion, and accessibility support our employees, students, staff, faculty, and university community at large. DEIA efforts are viewed as fundamental to our mission and integral to our service model on campus and in the broader community.

We are an intentionally open and inclusive community that embraces the full spectrum of human attributes, ideas, perspectives, and cultures.

We aspire to high levels of intercultural competence to serve our community and actively work to ensure that tenets of diversity and antiracism influence all aspects of our work, including as it relates to our: Collections, Services, Spaces, and People.

For the full statement, visit:

<https://libguides.lib.miamioh.edu/diversity>

# Introduction

- Catalyst – Miami University Libraries' Strategic Plan
  - One initiative out of five for the 2022-2023 academic year
- **Charge:** “Write and begin to implement a DEI Strategic Plan for the Libraries”
- Two leaders appointed to the workgroup; three more members identified and invited to serve
  - Almost all meetings carried out over Zoom
  - All planning documentation organized in a shared Google Drive

# Meet the Team!

- **Elizabeth Kerr**, Former Coordinator of Strategy, Assessment, and DEI
- **Ken Irwin**, Web Services Librarian
- **Candace Pine**, Rare Books and Manuscripts Librarian
- **Jenny Presnell**, Humanities and Social Sciences Librarian
- **Elizabeth Staarmann**, Library Associate

# Initial Ideas/Goals

- Take advantage of the different perspectives everyone brings to the workgroup
- Deepen the diversity of our collections and our teaching
- Add accessibility as another main tenet of our strategic plan
  - Name change: DEI Strategic Plan □ DEIA Strategic Plan
- Include an explicit definition of diversity
- Develop real **action items** that will lead to **actual changes**

# Initial Ideas/Goals

- Our workgroup leaders reached out to a contact at the University of Dayton, who shared documentation that they had from their institution's own DEI strategic planning process
  - Sample project management template
  - Templates for various surveys
  - Final copy of their strategic plan
- First brainstorming session – discussed our big picture thoughts and vision for the plan

## When you consider the format of the DEI Strategic Plan, what pops into your mind?



PDF/document - focused on identifying specific areas, specific projects in those areas, measurable outcomes, rationale for pursuing, and timeline

big categories/concepts and bulleted points of actions

I think we should try and avoid PDFs. Since we are a DEI strategic plan, we should try to use accessible formats and pdfs have some issues with that.

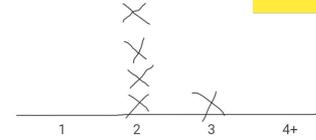
PDF document that is included on the website (perhaps later put in web form)

A webpage - perhaps similar to what the page the DEI statement will look like (when it gets updated)

like the idea of a slideguide, but think for practical purposes there would need to be a hard copy

Graphically represented like the Values on a simple level with clickable links to details

## How many years will the plan cover?



Categories (not goals) are universal, bullet points underneath may change from year to year

## Does the plan name "ownership" of initiatives?

some might warrant a library wide committee - or maybe taken by the DEI committee

Agreed

I think it would be better to name specific people. But not sure if that is fair if they are not a part of this process. Reminds me of when you need someone to call 911 in a crowd, it is better to

By departments affected

perhaps by department or group of people (or a specific position)

be specific otherwise there is a diffusion of responsibility and accountability no one really nothing gets done

No - only initiatives

Something in between

I think it could be helpful to note what departments/positions that are responsible for implementing the initiative. That makes it more clearly what otherwise things might not get done.

Yes - specific people or positions

make a sticky with a comment and put it on the scale

Agree agreed.

## What else? Other thoughts related to the format of the plan?

Communicating that this time is different. We don't want people to push this to the side based on past experience or already high workloads.

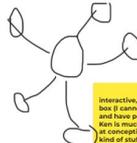
making sure initiatives have buy in BEFORE the draft is finished - I don't want to see our plan reduced because we can't get support

+1



One group doesn't have multiple initiatives place on them and others have none

Initiatives that staff can still complete along with their PPR



Interactive, click on box if cannot draw and have pop ups - when is much better at conception of this kind of stuff - publicly available

There have been other attempts at things like this that have fizzled out. I hope we can get buy in and effect change even if we have to drastically limit the scope of what all we to do

yes!

can the department heads help in this

**CATALYST**

Strategic Plan for the Fall semester

Eventually making DEI a foundational aspect of Catalyst (or whatever we call it)

Whatever format they'd like

## How many "things" are we trying to accomplish?

2-4

3-5

4-6

5-7

8+

# Diversity Statement

- Began developing a diversity statement for the Libraries
  - Used Miami University's definition of "diversity"
  - Researched diversity statements at Miami's peer and aspirational institutions
    - Identified what we thought were the strengths and weaknesses of those statements
    - Put together a checklist of things we want to include in our own statement



Institution	Strengths	Weaknesses
<a href="#">Miami Peer &amp; Aspirational Institutions</a>		
Miami University		
Kent State University	<p>1. DEI statement that also mentions accessibility; 2. States that the libraries will oppose discrimination, oppression, censorship; 3. States that the libraries uphold intellectual freedom and free exchange of ideas through their services, collections, exhibits and programming; 4. Mentions collections, physical/virtual spaces, and recruitment/hiring; 5. Includes a list of values; 6. Lists what faculty/staff are doing to advance DEI work</p>	<p>1. Doesn't define DEIA terms; 2. Lists values, but values are not defined; 3. List of things faculty/staff are doing to advance DEI efforts would need to be consistently maintained - could easily be forgotten and never updated</p>
Bowling Green State University	<p>1. References ARL's statement on diversity, inclusion, equity, and social justice; 2. States that the libraries are committed to helping employees/community learn about, examine, and repair the effects of institutionalized racism and oppressive systems; 3. Lists things faculty/staff are doing to advance diversity efforts (inclusive/accessible spaces, services, resources; PD for employees related to D&amp;I; increase public programming; improve descriptive practices in cataloging &amp; metadata); 4. States that they will not allow acts of intolerance and hate to diminish the rights/safety of others who visit their spaces and use their resources/services; 5. Notes that they welcome more voices and more collaborators as they do this work; 6. Asks for feedback &amp; provides a link to where people can send them a message</p>	<p>1. Doesn't define "diversity" and "inclusion"; 2. Doesn't mention incorporating D&amp;I in their collection development or hiring practices</p>
University of Colorado Boulder	<p>1. Notes that D&amp;I are integral to the institution's mission/vision; 2. States D&amp;I is important to recruitment/retention, building collections, and offering services and spaces to develop a receptive social, intellectual, and physical environment for all; 3. Defines what they mean by "diversity" and "diverse"; 4. States that they recognize and seek to address power dynamics/differences/heirarchy; 5. Notes they want to develop cultural competency as an institution; 6. Lists the types of D&amp;I work they are committed to; 7. Notes that they align their vision for diversity with the Library's, CU's, ARL's, and ACRL's missions/visions, strategic plans, frameworks, etc. - with links to all of the documents referenced</p>	<p>1. The Diversity Statement itself is very short, and you have to click on a link to learn more about their commitment to diversity and inclusion - that is where you get their definition of "diversity" and all of the other more detailed information regarding D&amp;I. This extra information could be easy to miss for people who don't click through the link to read more.</p>
University of Delaware	<p>1. Notes that through its programs, collections, and outreach, the Library seeks to uphold the guiding principles as embodied in the University's Diversity Statement; 2. Provides a link to the University's Diversity Statement, which is located on the Office of Institutional Equity's webpage, which has more info about DEI at the University</p>	<p>1. The diversity statement itself is simply the same as the University's diversity statement - aside from mentioning the Library's programs, collections, and outreach efforts, no other changes/additions have been made to the statement to better reflect the Library specifically</p>
Michigan State University	<p>1. References the Library's vision, strategic plan, and core values; 2. References equal access to information and spaces; creating a welcoming space; and encouraging professional development</p>	<p>1. This is not technically a diversity statement - is found in MSU's Library Staff Development: DEI research guide under the heading "MSU Libraries' Commitment to Diversity, Equity, and Inclusion"; 2. D&amp;I are also referenced in the Library's strategic plan, but there's no specific diversity statement listed there</p>
Pennsylvania State University	<p>1. States they are committed to disrupting hate, racism, and bias and they reject the actions/messages of racism &amp;</p>	<p>1. It's called the Libraries Diversity, Equity, Inclusion, and Accessibility (DEIA) commitment statement, but it does not</p>

Items we want included	Examples from other plans	What we want to avoid
<p>Note the areas our DEI efforts will focus on (e.g. services, collections, staff, spaces, exhibits/programming, teaching, etc.)</p>	<p><b>Vanderbilt Univ:</b> We pledge to work towards Inclusivity, Diversity, Equity, and Accessibility (IDEA) by fostering a culture of tolerance, empathy, and proactive change in these areas: Outreach &amp; Engagement; Collection Development &amp; Information Discovery; Research &amp; Learning; and Library Team.</p> <p><b>Penn State:</b> Specifically lists the things the Library commits to, with explanations for each (recruitment, retention, training &amp; performance evaluation, discussion forums, collections, research support, instructional support, strategic planning, technological solutions and enhancements, financial equity, assessment, promoting diversity and inclusion in librarianship)</p> <p><b>Univ of Michigan:</b> areas mentioned: Collections, Services, Spaces, People (discussed in more detail on website)</p>	<p>Being too generic</p>
<p>Indicate we want to provide a respectful, safe space/environment, and won't tolerate harmful behavior</p>	<p><b>Kent State Univ:</b> ...believes it is imperative to oppose discrimination and other forms of oppression and to stand against hatred in all its forms. Within that context, KSUL upholds intellectual freedom, opposes censorship, and supports a free exchange of ideas through its services, collections, exhibits, and programming, with the expectation of respectful speech and open understanding.</p> <p><b>BGSU:</b> While we are a place for everyone, we will not allow acts of intolerance and hate to diminish the rights and safety of others who visit our spaces and use our resources and services.</p> <p><b>Penn State:</b> ...committed to disrupting racism, hate, and bias whenever and wherever we encounter it and to creating the most inclusive and diverse community that we possibly can. We reject the actions and messages of racism and embrace the message of anti-racism.</p> <p><b>SUNY Buffalo:</b> We believe embracing and exhibiting the highest level of quality in research, teaching and service can be achieved only when diverse perspectives are engaged.</p> <p><b>Vanderbilt Univ:</b> Vanderbilt Libraries acknowledge our responsibility to work as allies in an effort to create a community that is open-minded and anti-racist.</p> <p><b>UW-Madison:</b> The UW-Madison Libraries will continue to look for ways to eliminate undue hardship for the patrons who use our collections, services, and facilities. We will continue to work to ensure we provide welcoming and inclusive surroundings for all who wish to take advantage of our spaces and services. Actions meant to hurt, alienate, or divide this community will not be tolerated. We strive to create a safe, welcoming, and inclusive workplace.</p> <p><b>Miami:</b> In addition to taking proactive steps like these, we also actively work to address and eliminate acts of harassment, hate, and violence that negatively impact the ability of our community members to engage in their intentional work together. We oppose activities that threaten our educational mission and the rights, dignity, or humanity of the students, faculty, and staff who are fulfilling that mission and working in good faith to engage respectfully across difference &amp; We will not condone acts of harassment, hate, and violence—or any other activities that threaten Miami's educational mission...</p>	<p>Moving from a statement to a plan of action (getting too far into the weeds)</p>
<p>Take responsibility for inequality, oppression, etc. the institution may have contributed to</p>	<p><b>BGSU:</b> The University Libraries are committed to helping our employees learn about, examine, and repair the effects of institutionalized racism and oppressive systems within our own organization as well as others, through research, study, conversation, and personal reflection. We will support our campus and larger community in their efforts to do the same.</p> <p><b>Vanderbilt Univ:</b> The Libraries are dedicated to challenging and dismantling systemic oppression by acknowledging our shortfalls and recognizing that inequalities in higher education are pervasive and continue to hinder access to information and impede scholarship. We pledge to work towards Inclusivity, Diversity, Equity, and Accessibility (IDEA) by fostering a culture of tolerance, empathy, and proactive change in these areas: Outreach &amp; Engagement; Collection Development &amp; Information Discovery; Research &amp; Learning; and Library Team.</p> <p><b>North Carolina State Univ:</b> We acknowledge that our collections and spaces have</p>	



# Diversity Statement

- Divided the work of writing the statement between the Coordinator of Strategy, Assessment, and DEI and the Rare Books and Manuscripts Librarian, then combined both parts
  - A draft of the full statement was shared with the rest of the workgroup, then with the Dean of the Libraries for feedback and approval
- The diversity statement identified four major areas of focus:
  - Collections
  - Services
  - Spaces
  - People

# University Libraries Diversity Statement



## What Constitutes Diversity?

Miami University Libraries adheres to the Miami University definition of diversity, which includes but is not limited to race, ethnicity, color, nationality, sex, sexual orientation, gender identity and expression, class, religion, disability, age, military status, visa status, economic status, geographic location, and language/linguistic ability.

Diverse and well-reasoned ideas, approaches, and experiences are also essential parts of equity, inclusion, and accessibility.

## Diversity, Equity, Inclusion, and Accessibility (DEIA) Statement

In alignment with Miami University's statement on Diversity and Inclusion, the Miami University Libraries are committed to fostering an environment where the highest ideals of diversity, equity, inclusion, and accessibility support our employees, students, staff, faculty, and university community at large. DEIA efforts are viewed as fundamental to our mission and integral to our service model on campus and in the broader community.

We are an intentionally open and inclusive community that embraces the full spectrum of human attributes, ideas, perspectives, and cultures.

We aspire to high levels of intercultural competence to serve our community and actively work to ensure that tenets of diversity and antiracism influence all aspects of our work, including as it relates to our:

- **Collections:** We will continue to expand diversity within our collections, and reduce the effects of inequity by enriching our collections in areas related to underrepresented groups. We strive to ensure that researchers and learners can discover and access all of this information and content in thoughtful and culturally aware ways.
- **Services:** Our library services are aimed at meeting researchers and learners where they are by helping them make connections between their real-world experiences and our collections and resources. We will openly and proactively share our library services, resources, and expertise with all who visit the University Libraries, both physically and virtually.
- **Spaces:** Physical and virtual library spaces must be accessible, welcoming, and affirming to all. We will continue to strive to eliminate barriers for the patrons who use our collections, services, and facilities. We will make an ongoing effort to ensure that we provide welcoming and inclusive surroundings for all who wish to take advantage of our spaces and services.
- **People:** To create and maintain a positive and inclusive climate and culture, we commit to recruiting, retaining, and advancing library personnel who belong to traditionally underrepresented groups. We encourage and provide opportunities for all library staff to participate in diversity-focused professional development training and activities.

# Surveys

- We wanted to have a lot of input to help us focus our DEIA Strategic Plan, and especially our action items, on things that would be the most helpful/useful for staff and students
- Looked closely at the various surveys that were shared with us by a contact at the University of Dayton
- Three different surveys were developed – each one targeting a different group:
  - Library employees
  - Campus partners
  - Students

# LIBRARY EMPLOYEES



## SUPPORTING AN ENGAGING AND HEALTHY CAMPUS CLIMATE - all

- There is a clear culture of respect, collegiality, open dialogue, and collaboration across differences in all levels and positions in the Libraries.
  - Yes, No, Somewhat, I don't know, Not applicable
- All Library **collections and materials**, both physical and digital/virtual, are accessible to all faculty, staff, students, etc. who wish to use them.
  - Yes, No, Somewhat, I don't know, Not applicable
- All Library **facilities and services**, both physical and digital/virtual, are accessible to all faculty, staff, students, etc. who wish to use them.
  - Yes, No, Somewhat, I don't know, Not applicable
- All Libraries-sponsored events and activities are physically accessible to participants with disabilities.
  - Yes, No, Somewhat, I don't know, Not applicable
- Issues of insensitivity, exclusion, disrespect or harassment that arise within the Libraries are addressed directly and in a timely fashion.
  - Yes, No, Somewhat, I don't know, Not applicable
- In my opinion, all students, faculty, and staff feel comfortable and welcome to be their full selves in Library workplaces and in the other spaces the Libraries support (for example, study spaces, public common areas, offices, etc.).
  - Yes, No, Somewhat, I don't know, Not applicable
- Visible images and materials throughout Library workspaces are welcoming and inclusive to diverse groups. For example, images and materials include: positive multicultural representations reflecting the experiences of multiple communities; messages of diversity, equity and inclusion; and showcases of diversity in the Libraries.
  - Yes, No, Somewhat, I don't know, Not applicable
- The Library environment (fostered by employees and physical space) provides a comfortable space for discussion of personal and academic topics related to race, ethnicity, gender/gender identity, religion, sexual orientation, socioeconomic status, disability/ability, nationality and other areas of diversity.
  - Yes, No, Somewhat, I don't know, Not applicable
- The Libraries and their staff contribute to and/or participate in campus-wide initiatives and activities related to diversity, equity, and inclusion.
  - Yes, No, Somewhat, I don't know, Not applicable

# CAMPUS PARTNERS



- Have you referred people to the library? Why or why not?
- What have you heard from students about the library? Have the libraries been helpful/accommodating when I referred students. How so? (Option for open-ended detail)
- Please identify ways you think the library is most integral or impactful to students, to your work, or to Miami University. (open)
- Have you or your students experienced barriers (physical or otherwise) to using the Libraries? If so, how?
- Have your or your office/department partnered with the libraries around diversity, equity, and inclusion efforts?
- What opportunities for partnership or collaboration around diversity, equity, and inclusion can you imagine with the library?
- Is there anything else you would like to share with us about your experiences in the library or with the library?
- Within the Libraries, in the past year, I have personally experienced or witnessed bias, exclusion, apathy/being ignored, isolation and/or discrimination based on: (check all that apply)
  - Age
  - Gender/gender identity
  - Cognitive ability/disability
  - Ethnic Background
  - Nationality
  - Perceived socioeconomic status
  - Physical ability/disability
  - Race
  - Religion
  - Sexual orientation
  - Appearance
  - Other factors

# STUDENTS



- When you visit the Miami University Libraries on Oxford Campus, what location do you most frequently use (choose one):
  - King Library (main library)
  - Wertz Art & Architecture Library
  - Amos Music Library
- How often do you visit the library's physical spaces?
  - Daily, Weekly, Monthly, Once or twice per semester, Never
- How often do you use library resources (either in person or online)?
  - Daily, Weekly, Monthly, Once or twice per semester, Never
- I feel physically safe in the library.
  - Strongly Agree, Agree, Neutral, Disagree, Strongly Disagree
- I feel emotionally safe in the library.
  - Strongly Agree, Agree, Neutral, Disagree, Strongly Disagree
- I feel comfortable being myself in the library.
  - Strongly Agree, Agree, Neutral, Disagree, Strongly Disagree
- I feel safe around other library users.
  - Strongly Agree, Agree, Neutral, Disagree, Strongly Disagree
- I feel safe around library employees.
  - Strongly Agree, Agree, Neutral, Disagree, Strongly Disagree
- I feel comfortable asking library employees for help.
  - Strongly Agree, Agree, Neutral, Disagree, Strongly Disagree
- I feel that library employees respect me.
  - Strongly Agree, Agree, Neutral, Disagree, Strongly Disagree
- I feel welcome in the library.
  - Strongly Agree, Agree, Neutral, Disagree, Strongly Disagree
- The library contributes to my ability to learn something new.
  - Strongly Agree, Agree, Neutral, Disagree, Strongly Disagree
- Using the library makes me feel confident about achieving my goals.
  - Strongly Agree, Agree, Neutral, Disagree, Strongly Disagree
- The library has contributed to my success as a student.
  - Strongly Agree, Agree, Neutral, Disagree, Strongly Disagree

# Survey Feedback

- Workgroup members had to complete Institutional Review Board (IRB) training, if they hadn't already done so, before being able to view the results of the surveys
- Analyzed the responses to find common themes/ideas for what the strategic plan should/could address

# Other Feedback

- Meetings were set up with various focus groups, which allowed members of the workgroup to have conversations about the DEIA Strategic Plan with important stakeholders in the Libraries
  - Dean's Library Student Advisory Committee
  - Office of Institutional Diversity and Inclusion (OIDI) Student Council
  - Graduate School DEI Advisory Board
  - Students with Disabilities Advisory Council
  - Miami University Libraries DEI Committee

# Next Steps

- The Diversity Statement we developed identified four major areas we wanted to focus on: Collections, Services, Spaces, and People
  - This was our road map for moving forward
- We took all of the feedback that we had gathered so far and organized the ideas that came out of those surveys and conversations under our four focus areas

# PEOPLE



## Consolidated notes/items that bubbled up:



- easy win



- urgent

- **Hiring/Advertising** - Being intentional about where we advertise
- **Hiring/Diversity of Pools**
- **Hiring/Best practices for interviews**
- **Onboarding** - Assign a mentor for each new hire
- **Professional Development**
- **Staff classifications and work locations** - Ensuring we're inclusive on remote work policies
- **Reporting Concerns**



- potential, but not urgent

- **Hiring/Advertising** - Tracking where we advertise and what venues are yielding results
- **Onboarding** - Assign a mentor for each new hire
- **Onboarding** - Written documentation vs. oral - are we accommodating staff with diverse learning styles?
- **Retention** - Even without growth in positions, what other opportunities can we provide staff to grow, develop, and flourish?
- **Plan for more in-depth focus groups over the next 2 years**



- devil's advocate... is this a DEIA concern?

- **Onboarding** - Assign a mentor for each new hire
  - I like the idea, but are we the right place for it?
- **Student Employees** - Supporting student employees as full colleagues



- Not now

- **Student Employees**

	Services	Collections	People	Spaces
🏆 - easy win				
🚨 - urgent	<ul style="list-style-type: none"> <li>• <b>Accessibility resources</b> - Standardized front-line training on accessibility resources currently available - Need to develop a better training program for both staff and students</li> <li>• <b>DEIA training (for staff)</b> - mandatory trainings, especially for leadership</li> <li>• <b>Instruction</b> - Provide a list of resources for instructors for when they do have a student who needs an accommodation so they can find information about how to best help those students</li> <li>• <b>Policy review</b> - Establish a policy review process for new and existing policies</li> </ul>	<ul style="list-style-type: none"> <li>• <b>Selection</b> - Update collection policies that specifically address underserved populations</li> <li>• <b>Selection</b> - Create lists of diverse/small publishers and look for jobbers that may provide some kind of selection plan for different subject areas ie. there used to be a group that gathered Middle Eastern publications and would acquire those publications much like YBP</li> <li>• <b>Collections Management</b> - Conduct a diversity audit – need to plan in stages, some areas easier than others</li> <li>• <b>Collections Management</b> - Make public weeding criteria including how diverse materials will be handled <ul style="list-style-type: none"> <li>◦ Could be considered in tandem with making public weeding criteria: Is weeding materials based on circulation the best practice? What if materials that feature diverse voices/topics aren't circulating that much - will we just get rid of them, or can we try to find ways to encourage people to use the materials more? (for example, featuring the items in displays around the</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>• <b>Hiring/Advertising</b> - Being intentional about where we advertise and other outreach practices</li> <li>• <b>Hiring/Diversity of Pools</b></li> <li>• <b>Hiring/Best practices for interviews</b></li> <li>• <b>Transparency in hiring decisions</b></li> <li>• <b>Onboarding</b> - Assign a mentor for each new hire</li> <li>• <b>Professional Development</b> - funds for PD insufficient (causes disadvantage for those who can't afford to pay for extra things out of their own pocket); want better guidelines/rubric for LARPS</li> <li>• <b>Staff classifications and work locations</b> - Ensuring we're inclusive on remote work policies, provide remote work opportunities for <u>all</u> staff</li> <li>• <b>Reporting Concerns</b> - and concerns being addressed when they are reported</li> <li>• <b>Respect/insensitivity/</b> – work climate?</li> </ul> <p>HR:</p> <ul style="list-style-type: none"> <li>• <b>Better responsiveness to staff accommodation requests</b> - or having an internal support to help</li> </ul>	<ul style="list-style-type: none"> <li>• <b>Cafe doors!!!!!!!!!!</b></li> <li>• <b>Cafe doors</b> - Post hours the doors are open/closed and direct patrons to the front of the building</li> <li>• <b>Study rooms</b> - Not all study rooms are wheelchair accessible - can we make sure some are in each location</li> <li>• <b>Study Rooms</b> - study room audit and plan of action (Kris and Mike talked about reserving some rooms for people with specific concerns and adding automatic open buttons)</li> <li>• <b>Stacks</b> - Stools left in the aisles make it hard to get things</li> <li>• <b>Stacks</b> - Stacks are not 36" apart. spans ranging from 31" to 36", mostly 32".</li> <li>• <b>Parent friendly spaces</b> - Parent-friendly features in the library (changing table in restroom, nursing/pumping room)</li> <li>• <b>Elevator signage</b> - Signage on staff elevator so students don't try to use it - this came up multiple times</li> <li>• <b>Accommodation training</b> - Training front-line staff on accommodation resources available. It doesn't matter if we have them if staff and</li> </ul>



# Planning

- Discussed what we wanted to prioritize in the final strategic plan, as well as what could be saved for later
- We had to be realistic about what the Libraries could commit to, and what we thought could actually be accomplished in the next 2-3 years
  - We were especially concerned about the staff members who would be involved in the various initiatives that we were going to outline in the final strategic plan – we didn't want to overburden anyone

# Conversations

- We identified what initiatives we wanted to include in the DEIA Strategic Plan, as well as who should be involved in each initiative
- Before we finalized anything, members of the workgroup had meetings with all of the people we wanted to be involved in our various initiatives
  - It was important to make everyone aware of what we were planning, plus we wanted their feedback to help us refine the initiatives further

# Final Initiatives

- After speaking with our staff members, we wrote out the final initiatives that would be included in the DEIA Strategic Plan
  - This work was divided up, and each initiative was written by one member of the workgroup
  - Each person was also assigned to edit one other person's section
- Each initiative listed the specific staff members who would be involved
- A projected timeline was given for when each initiative would be completed

## Executive Summary

In order to better serve Library patrons of all abilities/disabilities, standardized training will be developed and implemented for staff and student employees on the accessibility resources and services that are currently available in and through the University Libraries, and across campus more broadly. This will empower any person who acts as a point of contact for the Libraries to direct patrons to the most relevant accessibility resources that meet their individual needs.

## Initiative Overview

The University Libraries, along with other entities on campus, provide various accessibility resources and services for patrons, however they are underutilized by Library patrons because staff, as well as patrons, are not aware of or particularly familiar with them. This is problematic because it may lead to patrons being unable to participate in events or access the things they need in a way that best suits their individual needs. This would be detrimental to their success and may cause patrons to not feel welcome or included in the Libraries. As such, it is vital that all library staff, as well as student employees who work in public service points (physical and virtual) receive standardized training regarding all of the accessibility resources and services that the Library has to offer, or can help patrons access. This will ensure that all employees who interact with patrons are knowledgeable about the accessibility resources and services that are available, and they can direct patrons to what they need.

- **Development**
  - For ease and flexibility of use, the standard accessibility training is recommended to be made available in a virtual format that employees can complete asynchronously. These training materials will be developed by:
    - Library Accessibility Liaison
    - Manager of Library Operations and Planning
    - Student Disability Services office
    - AccessMU
  - In consultation with:
    - DEIA Committee members
    - DEIA Strategic Planning Committee members
- **Participation**
  - Who will be required to complete the standardized accessibility training?
    - All library staff:
      - Classified
      - Unclassified
      - Upper-level Administrators
    - Exceptions to this may be made for staff who do not have contact with library patrons.
    - Student employees who work in public service point positions where they interact with patrons.
  - This training will be incorporated into the on-boarding process for all coming into the above positions.
- **Maintenance/Updating**
  - The content of the accessibility training materials will be reviewed and updated every two years by the staff in the positions listed under the Development section above who created the materials.
    - Minor updates to the information can be disseminated to staff via email by a staff member who was involved in the update.
    - Major updates and/or new additions to the Libraries' accessibility resources or services may require staff to complete additional training.

# Writing the Final Draft

- The initiatives being included in our plan were done, but there was more to write
- Other parts of the final DEIA Strategic Plan were divided up among the members of the workgroup to write
  - Introduction
    - Motivation
    - Methodology
    - Categories (Collections, Services, Spaces, People)
  - Recommendations
    - Intro to our initiatives
    - Initiatives
  - Conclusion
  - Appendices
    - Implementation teams
    - Work currently in progress
    - Ideas for the future

# Writing the Final Draft

- After all of our individual parts were written, everything was combined into one document
  - We were given time to add our comments, questions, and suggestions to all parts of the draft, then further refinements were made
- Outside influence: Senate Bill 83 in Ohio – aims to overhaul the state’s public higher education system
  - This resulted in a name change for our plan: DEIA Strategic Plan  Commitment to Inclusive Excellence

*Commitment to*  
**Inclusive  
Excellence**

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Final Report and Recommendations

- Our final draft was given to the Dean for his comments and approval
- Once we had approval, the final document was formatted and officially submitted, thus ending our workgroup

# Progress

- Some of the work recommended in the DEIA Strategic Plan is already underway
  - Diversity audits planned for small portions of our collections
    - Children's collection
    - Leisure reading collection
  - Working on policy changes/updates the help improve staff hiring, onboarding, and retention
    - Initiatives built into this year's Catalyst (MU Libraries Strategic Plan)
  - Work begun on creating a sensory room within the Makerspace
  - Additional electric-powered adjustable-height tables and checkout stations purchased

# Plans for the Future

- Language was put into the DEIA Strategic Plan that indicates it should be updated with new initiatives every two years
  - The plan should evolve to meet new and changing needs
  - Ongoing, incremental work will result in systemic changes
- Appendix 3: Parking Lot
  - A list of ideas that didn't fit into the final strategic plan
  - Future plans could include/expand on some of the ideas

# Key Takeaways

- Open communication and collaboration are vital
- Set clear goals early on in the process
- Take advantage of everyone's experience, expertise, and point of view
- Be flexible
- Take other people's needs into account

# QUESTIONS?



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