

# **Diversity, Equity and Inclusion Strategic Plan**

## **University Libraries**

**28 June 2022**

**University Libraries includes Libraries, LaunchNET, May 4 Visitors Center and University Press**

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**This DEI Strategic Plan is dedicated to the memory of  
Associate Professor Peter Lisius (1975-2022).**



Peter passionately supported the underrepresented and led on issues of diversity, equity and inclusion throughout his career. He served on our DEI strategic planning team until his untimely passing in April 2022.

# **Diversity, Equity and Inclusion Statement**

## **for Kent State University Libraries, LaunchNET, May 4 Visitors Center, and University Press**

Kent State University Libraries (KSUL) is committed to the highest ideals of diversity, equity, inclusion, accessibility and belonging in support of our employees, students, staff, faculty, and community at large.

Furthermore, KSUL 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.

KSUL is committed to building an accessible and diverse collection of content and materials by and about a wide array of people and cultures to authentically reflect a variety of ideas, information, stories, and lived experiences, past and present.

KSUL resolves to create welcoming, accessible environments in both its physical and virtual spaces, providing members of its community with a sense of belonging and acceptance to encourage a culture of curiosity and lifelong learning.

KSUL strives to incorporate principles of equity, inclusion, and diversity in its recruitment, hiring, and retention efforts at all levels and to support the personal growth and professional development of its employees to live these principles. KSUL commits to supporting our employees in learning about, examining, and repairing the effects of institutional racism and oppressive systems within and outside of our organization, through action, research, study, conversation, and personal reflection.

## Values

- Belonging
- Compassion
- Curiosity
- Lifelong Learning
- Reflective Community
- Respect
- Stewardship
- Welcoming

KSUL acknowledges that this work is a never-ending commitment, and we welcome more voices and collaborators. KSUL faculty and staff members are already advancing efforts by:

- Participating in Diversity, Equity and Inclusion Strategic Planning that builds on [the recommendations of our DEI Task Force](#).
- Charging a Diversity, Equity and Inclusion Task Force to investigate key questions raised by our community. (See appendix A)
- Participating in the OhioLINK Luminaries program to provide underrepresented undergraduates supported introductory experiences to careers in librarianship and the information industry.
- Offering its Hack the Stacks program to discover and acquire resources about and by diverse peoples.
- Developing new inclusive spaces, like the Family Friendly Corner on the sixth floor of the University Library.

## Areas of Focus

### 1. Recruitment

*How does your unit promote and demonstrate Diversity, Equity and Inclusion (DEI) in the recruitment of faculty, staff and students?*

Legend: D=doing	IP=in progress	P=planning
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What efforts has your unit established to ensure that the values of diversity, equity and inclusion are embedded in the recruitment of faculty, staff and students (e.g., policies, procedures and process, staff and faculty must demonstrate a commitment to equity, provide unconscious bias training for search committee members, offer student scholarships, diversify recruitment/hiring committees, diversify how and where you recruit, DEI embedded in visual images)?

- **D (Staff and Faculty)** Developed a list of places that target diverse and underrepresented groups to advertise job openings. Here is the list:
  - AFAS-L- listserv for the African American Studies section of the American Library Association (ALA)
  - IFLA - International Federation of Library Associations and Institutions
  - Black Caucus of ALA
  - Chinese American Librarians Association
  - We Here - People of Color (BIPOC) in library and information science (LIS) professions
  - Reforma – Latino and Spanish-speaking librarians
  - We also use the diversity boost option on our postings on ALA Joblist and the Chronicle of Higher Education

- **D (Staff and Faculty)** Job announcements include a diversity statement.

Our recent Assistant Dean position included the standard KSU diversity statement as well as the following:

- In the job duties: Fosters a positive work and learning environment with an emphasis on social justice, diversity, equity, accessibility, and inclusion, as well as a commitment to responsive and innovative services to achieve the Libraries' vision and mission.
  - In the minimum qualifications: Evidence of working to serve and support diverse populations.
- **(Staff, Faculty and Students)** Include reference to DEI statement in job descriptions.
    - **IP** - Continue to work DEI language into most current job descriptions, including a reference to the Libraries' [Diversity, Equity and Inclusion Statement](#)
    - **P** - Incorporate into student job descriptions as well.

- **IP (Staff and Faculty)** Provide diversity training for search committee members.
- **D (Staff and Faculty)** We have begun offering pre-interview orientation meetings with final candidates, during which we walk through their final interview itinerary, point them to foundational documents, share many of the questions that they will be asked and give them a chance to ask questions. This creates a level-playing field for all candidates and gives each an opportunity to be as prepared as possible.
- **IP (Students)** Offer scholarships to incoming students.
- **P (Students)** Designing and deploying signage in building spaces to message belonging and inclusivity.

Describe your unit's collaborations/partnerships with other entities (on and off campus) that support DEI in recruitment of faculty, staff and students (e.g., collaboration with Enrollment Management, attend staff caucuses, participate in diverse community organizations, join diverse student groups).

- **D (Students)** Partnering with OhioLINK to participate in their Luminaries program. In the program libraries service as luminaries for participants. Participants are paid undergraduate interns from an underrepresented background who are introduced to libraries and related work through employment experiences, mentoring and professional development.
- **D (Students)** FYE Librarian supports diverse groups and initiatives.
- **D (Students)** Partnered with Student Affairs / Student Multicultural Center to help recruit for our OhioLINK Luminaries position.
- **D (Students)** University Libraries, May 4 Visitors Center, and LaunchNET engage in high school outreach, sometimes with diverse communities.

How does your unit collect data to track and promote diverse, equitable and inclusive recruitment efforts of faculty, staff and students (use of rubrics that embed the values of equity, diversity and inclusion; language in job ads; review scholarships and ensure there are equitable practices in how they are offered)?

- **D (Staff and Faculty)** Job announcements include a diversity statement.
- **IP (Staff, Faculty and Students)** Building commitment to DEI into job descriptions.
- **D (Staff, Faculty and Students)** Tracking how candidates learned of our employment opportunities.

- **IP (Students)** Working with Enrollment Management to track students with whom we have done high school outreach.

## 2. Selection and Hiring

*How does your unit promote and demonstrate DEI in the selection and hiring of faculty, staff and students?*

Legend: D=doing	IP=in progress	P=planning
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What efforts has your unit established to ensure that DEI is embedded in how faculty, staff and students are selected in the hiring processes (hiring policies, procedures and processes; offering diversity training to the hiring committee; actively discouraging disqualifiers such as hair style or color; diversity embedded in interview and selection rubrics)?

- **IP (Staff and Faculty)** Participate in training from DEI and Human Resources on best practices for equitable and inclusive hiring.
- **D (Staff and Faculty)** Dean stresses DEI considerations when verbally and formally charging search committees.
- **IP (Staff and Faculty)** Looking at reducing the years of experience required for positions so as to prevent unwarranted experience expectations from being a barrier to underrepresented applicants
- **P (Staff and Faculty)** Exploring conducting blind reviews of candidate materials, redacting names and other identifying information for at least the first level review.
- **D (Staff and Faculty)** Search committee charges counsel against ranking final candidates. Instead, the dean asks for confirmation of qualifications of the finalists further delineated through a discussion of strengths and weaknesses.
- **D (Students)** Focus on hiring work study eligible student applicants.

Describe your unit's collaborations/partnerships with other entities that support diversity, equity and inclusion in selection and hiring of faculty, staff and students (e.g., request list of candidates from the DEI Recruitment Database, utilize offices that have direct contact with marginalized students – University College, LGBTQ+ Center, Student Multicultural Center, Women's Center, etc.).

- **IP (Staff and Faculty)** Check with the Division of DEI for possible candidates in the DEI Recruitment Database.
- **D (Students)** Partner with Financial Aid to determine if student hires might be work study eligible.

How does your unit collect data to track and promote the selection and hiring efforts of faculty, staff and students to ensure diversity, equity and inclusion in the process (e.g., participate in diversity hiring training; use of application and interview rubrics)?

- **D (Staff and Faculty)** Use evaluation charts that recognize DEI commitments written into jobs.
- **IP (Staff and Faculty)** Ask search committee members to participate in training on best practices for diversity.

### 3. Retention, Belonging and Climate

*How does your unit foster, promote and demonstrate a commitment to cultivating diversity and celebrating differences for staff, students and faculty?*

Legend: D=doing	IP=in progress	P=planning
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What efforts has your unit established to foster, promote and demonstrate your commitment to diversity, equity and inclusion and to retain a diverse and inclusive faculty, staff and student composition (e.g., provide mentors, intentional recruiting that centers diversity, target of opportunity hires, institutional memberships, professional development opportunities, program initiatives, collaboration with other units on campus)?

- **D (Students)** The First Year Experience Librarian works with all new Kent Campus students to introduce them to the Libraries and educate them about the services and support available.
- **IP (Students)** Developing a holistic approach to our student worker experience. Paid onboarding orientation, supervisor mentoring and wellness check-ins, flexible scheduling, career guidance, celebrating graduation through honorary book-plating event.
- **D (Staff and Faculty)** KSUL faculty have assigned mentors. **P** - A similar program is being developed for staff.
- **IP (Staff and Faculty)** Provide a range of professional development opportunities supporting DEI – see below.
- **D (Students)** We hold annual international student welcome dinners.
- **P (Students)** Hiring a belonging and inclusion librarian to work with the First Year Experience Librarian to develop initiatives to welcome and support first-generation students and other under-represented students.
- **D (Students, Staff and Faculty)** We promote monthly celebrations of diversity (e.g., Native American Heritage month, Black History month, etc.)



- **D (Students)** Encourage and support Libraries' student employees to apply for the Libraries' annual student scholarships.

What efforts Describe your unit's collaborations/partnerships with other entities that support an equitable, diverse and inclusive faculty, staff and student composition (e.g., collaborate with employee resource groups, utilize offices that have direct contact with diverse students – LGBTQ+ Center, University College, Student Multicultural Center, Women's Center, etc.).

- **D (Students)** Partnering with Student Affairs and others to provide family friendly programming and support, including childcare. In support of this UL has established a "Family Friendly Corner."
- **D (Students, Staff and Faculty)** Partnered with university facilities management to add several changing tables in restrooms to enhance family friendliness.
- **D (Students, Staff and Faculty)** We have partnered with faculty and staff from several areas to execute an NEA Big Read grant focusing on native American U.S. poet laureate Joy Harjo's work. We are part way through eight months of programming exploring indigenous peoples their poetry, history and challenges.

How does your unit encourage retention efforts that center equity, diversity and inclusion (e.g., create policies that are inclusive, encourage staff to participate in campus employee resource groups, support professional development opportunities)?

- **D (Students, Staff and Faculty)** The Hack the Stacks initiative is designed to allow students, faculty and staff to highlight areas of the Libraries' collection which fall short of inclusivity and allows them to feel a greater connection to the Libraries.
- **D (Staff)** Supported the creation of Staff Advisory Council to facilitate feedback and support.
- **D (Staff and Faculty)** Appointed representatives to the University Diversity Action Council.
- **P (Students)** Plan to create a Student Advisory Council to ensure that students have a voice in their libraries. DEI will be central to the charge of this council.

How does your unit collect data to track and promote retention efforts that center equity, diversity and inclusion?

- **D (Staff and Faculty)** We have conducted a Libraries specific climate survey recently as part of a larger self-study.

- **P (Students)** We plan to track the retention and student success outcomes of our student employees.

#### 4. Promotion and Professional Development

*How does your unit promote and demonstrate DEI in the promotion and professional development of faculty and staff?*

Legend: D=doing	IP=in progress	P=planning
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What efforts has your unit established to support the promotion and professional development opportunities for diverse faculty and staff (e.g., support non-traditional opportunities, review and assessment of handbooks, celebration of diversity in research/service/work, mentors)?

- **D (Faculty)** We have nominated and supported diverse faculty to participate in national professional development programs (e.g., ARL's Leadership Development and Career Development).
- **P (Faculty)** Audit the Libraries' reappointment/renewal, tenure, and promotion policies to identify barriers.

What are your policies, procedures and processes for promotion for non-faculty promotion?

- **D (Staff and Students)** We follow the policies and processes of HR and the university.
- **D (Staff)** We promote the successes and acts of kindness that all employees do through our Shout-Outs program. Colleagues give shout-outs to other colleagues. The dean recognizes them at All-Staff meetings, in our internal newsletter, and each recipient receives a certificate.

What are your policies, procedures and processes on professional development opportunities? How do they support the values of DEI?

- **D (Staff and Faculty)** For the first time, we have provided all faculty and staff with up to \$300 to invest in their personal professional development.
- **IP (Staff and Faculty)** Identifying and offering library-centered DEI training to supplement the University's DEI training.
- **D (Staff and Faculty)** Incorporating DEI professional development goals at the individual level.

- **P (Staff)** Provide informal process for staff from different work areas, backgrounds and identities to get to know each other and explore their differences on work time.
- **D (Staff)** Beyond compliance requirement.
- **IP (Students, Staff and Faculty)** Introduce Skilltype, a library-centric professional development platform that evaluates skills, interests, and needs, including those related to DEI.

Describe your unit's collaborations/partnerships with other entities that support promotion and professional development opportunities for diverse faculty and staff (e.g., participate in the DEI Education and Training Lab).

- **D (Staff and Faculty)** We have partnered with HR and the Division of DEI in the past to offer customer service training and diversity training searches.
- **D (Staff and Faculty)** We have recommended that everyone include a personal goal around DEI in our next round of goal setting.

How does your unit encourage participation in the promotion and professional development opportunities for diverse faculty and staff (e.g., encouraging promotion/professional development committees require a minimum of hours of diversity training for staff)?

- **D (Staff)** Beyond Compliance program.
- **D (Staff and Faculty)** Having individuals set personal DEI goals.
- **D (Staff and Faculty)** We have provided each individual staff member up to \$300 to use for their personal professional development. Faculty have a pool of travel/professional development funds that they manage and disburse.
- **D (Staff, Faculty and Students)** One of our strategic priorities with University Libraries is to advance diversity, equity and inclusion.
- **P (Students)** At our student employee orientation we will provide a brief session on the Libraries' commitment to DEI and how we demonstrate this in how we serve our community.

How does your unit collect data to track and promote participation in the promotion and professional development of diverse faculty and staff?

- **D (Staff)** Through annual evaluations.
- **D (Staff and Faculty)** Informal discussions with supervisors.

- **IP (Staff and Faculty)** We are tracking how individual professional development funds used.
- **IP (Students, Staff and Faculty)** Skilltype will provide a macro view of professional development through the platform.

## 5. Enhancing DEI Expertise and Capacity Building

*How does your unit build and enhance DEI leadership capacity?*

Legend: D=doing	IP=in progress	P=planning
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What has your unit done to build and/or enhance DEI expertise and capacity building of faculty, staff and students (e.g., hire a staff/faculty with expertise in this area, professional development opportunities, curricula offerings, practicum placements, collaboration with units across campus, program development, mentoring)?

- **D (Students, Staff and Faculty)** Created a DEI task force to examine issues in the unit and develop recommendations to address them. This DEI strategic plan discusses many of those recommendations.
- **IP (Students, Staff and Faculty)** Plan to create and empower an Equity officer within UL.

Describe your unit's collaborations/partnerships with other entities that support enhancing DEI expertise and capacity building of faculty, staff and students (e.g., collaborate with DEI and other units, campus partnership for student internships).

- **D (Students, Staff and Faculty)** Partnered with Division of DEI on our DEI Task Force work.

How does your unit encourage participation in enhancing DEI expertise and capacity building of faculty, staff and students (e.g., incentivize educational and professional opportunities/training; offer leadership-coordinated trainings on diversity, equity and inclusion; curricula offerings; career development opportunities)?

- **IP (Staff and Faculty)** We build some of these opportunities into heavily attended meetings like our All-Staff, giving everyone equal time to participate.
- **D (Staff)** The Beyond Compliance program triggers a conversation and consideration of this work annually with staff.

How does your unit collect data to track and promote participation in DEI expertise and capacity building of faculty, staff and students?

- **D (Staff)** Beyond Compliance participation is discussed as part of the annual evaluation process.
- **D (Staff and Faculty)** We track how professional development funds are invested.
- **IP (Staff, Faculty and Students)** The Skilltype platform we are onboarding tracks professional development skill and interests.
- **P (Students, Staff and Faculty)** Moving into the future, our DEI strategic plan should help greatly.

## Compositional Diversity

### *Kent Campus Students*

We looked at the compositional diversity data for the entirety of the Kent Campus student population since that is the universe of who we serve. We drew on the information provided by this webpage: <https://www.kent.edu/Array/student-body-profile> to make our conclusions when comparing the diversity of our student workers to that of the Kent Campus student body as a whole.

**Table 1: KSUL Student Workers by headcount**

UNIVERSITY LIBRARIES (University Press, LaunchNET, MAY 4) - EMPLOYEES						
Ethnicity	GAs			Student Workers		
	Total	Male	Female	Total	Male	Female
Asian American	0	0	0	1	0	1
Black or African American	0	0	0	7	1	6
Hispanic or Latinx	0	0	0	2	1	1
International	0	0	0	1	0	1
Multi-Racial	0	0	0	2	0	2
Native American or Alaskan Native	0	0	0	0	0	0
Native Hawaiian or other Pacific Islander	0	0	0	0	0	0
Not Reported	0	0	0	1	0	1
White or Caucasian	1	1	0	44	9	35
<b>Totals:</b>	1	1	0	58	11	47

**Table 2: KSUL Student Workers by percentage (Grad Assistants omitted):**

Percent of Column Totals			
Ethnicity	Student Workers		
	Total	Male	Female
Asian American	2%	0%	2%
Black or African American	12%	9%	13%
Hispanic or Latinx	3%	9%	2%
International	2%	0%	2%
Multi-Racial	3%	0%	4%
Native American or Alaskan Native	0%	0%	0%
Native Hawaiian or other Pacific Islander	0%	0%	0%
Not Reported	2%	0%	2%
White or Caucasian	76%	82%	74%
<b>Totals:</b>	100%	100%	100%

For comparison purposes, URS students make up around 16% of the KC UG population, so KSUL has a slightly higher representation of URS students (22%) among its employees than in the overall Kent Campus student population.

**Table 3 and 4: KSUL Staff and Faculty by headcount and percentage**

UNIVERSITY LIBRARIES (University Press, LaunchNET, MAY 4) - EMPLOYEES									
Ethnicity	FACULTY					STAFF			
	TT	NTT	PT Term	Male	Female	Classified - FT	Unclassified - FT	Male	Female
Asian American	1	0	0	0	1	0	1	0	1
Black or African American	0	1	0	0	1	1	4	2	3
Hispanic or Latinx	0	0	1	0	1	0	0	0	0
International	1	0	0	0	1	0	0	0	0
Multi-Racial	0	0	0	0	0	0	0	0	0
Native American or Alaskan Native	0	0	0	0	0	0	0	0	0
Native Hawaiian or other Pacific Islander	0	0	0	0	0	0	0	0	0
Not Reported	0	0	0	0	0	0	1	0	1
White or Caucasian	11	11	2	7	17	3	32	11	24
<b>Totals:</b>	13	12	3	7	21	4	38	13	29

Percent of Column Totals									
Ethnicity	FACULTY					STAFF			
	TT	NTT	PT Term	Male	Female	Classified - FT	Unclassified - FT	Male	Female
Asian American	8%	0%	0%	0%	5%	0%	3%	0%	3%
Black or African American	0%	8%	0%	0%	5%	25%	11%	15%	10%
Hispanic or Latinx	0%	0%	33%	0%	5%	0%	0%	0%	0%
International	8%	0%	0%	0%	5%	0%	0%	0%	0%
Multi-Racial	0%	0%	0%	0%	0%	0%	0%	0%	0%
Native American or Alaskan Native	0%	0%	0%	0%	0%	0%	0%	0%	0%
Native Hawaiian or other Pacific Islander	0%	0%	0%	0%	0%	0%	0%	0%	0%
Not Reported	0%	0%	0%	0%	0%	0%	3%	0%	3%
White or Caucasian	85%	92%	67%	100%	81%	75%	84%	85%	83%
<b>Totals:</b>	100%	100%	100%	100%	100%	100%	100%	100%	100%

Overall, we acknowledge lack of racial/ethnic diversity within KSUL. The representation of URS employees within KSUL is behind both the URS student population at the University and the State of Ohio. Librarianship is a traditionally female profession, so the gender balance of our staff and faculty is weighted toward females, though again those female employees are predominantly white or Caucasian, which is further underscores the need to increase BIPOC representation within KSUL. KSUL also notes that they have made progress in this area in the past, but have struggled with retention, especially among BIPOC faculty.

**DEI Year 1 Goal**

*Our goal is to create a new inclusive version of a diversity committee to advise and lead the Libraries’ efforts to embed diversity, equity, accessibility, anti-racism, and inclusion into the core functions of University Libraries.*

UL Diversity committee: (from the UL DEI Task Force report)

*"The Kent State University Libraries Diversity Committee will foster belonging, engagement, and bridge building in our work to bring about the fullest expression of diversity, equity, and inclusion for all by promoting an environment of respect, care, compassion, and dynamic learning."*

The TF recommends the committee's charge be broadened in scope to include equity, inclusion, and accessibility as well as diversity. Subcommittees or Task Forces may be formed as needed to bring concerted attention and expertise to a special project or are of concern. Language needs to be action-oriented, promoting belonging, learning, and accountability.

<b>GOAL Year #1: (this is your objective during the first year)</b>		
<b>Action Steps</b> (What key steps will be taken to achieve success? Specify two-four action steps)	<b>Measures of Success</b> (Describe the methods you will use to measure the success of the action item. Consider qualitative and/or quantitative measures.)	<b>Timeline</b> (When will you have the action completed? Feel free to include milestone dates towards completion.)
Drawing on the Task Force Report, a joint working group of faculty, staff and administration will be created to evaluate what type of committee would best serve to address the Libraries' DEI needs.	The success will be measured by the creation of the group and the completion of subsequent action steps.	Completed by February 2022
The joint working group will draft clear language of the new committee's charge and goals; structure and function.	Once the draft of the new committee structure and goals has been completed, an additional survey will be sent out asking the UL community whether the proposal meets the needs identified in the UL DEI Task Force's report.  The results of the survey will be used to further refine/define the work of the new committee as needed.	Completed by June 2022
Engage the UL community to identify those individuals committed to achieving the goal of making DEI the framework through which UL does its work.	Ideally, the committee should include faculty, staff, and at least 1 student. The working group will provide more precise requirements to ensure that membership reflects the makeup of University Libraries employees. Success will be determined by the number and interest demonstrated by applicants to serve.	Completed by July 2022
The working group will help identify and recommend appropriate training to allow	Members of the new committee will attend at least one group training	Completed by Summer 2022



<p>the members of this new diversity committee to successfully engage in their work. Ideally, the training would be tailored to DEI initiatives in libraries.</p>	<p>related to Diversity, Equity, Accessibility, and Inclusion.</p>	
<p>Once the initial committee has been seated, they will engage with implementing goal 2 of this strategic plan by helping to discover and offer appropriate professional development, working with UL's equity officer to identify areas of opportunity for expanding UL's DEIA efforts, and continuing to define and build the work of this committee.</p>	<p>The committee will undertake a review of their work at the end of the year, both internally (within the committee) and externally (within UL) in the form of a survey, to evaluate the impact of their work and the progress they have made.</p>	<p>Completed by the beginning of the Fall 2023 semester</p>
<p>The committee will be renewed annually for the duration of this strategic plan. At the end of the three years, the impact and effectiveness of this committee will be evaluated.</p>	<p>The success of the committee will be measured by self-evaluation, by a survey within University Libraries of the perceptions of the work of the committee, and by consultation with the Division of Diversity, Equity and Inclusion.</p> <p>A report of those findings will be shared with UL and will guide the continuation and/or restructuring of the committee.</p>	<p>Completed by Spring 2025</p>

Notes from Task Force report:

- *“This committee should address issues related to culture of the library. Some anecdotal concerns may not rise to the level of university or other official reporting or may not be expressed within a self-study but are nevertheless vital to a DEI positive environment.”*
- *“This committee should also be charged with implementation of applicable suggestions from the Self-Study with an emphasis on putting ideas into action. The committee should be involved with policy formation, evaluation, and revision.”*
- *“The TF recommends that the membership of this committee be as inclusive as possible, with a broad membership to fully represent personnel in UL and the community we serve.*

- *Selection of members might include an application process with a statement of interest. Student assistants are a significant portion of our workforce in UL. They should be encouraged to participate in this committee; moreover, their participation should be paid.”*

Accountability: who needs to be responsible, accountable, consulted and informed?

- **Responsible:** Assigned to complete the deliverable or task.
- **Accountable:** Has final decision-making authority and accountability for completion (only 1 per task).
- **Consulted:** An advisor, stakeholder or subject matter expert who is consulted before a decision or action.
- **Informed:** Must be informed after a decision or action.

Action Steps	Joint Working Group	Equity Officer (acting)	DEI rep	Dean Burhanna
Drawing on the Task Force Report, a joint working group of faculty, staff and administration will be created to evaluate what type of committee would best serve to address the Libraries’ DEI needs.	R	C, I	C, I	A, I
Draft clear language of the new committee’s charge and goals; structure and function	R	C, I	C, I	A, I
Engage the UL community to identify those individuals committed to achieving the goal of making DEI the framework through which UL does its work.	R	R	C, I	A, I
Identify and recommend appropriate training to allow the members of this new diversity committee to successfully engage in their work. Ideally, the training would be tailored to DEI initiatives in libraries.	R	R	C, I	A, I

Action Steps	IDEAL Council	Equity Officer (acting)	DEI rep	Dean Burhanna
Engage with implementing goal 2 of this strategic plan by helping to discover and offer appropriate professional development, working with UL's equity officer to identify areas of opportunity for expanding UL's DEIA efforts, and continuing to define and build the work of this committee.	R	R	C, I	A, I
Renew IDEAL Council annually for the duration of this strategic plan. At the end of the three years, the impact and effectiveness of this committee will be evaluated.	R	R	C, I	A, I

**Assessments:** Describe the methods your unit will use to measure success of the action item for your goal in year one.

- *Consult with DEI to assist/review steps 1-3*
- *(Regular check-ins with KSUL admin)*
- *Are steps being completed in accordance with timeline?*
- *While workshoping charge, structure, etc. Get input from larger KSUL stakeholders*
- *At key times, a way to involve relevant stakeholders to help assess progress can be devised, consistent with the goals set for the committee (surveys?)*

**Sustainability:** Is your goal for year one sustainable? How does it fit in your plans for subsequent years? Your unit will identify separate sustainability efforts at a later date for years two and three of the strategic plan.

Make sure to include how your unit will support this goal after the deadline.

- *We recognize that this is continual work and a "mutual obligation" of KSUL staff/faculty/administrators to support and maintain an atmosphere of respect for all*
- *Recognition of the necessity of checking with the "rolling" goals of the KSUL and needs of stakeholders; this is not work that is ever "finished"*
- *Annual revisits of purpose, goals, structure of the committee*
- *Potentially rolled into responsibilities of future KSUL Equity Officer*

## DEI Year 2 Goal

Develop and offer DEI professional development (PD) opportunities for KSUL faculty, staff, and student staff

**NOTE:** DEI/B = Diversity, Equity, Inclusiveness, and Belonging (Interchangeable for whatever KSUL decides is our “standard”)

<b>ACTION STEPS</b>	<b>MEASURE SUCCESS</b>	<b>TIMELINE</b>
<p>1. UL employees will be encouraged to set personally meaningful goals related to DEI as part of their annual goal-setting process.</p> <p>These could be reading relevant articles, attending a seminar or town hall presentation, reflecting on personal experiences, etc. Employees will be provided with a list of possible suggestions and examples.</p> <p>Guidelines &amp; talking points can be developed for conversations between supervisors and employees.</p>	<p>UL employees will indicate their plans for DEI when setting their annual goals. Evaluations may include accomplishments.</p> <p>Units within KSUL may also set goals related to DEI which may or may not be focused on PD. Departments would be encouraged to include any new modifications that were inspired by what they learned.</p>	<p>Individuals can begin to engage in DEI PD at any point, but the development of specific annual goals and the systematic tracking of those goals will begin following the next goal-setting cycle.</p> <p>Guidelines &amp; talking points for supervisors will be developed before goal setting is required.</p>
<p>2. The newly reconfigured Diversity Committee (see year 1 goal) and KSUL’s equity officer will plan programming and activities that can be a part of KSUL employees’ PD, as well as social and mentoring opportunities for employees to connect across departments, etc.</p> <p>This programming could include an annual event(s) for all KSUL employees, as well as continuing conversations about our expectations for a welcoming culture of</p>	<p>The committee will take attendance at DEI events and create “recommended resources” lists. Participants will be encouraged/prompted to discuss how they have been impacted and what was learned from the event(s).</p> <p>The committee will take note of participants’ discussion to learn about what topics would be beneficial, as well as “taking the temperature” of the KSUL culture.</p> <p>Success looks like:</p>	<p>This will happen following the completion of the year one goal and internal restructuring in order to allow the designation of an equity officer within KSUL.</p> <p>In the meantime, current employees are encouraged to create and take advantage of other opportunities for personal connections (for ex., 4UL Book Club, university ERGs, etc.) and creating more informal mentoring and partnering relationships within the UL.</p>

<p>belonging for new employees (faculty, staff and student staff).</p>	<ol style="list-style-type: none"> <li>1. New employees will feel welcomed by the KSUL community.</li> <li>2. The existence of a <i>community of support</i> for all employees, embracing sharing, understanding, and insights into the lived experiences of all employees (as well as other stakeholders).</li> <li>3. A majority of KSUL employees understand the importance of DEI/B. An overall expectation and encouragement of making connections (across departments, levels, etc.) in order to increase personal connections at work.</li> </ol>	
<p>3. Provide/encourage/set goals for supervisors and people on search committees regarding DEI/B issues in writing job descriptions (reevaluating experience and time requirements, for example) and conducting searches; using a variety of recruiting tools; and actively implementing best practices on committees, and in employee evaluations, etc.</p> <p><i>This may be where an outside professional could be best utilized.</i></p>	<p>Beyond “checking the box” of having relevant training options available, the ultimate measure will be more diverse pools of candidates and new employees.</p> <p>Internal candidates (including student staff) are cultivated, mentored, and encouraged in terms of recruitment, hiring, PD, and relevant educational experiences.</p>	<p>This could begin within the next year, depending on budget and status of COVID restrictions.</p> <p>In the meantime, current employees can take advantage of HR training in these areas, as well as other (external) PD opportunities.</p> <p>Again, at some point the reimagined Diversity Committee can provide recommendations.</p>

The KSUL DEITF recommends that UL employees engage in PD of their own choice that they find personally meaningful. Although fee-based PD opportunities are important, participation may be delayed due to COVID-19, funding restrictions, and the decision-making process itself. However, small, personally directed actions can be taken immediately. Programs must be manageable within the time we have at work;

there is a time management aspect for all personnel. If people are overwhelmed, they may not attend or not participate fully.

Formal, professionally led DEI programs can be excellent, but may not be necessary. Someone's goal could be as simple as starting out with programming offered by the Office of DEI or HR, such as Beyond Compliance and reading a set of articles or a book or two. As a model for DEI conversations, the KSUL 4UL Reading Group and their discussion was noted. A relaxed, "water-cooler" model may increase comfort level and encourage sharing. KSU DEI offerings should be given first consideration for PD sessions. UL should consider DEI related programming primarily focused on learning about our own history. Hearing about things can be a basis for insight.

For example, in our discussion, we noted the Tulsa Race Massacre and the Sundown Towns. Some people may never have heard of these events. Other local programs and opportunities for involvement should not be overlooked. Some examples include the Society of Global Cultures' Endangered Languages within CCI, LGBTQI group activities, Student Wellness and Recreation Center, Wick Poetry and the Office of Sustainability Book Group. External programs we might explore include UGA's Anti-Racism in Academia -<https://ariajourney.org/> and DeEtta Jones Inclusive Manager's Toolkit -[www.deettajones.com/](http://www.deettajones.com/).

### **DEI Year 3 Goal**

KSUL would like to develop guidelines and processes to make future collection development decisions in support of our DEI values, ensuring that underrepresented voices, authors and stories are adequately represented.

From DEI Task Force Report:

The Collections themselves:

- Explore conducting a diversity-related assessment of our collections and resources.
- Is our system of Library Reps and Liaisons working to keep our collecting current with changes in the KSU curriculum and to meet the research needs of students and faculty?
- Review UL's GOBI profiles to include selection of diversity resources both on a macro-level and in each subject profile (for example: Fashion, Performing Arts, and Architecture).

How collections are described/labeled/contextualized:

- Recommend that the UL Metadata & Catalog Department and the Cataloging Committee study OhioLINK's Guidelines for Addressing Outdated or Offensive Subject Terms ([https://www.ohiolink.edu/sites/default/files/uploads/Guidelines\\_for\\_Outdated\\_Terms\\_FINAL.pdf](https://www.ohiolink.edu/sites/default/files/uploads/Guidelines_for_Outdated_Terms_FINAL.pdf)) and determine which of the three options presented would be best to implement in KentLINK. To identify offensive/outdated terms beyond those already listed by OhioLINK and other groups (such as the SACO African American Subject Funnel Project), we recommend seeking stakeholder input to

help us identify additional problematic descriptive tags. (See also second bullet point under “Outreach and instruction” below).

- Study and consider other cataloging/tagging options to increase discoverability of diverse materials in the collections. For example, UL Metadata & Catalog Department could consider tagging KentLINK records with the demographic group of the author/creator, whenever possible or appropriate, in order to facilitate access to works by members of underrepresented groups.
- Consider broader policies/language as part of the discoverability of collections and materials that have outdated or offensive content, but which have documentational, historical, or cultural value in retention.

Enlist input and assistance from appropriate stakeholders:

- Establish regular communication with the new Equity Officer.
- The Collection Strategist position description should include DEI concerns.
- Consider adding questions in the next self-study survey about how users access information, about how collection is developed/managed, or what information they might want to know.
- Continue to promote the “Hack the Stacks” initiative to both faculty and students and consider building on it with additional programming.
- Given how important our spaces are to students: Explore ways to highlight diverse aspects of our collection in spaces where students go to study, similar to the way that the poetry collection is highlighted in the Wick Poetry Corner. Maybe a BUS or Black scholars’ corner or an LGBTQ students’ space?

Outreach and instruction:

- How well are we doing with Lib Guides and class sessions that have a component of researching our collections for diversity topics? Is there a way to assess this and determine whether we are improving from year to year?
- Potentially having some either in-person “conversations” and/or a web presence of some kind such as a Library Guide to help educate students/faculty/staff/community about potential naming/tagging issues in the library catalog and why they are the way they are (e.g., most non-librarians may not know that library catalogs use terminology in the LCSH controlled vocabulary and how slow it can be to adapt and evolve) and how to find/search for either work by diverse authors (see above, about tagging authors) or research sensitive topics. Catalogers and other interested non-cataloging faculty and staff could construct an initial list of problematic terms and headings; additional terms could be “patron-driven,” added as questions or perceived need arises.

<b>GOAL Year #3: DEI Collection Development</b>		
<b>Action Steps</b> ( <i>What key steps will be taken to achieve success? Specify two-four action steps</i> )	<b>Measures of Success</b> ( <i>Describe the methods you will use to measure the success of the action item. Consider qualitative and/or quantitative measures.</i> )	<b>Timeline</b> ( <i>When will you have the action completed? Feel free to include milestone dates towards completion.</i> )
Develop a formal collection development policy and guidelines that reflects our institution's DEI vision, mission, and values.	<p>Completion of an audit of existing collection development policies and guidelines.</p> <p>Development of a new <i>KSUL Collection Development Policy</i> with input from relevant stakeholders.</p> <p>Amendment our primary vendor selection profiles reflective our new collection development policy (i.e. in order to bring a more diverse set of available materials to our awareness for possible acquisitions).</p>	<p>Y1 Q1 (completed – no policies exist)</p> <p>Y3 Q1</p> <p>Y3 Q2</p>
Collaborate with faculty, staff, and students (university-wide) to build a collection that represents all voices and multiple points of view.	Summary report of items/packages/collections acquired that includes tracking of which were added via patron input and recommendations.	Ongoing with annual reporting
Create a DEI targeted collection development fund in our ILS ledger (thereby allocating funds specifically for DEI acquisitions).	<p>Creations of fund code</p> <p>Funds allocated to new fund code</p>	<p>Y1 Q1 (completed for FY23)</p> <p>Y1 Q1 (completed for FY23)</p>
Pursue the creation of a DEI collection development endowment.	<p>Proposal submitted to Division of Philanthropy and Alumni Engagement.</p> <p>Endowment created and initial funded.</p>	<p>Y3 Q3</p> <p>Y3 Q4</p>