Virginia Tech Libraries
Diversity and Inclusion Subgroup Report

for the Library's Strategic Plan 2020-2025
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https://tinyurl.com/DandIsubgroupReport

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Overarching Considerations

- Ensuring a welcoming, affirming, safe, and accessible library climate for people who actively espouse the Principles of Community

- Principles of Community should be at the core of our everyday work

    - Libraries are not neutral; claiming neutrality reinforces the biased structure; libraries must contextualize history; know history before moving forward

    - Principles of Community are a baseline and a place to start; continue to be mindful and not stop at the list of folk specifically mentioned

- Identify evidence-supported patterns

- Remember the Land Grant Mission as we create our goals.

- Consider library services outside Blacksburg

- Living document that will evolve over time, change with Principles of Community

- Final Product needs Plain Language

- Setting up systems to enable lasting change, as opposed to reinforcing problematic, historical systems

[Key Principles](https://www.inclusive.vt.edu/Initiatives/vtpoc0.html)

https://www.inclusive.vt.edu/Initiatives/vtpoc0.html

- Advancing the academic, research, teaching, and service mission through inclusive excellence

- Ut Prosim (That I May Serve)

- Academic Excellence

- World Class Research

- Engagement with the Whole Person

- Affordability and Accessibility

  - Conduct usabilities assessments of: (ULDP2)

    - Physical space in University Libraries (not just Blacksburg)

    - Online materials created in-house

    - Online materials we purchase or rent

    - Campus-wide perspective on resource formats

    - Campus-wide perspective on resource accessibility

  - Address deficiencies identified in usability assessment as funding exists (ULDP5)

- VT-shaped Discovery

  - "Purpose-driven discovery"

Themes

Accessibility

Removing barriers that prevent access to library systems and services in all locations served by the University Libraries.

Climate

Creating an inclusive and safe environment for employees and patrons of the University Libraries where all can thrive.

Employment and Professional Development

Inclusive and equitable practices at the core of our recruitment, hiring, retention, and professional development practices.

Outreach and Advocacy

Championing and uplifting people who are experiencing or have experienced marginalization.

#1 Priority

Our top priority is to hire a full-time Director of Inclusion & Diversity for the University Libraries. A full-time funded position is necessary to direct the work that needs to happen and deploy the resources to meet every goal below. The central coordination of Inclusion and Diversity is a dire need that is not represented in the current Libraries administrative structure at the upper levels of administration and is necessary to meet the expectations set forth by the Office for Inclusion and Diversity. It is minimally represented by having a .25 FTE coordinator role. This role is insufficient to meet the need.

This position is not only a goal of University Libraries but is necessary to adequately meet the university's requests and calls for action, such as the specific request from the Office of Inclusion and Diversity for such a position in every college and administrative unit.

It is not possible to enact change with the current .25 FTE devoted to Diversity & Inclusion in the Libraries; we do not have the requisite personnel or expertise. Within the library, those of us committed to Diversity & Inclusion have reached the limits of our current abilities and resources tasked to this area. Without a full-time director in place we fear stagnation and continuation of the unfortunate pace of change in terms of addressing issues of our past. We need a champion for change.

We need someone trained to do this highly specialized, vital and yet often thankless work. The unique aspect of the Libraries' spectrum of services and resources means we need to have someone in-house who can coordinate with larger University goals while advancing library-specific goals. This position needs to be at least Director level with the **full support** of

the Libraries Administrative Team so that broad change can be enacted across the Libraries. Anything less runs a high risk of failure.

While the exact details of this job are outside the scope of the charge of this Subcommittee, we have two further recommendations. Firstly, look at the model that the Pamplin College of Business has set in place with two full-time inclusion and diversity hires. The work that has already been done is showing amazing results, which in turn gives a firmer foundation for next steps. Secondly, we recommend connecting with Anthony Wright de Hernandez in his diversity coordinator role, to reference the work in the current Diversity Strategic Plan Goal: "Assign a liaison librarian for OID and/or the SGA for Equity and Social Disparity in the Human Condition to collaborate on instruction and collections building". The group's recommendation is connected to liaison work that would dovetail with this position. The recommendation follows, with substantially the same as the original language (B3 is added, and additional language in E1and E2), and we support their recommendation.

Recommendation:

That a full-time position of Inclusion and Diversity Director (reporting directly to the Dean) designate 20% of the role as liaison to the Office for Inclusion and Diversity, with a $1500 collections budget. The liaison role would include:

A. Subject Knowledge
   1. Maintaining awareness of tools and information resources appropriate to and used by this office
   2. Building connections to subject matter experts within the library depending on the office's needs
B. Consultations
   1. Helping faculty identify resources to incorporate inclusive pedagogy in their work
   2. Collaborating on programming to support student success
   3. Helping teams within the Libraries ensure that their student spaces and programs are safe for and equitable to faculty and students who are members of marginalized, underrepresented, and underprivileged groups.
C. Collections
   1. Buying library materials to support the office's programming
   2. Collaborating with partners in [Collections](#) to develop and maintain collections that support research and teaching needs.
   3. Helping faculty purchase resources to incorporate inclusive pedagogy in their research and teaching
   4. Potentially utilizing grant funding from existing OID grants to develop library resources
D. Instruction

1. Working with the office on non-traditional instruction with campus partners such as TLOS: Professional Development Network, including inclusive pedagogy and other topics relevant to the office
E. Scholarly Communication
   1. Working with VTechWorks team to build collections of student/faculty research dedicated to issues surrounding diversity, equity, and justice within VTechWorks
   2. Working with VT Publishing to support publication of diversity, equity, and justice themed materials, such as the publication of conference proceedings or other works
F. Outreach
   1. Attending departmental meetings and events
   2. Building connections between library events, programming, and exhibits and OID events
   3. Communicating items of news and interest from and back to the Libraries.
   4. Finding referrals to other service areas in the Libraries.
   5. Reaching out to new members of the office
   6. Serving on relevant committees and boards for the office
   7. Focusing specifically on outreach to faculty, and through faculty, reaching the students (Example: SOAR program)

Goals

Hire a full time Director of Inclusion & Diversity for the University Libraries (A, C, E, O)
- HOW
  - Show the necessity of new position (through assessment/baseline studies)
    - To mimic successful models on campus (Pamplin)
    - To respond to a direct request from the Office of Inclusion and Diversity
    - Centralize inclusion and diversity efforts within the University Libraries
  - Job description
  - Approval from Tyler/above
  - Payline / job allocation
- METRICS
  - Did the position get created and/or filled?

Create better hiring practices for student/wage folk (A, C, E, O)
- HOW
  - Strengthen an inclusive working environment that hires a diverse staff, promotes creativity and collective action, and values and nurtures the success of every library colleague.

- ○ Increased transparency (internally) of membership on search committees, including a notation of who the designated Diversity Advocate is for each committee.
  - ■ A diversity rep should be on all search committees, not just faculty
  - ■ We should be aware of who is on search committees
  - ■ Consider how we improve the diversity and inclusion of student and wage hires?
- ● METRICS
  - ○ Open pools, not just word of mouth, truly inclusive hiring practices
    - ■ Intersectionality (humanities and STEM)
  - ○ Work with Career and Professional Development folk that work with [Handshake](#) to create good position description (lib career fairs/open hiring events)
    - ■ To create a framework for best practices for hiring
  - ○ Use a centralized system, and not a separate library system
  - ○ Student managers/hirers receive the same training as search committees
  - ○ Track student hiring statistics across UL (open/closed hiring practices used)
  - ○ Achieve 20% representation of underrepresented minority graduate and minority professional students among university libraries graduate student employees.
    - ■ Reference University Goal: Achieve 20% representation of underrepresented minority graduate and minority professional students by 2024

Ensure accessible and equitable hiring practices for faculty/staff (A, C, E, O)
- ● HOW
  - ○ Strengthen an inclusive working environment that hires a diverse staff, promotes creativity and collective action, and values and nurtures the success of every library colleague.
  - ○ Define 'accessible and equitable hiring practices' plainly; pulling from central HR guidance and work currently being done in library
  - ○ Implement above practices into library hiring for faculty/staff
  - ○ Connect with work that is currently being done ([Recommendations Report: Recruiting Procedures for Faculty and Staff Working Group](#))
    - ■ Centralizing hiring best practices on intranet
    - ■ Make open and clearly accessible diversity training workshops
    - ■ Guidelines on how to broadly distribute job postings
    - ■ Reach out to ADA to ensure accessibility for interviews
    - ■ Identify how candidates report hearing of job posting
  - ○ Not creating positions that are filled before they're posted
    - ■ This has happened to allow some opportunities for job growth
  - ○ Increased transparency (internally) of membership on search committees, including a notation of who the designated Diversity Advocate is for each committee.
    - ■ A diversity rep should be on all search committees, not just faculty

- - - We should be aware of who is on search committees
    - Scholars at Risk, bringing folk to campus whose academic freedom is at risk
  - METRICS
    - Measure % of the searches that implement best practices

Reevaluating positions, that are to be refilled (i.e. once previous employee leaves), to ensure job scope creep does not bar entry-level positions (E, O)
- This is part of the process is in the pre-posting part of the hiring cycle
- HOW
- METRICS
  - Determine % of entry level positions posted
  - All vacant positions undergo review for appropriate scope creep and inclusion and diversity

Ensure proper application of Explanation of Library Managerial Positions and Salary Administration so that existing and future employees are compensated fairly (C, E, O)
- Given the historic inequities at VT (as referenced in the Principles of Community) this is one way to address this diversity and inclusion issue
- Referencing University's stated goal to compensate in the 50th percentile, regularly review this document to assess progress toward that goal.
  - Achieve progress in competitive faculty salaries towards 50th percentile of top 20 Research (R1) Public Land-Grant Universities by 2024
  - Achieve progress in competitive administrative and professional faculty and staff salaries towards the 50th percentile of relevant market range by 2024
- HOW
  - Review so all existing and future employees meet this base level of compensation
  - Review on a regular basis for revisiting the numbers
  - All positions in the library to have this type of explanation/transparency
  - Taking into account the intersectionality of marginalized identities, ensure that our most marginalized colleagues are at least exceeding the minimums on this document along with investing on professional development before addressing this large scale across the library.
- METRICS
  - % of positions that meet the salary level for each position type (both existing, vacant, and new)
  - Are we conducting yearly reviews?

To be successful in their presentation/interview, candidates must demonstrate that they are able to support a culture of inclusion (C, E)
- HOW
  - Include this as a regular part of the hiring presentation (for faculty)/interview (for staff, wage, student)

- METRICS
  - % of candidates addressing this question during their interview process

Identify/develop and implement a hiring managers ongoing professional development program (in partnership with central HR) to address the following points: (C, E, O)
- **Hire for potential and not just for experience (reference [Powerpoint from Tyler](#))**
- **Consistently charge all search committees that each candidate must:**
  - **Have the potential to fit into a culture of diversity and inclusion and foster a climate of diversity**
- **Ensure hiring managers are aware of and utilizing resources for recruiting faculty and staff from traditionally underrepresented groups (Reference Univ. Libs. Diversity Strategic Plan)**
- **Instill awareness of the manager's role in retention of first our most marginalized employees and ultimately all our employees**
- **Hire people with a deep commitment to Social Justice, Research Justice**
- HOW
  - Potentially use faculty and staff systems for evaluations and approval, (e.g., Elements)
  - Connect to Supervisor Onboarding and practical application
  - Supervisors and hiring managers will be evaluated yearly (or more often) on performance and ongoing participation in this space
  - Offer programs on Anti-Racism techniques & Diversity, like: Speaking from a Position of Privilege
    - [White Men as Full Diversity Partners](#) [white paper] -- Every WM needs to read this
    - White Women as Full Diversity Partners -- Every WW needs to read this
    - Privilege and oppression
    - Awareness of microaggressions and implicit biases
    - Intersectionality
  - Larger conversations around race, and privilege and oppression, so to balance representation and not create overwork.
    - Continue to encourage participation by University Libraries faculty and staff in campus programs and committees dealing with diversity (ULDP2)
- METRICS
  - % of people participating in the program on an ongoing basis
  - Demonstrating implementation of these best practices in the hiring process
  - Hiring manager evaluation review
  - Climate survey may show how this is working

Increased diversity in library administration and leadership (C, E, O)
- (Admin is currently primarily male, primarily white)
- HOW
  - Include inclusion and diversity in all administrator job descriptions

- - ○ Implement recommendations Re: diverse recruiting (Reference [Recommendations Report: Recruiting Procedures for Faculty and Staff Working Group](#)) as part of administrator searches
    - ○ Define leadership and the levels and roles are included in this analysis
  - ● METRICS
    - ○ Climate Survey (when available)
    - ○ Create an annual snapshot of leadership demographics

More diversity in the library (A, C, E, O)
- ● Reference university goals:
  - ○ Increase the diversity (number of countries represented) of international faculty to 100 by 2024
  - ○ Increase underrepresented minority faculty to 15% (which is equal to or greater than the mean Research (R1) Public Land-Grant Universities) by 2024
  - ○ Increase underrepresented minority faculty new hires to 25% annually by 2022
  - ○ Increase female faculty new hires to 50% annually by 2022
  - ○ Increase representation of underrepresented minority staff and administrative and professional faculty to 25% by 2024
- ● HOW
  - ○ The enumeration of the types of diversity should come from the principles of community
- ● METRICS
  - ○ Climate Survey (when available)
  - ○ Create a quarterly snapshot of leadership demographics
  - ○ Consider retention, look at the dates of employment
  - ○ Results of retention and exit interviews

Provide educational and developmental opportunities for employees, such as increased job growth within positions, and employee growth (regardless of job applicability), internal mobility (C, E, O)
- ● *Reference University Goal: Increase faculty and staff satisfaction with career advancement opportunities to at least 75% as reported in Employee Climate Survey by 2022*
- ● *Reference University Library Diversity Strategic Plan: Analyze climate survey for areas requiring improvement*
- ● HOW
  - ○ Clarifying and making transparent rules surrounding job growth & opportunities
  - ○ Active support for staff training opportunities, supervising people and ACTIVELY assisting them to engage with the opportunities
  - ○ Supervising as mentoring
    - ■ For folk to be better at being supervisors
  - ○ Standardizing/creating routes for job growth, especially for staff
  - ○ Exploring rules implemented in other institutions (at Tech and beyond)

- ○ Healing and addressing the wound of "institutional trauma"
- ● METRICS
  - ○ % of employees attending professional development activities
  - ○ Opportunities for internal merit based recognition, resources, raises
  - ○ Opportunities for staff professional growth (because they have previously been more marginalized in this thingy)
  - ○ Number of people leaving the library

Embrace internal organizational and governance models that support and encourage the development, diversity, and creativity of Libraries' staff. (C, O)
- ● HOW
  - ○ Rebuild a strong and vital Library Staff Association
  - ○ Include an LSA member as part of LFA
  - ○ Include an LFA member as part of LSA
- ● METRICS
  - ○ Have at least one staff person on each formal governance body in the library
  - ○ Increased staff participation in governance
  - ○ More equal representation of staff on Library Council

Equip student employees for lifelong success: Promote equitable learning through transformative teaching, services, and employment (A, C, E, O)
- ● HOW
  - ○ Educationally purposeful student employment
  - ○ Training students to work in diverse environment
  - ○ Specific student position descriptions
  - ○ Mentor and support 1st gen college students in their acclimatization to the university environment
  - ○ Centralized diversity training and onboarding for students
  - ○ Inclusion of students in events for library staff and faculty
  - ○ Better short-term research experiences that can be done within narrower time frames that still provide meaningful experiences
    - ■ Students that work or transfer students tend to have less time to dedicate to undergraduate research. UR is frequently cited as promoting critical thinking, problem solving, and independent professional growth, but the time requirement adds additional barriers to students who cannot dedicate as much time (or in Transfer students, have less overall time at VT).
- ● METRICS
  - ○ Results of exit interviews
  - ○ Student worker representation on governance bodies in the library
    - ■ Note: The students must be paid for this work

Accountability and rewards for demonstrating progress in the creation and maintenance of an organizational climate that is supportive of diversity in the workplace (C, E)

- HOW
    - Review and oversight by the full-time I&D director
    - Continue to support the University Libraries Diversity Award
        - Create a similar award for wage staff and students
- METRICS
    - Include a statement in the Annual Self Evaluation or Faculty Activity Report
    - Set a yearly intention for the individual units evaluated
    - Hold a recognition ceremony to highlight these accomplishments

Identify evidence-supported patterns of equity and effectively eliminate patterns of inequity in Libraries' retention, compensation, award and reward trends, performance measures and advancement. (C, E, O)

- HOW
    - Conduct a formal review of retention, compensation, awards, and performance measures
- METRICS
    - Has a structure been created for ongoing analysis?

Create ways to regularly address salary compression over time and to address the backlog of salary compression cases we currently face (C, E, O)

- HOW
    - Review salary bands
        - how they are created,
        - When they will be reviewed
    - Two primary groups:
        - Those on entry who start at a lower wage level
        - Those who do not push/receive wage raises that are comparable to peers in comparable job titles/roles
- METRICS
    - Cost of living increase every year
    - Review salaries whenever minimums in [Explanation of Library Managerial Positions and Salary Administration](#) are changed

Increase Faculty, Staff, and Wage satisfaction with work-life balance in the University Libraries (C, E)

- Reference University Goal: Increase faculty and staff satisfaction with work-life balance to at least 75% as reported in the Employee Climate Survey by 2022
- HOW
- METRICS
    - Increase staff participation in the Climate Survey

- ○ Satisfaction with work-life balance of at least 75% as reported in the Employee Climate Survey by 2022

Develop specific departmental strategies for addressing inclusion and diversity taking into consideration systemic professional trends. (C, E, O)
- Reference: Systemic trend such as white femaleness of the Library profession as a whole, white maleness of IT professions, etc.
- HOW
  - ○ Create methods for tracking this data
- METRICS
  - ○ Recognition of different needs and gaps at a granular departmental level.
  - ○ Being cognizant of varying starting points, set a standard goal for all departments to reach.
  - ○ [Data provided from Office of Institutional Research](#)

Any report that connects to the health of the library (e.g. library annual report) needs to include (at a minimum) a statement of what is happening in inclusion and diversity (A, C, O)
- HOW
  - ○ A thought: to have review for action- did we do what we said we would do? Why or why not?
- METRICS
  - ○ Is inclusion and diversity included in reports?

Identify microbarriers, and remove them (A, C, E, O)
- Example: microaggressions. The climate.
- Reference University Libraries Diversity Strategic Plan: Ensure a welcoming, affirming, safe, and accessible climate in the University Libraries (ULDP5)
- Reference University Libraries Diversity Strategic Plan: Provide inclusive and accessible instruction and services in support of Virginia Tech's academic mission (ULDP5)
- HOW
  - ○ Establish a baseline common language around this issue
  - ○ Do an internal-to-the-library climate survey
    - ■ Because the colleges that have done their own have gotten better response rates
  - ○ Conduct a service assessment of library services to identify microbarriers for 1st gen college students as a general topic
  - ○ Exploration of using Strengths Finder more to address culture in the libraries.
  - ○ Continue to provide training, workshops, and other educational opportunities to promote awareness and understanding of diversity among University Libraries employees (ULDP2)
  - ○ Promote community engagement and experiential learning to expand global-mindedness.

- - ○ Develop methods for user access and training for technology resources including emerging technologies, expensive software, and open source tools.
      - Creation and emphasis on curriculum (workshops, tutorials, software used in studios/labs) that uses open source software, specifically software used to create things (data, information, illustrations, etc.)
      - Particularly consider our first gen students and other economically disadvantaged folk
      - Example: Virtual environments (a window into a powerful computing environments without requiring powerful base machine and the restraints of a physical lab or location)
      - Implement sustainable approaches to collection development policies and initiatives which facilitate open access to resources
      - Provide universal design and accessibility to VT Libraries' facilities and holdings by enhancing both intellectual and physical accessibilities that nurture and support academic success for our diverse community.
    - ○ Offer programs on Anti-Racism techniques & Diversity, like: Speaking from a Position of Privilege
      - [White Men as Full Diversity Partners](#) [white paper] -- Every WM needs to read this
      - White Women as Full Diversity Partners -- Every WW needs to read this
      - Privilege and oppression
      - Awareness of microaggressions and implicit biases
      - Intersectionality
    - ○ Larger conversations around race, and privilege and oppression, so to balance representation and not create overwork.
      - Continue to encourage participation by University Libraries faculty and staff in campus programs and committees dealing with diversity (ULDP2)
- METRICS
  - ○ Results reported in library climate survey and/or university climate survey
  - ○ Improved results on service assessment

Make accessibility a central consideration of library service development, service delivery, resources, facilities, and other aspects of library operations. (A, C, E, O)
- HOW
  - ○ In every contract, we ask about accessibility
  - ○ We also ask how anything might harm traditionally marginalized folk
  - ○ Design, implement, and assess library education initiatives that address and promote multiple literacies (data, information, textual, visual, linguistic, etc.) and critical thinking.
- METRICS
  - ○ Increased physical accessibility
  - ○ More accessible digital services
  - ○ Improvement on accessibility assessments

Library facilities that are supportive of people with disabilities and people with non-dominant identities (trans*, gender non-binary, LGBTQ+, racial and ethnic identities) (A, C, E, O)

- HOW
    - All gender restrooms, ablution stations (foot washing), lactation facilities, changing tables, meditation/prayer space, etc.
- METRIC
    - Creation and promotion of designated spaces

Strengthen collections in all forms (A, C, O)

- HOW
    - Diversify collections to include content that facilitates and advances the diverse nature of learning, teaching, and emergent areas of research.
    - Integrate diverse/multicultural perspectives into the VT Libraries' outreach activities and instruction sessions and the publishing work of the Virginia Tech Press and any other publications of the Libraries.
    - Build active, sustainable partnerships in order to expand access to, and diversity of, collections and services.
        - Secure funding for strategic collections in unique and specialized areas, to build a globally-recognized and accessible library.
- METRIC
    - All PDF files are OCR
    - Videos have captions or transcripts
    - All new collections are accessible before they are available to patrons
    - Regular collection assessment for inclusive and diverse content
    - Increased use of diverse voices/backgrounds/individuals in training material
        - Both visual and audio, and any form of materials

Build spaces and integrate technologies as part of the Library's services to enhance accessibility and wellness (A, C, O)

- HOW
    - Increase adaptive technology training sessions for employees
    - Survey library employees about what they think would enhance accessibility and wellness
    - Ask university partners for help with this, eg WorkLife Balance
- METRIC
    - Increased employee participation in wellness events
    - Improved employee satisfaction with accessibility and wellness on library climate surveys

Improve specific services for students who are here year round (A, C, O)

- HOW

- ○ Design more programming specifically for these students, especially during breaks when the majority of students are not on campus.
- METRICS
  - ○ Number of programs offered for these students
  - ○ Participation in programming designed for these students

Support rural identities throughout the Commonwealth (A, C, E, O)
- HOW
  - ○ Recognize that we operate in geographic regions where economic disadvantage and educational elitism have been historically present and making a conscious effort to compensate for these historic inequities.
  - ○ The Libraries engages diverse communities by providing information resources and services that contribute to economic and cultural vitality and to the health and quality of life
  - ○ Consideration of the land grant mission in all service development and delivery with specific thought about the needs of people in rural areas of Virginia and how those services are made available to those populations
- METRICS
  - ○ Increased use of University Libraries services and collections by people in rural areas of Virginia
  - ○ Serviceable materials to be are offered to Virginia Tech ARECs for use before being surplussed

Support cultural identities (A, C, E, O)
- HOW
  - ○ using the campus cultural centers and diverse identity focused student orgs as a starting point
- METRICS
  - ○ Collaborations and programming with the cultural centers

Continue to develop liaison, consultation, and reference services. (A, O)
- HOW
  - ○ Leverage the expertise of the library and disciplinary subject experts
  - ○ Support diversity and inclusion in learning and research pursuits.
- METRICS
  - ○ Count number of services
  - ○ Count number of interactions

Establish collaborative partnerships, both within and outside the campus. (O)
- HOW
  - ○ Consider land-grant connections w/VSU
  - ○ To engage the global diversity of the student body and address local and global grand challenges

- METRICS
  - Number of global grand challenges addressed

Advance community research, learning experiences, and social well-being for and related to mis/underrepresented groups. (A, C, O)
- HOW
  - Implement library outreach and engagement programs in collaboration with the said groups
  - Providing opportunities for underrepresented groups to carry out research
  - Avoid biases when research is being done, especially by non-minority groups
  - Sustain partnerships through events, resources, and services that support diversity and inclusion
  - Evaluations of library holdings targeted to identify areas where greater collection support for diversity may be needed, and additional funding to build up any identified areas of weakness
- METRICS
  - Exhibits and events reflect the informational needs of diverse communities
  - Collections, electronic resources, and services are inclusive of diverse perspectives and experiences

Fulfill the land grant mission in the community (A, C, E, O)
- HOW
  - Increased partnership with VSU
  - Offer current university orientation to all library employees (asking employees to attend orientation training again, possibly at in service day)
  - Consider services outside Blacksburg
  - University Goal: Advance the Rural Virginia Initiative with 20 funded projects by 2022
- METRICS
  - Increased attendance at library programs by members of the surrounding communities
  - Increased use of library collections by members of the surrounding communities
  - Everyone in the library knows what the land grant mission is

We will educate our faculty, staff, and students to be social justice advocates. (A, C, E, O)
- HOW
  - Awareness of Research Justice
  - Creatively providing curricula, programs, and environments that reflect the diversity of our communities, and elevate cultural awareness.
  - Future Faculty Development, bringing individuals (primarily faculty) to campus at our (University Libraries) expense, somewhat connected to Diversity Resident, perhaps connected to DePauw's Future Professoriate
  - Also reference the VT CALS HBCU/MSI Summitt

- ○ LGBTQ Caucus, connecting LGBTQ professionals
- ○ Foundational work done to allow conversations around diversity
  - ■ Language- do folk know basic language being used in marginalized groups
  - ■ Space, time-
  - ■ Not a review at the end,
  - ■ Coordinated, centralized effort
- ● METRICS
  - ○ Increased participation in library internal and university sponsored events

Center Principles of Community in our work (A, C, E, O)
  - ○ HOW
    - ○ Increase awareness of how the Principles of Community affect the work of the University Libraries
    - ○ Before you can get funding for a retreat, you have to say how you will include the Principles of Community
      - ■ Consider other departmental/unit/levels for having a retreat
    - ○ Do some of this work at the Inservice Day
    - ○ Core curriculum- use it as a guiding principle to orient, and do so with the work still in mind
    - ○ Our job description should connect to the Principles of Community
  - ○ METRICS
    - ■ All employees have actively engaged in a discussion session or training on the Principles of Community

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Glossary

A   Accessibility theme

C   Climate theme

E   Employment and Professional Development theme

O   Outreach and Advocacy theme

ULDP   University Libraries Diversity Strategic Plan

ULDP#   Refers to one of the goals set forth in the University Libraries Diversity Strategic Plan. The number is the section of the goals referenced 1 year, 2 year, or 5 year.