UW-Madison Libraries
Diversity Strategic Plan
2019-2022

Equity and Diversity Committee
Diversity Strategic Planning Task Force
&
Planning and Assessment Subcommittee

Submitted February 9, 2018
Last Updated May 23, 2019
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The UW-Madison Libraries are committed to creating a diverse and “inclusive environment for both staff and patrons, one in which individuals are actively respected; one which values and encourages different perspectives and reflects the interests of diverse individuals; and one which engages with diversity in ways that enable staff to respond respectfully and effectively to people of many cultures, languages, classes, races, ethnic backgrounds, religions, and other diverse aspects” (UW-Madison General Library System Diversity Task Force, 2015). A reflection of this commitment is that “inclusiveness,” along with collaboration and communication, has been identified in the UW-Madison Libraries Strategic Planning Goals and Priorities (2015) as one of the three core principles that are the foundation for all of our work.

“Inclusiveness: We foster inclusiveness and diversity – regardless of background or philosophy – and ensure an environment of mutual respect and dignity.”

UW-Madison Libraries Strategic Planning Goals and Priorities, 2015

As highlighted by the UW-Madison General Library System Diversity Task Force Recommendations Report and based on research, publications, and the campus diversity reports, it is imperative that the Libraries promote diversity and inclusion in order to achieve:

- A workplace where “innovation thrives,” that “promotes greater productivity,” and that “is also better able to retain valuable employees.”
- A library that reflects the diversity of our patrons and provides services that meet their diverse needs, “enrich[ing] the educational experience and promot[ing] personal growth.”
- A library that supports the UW-Madison commitment to the “pursuit of excellence in teaching, research, outreach and diversity as inextricably linked goals” and to fulfill “its public mission by creating a welcoming and inclusive community for people from every background - people who as students, faculty and staff serve Wisconsin and the world.”

The UW-Madison Libraries Diversity Strategic Plan has been created to guide the Libraries in realizing this commitment and to support UW-Madison’s implementation of the Diversity Framework Recommendations, R.E.E.L. Change for Diversity and Inclusion. The Libraries will demonstrate leadership in this area and will contribute to and tie in with campus initiatives whenever possible.

This plan provides a set of goals, objectives, and action items to leadership in the UW-Madison Libraries, the Libraries’ Equity and Diversity Committee (EDC), and all library staff to guide and prioritize the
Libraries’ efforts in developing a more equitable, diverse, and inclusive library for both users and staff. It should be viewed as the foundation for a living road map for these efforts from 2019-2022, after which the strategic plan will be reassessed.

Background and Process

The GLS Executive Team tasked the EDC Diversity Strategic Planning Task Force with creating a strategic plan that would guide the Libraries’ work in promoting diversity and inclusion, incorporating recommendations made by the General Library System (GLS) Diversity Task Force and evolving work of the EDC and its subcommittees. As the task force began its work, the GLS Executive Team directed the EDC Steering Committee to define core “inclusiveness principles.”

Building on the GLS Diversity Task Force’s previous work, the UW-Madison Diversity Framework, existing knowledge and best practices, and the expertise of colleagues, the EDC Diversity Strategic Planning Task Force conducted an environmental scan composed of the following activities:

- Developing foundational knowledge of the issues outlined in the GLS Diversity Task Force report and the research and publications upon which it was based;
- Reviewing the Summer 2015 Libraries’ climate survey (conducted by the GLS Diversity Task Force);
- Reviewing the UW-Madison Diversity Framework and other available campus diversity strategic plans;
- Reviewing the diversity strategic planning efforts from a variety of libraries (see Acknowledgements); and
- Conducting peer benchmarking with selected leaders in promoting diversity and inclusion (one division at UW-Madison and one peer ARL institution) to learn what has made their diversity and inclusion efforts successful and to understand the challenges they face (see Appendix C and Appendix D).

With this information in hand, the EDC Diversity Strategic Planning Task Force turned to colleagues within the UW-Madison Libraries to gather input that would inform the strategic plan.

- The task force interviewed the GLS Executive Team members to identify areas of priority, to understand how they envisioned leadership’s role in helping to advance efforts around diversity and inclusion, and to gain ideas for engaging all staff in promoting diversity and inclusion (see Appendix C and Appendix D).
- The task force interviewed the other EDC subcommittees and task forces – Climate and Staff Engagement; Onboarding, Recruitment and Hiring; Training and Education; and Website. The task force asked about areas of priority and staff engagement, and posed specific questions about how areas of focus might best be represented in the strategic plan, specific challenges they expected to encounter, and what support they might need to ensure success (see Appendix C and Appendix D).
- The task force invited all campus library staff to provide feedback at a series of staff sessions, which were met with tremendous attendance and engagement (approximately 125 library staff from GLS and non-GLS libraries attended). In part one of the staff engagement session, the task force gave staff the opportunity to learn about, reflect on, and provide feedback on the newly defined “inclusiveness principles.” In part two, the task force shared themes from the peer
benchmarking process and the internal interviews, and staff discussed areas of priority for themselves, how they are already involved in promoting diversity and inclusion, the support they might need, and ideas on how to expand engagement among library staff (see Appendix E).

The task force summarized, discussed, and prioritized the themes of the interviews and the feedback from the staff engagement sessions with the EDC Steering Committee, and then integrated them into the goals, objectives, and action items that form the heart of this diversity strategic plan.

**Diversity and Inclusion Defined for the UW-Madison Libraries**

*Diversity* is defined at the UW-Madison Libraries as follows:

“Diversity is a core value of librarianship. The American Library Association has made diversity a key action area, and in 2012 the Association of College and Research Libraries developed Diversity Standards ‘to emphasize the need and obligation to serve and advocate for... diverse constituencies.’

Diversity is the range of human qualities that impact and influence how people are perceived and how they behave. It is a focus on engaging ‘the whole person’ and recognizing the multiple dimensions of diversity they may inhabit.

The mere presence of diversity does not mean that differences are being leveraged or seen as assets. Leveraging diversity allows the organization to fully benefit from the strengths and talents of all staff. In order to leverage diversity, an organization must also be inclusive. The General Library System is committed to creating an inclusive environment for both staff and patrons:

- one in which individuals are actively included and respected, so they are able to contribute and reach their full potential;
- one which values and encourages different perspectives and reflects the interests of diverse individuals;
- and one which engages with diversity in ways that enable staff to respond respectfully and effectively to people of many cultures, languages, classes, races, ethnic backgrounds, religions, and other diversity factors.

A more diverse and inclusive GLS would include staff that reflect the diversity of the community we serve and provide resources and services that best meet their needs. It would provide the foundation for an institution ready to adapt to the future needs of both the community and staff.”

– From the Diversity Task Force Recommendation Report, November 2015

Following the Diversity Task Force's recommendation, the GLS Executive Team tasked the EDC Steering Committee with defining "inclusiveness" for the Libraries. As part of the strategic planning process, the EDC Steering Committee developed “inclusiveness principles”. Please refer to Appendix B of this document for the inclusiveness principles in their entirety.
Information About Terminology Used in this Plan

“All Staff”, “Library staff”

“All staff” and “library staff” refer to all academic, university, and student staff. This includes the GLS Executive Team and any staff in leadership positions. Staff in all roles will need to participate to successfully support an equitable, diverse, and inclusive library.

“Inclusiveness” and “Inclusion”

Since the creation of the “inclusiveness principles,” the EDC has gathered feedback from Libraries staff to ensure they are an accurate representation of the Libraries’ intentions. One point of discussion has been on the terms “inclusiveness” and “inclusion” and which appropriately describes the Libraries’ goals in this area. According to the Oxford English Dictionary, “inclusiveness” is “[t]he fact or quality of being inclusive . . . esp. the practice or policy of not excluding any person on the grounds of race, gender, religion, age, disability, etc.,” while “inclusion” is “[t]he action, practice, or policy of including any person in an activity, system, organization, or process, irrespective of race, gender, religion, age, ability, etc.” Upon reflection, the EDC decided that “inclusion” is a more accurate description of the equity and diversity goals of the Libraries because of its emphasis on action. In 2015, the GLS Executive Group identified “inclusiveness” as one of the GLS’s “three core principles that underlie all of our work,” thus the Diversity Task Force and EDC use this word to describe its equity and diversity focus. The strategic plan retains this term when referring to these documents created by other groups; in all other cases, “inclusion” is used.

“Goals,” “Objectives,” and More

The terms “goals,” “objectives,” “action items,” “time frame,” “outcomes,” and “responsibility” appear throughout the strategic plan. Below are definitions of these terms for the purposes of this document.

Goals are broad, high-level, intangible, abstract definitions of what is to be accomplished.

Objectives are desired results that should be specific and measurable.

Action Items are specific action an individual or other responsible party or parties will take in order to achieve objectives.

Time Frame is a suggested span of time in which action items can take place. Please note these are only suggestions at this point and may be amended, especially with the input of the responsible parties.

Expected Outcomes are how staff and/or users are affected or changed as a result of contact with the library; these are often qualitatively measured.

Responsibility refers to the party or parties responsible for the completion of the action item, either primarily, secondarily, or otherwise involved.
**Expected Outcomes**

For each Action Item, the strategic plan identifies an Expected Outcome. Several Action Items may be in service of the same Expected Outcome. This is intentional and signifies that some broader-reaching Expected Outcomes require a multi-faceted approach.
Responsibility for Implementing the Plan

All staff are responsible for creating a diverse and inclusive system of libraries. “All staff” refers to university and academic staff—which includes the GLS Executive Team—and student staff. This plan lays out strategic goals and objectives intended to:

- encourage and support broad staff engagement in promoting an equitable, diverse, and inclusive environment;
- enhance staff knowledge and their ability to put this knowledge into practice; and
- improve climate and reflect diversity throughout all aspects of the Libraries’ personnel, collections, services, and spaces.

Although it is incumbent upon all staff to contribute to the goals of this strategic plan, the Libraries’ Executive Group, unit heads, committee chairs, and the EDC will play vital roles in providing leadership for the implementation of this plan and for future efforts. The EDC will provide day-to-day oversight for the diversity strategic plan and will work regularly with the Executive Group to align library decision-making, initiatives, and funding with the strategic goals and objectives outlined in the plan. Responsible parties are suggested for action items (see Appendix A), and the EDC will work to coordinate these efforts. While some of these efforts have already begun, this plan provides a systematic framework to expand and enhance this work. The EDC will also be responsible for assessing progress and working with the Executive Team to hold the organization accountable. In addition, if the recommendation to create a position that will focus on equity, diversity, and inclusion is pursued, the person in this position will play a large part in implementing this plan. Program managers and supervisors will encourage and facilitate staff engagement and embed the goals and objectives of this plan into their local environments.
Diversity Strategic Goals and Objectives

See Appendix A for action items, time frames, and expected outcomes for the goals and objectives. Some goals may be worked on simultaneously and are not necessarily in sequential order.

Goal 1: Develop and sustain a culture where all staff are engaged in promoting diversity and inclusion

Objectives
A. Develop a new full-time staff position dedicated to equity, diversity, and inclusion work in the Libraries
B. Develop expectations for all positions regarding diversity and inclusion, with each staff member having related annual goals
C. Engage in diversity and inclusion efforts on a leadership level, including supporting and facilitating increased participation in these efforts by all staff
D. Integrate equity, diversity, and inclusion work into all library staff efforts (including, but not limited, to services, collections, and spaces)

Goal 2: Develop and sustain a climate where open, respectful, and honest communication occurs at all levels throughout the organization

Objectives
A. Develop and implement communication practices between individuals and throughout the Libraries that promote a respectful, open, and trusting environment that recognizes the power dynamics that exist among all staff
B. Provide opportunities for staff to learn and practice inclusive communication
C. Enhance and deepen understanding among staff across the Libraries through community-building events, support for affinity groups, and activities to improve inclusive communication

Goal 3: Develop and sustain an equity and diversity staff development program that facilitates continuous improvement and development of our cultural intelligence through empowerment and encouragement of moving knowledge into practice

Objectives
A. Provide training on foundational/core and specialized skills and knowledge that will enable all library staff to contribute to a diverse and inclusive environment
B. Provide opportunities for all staff to practice new skills and translate feedback into action in a supportive and respectful environment
C. Develop partnerships to offer learning opportunities for all library staff

Goal 4: Develop and sustain a culture that reflects and honors diversity in its personnel, collections, services, and spaces.

Objectives
A. Increase the visibility of diversity and inclusion to students, faculty, staff, and community library users and support inclusion of underrepresented groups in the Libraries
B. Recognize diversity and inclusion efforts and successes in the Libraries
C. Increase the diversity of our staff
D. Promote and reflect diversity and inclusion within and throughout our collections, services, and spaces

Assessing Our Progress

Creating metrics and methods that meaningfully assess our progress will be an important next step. While this was initially part of the EDC Diversity Strategic Planning Task Force’s charter, it was determined to be beyond a reasonable scope for this subcommittee.

The objectives included under each goal reflect the understanding that they must be specific and measurable. Because of this, some facets for effective assessment are already included in the strategic plan, such as building equity and diversity into each employee’s annual goals and other objectives that can be easier to measure (at least quantifiably). In other areas, the Libraries must follow the lead of the broader campus. For instance, the Libraries will align timeline and goals with campus efforts, such as climate surveys. The EDC Planning and Assessment subcommittee, formed in Fall 2018 and responsible for the final draft of this strategic plan, will develop these foundations into a more comprehensive assessment plan.
References and Acknowledgements

References


Last updated: 2019.05.23
Acknowledgements

The Diversity Strategic Plan Task Force would like to acknowledge the following people and organizations for their contributions:

- All library staff for their engagement and input;
- GLS executive group for their support and input;
- The EDC and their subcommittees for their input, support, and feedback;
- Binnu Hill, Assistant Dean for Diversity and Inclusion, Wisconsin School of Business;
- Jeff Witt, Diversity and Inclusion Specialist, University of Michigan Libraries;
- University of North Carolina-Greensboro for inspiration around formatting and presenting a diversity strategic plan; and
- The Digital Library Federation for their permission to re-use language from the DLF Code of Conduct.
Appendix A - Diversity Strategic Goals and Objectives with Action Items, Time Frames, Expected Outcomes, and Responsible Parties

The following table displays recommended action items for previously mentioned goals and objectives. Each action item includes a time frame, expected outcomes, and suggested responsible parties. Some goals may be worked on simultaneously and are not necessarily in sequential order.

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<thead>
<tr>
<th>Goal 1: Develop and sustain a culture where all staff are engaged in promoting diversity and inclusion</th>
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<tbody>
<tr>
<td><strong>Objective A. Develop a new full-time staff position dedicated to equity, diversity, and inclusion work in the Libraries.</strong></td>
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<td><strong>Action Items</strong></td>
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</table>
| 1. Create a full-time position and hire an individual to support diversity and inclusion, defining scope, position description, and expectations | FY21-FY22 | Improved reflection of UW-Madison Libraries’ commitment to advancing diversity and inclusion, providing appropriate resources to support this commitment | Primary: Vice Provost for Libraries / GLS Executive Group  
Secondary: EDC - Steering |
| 2. Identify ways to embed this position into the Libraries’ organizational structure | FY21-FY22 | Increased staff engagement, empowerment, and accountability for expanding diversity and inclusion at all levels | Primary: GLS Executive Group  
Secondary: EDC - Steering |
| **Objective B. Develop expectations for all positions regarding diversity and inclusion, with each staff member having related annual goals** |
| **Action Items** | **Time Frame** | **Expected Outcomes** | **Responsibility** |
| 1. Update position descriptions (PDs) to reflect diversity and inclusion responsibilities for all library staff positions | FY21-FY22 | Diversity and inclusion made fundamental to daily work | Primary: Human Resources (HR) for PDs and Supervisors |
| 2. Provide support and training for diversity and inclusion annual goal setting, resulting in diversity and inclusion goals for all staff | FY20-FY21 (and on-going) | Enhanced staff knowledge of diversity and inclusion and the skills to create an inclusive environment that supports diversity | Primary: EDC - Training and Education Subcommittee  
Secondary: HR  
Involved: Supervisors |
| 3. Integrate evaluation of contributions towards diversity and inclusion into the annual review process | FY21 | Increased staff engagement, empowerment, and accountability for expanding diversity and inclusion at all levels | Primary: HR  
Secondary: EDC - Steering  
Involved: |
### Objective C. Engage in diversity and inclusion efforts on a leadership level, including supporting and facilitating increased participation in these efforts by all staff

| 1. Encourage and facilitate increased participation, expand messaging, and model leadership behaviors in equity, diversity, and inclusion | FY20 launch (and on-going) | Enhanced staff awareness that diversity and inclusion are valued and should be prioritized for collections, services, and spaces | Primary: GLS Executive Group and Supervisors |
| 2. Perform a staff climate survey on a regular basis and address its results | If possible, align with campus efforts | A library that is more welcoming, inclusive, and supportive for all students, faculty, staff, and community users | Primary: EDC - Steering and EDC - Climate and Staff Engagement Subcommittee Secondary: GLS Executive Group |
| 3. Secure funding and other resources to support the work of EDC and its goals, specifically exploring the development of a budget to support ongoing training | FY20 | Improved reflection of UW-Madison Libraries’ commitment to advancing diversity and inclusion, providing appropriate resources to support this commitment | Primary: GLS Executive Group Secondary: EDC - Steering |

### Objective D. Integrate equity, diversity, and inclusion work into all library staff efforts (including, but not limited to, services, collections, and spaces)

| 1. Develop annual goals for all committees and units that align with the Libraries’ diversity and inclusion initiatives | FY21-FY22 (and ongoing) | Diversity and inclusion made fundamental to daily work | Primary: Committee Chairs and Unit Heads |
| 2. Host a discussion to share ways that library staff have engaged in and/or integrated equity, diversity, and inclusion into their work in meaningful ways | FY20 launch (and ongoing) | Increased staff engagement, empowerment, and accountability for expanding diversity and inclusion at all levels | Primary: EDC - Climate and Staff Engagement Subcommittee |
| 3. Encourage and provide resources annually for a wide variety of library staff to attend professional development events with a diversity focus | FY20-FY21 | Improved reflection of UW-Madison Libraries’ commitment to advancing diversity and inclusion, providing appropriate resources to support this commitment | Primary: GLS Executive Group, EDC - Steering, and Supervisors |
### Goal 2: Develop and sustain a climate where open, respectful, and honest communication occurs at all levels throughout the organization

**Objective A.** Develop and implement communication practices between individuals and throughout the Libraries that promote a respectful, open, and trusting environment that recognizes the power dynamics that exist among all staff

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<th>Action Items</th>
<th>Time Frame</th>
<th>Expected Outcomes</th>
<th>Responsibility</th>
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<tbody>
<tr>
<td>1. Develop organizational best practices for interpersonal communication to promote a respectful, open, and trusting environment and help staff navigate complex conversations about diversity and inclusion</td>
<td>FY21-FY22</td>
<td>Increased trust, respect, and transparency to create a welcoming and inclusive environment for all staff</td>
<td>Primary: Supervisors and EDC - Steering Secondary: Head of Communications</td>
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<tr>
<td>2. Develop training on best practices for interpersonal communication for all staff</td>
<td>FY22-FY23</td>
<td>Enhanced staff ability to communicate respectfully and in a manner that promotes diversity and inclusion</td>
<td>Primary: EDC - Training and Education Subcommittee</td>
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<tr>
<td>3. Continue to develop and implement a Libraries-wide internal communications plan that promotes a well-informed, engaged staff and fosters respect, trust, and inclusion through frequent communication</td>
<td>FY20-FY21</td>
<td>Increased trust, respect, and transparency to foster a welcoming and inclusive environment for all staff</td>
<td>Primary: Head of Communications Secondary: EDC - Climate and Staff Engagement Subcommittee Involved: EDC - Steering</td>
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<tr>
<td>4. Host discussions with library leaders and supervisors to share best practices for inclusive communication within and across units</td>
<td>FY21</td>
<td>Enhanced staff ability to communicate respectfully and in a manner that promotes diversity and inclusion</td>
<td>Primary: GLS Operational Leadership Team Secondary: EDC - Steering Involved: Supervisors</td>
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**Objective B.** Provide opportunities for staff to learn and practice inclusive communication

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<tr>
<td>1. Provide training on giving and receiving feedback for all staff</td>
<td>FY20-FY21</td>
<td>Enhanced staff ability to communicate respectfully and in a manner that promotes diversity and inclusion</td>
<td>Primary: EDC - Training and Education Subcommittee</td>
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<tr>
<td>2. Host discussions on the impact of using language that excludes others and have individuals explore ways to use more inclusive language</td>
<td>FY22</td>
<td>Enhanced staff awareness about how their use of language impacts those around them</td>
<td>Primary: EDC - Steering</td>
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Objective C. Enhance and deepen understanding among staff across the Libraries through community-building events, support for affinity groups, and activities to improve inclusive communication

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<th>Time Frame</th>
<th>Expected Outcomes</th>
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<tr>
<td>1. Host regular events in which staff are welcome to share their experiences and knowledge to help colleagues develop a greater understanding of diversity and inclusion</td>
<td>FY21</td>
<td>Enhanced staff awareness of the life experiences and contributions of colleagues from diverse cultures and backgrounds</td>
<td>Primary: EDC - Climate and Staff Engagement Subcommittee</td>
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<tr>
<td>2. Encourage participation in and facilitate connections with affinity groups that develop community and support for staff within the Libraries, on campus, and with other communities</td>
<td>FY21-FY22</td>
<td>A library that is more welcoming, inclusive, and supportive for staff from diverse backgrounds</td>
<td>Primary: EDC - Climate and Staff Engagement Subcommittee</td>
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<td>Involved: Supervisors</td>
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Goal 3: Develop and sustain an equity and diversity staff development program that facilitates continuous improvement and development of our cultural intelligence through empowerment and encouragement of moving knowledge into practice

Objective A. Provide training on foundational/core and specialized skills and knowledge that will enable all library staff to contribute to a diverse and inclusive environment

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<th>Time Frame</th>
<th>Expected Outcomes</th>
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<tr>
<td>1. Define foundational/core skills (e.g., microaggressions, bystander intervention, reflective listening, self-reflection) for all staff and supervisors</td>
<td>FY22-FY23</td>
<td>Enhanced staff knowledge of diversity and inclusion and the skills to create an inclusive environment that supports diversity</td>
<td>Primary: EDC - Steering</td>
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<td>Involved: EDC Subcommittees and Task forces</td>
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<tr>
<td>2. Provide regular/ongoing training for all staff on foundational/core skills and include opportunities to put learning into practice and to be responsive to situations as they arise</td>
<td>FY20-FY23</td>
<td>Enhanced staff knowledge of diversity and inclusion and the skills to create an inclusive environment that supports diversity</td>
<td>Primary: EDC - Training and Education Subcommittee</td>
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<tr>
<td>3. Host forums for staff and supervisors to develop specialized skills and knowledge for supporting diversity and inclusion and that provide opportunities to discuss these topics</td>
<td>FY21 launch (on-going)</td>
<td>Enhanced staff knowledge of diversity and inclusion and the skills to create an inclusive environment that supports diversity</td>
<td>Primary: EDC - Training and Education Subcommittee</td>
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<td>Secondary: EDC - Steering</td>
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<td>4. Hold forums and events that highlight both staff diversity and collections, services, and spaces that support diversity and inclusion (e.g., library unit open houses, events that feature diverse collections)</td>
<td>FY20 launch (on-going)</td>
<td>Enhanced staff awareness that diversity and inclusion are valued and should be prioritized for collections, services, and spaces</td>
<td>Primary: GLS Executive Group and GLS Operational Team</td>
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<td>Secondary: All library staff</td>
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### Objective B. Provide opportunities for all staff to practice new skills and translate feedback into action in a supportive and respectful environment

| 1. Offer facilitated discussions to practice reflection on diversity in a supportive environment | FY20 launch (on-going) | Enhanced staff ability to recognize their impact on those around them and to identify ways to make positive change through self-reflection | Primary: EDC - Training and Education Subcommittee  
Secondary: EDC - Steering |
| 2. Continue to offer feedback opportunities for questions or concerns related to diversity and inclusion work, with an emphasis on translating this feedback into action | FY20 launch (on-going) | Increased staff engagement, empowerment, and accountability for expanding diversity and inclusion at all levels | Primary: EDC - Climate and Staff Engagement Subcommittee |

### Objective C. Develop partnerships to offer learning opportunities for all library staff

| 1. Continue to identify opportunities to collaborate within library units, with campus partners, and with other communities to further develop unique campus learning opportunities for all library staff | FY20 and ongoing | Increased partnerships with and support for campus initiatives, units, and groups which support diversity and inclusion | Primary: Committee Chairs and Unit Heads  
Secondary: EDC - Steering  
Involved: All library staff |

### Goal 4: Develop and sustain a culture that reflects and honors diversity in its personnel, collections, services, and spaces.

#### Objective A. Increase the visibility of diversity to students, faculty, staff and community library users and support inclusion of underrepresented groups in the Libraries.

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<th>Action Items</th>
<th>Time Frame</th>
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| 1. Develop a comprehensive outreach program that connects the Libraries to underrepresented groups on campus and establishes a presence in supporting them (e.g., regularly attending events, information tables). | FY22-FY23 | Increased partnerships with and support for campus initiatives, units, and groups which support diversity and inclusion | Primary: Teaching and Learning Office, staff and/or libraries with outreach responsibilities  
Secondary: GLS Executive Group, Committee Chairs, and Unit Heads  
Involved: All library staff |
| 2. Develop exhibits of art, publications, and/or scholarship with underrepresented individuals or | FY21 launch (on-going) | A library that is more welcoming, inclusive, and | Primary: EDC - Steering |
Objective B. Recognize diversity and inclusion efforts and successes in the Libraries

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<tr>
<th>Objective</th>
<th>Description</th>
<th>Timeline</th>
<th>Responsible Parties</th>
<th>Involved:</th>
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<tbody>
<tr>
<td>1. Identify opportunities to regularly recognize leadership efforts and staff initiatives that promote diversity and inclusion, preferably integrating them into pre-existing forums, meetings, etc. to demonstrate their value to UW Madison Libraries</td>
<td>FY21-FY22</td>
<td>Enhanced staff awareness that diversity and inclusion are valued and should be prioritized for collections, services, and spaces</td>
<td>Primary: EDC - Steering and GLS Executive Group</td>
<td>Involved: Unit Heads and Supervisors</td>
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<tr>
<td>2. Continue to regularly share progress and activities on diversity and inclusion through a variety of outlets</td>
<td>FY20 launch (on-going)</td>
<td>Enhanced staff awareness that diversity and inclusion are valued and should be prioritized for collections, services, and spaces</td>
<td>Primary: GLS Executive Group, Committee Chairs, and Unit Heads, Director of Communications</td>
<td>Involved: All library staff</td>
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<tr>
<td>3. Comprehensively add library diversity-related events to the UW-Madison Diversity Inventory Project (DIP) on an annual basis</td>
<td>FY20, ongoing</td>
<td>Increased partnerships with and support for campus initiatives, units, and groups which support diversity and inclusion</td>
<td>Primary: EDC - Steering</td>
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Objective C. Increase the diversity of our staff

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<tr>
<th>Objective</th>
<th>Description</th>
<th>Timeline</th>
<th>Responsible Parties</th>
<th>Involved:</th>
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<tbody>
<tr>
<td>1. Improve recruitment strategies to reach, attract, and hire more diverse job candidates</td>
<td>FY20, ongoing</td>
<td>Increased diversity within candidate pools for job recruitments</td>
<td>Primary: HR</td>
<td>Secondary: Equity Advocates Committee</td>
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<td>2. Improve and share best practices for writing inclusive job postings that encourage candidates with diverse and varied life experiences to apply</td>
<td>FY20-FY21</td>
<td>Increased diversity within candidate pools for job recruitments</td>
<td>Primary: Equity Advocates Committee</td>
<td>Secondary: HR</td>
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<td>Objective D. Promote and reflect diversity and inclusion within and throughout our collections, services, and spaces</td>
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<td><strong>1. Review collection development strategies to ensure library collections support and reflect the diversity of the campus and its global programs</strong></td>
<td>FY22</td>
<td>A library collection that reflects and supports the needs of diverse students, faculty, staff, and community users</td>
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<td></td>
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<td>Primary: AUL for Collections and Research Services</td>
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<td></td>
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<td>Secondary: GLS Collection Management Team and Campus Collection Management Group</td>
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<td></td>
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<td>Involved: Selectors</td>
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<td><strong>2. Develop public service training for all library staff that focuses on supporting a diverse and inclusive service environment</strong></td>
<td>FY21</td>
<td>A library that is more welcoming, inclusive, and supportive for all students, faculty, staff, and community users</td>
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<td></td>
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<td>Primary: Public Services Management Team</td>
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<td>Secondary: AUL for Collections and Research Services</td>
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| 3. Continue improving the onboarding program for all new staff to create a welcoming environment and support community building | FY20-FY21 | A library that is more welcoming, inclusive, and supportive for all staff |
| | | Primary: GLS Onboarding Committee |
| | | Secondary: HR |
| | | Involved: EDC - Steering |
| 4. Develop and implement a framework for using the recruitment and hiring process as an opportunity to learn about diversity and inclusion, providing an opportunity for individual and group reflection while applying knowledge to practice | FY20-FY21 | Enhanced staff knowledge of diversity and inclusion and the ability to put them into practice to increase the diversity of the library staff |
| | | Primary: Equity Advocates Committee |
| | | Secondary: HR |
| | | Involved: Chairs of Search and Screen Committees |
| 5. Clearly articulate promotional opportunities and provide coaching and mentorship for career development of underrepresented library staff, including support and training for supervisors | FY21-FY22 | Improved retention of diverse and underrepresented staff at all levels |
| | | Primary: EDC - Steering |
| | | Secondary: HR, GLS Mentorship Committee |
| | | Involved: Supervisors |
| 6. Continue offering exit interviews and review ways to use exit interview data and themes to improve retention of underrepresented individuals | FY20-FY21 | Enhanced staff knowledge of issues that help retain a diverse library staff |
| | | Primary: HR |
| | | Secondary: EDC - Steering and GLS Executive Group |

Last updated: 2019.05.23
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<th>Step</th>
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<th>Result</th>
<th>Responsible Parties</th>
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| 3.   | Regularly and systematically review policies and spaces, and make recommendations for improved inclusion | FY21 launch (on-going) | Library spaces that are more welcoming and inclusive for all students, faculty, staff, and community users | Primary: Space Planning Committee  
Secondary: AUL for Public Services and Building and Facilities Managers  
Involved: Heads of Libraries |
| 4.   | Identify ways in which all services can actively promote and reflect diversity and inclusion | FY21 | Library services that are more welcoming and inclusive for all students, faculty, staff, and community users | Primary: Committee Chairs and Unit Heads, Program Managers  
Secondary: GLS Executive Committee  
Involved: All library staff |
| 5.   | Regularly review how diversity and inclusion in our collections, services, spaces, and staffing are reflected on the library website and make needed changes | FY20 launch (on-going) | A library that is more welcoming, inclusive, and supportive for all students, faculty, staff, and community users and reflects diversity | Primary: EDC - Steering  
Secondary: Library Website Team, Committee Chairs and Unit Heads  
Involved: All library staff |
Appendix B - Inclusiveness Principles

In our Strategic Planning Goals and Priorities, the University of Wisconsin-Madison General Library System (GLS) has identified three core principles that underlie all of our work: inclusiveness, collaboration, and communication. From the Strategic Planning Goals and Priorities document:

“Inclusiveness: We foster inclusiveness and diversity—regardless of background or philosophy—and ensure an environment of mutual respect and dignity.”

The Equity and Diversity Committee (EDC) has been charged by the Diversity Task Force with defining inclusiveness for the Libraries. While it cannot address how to handle each possibility or situation that may arise, this document is meant to outline what it means to contribute to an inclusive workplace. It should be used in conjunction with the other central documents regarding equity in the Libraries and on campus, such as the Libraries’ strategic plan, the R.E.E.L. Change document, as well as the GLS Diversity Strategic Plan.

Equity, diversity, and inclusion in the GLS are the responsibility of all library staff. The EDC commits to providing staff the opportunities to learn and practice the skills to actively contribute to an inclusive environment in the Libraries.

Inclusiveness in the Libraries means:

1. **Cultural Intelligence** - “Cultural intelligence (CQ) is the capability to relate and work effectively in culturally diverse situations. It goes beyond existing notions of cultural sensitivity and awareness to highlight a theoretically-based set of capabilities needed to successfully and respectfully accomplish your objectives in culturally diverse settings.”¹ It is the responsibility of each employee in the Libraries to learn, explore, practice, and increase cultural intelligence. The tenets of equity, inclusion, and diversity will permeate all the work we do including, but not limited to: public service, library communication, collection development and acquisitions, description and organization of information, instruction, outreach, research assistance, space design, and use of space and technology.

2. **A Welcoming Environment** - We aspire to an open and respectful environment in which all staff can participate, contribute, and thrive.
   1. One in which individuals are actively included and respected, so they are able to contribute and reach their full potential;
   2. One which values and encourages different perspectives and reflects the interests of diverse individuals;
   3. One which engages with diversity in ways that enable staff to respond respectfully and effectively to people of various cultures, languages, classes, races, ethnic backgrounds, employment categories, abilities, ages, sizes, sexualities, genders, religions, and other diversity factors; and
   4. One which practices open and transparent communication.

3. **Self-Reflection** - We will learn and practice self-reflection in order to explore and understand our own personal privileges and impacts. We will also have opportunities for group reflection to examine broader systems of inequality and how they affect the Libraries.

4. **Intersectionality** - We strive to understand and respect intersectional identities. We recognize and respect that identities are numerous and can overlap and these intersections have an effect on people’s lives, work, and experiences.
5. **Commitment to Diversity in Staffing** - We commit to diversity and inclusion in recruiting, hiring, onboarding, promoting, and retaining library employees.

6. **Respectful Dialogue** - We work to create a community where respectful dialogue can be exchanged and feedback is a gift. This includes listening completely and for understanding; acknowledgement that colleagues may have expertise you are unaware of; encouragement of those whose viewpoints may be underrepresented in a group; use of welcoming language (for example, by honoring pronoun preferences and favoring gender-neutral collective nouns (“people,” not “guys”)); giving credit where it is due; and staying alert to the welfare of those around you.²

References:

- https://culturalq.com/
- https://www.diglib.org/about/code-of-conduct/
- https://aoir.org/diversity-and-inclusivity/
- http://www.usd.edu/library/diversity
- https://americanlibrariesmagazine.org/2017/03/01/creating-inclusive-library-environments/
- http://www.alsc.al.org/blog/2012/04/top-ten-ways-to-tell-if-your-library-is-inclusive/
- http://libguides.uccs.edu/c.php?g=143000&p=946566

Last updated: 14 September 2017 by the EDC Steering Committee

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¹ Cultural Intelligence Center [https://culturalq.com/what-is-cq/](https://culturalq.com/what-is-cq/)

² Used with permission by DLF, [https://www.diglib.org/about/code-of-conduct/](https://www.diglib.org/about/code-of-conduct/).
Appendix C - Interview Questions

In order to begin to identify themes and needs for a strategic plan, the EDC Diversity Strategic Planning Task Force conducted several interviews with colleagues both on and off campus.

Questions for Peer Benchmarking
1. What type of support do you envision needing in order to make this effort as successful as it can be?
2. How did you successfully get feedback and engage all of your staff in the process? Did you engage your users in any of the process?
3. What metrics do you use to assess your strategic plan? How did you select them and what challenges do you have tracking them?
4. How were responsibilities delegated for implementing the plan and how was accountability built into your plan, if any, to ensure the plan made progress?
5. What communication channels did you find effective during planning and implementation for your internal and external audience?
6. What resources or people did you consult during the process that you found most useful?
7. Are there strategies that have impacted your service model and how has this contributed to campus climate? How is your service model aligned to do this?
8. Where are you now and are diversity and inclusion practices part of your culture?
9. How did you manage the process of planning and implementation for your diversity strategic plan?

Questions for the GLS Executive Team
1. What are some priorities you would expect to see in an Equity and Diversity strategic plan for campus libraries?
2. In two to three years after we have implemented a diversity strategic plan, what would success look like for the libraries related to diversity and inclusiveness?
3. What role do you see for yourself and other administrators in providing leadership around diversity and inclusion in the UW Libraries?
4. What are some ideas you have for communicating the value of and participating in diversity and inclusion training and efforts for staff?

Questions for the EDC Committees and Task Forces
1. What are some ideas you have for communicating the value of and participating in diversity and inclusion training and efforts for staff?
2. How would you foresee your committee’s areas of responsibility being represented in a strategic plan?
3. In two to three years after we implement a diversity strategic plan, what would success look like and do you have specific metrics in mind to measure that success?
4. What are some challenges that you foresee in your committee’s responsibilities that could be addressed by a strategic plan?
5. What type of support do you envision needing in order to make this effort as successful as it can be?
Appendix D - Themes

As a result of our interviews the EDC Diversity Strategic Planning Task Force, with the assistance of EDC, identified key themes required to create a diverse and inclusive environment.

Themes:
Diversity Strategic Planning Interviews
Fall 2016 - Spring 2017

Creating a diverse and inclusive environment will require the UW-Madison Libraries to:

1. Engage all staff: Everyone's responsible and expanding and supporting engagement of all staff is essential.

2. Integrate into all work: Integrated into all parts of the uw-madison libraries and our daily work.

3. Provide leadership: Leadership support from library administration is critical to success.

4. Support from supervisors: Engage supervisors to encourage and support engagement and to provide leadership.

5. Create accountability: Developing effective methods of accountability is very important.

6. Develop a common understanding: Develop a common foundation and understanding of diversity & inclusiveness that reflects all people's experiences.

7. Learn & grow: Learning and growth is required for all and it is important to provide a wide variety of opportunities for personal development.

8. Provide resources & structure: Provide appropriate resources and structure to support these efforts for long-term success.

9. Communicate: Develop outstanding communication that supports respect, openness and honest discussions.

10. Commit to diversity in staffing: Expand diversity in hiring, promotion and retention.

11. Measure our success: Determine meaningful metrics that translate into actions for continuous improvement.

12. Build community: Build community and break down silos

13. Celebrate and share our efforts and success: Celebrate, recognize and share our efforts and successes in creating diversity and inclusiveness in UW-Madison and in the Libraries

Themes were compiled from interviews done with the internal and external peers, the GLS Executive Team, and sub-committees of the UW-Madison Libraries' Equity & Diversity Committee.

Accessible at: https://uwmadison.app.box.com/s/4z1asufj2cngjegakpl296fnoib8ta93
Appendix E - Staff Engagement Sessions

The EDC Diversity Strategic Planning Task Force felt strongly that staff input and engagement was critical in developing the Diversity Strategic Plan. In order to facilitate this, we held three interactive sessions with library staff. Full details can be found at:

Staff Session Information (including presentation):
https://wiki.doit.wisc.edu/confluence/display/MADLJIB/Staff+Engagement+Session+-+June+2017

Staff Session Notes:
https://docs.google.com/document/d/1t8LnrGkWcYXwQ1KyuCxsnE8Ago_90jPHmj0zPJUf4/edit