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# Grand Valley State University Libraries Journey to IDEA 2.0: Moving from Education to Action Toolkit

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# Grand Valley State University Libraries Journey to IDEA 2.0: Moving from Education to Action Toolkit

Conference on Academic Library Management

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# Background Documents

## University Libraries Equity & Inclusion Committee White Paper

Yahne, J., Minnis, S., Bélanger, A., Rander, J., Reidsma, M., Schaub, G., and Torreano, J. (2018). University Libraries Equity & Inclusion Committee White Paper. *Library Reports and Communication.* 2. https://scholarworks.gvsu.edu/library_reports/2

In Fall 2017, the Grand Valley State University Libraries Equity and Inclusion Committee (ULEIC) began to explore how it should be evolved. ULEIC and the task force before it had been successful in bringing training opportunities to the attention of Libraries faculty and staff. However, the committee was still considering how to define its scope in relation to the work of the Faculty Development and Support Committee (FDSC) and Department Heads. Collaborating with the Dean, it was decided to move forward with a co-creation facilitation, which would engage all members of ULEIC, to define:
- The vision/purpose for the committee
- Its relationships and partnerships with other library and campus groups
- The desired outcomes
- A new charge
- A work plan

This report summarizes the findings of the group's inquiry, which included reviews of the group's history, campus resources, definitions, values, future, and scope; a review of inclusion, diversity, equity, and accessibility work at peer and aspirational peer institutions; and a review of internal library partners. It includes the recommendations for moving forward, near future next steps, and opportunities and challenges to consider as the group progressed.

## IDEA Reinvisioned Charge

Jeffryes, J., García Mazari, S., and Bélanger, A. (2021). IDEA Reinvisioned Charge. *Library Reports and Communication.* 13. https://scholarworks.gvsu.edu/library_reports/13

IDEA 2.0 builds off of the first iteration of the Grand Valley University Libraries Inclusion, Diversity, Equity, and Accessibility (IDEA) Committee and aims to interrogate current structures, policies, procedures, and practices to ensure that they don't reinforce inequitable existing power structures. The focus of IDEA 2.0 is mainly on white supremacy cultures, however, it does not exclude patriarchy, ableism, and other discriminating systems. IDEA 2.0 will implement ongoing education and reflection on inclusion and equity theories and practices within the library. It will be a guiding body to establish best practices for accountability. The members of IDEA 2.0 will actively move the group's work collectively and individually to:
- Lead IDEA efforts within University Libraries
- Advocate for IDEA within University Libraries
- Collaborate with library leadership to advance IDEA efforts
- Engage others throughout the libraries and campus as needed
- Work with campus and community partners to promote IDEA initiatives
- Cultivate a culture of anti-racism and equity

The library's Leadership Team will work in parallel with IDEA to evaluate practices at the department level that reinforce existing power differentials that could be improved to become more equitable.

## University Library Inclusion, Diversity, Equity, And Accessibility Framework

Bélanger, A., Burns, S., Minnis, S., Ponischil, S., and Rosener, A. (2022). UL Inclusion, Diversity, Equity, and Accessibility Framework. *Library Reports and Communication.* 19. https://scholarworks.gvsu.edu/library_reports/19/

This framework is meant to provide a shared understanding of the University Libraries' commitment and approaches toward Inclusion, Diversity, Equity, and Accessibility (IDEA). The framework is intended to ground us in theory as we move toward action, to guide us as we make decisions about IDEA-related initiatives, and to prioritize our IDEA commitment in all that we do. The framework allows us to leverage systems thinking as well as to connect library efforts to the University's goals, values, and frameworks for IDEA. While the framework does not provide action steps, it is meant to provide ways for all library colleagues to connect themselves and their work with the Libraries' IDEA efforts.

The framework includes working definitions, design principles for IDEA efforts, an equity lens, and a selected organizational assessment tool.

## Grand Valley State University's Framework for Inclusion and Equity

https://www.gvsu.edu/cms4/asset/8764E037-BDEC-7DDD-33FCF0A5048125AB/ie_booklet_-_jan_31.pdf

Grand Valley State University (GVSU) takes a multifaceted approach toward inclusion and equity. In addition to inclusion, diversity, and equity, GVSU also focuses on social justice and the examination of traditional power structures within the university and how they affect constituents. The current phase of this framework seeks to advance equity and inclusion in three broad areas:

1. Equity and structural diversity
   a. Eliminating exclusionary barriers
   b. Supporting educational pipeline
      i. Supports educational equity for K-12 grade students
2. Inclusion and campus climate
   a. Becoming an integrated member of the broader community
   b. Being a voice for the campus as well as the surrounding community
3. Learning and development
   a. Supporting the development of self-awareness, knowledge, and skills within the community
   b. Social justice education as a life-long learning experience

GVSU's framework also takes an intersectional approach to inclusion and equity by affirming the role of multiple identities and social contexts when evaluating systems of power, privilege, and oppression.

## Inclusive Workplaces: A Review and Model

Shore, L. M., Cleveland, J. N., & Sanchez, D. (2017, July 29). *Inclusive workplaces: A review and Model*. Human Resource Management Review. Retrieved April 19, 2022, from
https://www.sciencedirect.com/science/article/pii/S1053482217300529?via%3Dihub

This article reviews the inclusion literature and provides a model that integrates existing literature. It analyzes different models for the best practices in inclusion. The article discusses common themes that arose among participants when considering inclusion. The first theme is "feeling safe". This refers to the psychological and physical safety when sharing opinions that differ from others. The second theme is "involvement in the work group". This means feeling a

sense of belonging and being an insider to critical resources and information. A third theme is "feeling respected and valued", which includes being treated with respect and appreciation within the group. This respect can be at the individual level or for an identity group. "Influence on decision making" is a fourth theme and occurs when employees' ideas are listened to and viewed as influential. The fifth theme is "authenticity", which involves organizational transparency and sharing of identities. This is important for leaders to practice because when they are authentic, it empowers others to do so as well. Finally, the sixth theme is "recognizing, honoring, and advancing of diversity". This occurs when all employees are treated fairly and their differences are appreciated. This can be done by sharing cultural diversity in the workplace to respect and honor any differences among employees.

# Frameworks & Tools

## Leading for Equity Framework, National Equity Project

https://www.nationalequityproject.org/framework/leading-for-equity-framework

This framework was created by the National Equity Project. The goal of this framework is to help build habits of mind and provide tools that leaders can continually use in their work. The stance of equity leadership is "see, engage, act", meaning that how we see informs how we engage, which informs how we act. Some visuals to consider:
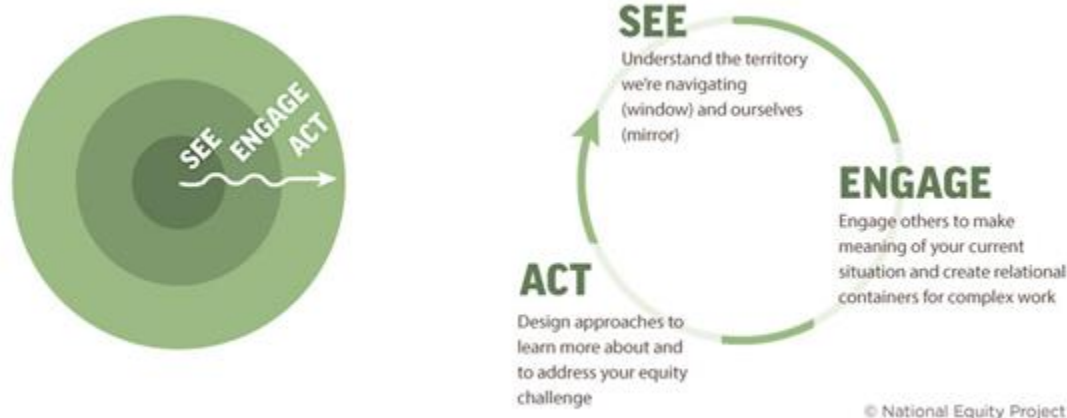
The National Equity Project takes a multidisciplinary approach:
- Equity: developing equity consciousness (both internal and external awareness of systemic oppression) and commitment.

- Complexity: understanding complex versus simple problems and developing approaches that match the actual complexity of the challenge.
- Design: approaching challenges through a user-centered mindset to shift power dynamics.
- Liberatory and Resilient Systems: emphasizing a goal of developing systems that increase capacity for equitable outcomes.



© National Equity Project
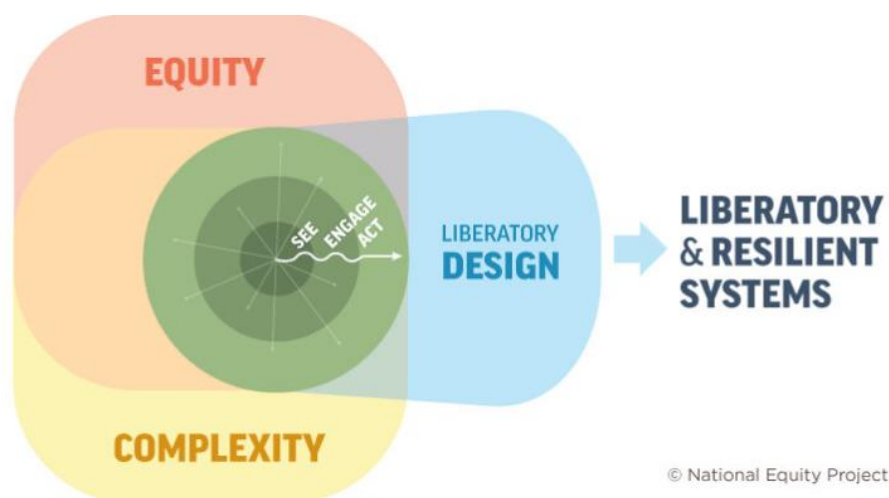
## American Library Association Diversity, Equity, and Inclusion Scorecard

Harper, N., Franklin, K. Y., & Williams, J. (2021). Diversity, Equity, and Inclusion (DEI) Scorecard for Library and Information Organizations. https://www.ala.org/aboutala/sites/ala.org.aboutala/files/content/2021%20EQUITY%20SCORECARD%20FOR%20LIBRARY%20AND%20INFORMATION%20ORGANIZATIONS.pdf

The ALA Committee on Diversity developed the DEI Scorecard for Library and Information Organizations. It serves to evaluate an organization's effectiveness in diversity, equity, and inclusion in the recruitment, hiring, retention, and promotion of people of color. The Scorecard includes areas such as training, budgeting, and data practices which all contribute to the overall effectiveness of an organization. The *Scorecard* helps administrators self-assess their current practices in five core areas:

- The embeddedness of DEI into the Culture and Climate of the Organization: Integration of diversity, equity, and inclusion into the organization which ensures that DEI is a priority.
- Training and Education: The organization provides training that keeps staff current on topics related to racism and on ways to assess the organization's current racial climate to create a more equitable workplace.
- Recruitment, Hiring, Retention, and Promotion: Effectiveness in reaching out to candidates of color for recruitment and in hiring them. Examining the consistency of retention and promotion of persons of color.
- Budget Priorities for DEI: Funding that demonstrates investment in diversity, equity, and inclusion in the organization and community, including staff, collections, programs, and services.
- Data Practices: Plans and procedures for acquiring or collecting, analyzing, disseminating, and applying data to monitor and achieve organizational DEI goals and objectives.

These five areas produce actionable data for decision-making and commitment to equity, diversity, inclusion, and justice.

## OF/BY/FOR ALL

*Of/by/for all*. OF/BY/FOR ALL. (n.d.). Retrieved April 19, 2022, from
https://www.ofbyforall.org/

OF/BY/FOR ALL is a non-profit organization that has digital tools to help public institutions become more inclusive, equitable, and relevant to their communities. It brings companies to the global-community level of action-oriented teams. OF/BY/FOR ALL works on a Change Network (cohort-like) model that organizations and companies can join or use the publicly available resources.

OF/BY/FOR ALL starts with a simple equation: OF + BY = FOR. The belief is that the most powerful way to become relevant FOR communities is to be representative OF them and co-created BY them. Rather than guessing what a community needs, actually engage with them and get to know them by listening and learning from them. The most meaningful work is together.

The OF/BY/FOR ALL Change Network is a 12-month, fee-based, online program for civic and cultural organizations. It provides a framework to help organizations become more inclusive, equitable, and relevant. The goals of the Change Network are:
- Adopt new ways of working
- Apply an equity lens
- Bring structure and clarity
- Dedicate space for reflection

- Build internal buy-in for change
- Connect with a global peer network

OF/BY/FOR ALL also has free tools online. Some of these tools include:

- Revision Self-Assessment: this assessment was created in response to the COVID-19 pandemic. It is a 5-minute assessment to help clarify where to focus first.

- OF/BY/FOR ALL Self-Assessment: this 7-minute assessment helps determine where an organization is strong and where there may be struggles.

## Racial Justice Assessment Tool

*Western States Center.* https://www.njjn.org/uploads/digital-library/AssessingOurOrganizations_RacialJustice%20(1)%20(1).pdf

The Racial Justice Assessment Tool is an organizational assessment used to assess the degree of an organization's engagement with racial equity. It can assist with identifying gaps and opportunities in strengthening an organization's commitment to racial equity as well as furthering the understanding and skills of staff, leadership, and membership around racial inclusion. This tool should be used when engaging an organization in strengthening their work in racial equality, creating beginning benchmarks and tracking progress in a racial equity agenda, and when top leadership in the organization is committed to follow-up work on the results of the assessment. The tool works in two steps:

- **Step one:** each person on the team fills out the assessment individually, or break into groups to collectively answer the questions.
    - Each question is ranked either:
        - Red light: organization has not gone there
        - Yellow light: organization has started conversations about this or taken some first steps
        - Green light: organization is fully on board and has completed this action
- **Step two:** debrief as a team.
    - In which areas is this organization strong?
    - In which areas does the organization need to do more work? Are there areas that the organization needs to begin with? What steps come first?
    - Use the results to help identify organizational priorities for change.

# The Multicultural Organization Development Stages

THEORY AND PRACTICE OF MULTICULTURAL ORGANIZATION DEVELOPMENT
https://equitydiversity.cals.wisc.edu/wp-content/uploads/sites/39/2017/11/Theory-and-Practice-

of-Multicultural-Org-Dev-1.pdf  AND A Multicultural Organization by  Bailey Jackson, Ed.D.,
and Rita Hardiman, Ed.D. http://drkathyobear.com/wp-content/uploads/2017/03/MCOD-
resources.pdf

Multicultural organization development (MCOD) is a step-by-step process to move organizations
from monocultural to multicultural. This change allows for more inclusive, diverse, and
equitable organizations. Before beginning the process, an initial assessment is done to determine
where the organization stands and where they want to be in terms of inclusivity and diversity.
Based on the assessment, specific interventions are then designed to accomplish the goals that
are set.

The MCOD also includes inclusive onboarding practices to increase retention. These practices
address several factors of the onboarding process that contribute to overall retention rates. This
area of the MCOD can be used in the format of a checklist, or somewhat more as a guide for
updating existing organizational practices.

## The Inclusive Workplace: An Ecosystems Approach to Diversity Management

Mor Barak, M. E. (2000, July 1). *Inclusive workplace: An ecosystems approach to diversity
management*. OUP Academic. Retrieved April 14, 2022, from
https://academic.oup.com/sw/article/45/4/339/1903659

When approaching diversity, organizations need to evaluate the larger systems that make up their
environment rather than solely focusing on the organization itself. This framework outlines a
value-based model and a practice-based model of the different organizational levels of
workplaces. It moves from micro to macro:

**Value Frame**

| System Level | | Exclusion | Inclusion |
|---|---|---|---|
| Micro | | | |
| **Inclusion and diversity within work organizations** | Individuals, groups, organizations | Conformity to pre-established organizational values and norms | Pluralistic, co-evolving organizational culture |
| **Inclusion and corporate–community relations** | Organizations, communities | Exclusive responsibility to financial stakeholders / Organizational focus is intrinsic | Recognition of community systems as stakeholders / Dual intrinsic and extrinsic focus |
| **Inclusion and welfare-to-work programs** | State, federal government | Treating working poor people as disposable labor | Treating working poor people as a potentially stable upwardly mobile labor force |
| **Inclusion and economic globalization** | International | Culture specific / Competition-based / Nationalistic focus | Pluralistic / Collaboration-based / Focus on global mutual interests |
| Macro | | | |

The figure above is a value-based model that examines the organization's value frame on each of the four system levels (the y axis) and at the two extremes of the inclusion-exclusion continuum (the x axis). The figure below is a practice-based model that exemplifies the benefits and obstacles within its process.

| System Level | Benefits — Individuals | Benefits — Organization | Obstacles |
|---|---|---|---|
| Micro | | | |
| **Inclusion and diversity within work organizations** — Individuals, groups | Promotions and benefits / Job satisfaction / Well-being | Lower turnover and absenteeism / Attract potential employees / Access to diverse client populations | Discrimination / Prejudice / Access to power |
| **Inclusion and corporate–community relations** — Organizations, communities | Job training / Employment / More services in the community | Improve corporate image / Advantage in recruitment and in labor disputes | Economic pressures to demonstrate profitability / Limited company vision (short-sighted and internally focused) |
| **Inclusion and welfare-to-work programs** — State, federal government | Employment / Improved job prospects | Expand potential employee pool / Loyal work force / Improve customer relations | Misunderstanding the bigger picture / Stereotyping welfare recipients |
| **Inclusion and economic globalization** — International | International job opportunities | Expand geographic markets / Increase economic activities | Cultural and national barriers in international communications / Poor preparation of expatriates |
| Macro | | | |

This framework works well because it is a value and practice-based model. It cooperates with and contributes to the surrounding community as well as individuals, groups, and organizations within it. This framework also goes beyond the golden rule of treating others as you wish to be

treated; it involves a higher level of behavior, one that is receiver-centered rather than self-centered.

## Equity Centered Design

Stanford d.school. (2021, June 7). *Equity-centered design framework.* Stanford d.school. Retrieved April 19, 2022, from https://dschool.stanford.edu/resources/equity-centered-design-framework

This framework was created in 2016 with a focus on self-awareness as an equity-centered designer. It recreates the design thinking process in a more equity-promoting way. It works to build awareness of the impact that our biases and beliefs have on users. The d.school hexagonal design was already in existence, but the phases "Notice" and "Reflect" were added.

The Notice phase was placed as the first step in the process in order to help designers develop self and social-emotional awareness prior to entering any contexts of practice. This phase emphasizes the self through identity, values, emotions, biases, assumptions, and situatedness.

The Reflect phase is ongoing throughout the design thinking process. It allows individuals and groups to take additional time to evaluate their actions and emotions and how they impact a user's experience. Taking the time to reflect is a crucial step in the process of learning and seeing what can be done better next time.

Below is a visual of Stanford School of Design's design thinking process:
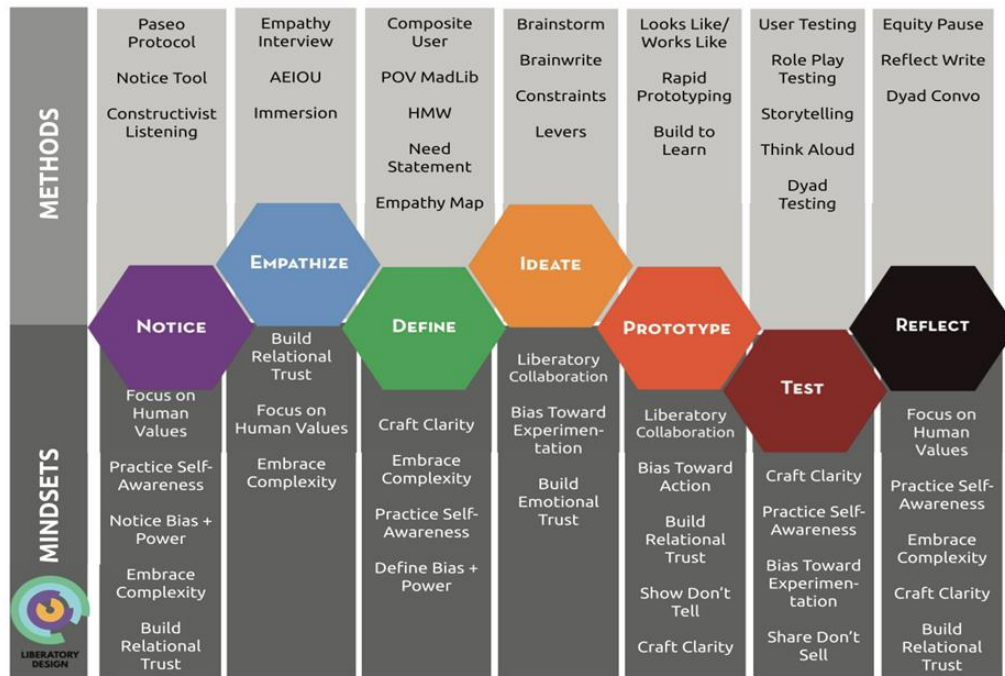
Image credit: Stanford School of Design: David Clifford, Stanford d.school & design school X.
Attribution: CC-BY

## AORTA's Theory of Change

*Theory of change*. AORTA. (n.d.). Retrieved April 19, 2022, from https://aorta.coop/theory-of-change

*FAQs 2*. AORTA. (n.d.). Retrieved April 19, 2022, from https://aorta.coop/resources

AORTA's Theory of Change is a document that addresses a vision toward equity and justice. It discusses the components that are integral to the work that is necessary for lasting change. The big picture goal of this theory is to create and sustain successful movements through skilled, democratic, principled, and courageous people and organizations.

The components that will bring about the change (big picture):

- Liberatory education

- Leadership development

- Cross sector/issue pollination

- Conflict transformation and healing

The role of AORTA in supporting change is largely to model and introduce liberatory structures that can be an example for organizations and internal practices to follow. Their core commitments (values and beliefs) include:

- Solidarity: standing in solidarity with all struggles that uphold liberation and cooperation.
- Respect: honoring the contributions of past, present, and future generations.
- Prioritize those most impacted: prioritizing leadership development of young people who have been directly affected by oppression.
- Collective care: centering care for self, others, and communities.
- Trust: maximizing the impact by building trust within teams and balancing autonomy and collective responsibility.
- Joy: valuing work with clients.
- Accessibility: using flexible strategies to open up work to all.
- Healing and repair: naming and repairing past trauma by centering the strengths and healing of survivors.

## Organizational Development Model of Inclusion (ODMI)

*Organizational development model of inclusion*. Saint Mary's College. (n.d.). Retrieved April 19, 2022, from https://www.stmarys-ca.edu/inclusive-excellence/ccie-odmi

The Organizational Development Model of Inclusion (ODMI) is a tool to assess where, out of four stages of development, a college (or company) stands. The four stages are exclusion, symbolic inclusion, prescribed inclusion, and inclusion. By determining where you currently stand, you can make an action plan for moving to the next level.

Exclusion occurs when inclusionary beliefs do not exist or are not important to an organization. If in this stage, a group can benefit from training in human relations and an awareness of the cost of operating with prejudice, stereotypes, and discrimination.

Symbolic inclusion means that change towards inclusion is driven by external forces, not the internal drive of the organization. In this stage, there may be more diversity, yet deferential treatment still occurs. To reach the next level, the motivation for inclusion must come from the organization's mission and support systems rather than external forces.

Prescribed inclusion is created when organizational leaders emphasize the value of an inclusive environment. There is more acceptance and value placed on having a diverse organization. At this stage, organizations should implement mentoring and establish clear procedures, policies, and rules.

Inclusion is the ultimate goal and is achieved when such values and practices have become a part of an organization's culture. In this stage, members and leaders should feel empowered. To

sustain this level, an organization should consistently self-assess and sustain support and accountability.

## ORGANIZATIONAL DEVELOPMENT MODEL OF INCLUSION

JANUARY, 2009

| GOAL: Increase importance of inclusionary beliefs & identify external motivators | GOAL: Continue to increase level of importance; address motivational imperative | GOAL: Consolidate belief that inclusion effort is important | GOAL: Inclusion is both important & internally motivated institutional imperative |
|---|---|---|---|
| **INTERVENTIONS:**<br>• Identify legal risks/WASC<br>• Identify & articulate limits of conducting "business as usual"<br>• Training on human relations concepts<br>• Identify how individuality is not valued<br>• Make explicit impact and cost of stereotypes, prejudices & discrimination | **INTERVENTIONS:**<br>• Increase the number of "diverse people"<br>• Individual & group support to prevent isolation<br>• Make visible differential treatment<br>• Creation of nondiscrimination policies, equitable salary scales, review of institutional policy-making<br>• Education about differences and differential treatment<br>• Identify & articulate initial benefits of inclusionary efforts<br>• Identify incongruence | **INTERVENTIONS:**<br>• Accountability for recruitment, retention, integration of new people<br>• Clearly defined goals, timetables<br>• Projections; mentoring & coaching systems that articulate how to be successful in the organization<br>• Personal responsibility for fostering inclusion and evaluated accordingly<br>• Group formed to support continuation of efforts<br>• Initiate effort to resolve incongruence between expressed values and behaviors<br>• Begin to develop more tolerance for differences | **INTERVENTIONS:**<br>• Institutionalized, self-assessment, mechanisms and policies to help new people adapt to inclusionary culture<br><br>• Can see value of diversity<br>• Empowers individuals and groups (retention/integration)<br>• Recognizes value of diverse ideas, opinions, styles of operating<br>• Believes that inclusion yields greater creativity, synergy and effective outcomes<br>• Recognizes development and maintenance of a multicultural org. as a process; willing to learn & grow<br>• Congruence between expressed values and behaviors |
| • Structured to be exclusionary<br>• Structured to maintain privilege of the dominant group<br>• Does not understand that "standards" for inclusion are founded on dominant culture values and norms<br>• Will allow "others" as long as they assimilate<br>• Does not overtly decide to exclude; just does "business as usual" | • Usually precipitated by external forces<br>• "Qualified" others must fit in, ignore difference<br>• Fear of difference supports avoidance<br>• Norms don't change<br>• To avoid conflict, systems place those who were excluded in "symbolic" positions | • Can start to believe diverse people have a place in the organization<br>• Previously excluded populations develop their own networks<br>• Institution becomes more responsive to discrimination<br>• Issues of power, culture, and need for change begin to surface<br>• Numerical goals as plans<br>• Incongruence is recognized and addressed | |

**EXCLUSION**    **SYMBOLIC INCLUSION**    **PRESCRIBED INCLUSION**    **INCLUSION**

(IMPORTANT)

EXTERNAL (COMPLIANCE DRIVEN)    MOTIVATIONAL IMPERATIVE    INTERNAL (IMPORTANT)