

CSU Libraries Diversity Strategic Plan
Submitted by the Libraries Committee for Equity and Inclusion
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May 22, 2018

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CSU Libraries and Diversity

The CSU Libraries (Libraries) is comprised of two physical locations and an extensive collection of electronic resources that are available to CSU affiliates 24/7, anywhere in the world. Morgan Library has an impressive gate-count of more than 1.5 million visits per year. Both Libraries are open to the faculty, staff, and students at Colorado State University, as well as the general public.

With a diverse collection of more than 2 million volumes and access to an abundance of electronic resources, the Libraries ranks among the top research Libraries in North America as evidenced by its membership in the prestigious Association of Research Libraries (ARL). The Libraries has a budget of over \$8 million for collections and purchases over \$6 million in electronic information resources, including electronic journals, electronic books, and electronic databases. The Libraries also has a digital repository that includes thousands of images and primary resource materials that are multidisciplinary in scope and allows for preservation of important research and resources produced at CSU. Resource sharing is enhanced by the Libraries locally-developed RAPIDILL interlibrary loan system that links the collections of more than 250 research libraries around the world.

In spring of 2018, the Libraries formed a standing Committee on Equity and Inclusion. The Committee has been addressing all aspects of equity and inclusion, including organizing trainings and examining the library spaces. The Committee is comprised of six faculty and staff members from various units in the library system. This Committee will continue working on diversity-related goals, including those outlined in this document.

Assessment

The following section describes the assessment efforts conducted to explore the Libraries' climate, past efforts of equity and inclusion, and our current priorities for action. We used the following tools:

- Burke-Litwin Model of Organizational Performance and Change (Burke-Litwin Model)
- Multicultural Organization Development Stage Model (MCOB Model)
- Survey

The Burke-Litwin and MCOB Models

We assessed the progress of the Libraries using the Burke-Litwin Model of Organizational Performance and Change to understand what organizational parts are drivers of change. These aspects need to be reviewed in order to identify the Libraries status on the Multicultural Organization Development (MCOB) Stage Model.

We searched for information or data available to us that provided clues to previous diversity and inclusion efforts. The places we searched include records in the staff intranet, a call for any institutional knowledge from the College Liaison Unit, data available in the institutional repository, and experience working in the Morgan Library. Based on information reviewed, Figure 1 indicates possible action needed for the different areas of the library organization to further explore the climate and perceptions of diversity, equity, and inclusion in the Libraries.

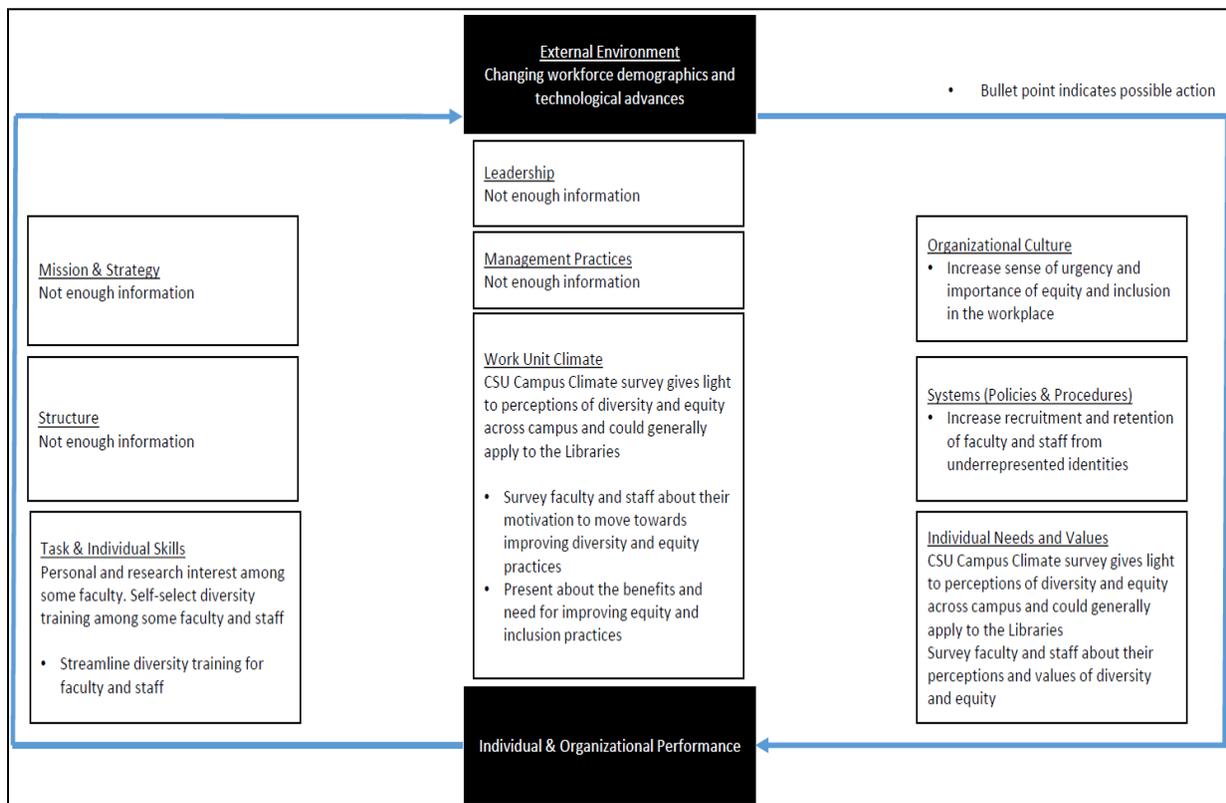


Figure 1. Library assessment using the Burke-Litwin Model, by Jimena Sagàs. This figure indicates possible action needed for the different areas of the library organization.

After careful analysis, the Committee agreed that the Libraries placed between Stage 2 and Stage 3 on the MCOB model (see Figure 2).

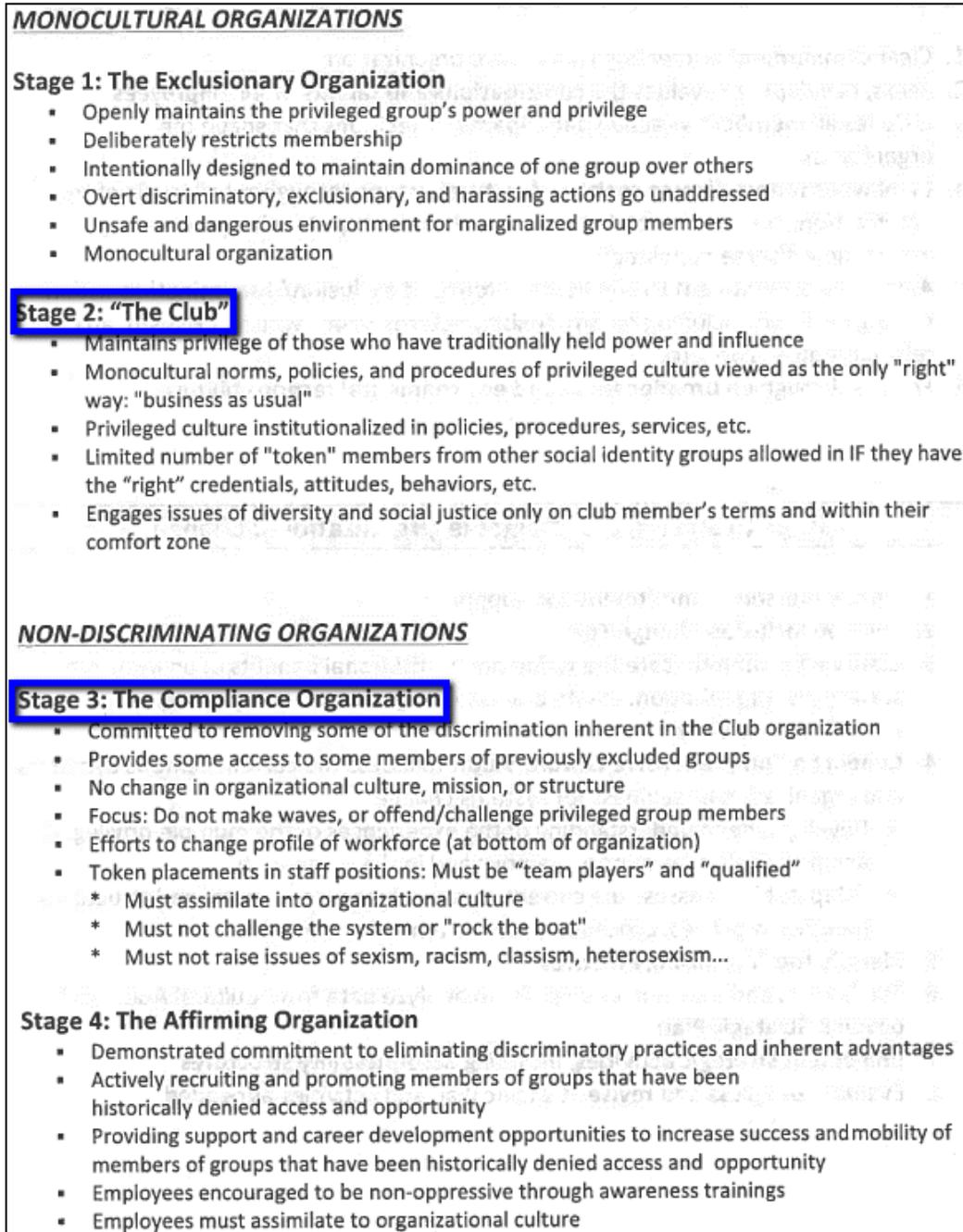


Figure 2. Library placement on the MCOB Model, by Jimena Sagàs. This figure demonstrates where the Libraries places on the MCOB Model—stage 2 and 3.

Survey

In order to gather feedback from the Libraries community, we distributed a survey that asked Libraries' employees to rank the six goals from the Institutional Diversity Blueprint in order of importance for efforts within the Libraries. We received 22 survey responses from across the Libraries. The two highest-ranked goals, by a significant margin, were:

- Cultivate an inclusive institutional climate, and
- Develop cultural competency of all faculty, staff, and students.

See Figure 3 for the complete breakdown of prioritized responses.

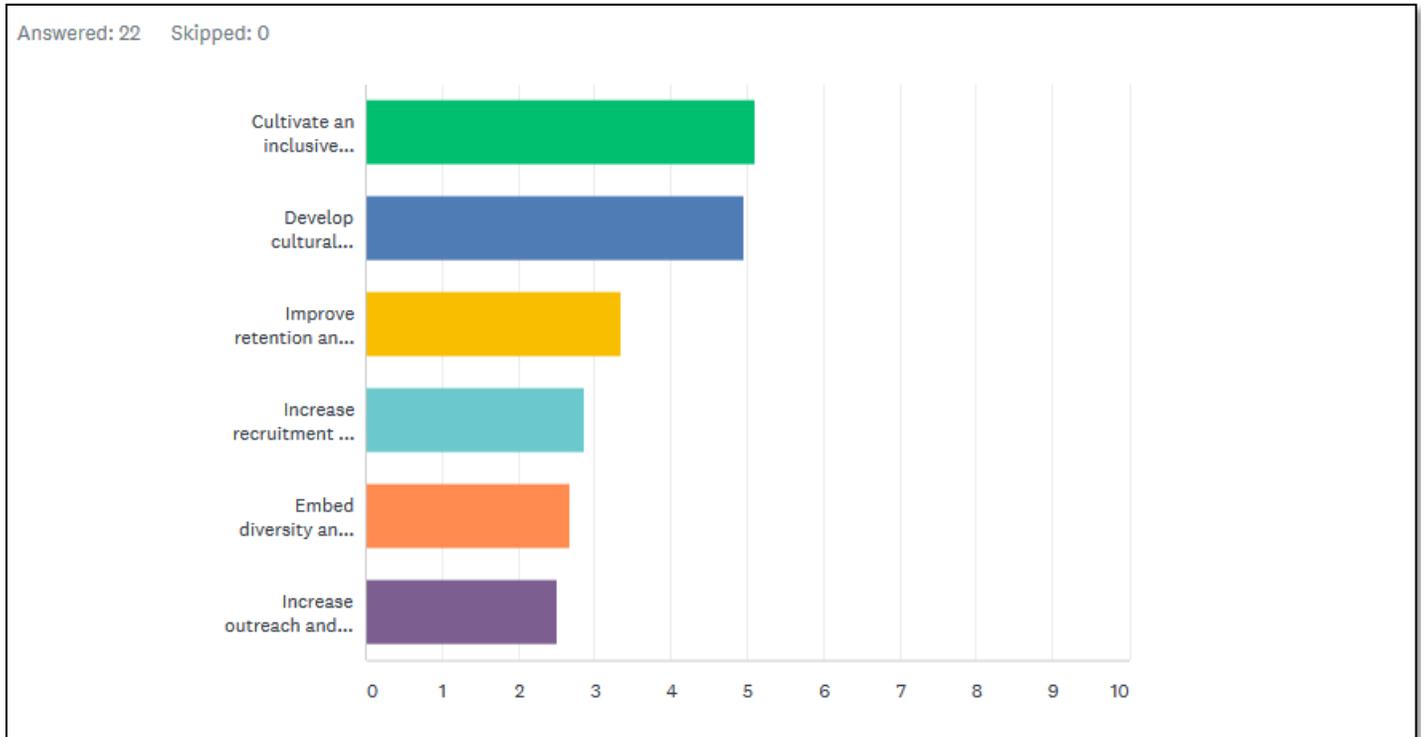


Figure 3. Survey Responses, by Kristy Nowak. The chart indicates the priorities ranked by the Libraries community.

Figure 4 illustrates a clear preference for the top two goals.

	1	2	3	4	5	6	TOTAL	SCORE
▼ Cultivate an inclusive institutional climate.	47.62% 10	33.33% 7	9.52% 2	4.76% 1	0.00% 0	4.76% 1	21	5.10
▼ Develop cultural competency of all faculty, staff, and students.	33.33% 7	38.10% 8	19.05% 4	9.52% 2	0.00% 0	0.00% 0	21	4.95
▼ Improve retention and promotion of marginalized and excluded faculty, staff, and students.	10.00% 2	15.00% 3	30.00% 6	5.00% 1	25.00% 5	15.00% 3	20	3.35
▼ Increase recruitment of marginalized and excluded faculty, staff, and students.	9.52% 2	4.76% 1	14.29% 3	28.57% 6	19.05% 4	23.81% 5	21	2.86
▼ Embed diversity and inclusion in curriculum, educational programs, and research across all campus units.	0.00% 0	9.09% 2	9.09% 2	40.91% 9	22.73% 5	18.18% 4	22	2.68
▼ Increase outreach and engagement with marginalized and excluded external communities.	4.76% 1	4.76% 1	23.81% 5	4.76% 1	28.57% 6	33.33% 7	21	2.52

Figure 4. Table of Ranked Priorities, by Kristy Nowak. This chart indicates which goals were listed first, showing a clear preference for the top two goals.

The survey also asked participants to identify, for their three highest-ranked goals, how they would recommend the goal be implemented and evaluated. The following list is a summary of ideas generated:

<ul style="list-style-type: none"> • Build awareness through training (required or incentivized), including administration and supervisors. 	<ul style="list-style-type: none"> • Implement the Principles of Community and Bullying Policy.
<ul style="list-style-type: none"> • Offer campus-wide programs, book displays, and lectures by or for diverse groups. 	<ul style="list-style-type: none"> • Provide support through mentorship.
<ul style="list-style-type: none"> • Establish partnerships with TILT and VPD. 	<ul style="list-style-type: none"> • Establish a safe reporting system for incidents of bias/discrimination.
<ul style="list-style-type: none"> • Encourage attendance to diversity- related conferences, seminars, and webinars. 	<ul style="list-style-type: none"> • Assess climate/inclusiveness, including exit interviews.
<ul style="list-style-type: none"> • Critically analyze the search process, promotion, pay equity, and retention processes for disparities and inequities. 	<ul style="list-style-type: none"> • Review website and public-facing information for inclusiveness.

Goals

The priorities from the Libraries community matched closely to our prior analysis of the Libraries' environment and goals. We chose to focus on identifying key factors in the climate and working on training for faculty, staff, and student employees. We are also aware of issues regarding recruitment of excluded and marginalized faculty and staff, but think this goal is secondary to retaining and promoting existing excluded and marginalized faculty and staff. We also recognize that much preliminary analysis will need to be done in the Libraries prior to implementing some of the desired goals. Based on our survey results, we will focus on Libraries' employees for this year, with the intention to open efforts to all community groups in the following years. We will evaluate our progress in our annual review of the Libraries Diversity Strategic Plan.

The Libraries' diversity goals for 2018 will focus on:

- Cultivate an inclusive institutional climate,
- Develop cultural competency of all faculty, staff, and students, and
- Improve retention and recruitment of marginalized and excluded faculty, staff, and students.

Goal 1: Create an inclusive institutional climate

Institutional climate is the result (or a macro-level view) of what happens every day in the library. Currently, we know very little about people's perceptions, motivations, or sense of need for diversity work in the library. Our focus for this goal this year will be to begin an assessment of faculty and staff perceptions to understand our climate.

Analysis

- Research and explore possible ways to assess the current library climate.
- Invite Institutional Research to present about the results of the CSU Campus Climate Survey respective to the Libraries.

Design

- Consult with the Institutional Research during Fall 2018 to design an assessment plan.
- Develop clear objectives for assessment.

Implementation

- Implement the assessment plan during Spring 2019.

Evaluation

- During Summer 2019, analyze results from the assessment plan.
- Determine if assessment objectives were met.

Goal 2: Develop cultural competency of all faculty, staff, and students

In Spring 2018, the Libraries created an open training series for diversity-related topics. We scheduled three trainings, which were attended by approximately 20-30 people each time. For this goal, we would be expanding this training series to encompass a greater variety of topics and opportunities. We will also be looking at possibilities such as requiring or incentivizing the trainings and expanding trainings to student employees. A key part of this goal will be implementing an evaluation program to track the impact of these trainings.

Analysis

- Collect information regarding which trainings will be most relevant (i.e., reviewing and expanding on survey data from previous trainings).
- Survey faculty, student employees, and staff on areas of interest for potential trainings.

Design

- Develop objectives for training.
- Identify speakers for the relevant training topics beginning Summer 2018. These speakers may be internal or external to the University. Possible speakers, trainings, and collaborating offices include:
 - SafeZone Training
 - Office of the Vice President for Diversity
 - Speakers from libraries with successful diversity initiatives
 - Office of Organizational Training
 - Resources for Disabled Students
 - Women and Gender Collaborative
- Identify times and incentives that will be most likely to improve Libraries' attendance.
- Library programming budget requests are considered on a case-by-case basis. We have general approval to submit requests to coordinate diversity and inclusion trainings. Many of these speakers may be available without cost or at low-cost. In the past, we have requested approximately \$200 to \$300 for food/incentives, all of which have been approved. We anticipate comparable costs for future trainings.

Implementation

- We will aim to schedule at least three trainings over the course of the 2018-2019 academic year.

Evaluation

- Conduct trainings, while monitoring level of attendance and feedback.
- We will evaluate the trainings based on developed objectives.
- We will use the evaluations to refine subsequent trainings for the 2019-2020 academic year.

Goal 3: Improve retention and recruitment of marginalized and excluded faculty, staff, and students

Through the climate analysis in the first goal (“Create an inclusive institutional climate”), we hope to have a better understanding of issues affecting the retention and recruitment of marginalized and excluded faculty and staff. In goal three, we expect to review literature relevant to retention and recruitment in our library field.

Analysis

- Review literature about marginalized and excluded faculty and staff experiences in libraries.
- Use data gathered through surveys and focus groups to find themes and patterns to inform this goal.

Design

- Design a literature review matrix to organize the research for future reference.

Implementation

- In Fall 2018, assign readings and research to the Libraries Committee on Equity and Inclusion.
- Offer opportunities for members of the library community to participate in readings and discussion.
- Make material public through the staff intranet.

Evaluation

- We will review the literature matrix to determine future steps in developing a retention and recruitment goal for the 2019-2020 academic year.

Next Steps

We are proceeding with the development and implementation of goals according to the University timeline.

Date	Description	Contact
Thursday, February 15, 2018	Blueprint released	
Wednesday, February 21, 2018	Blueprint Q & A and Writing workshop	
Thursday, March 8, 2018	Blueprint Q & A and Writing workshop	
Friday, April 6, 2018	Blueprint Q & A and Writing workshop	
Tuesday, April 17, 2018	Unit Diversity Strategic Plan DRAFT	Due to Drs. Oscar Felix and Shannon Archibeque-Engle
Tuesday, May 1, 2018	Feedback on draft due to units	From Drs. Oscar Felix and Shannon Archibeque-Engle
Tuesday, May 22, 2018	Unit Diversity Strategic Plan due	Due to President Frank and Vice President Ontiveros
January 2019	Revisit Unit Diversity Strategic Plan	

Figure 4. Table of timeline, by Jimena Sagàs. The timeline for the institutional diversity blueprint.

We will work on accomplishing these goals during Summer and Fall term of 2018. In January 2019, we will assess our current progress, with the intention of continuing and building on current work.