



The University of Vermont

## UVM LIBRARIES

### INCLUSIVE EXCELLENCE ACTION PLAN 2022-2027

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#### Introduction

#### Background

#### UVM Libraries:

#### Our Mission

We teach and nurture the craft of research, equitably connecting people to knowledge.

#### Vision and Values

As key contributors to the educational, research, and land-grant missions of the University of Vermont, the UVM Libraries are an essential resource for the students, faculty, and staff of our University; the medical professionals of the UVM Medical Center; and members of our local, state, and world-wide communities.

We commit ourselves to professional, person-centered service, guided by these core values:

- **Accessible resources, tools, and physical and digital spaces** that make information and services available to all people, regardless of means and without restrictions, and overcome barriers to learning and evolve in response to changing information needs
- **Digital and physical collections** that represent and preserve the breadth and depth of human thought and action
- **Instruction and consultation** that broaden understanding, teach critical thinking, and develop lifelong learners



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- **Research and scholarship** that transform and expand the world’s collected knowledge
- **Diverse perspectives, experiences, and thoughts** that enrich learning and strengthen human connections
- **Respectful interactions and collaborations** that encourage exploration, risk-taking, discovery, and growth
- **Sustainable practices** that are environmentally, economically, and socially aware
- **Intellectual freedom principles that:**
  - Protect “the right of library users to read, seek information, and speak freely as guaranteed by the First Amendment” 2
  - Preserve “the right of every individual to both seek and receive information from all points of view without restriction” 4 3
  - Ensure the right to privacy, which allows open, unmonitored inquiry and is “essential to the exercise of free speech, free thought, and free association”

As a member of the University of Vermont community, the UVM Libraries also subscribe to the University’s community values as expressed in its Our Common Ground and Equal Opportunity Statements. We honor diversity, equity, and inclusion, and reject all forms of hate, bias, harassment, and injustice.

University Libraries has continually had conversations about our common values, resulting in the creation of the *University Libraries Common Ground*. University Libraries Common Ground states: “The University of Vermont Libraries exists at the heart of the larger University community and supports all who work, live, and study here in their educational and lifelong learning pursuits. As our own community, we in the Libraries strive to be inclusive and kind. We engage in fruitful conversations and meaningful work to facilitate our vision, mission, and goals. We seek to cultivate a diverse community in which we all feel safe, heard, and seen so they can work to their fullest potential.”

## UVM Libraries Inclusive Excellence Committee:

### PURPOSE, SCOPE, GOALS, AND OBJECTIVES

- **Purpose:** To promote and facilitate the work of diversity, equity, and inclusion throughout the UVM Libraries.



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- **Scope:** All work that would benefit from attention to these three principles.
- **Goals:** To help the Libraries craft policies and practices that enable us to realize the commitments implied in the Libraries’ definitions below.
- **Objectives:** To (a) draft, propose updates to, and monitor progress on the Libraries “Inclusive Excellence Plan”; (b) identify best practices, grounded in research, for promoting diversity, equity, and inclusion; and (c) provide opportunities for education, discussion, and debate around the myriad issues surrounding these efforts.

### MOCHA

- **Manager:** DEI committee chair.
- **Owner:** Dean’s Council.
- **Consulted:** Employees of the library; Dean’s Council; Professional Development Committee; Assistant Dean.
- **Helpers:** Human Resources; the Division of Diversity, Equity, and Inclusion; researchers and experts wherever they may be.
- **Approver:** Dean of Libraries.

### Inclusive Excellence Committee/Implementation Team Members

Name	Title	College/Division/Department/Unit
Senior Leader	Bryn Geffert	UVM Libraries
UDC Member/ Inclusive Excellence Committee Member	Gary Atwood	UVM Libraries/ Dana Medical Library
UDC Member/ Inclusive Excellence Committee Chair	Kate Bright	UVM Libraries/ Dana Medical Library
Inclusive Excellence Committee Member	Daisy Benson	UVM Libraries/ Howe Memorial Library
Inclusive Excellence Committee Member	Laura Haines	UVM Libraries/ Dana Medical Library



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Inclusive Excellence Committee Member	Ellen Kaye	UVM Libraries/ Howe Memorial Library
Inclusive Excellence Committee Member	Maria Avery	UVM Libraries/ Howe Memorial Library
UVM Libraries faculty and staff members	As listed in the “Responsible Group” sections	UVM Libraries

### Unit(s) within College, Division, Department or Unit

- Howe Memorial Library: Access, Technology and Media Services; Information & Instruction Services; Collection Development & Acquisitions; Resource Description & Analysis Services,
- Libraries administration and operation
- Dana Health Sciences Library
- Silver Special Collections

### Part 1 – Integrative Learning: Academic Success Goals and/or Co-Curricular Learning

#### Academic Success Goals – Catamount Core

#### S.M.A.R.T. Goal(s)

Goal	Objectives/Tasks	Responsible Group	Time Frame
The library will review and update its automatic book ordering approval plan in order to ensure that the Common Ground Values or the Catamount Core curriculum	1. Review	Director of Collections Development & Acquisitions	Spring 2023 ( <i>Objective 1</i> )
	2. Complete any needed changes		May 2023 ( <i>Objective 2</i> )
	3. Report on changes		June 2023 ( <i>Objective 3</i> )



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are supported and included in the algorithm.			
Support instructional librarians' efforts to make group and individual education activities more inclusive.	Schedule a series of workshops for faculty librarians and other UVM faculty on inclusive teaching and consultation practices.	A designated member of I&IS	2023/Ongoing

### Co-Curricular Learning

Co-curricular activities are structured learning activities that complement the formal curriculum like research intensive experiences, internships and externships, global opportunities, and community involvement, including participation in many UVM Clubs.

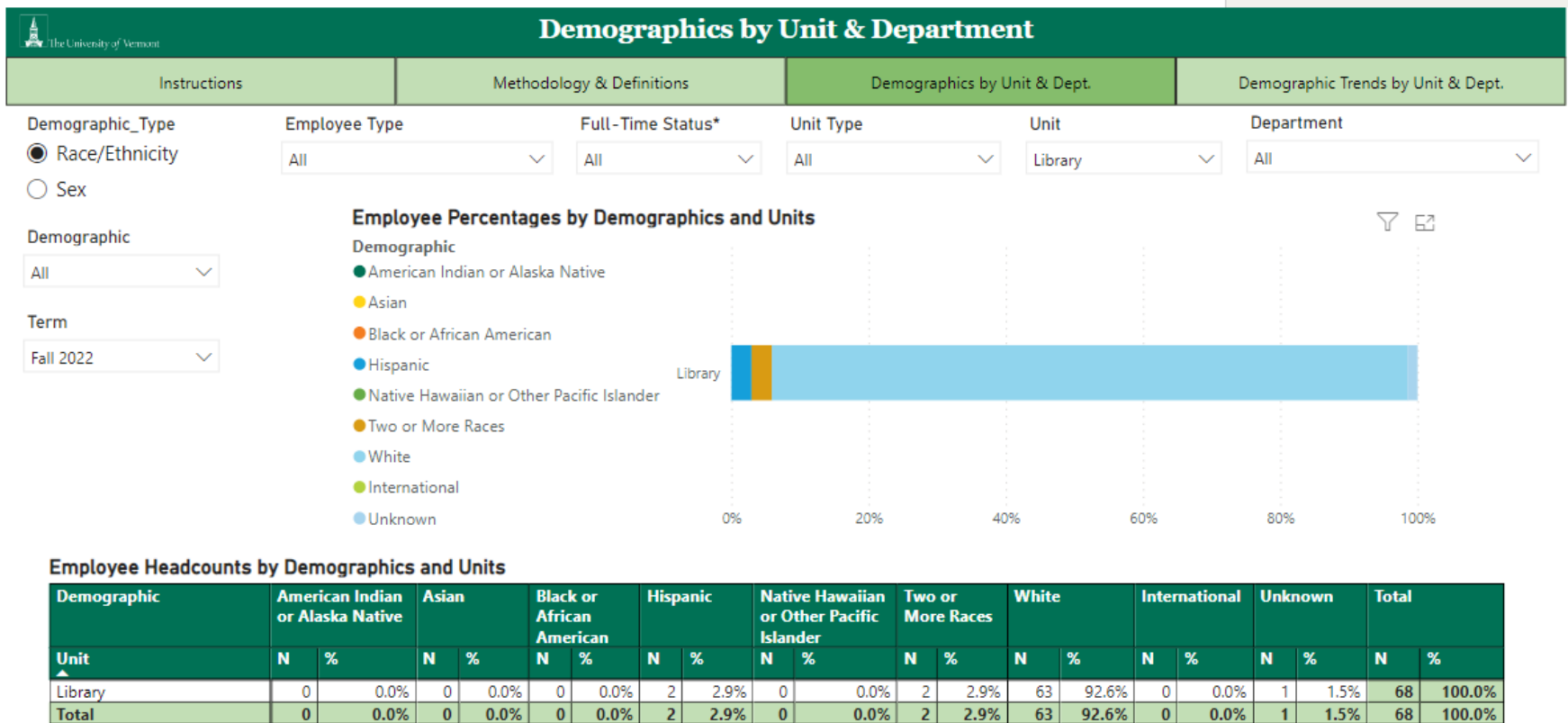
### S.M.A.R.T. Goal(s)

Goal	Objectives/Tasks	Responsible Group	Time Frame
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## Part 2 – Recruitment and Retention

### Demographic Headcount





**Demographics by Unit & Department**

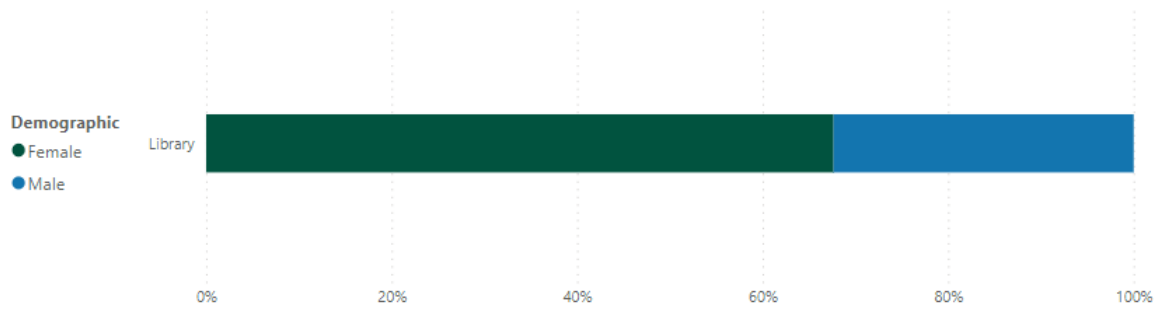
Instru Methodology & Definitions Demographics by Unit & Dept. Demographic Trends by Unit & Dept.

Demographic\_Type  
 Race/Ethnicity  
 Sex

Employee Type: All  
 Full-Time Status\*: All  
 Unit Type: All  
 Unit: Library  
 Department: All

Demographic: All  
 Term: Fall 2022

Employee Percentages by Demographics and Units



Employee Headcounts by Demographics and Units

Demographic	Female		Male		Total	
	N	%	N	%	N	%
Library	46	67.6%	22	32.4%	68	100.0%
<b>Total</b>	<b>46</b>	<b>67.6%</b>	<b>22</b>	<b>32.4%</b>	<b>68</b>	<b>100.0%</b>



## Demographic Trends by Unit & Department

Instructions | Methodology & Definitions | Demographics by Unit & Dept. | Demographic Trends by Unit & Dept.

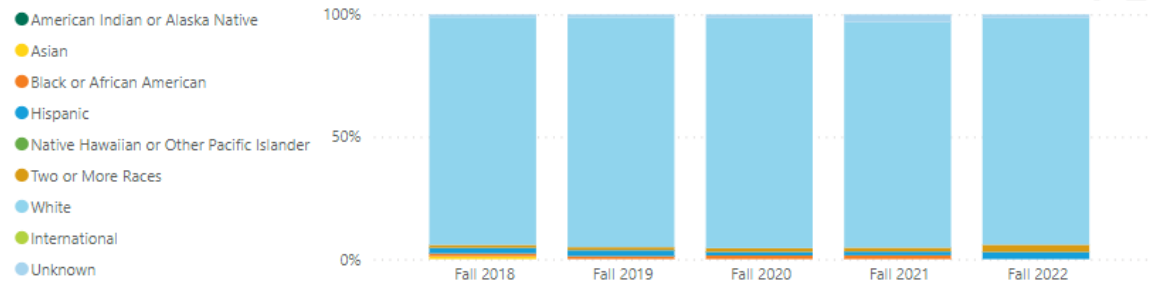
Demographic\_Type:  Race/Ethnicity |  Sex

Employee Type: All | Full-Time Status\*: All | Unit Type: All | Unit: Library | Department: All

Demographic: All

Data Years: 2018 2022

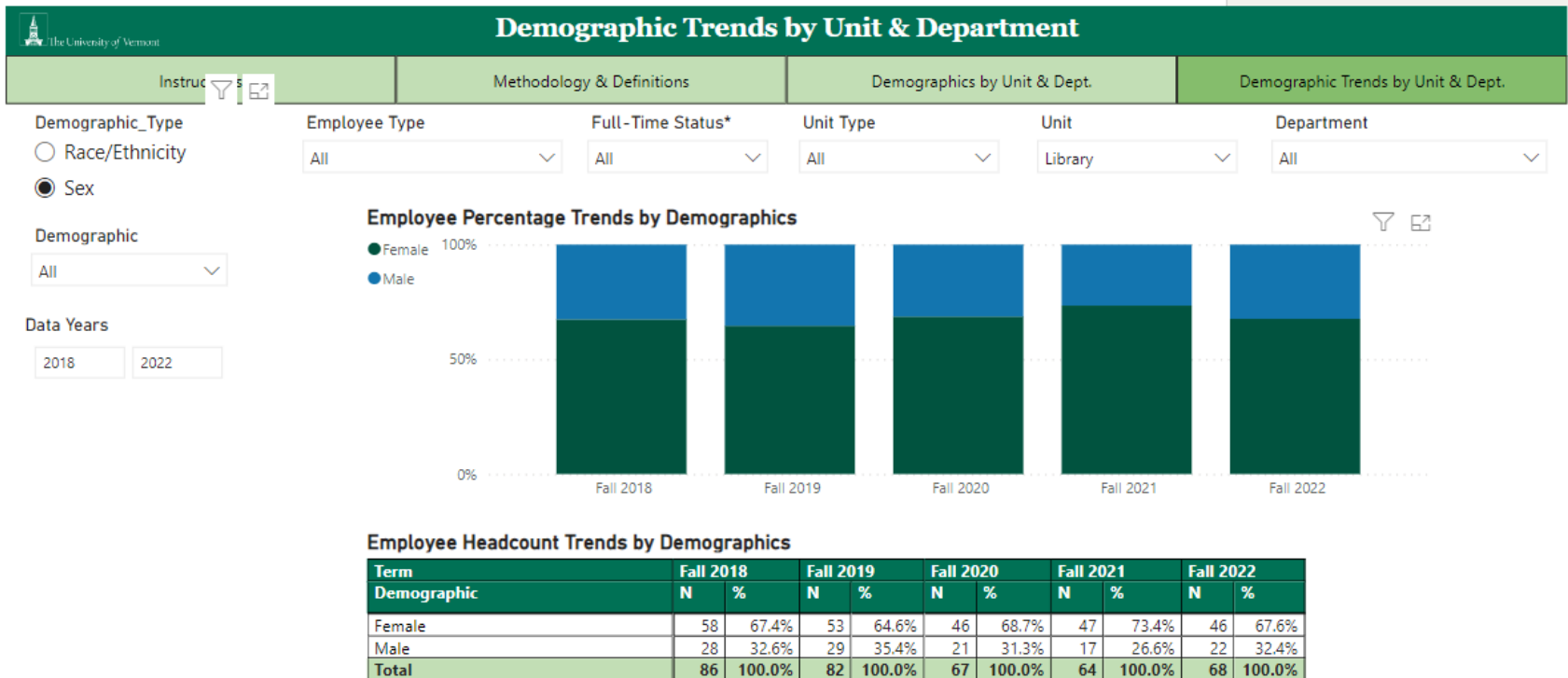
**Employee Percentage Trends by Demographics**



**Employee Headcount Trends by Demographics**

Term	Fall 2018		Fall 2019		Fall 2020		Fall 2021		Fall 2022	
	N	%	N	%	N	%	N	%	N	%
American Indian or Alaska Native	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%
Asian	1	1.2%	0	0.0%	0	0.0%	0	0.0%	0	0.0%
Black or African American	1	1.2%	1	1.2%	1	1.5%	1	1.6%	0	0.0%
Hispanic	2	2.3%	2	2.4%	1	1.5%	1	1.6%	2	2.9%
Native Hawaiian or Other Pacific Islander	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%
Two or More Races	1	1.2%	1	1.2%	1	1.5%	1	1.6%	2	2.9%
White	80	93.0%	77	93.9%	63	94.0%	59	92.2%	63	92.6%
International	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%
Unknown	1	1.2%	1	1.2%	1	1.5%	2	3.1%	1	1.5%
<b>Total</b>	<b>86</b>	<b>100.0%</b>	<b>82</b>	<b>100.0%</b>	<b>67</b>	<b>100.0%</b>	<b>64</b>	<b>100.0%</b>	<b>68</b>	<b>100.0%</b>





[2022 Campus Climate Survey Data](#)

S.M.A.R.T. Goal(s)

Goal	Objectives/Tasks	Responsible Group	Time Frame
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<p>Develop, implement, and assess hiring practices and policies that promote diversity and inclusion in order to attract more diverse candidate pools.</p>	<ol style="list-style-type: none"> <li>1. Implement updated policies and procedures that promote a strengths-based approach to hiring and recruitment.</li> <li>2. Finalize hiring and recruitment best practices list complete with examples as proposed by IE Committee.</li> <li>3. Provide yearly, or twice yearly, opportunities for education in diverse hiring and recruitment practices for all libraries faculty and staff.</li> <li>4. Create a centralized repository for search committees to share documentation and materials that can be reused by others.</li> <li>5. Implement an assessment and reporting procedure following each search that will serve as a debrief of experiences and effectiveness and create a record to inform future searches.</li> </ol>	<p>Assistant Dean and Administrative Coordinator in consultation with the Inclusive Excellence Committee and Dean's Council (<i>Objectives 1 – 5</i>)</p>	<p>2023/2024</p>
<p>Develop and implement best practices for the retention of faculty and staff.</p>	<ol style="list-style-type: none"> <li>1. Revise and share with all new employees an onboarding checklist.</li> <li>2. Explore the potential for a mentoring program - what it might mean for faculty and staff, and what types of resources are available.</li> <li>3. Adopt new University classification and compensation model when created.</li> <li>4. Implement exit interviews for all.</li> </ol>	<p>Assistant Dean (<i>Objective 1</i>)            Dean's Council (<i>Objective 2</i>)            Assistant Dean (<i>Objectives 3 and 4</i>)            Chair of Inclusive Excellence Committee in consultation with Dean's Council (<i>Objective 5</i>)</p>	<p>Ongoing</p>



	5. Continue to update the Libraries Inclusive Excellence Plan to address areas for growth that are revealed in Climate Survey data.		
Explore the feasibility of developing early career fellowship positions for librarians from marginalized and historically underrepresented populations, through initiatives including or similar to the Harris Fellowship program.	<ol style="list-style-type: none"> <li>1. Reach out to the Harris Fellowship team to gather information about the program</li> <li>2. Reach out to ACRL to gather information and resources about diversity fellowships</li> <li>3. Review literature on the effectiveness of “diversity fellowships” in libraries to better understand the experiences of fellows in these programs.</li> </ol>	<p>Interim Director, Silver Special Collections <i>(Objective 1)</i></p> <p>Director of Dana Health Sciences /Interim Director, Silver Special Collections <i>(Objective 2)</i></p> <p>A designated member of I&amp;IS <i>(Objective 3)</i></p>	2023/2024

[Division of Enrollment Management \(DEM\) Strategic Enrollment Plan](#)

S.M.A.R.T. Goal(s)

Goal	Responsible Group	Time Frame
N/A	•	•



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### Part 3 – Professional and Faculty Development

Advising – N/A

S.M.A.R.T. Goal(s)

Goal	Objectives/Tasks	Responsible Group	Time Frame
Support the DEIA education needs of Libraries' faculty and staff.	<ol style="list-style-type: none"><li data-bbox="638 643 1199 784">1. Create a shared location for listing and connecting people to DEIA trainings (UVM and library-specific, example: the <a href="#">Empathy Project</a>).</li><li data-bbox="638 797 1150 862">2. Assess if there are needs for additional trainings; find ways to fill these needs.</li></ol>	Administrative Coordinator/ Enrichment Committee (potential hosts of trainings)/ Assistant Dean ( <i>Objectives 1 and 2</i> )	2023/2024



## Part 4 – Accessibility

### Universal Design

“Universal Design is the design and composition of an environment so that it can be accessed, understood and used to the greatest extent possible by all people regardless of their age, size, ability or disability. An environment (or any building, product, or service in that environment) should be designed to meet the needs of all people who wish to use it. This is not a special requirement, for the benefit of only a minority of the population. It is a fundamental condition of good design. If an environment is accessible, usable, convenient and a pleasure to use, everyone benefits. By considering the diverse needs and abilities of all throughout the design process, universal design creates products, services and environments that meet peoples' needs. Simply put, universal design is good design” (What is Universal Design, 2020).

### Physical Accessibility

#### S.M.A.R.T. Goal(s)

Goal	Objectives/Tasks	Responsible Group	Time Frame
Support library spaces that are welcoming and inclusive to all and that provide positive environments for learning, study, and research. Work to maintain, modify, and improve those spaces in response to patrons' changing needs.	<ol style="list-style-type: none"> <li>1. Conduct an audit of all Libraries buildings to identify any safety or usability concerns related to lighting or physical conditions. Audit would factor in the accessibility of all physical collections.</li> <li>2. Make plans to address any concerns that arise from this audit.</li> </ol>	Facilities Manager, in consultation with Dean’s Council and Space planning group <i>(Objective 1)</i>  Dean’s Council <i>(Objective 2)</i>	2024



## Digital Accessibility

### S.M.A.R.T. Goal(s)

Goal	Objectives/Tasks	Responsible Group	Time Frame
<p>Ensure that the libraries have accessible electronic and information technology throughout our digital presence and collections that are ADA compliant.</p>	<ol style="list-style-type: none"> <li>1. Evaluate how best to implement recommendations made in the EEAAP Task Force’s July 2021 report.</li> <li>2. Identify non-current <a href="#">VPATs</a> (Voluntary Product Accessibility Template) during license renewal or review processes.</li> <li>3. Communicate with vendors and providers in order to secure either current VPATs or determine changes in resources on the provider level.</li> <li>4. Communicate with Purchasing and the ADA/504 Coordinator about each renewal as needed.</li> <li>5. Create a process for a website redesign.</li> </ol>	<p>Chair of the EEAAP Taskforce <i>(Objective 1)</i></p> <p>Department of Collection Development &amp; Acquisitions <i>(Objectives 2, 3, and 4)</i></p> <p>Web Development Librarian, Systems Librarian, and Administrative Coordinator <i>(Objective 5)</i></p>	<p>2023/2024</p>
<p>Create inclusive, welcoming digital environments for all patrons regardless of their experience and/or ability.</p>	<ol style="list-style-type: none"> <li>1. Conduct an audit of Libraries’ website , identify necessary changes that would allow these spaces to meet required accessibility standards, and implement (as guided by UVM best practices).</li> <li>2. Incorporate patron feedback generated through focus groups and other qualitative means. (Modified)</li> </ol>	<p>Administrative Coordinator <i>(Objective 1)</i></p> <p>Administrative Coordinator and Web Development Librarian <i>(Objective 2)</i></p>	<p>2023/2024</p>

## Cognitive Accessibility

### S.M.A.R.T. Goal(s)

Goal	Objectives/tasks	Responsible Group	Time Frame
Establish standards for accessible and inclusive external communications.	<ol style="list-style-type: none"> <li>1. Create and implement a communications plan that aligns with established communication standards.</li> <li>2. Create a procedure for workflows that upholds communications standards and allow for timely, proactive, and regular campus communications.</li> <li>3. Update and implement policies and procedures around libraries communications – web content, social media, signage, oral, etc.</li> </ol>	Administrative Coordinator <i>(Objectives 1 -3)</i>	2023/2024
Establish standards for accessible and inclusive internal communications.	<ol style="list-style-type: none"> <li>1. Assess internal communications needs and practices in the Libraries.</li> <li>2. Ensure that internal communications standards are addressed specifically in the communications plan.</li> <li>3. Create and implement standardized workflows for regular, accessible internal communications.</li> </ol>	Administrative Coordinator <i>(Objectives 1 - 3)</i>	2023/2024

**Sustainability** –This section will get updated as the Office of Sustainability unveils the Strategic Campus Sustainability Plan.



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S.M.A.R.T. Goal(s)

<b>Goal</b>	<b>Responsible Group</b>	<b>Time Frame</b>
	•	•





## Part 5 – International Inclusion and Global Education

### Analysis of Support

How does your unit support inclusion of internationally identifying individuals who are in your unit or are served by your unit?

- Linguistic Access and Inclusion (ex: using Plain English)
- Cultural Access and Inclusion (ex: using narrow US-specific cultural references in courses, programs, etc.)
- Intentional solicitation and incorporation of international perspectives (ex: in data collection, in leadership roles, etc.)

*Note: The Libraries’ Collection Development Policy explicitly includes and supports the collection of foreign language materials and other materials that reflect international perspectives and topics.*

### S.M.A.R.T. Goal(s)

Goal	Objective/tasks	Responsible Group	Time Frame
Cultivate relationship with the Office of International Education	<ol style="list-style-type: none"> <li>1. Meet with OIE leadership to identify international student needs and brainstorm possible ways the library can provide support.</li> <li>2. Complete survey of suggested OIE resources and look for opportunities for the library to be included.</li> </ol>	Research and Instruction Librarian ( <i>Objectives 1 and 2</i> )	Spring 2024



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<p>Incorporate two strategies to increase the percentage of foreign language titles and/or books with an international perspective that are added to the collection each year.</p>	<ol style="list-style-type: none"><li>1. Identify and add international topics to the automatic book ordering plan.</li><li>2. Track and ensure access to international literature and resources.</li></ol>	<p>Director of Collections Development &amp; Acquisitions <i>(Objective 1 and 2)</i></p>	<p>Ongoing practice</p>
<p>Begin an annual project to collect popular reading materials in the variety of languages taught and spoken at UVM. We currently buy such books on request; we will begin to seek a number of them out proactively each year.</p>	<p>Draft specific collection development policy for this sub-group of materials.</p> <ul style="list-style-type: none"><li>○ Establish budget</li><li>○ Identify languages</li><li>○ Develop marketing plan</li><li>○ Assess impact</li></ul>	<p>Director of Collections Development &amp; Acquisitions <i>(Objectives 1)</i></p>	<p>FY2023/2024</p>
<p>Ensure that content being created when communicating about the libraries is clear, concise, precise, and easy to understand.</p>	<p>Incorporate tenets of plain language into any established tone/ style guide development.</p>	<p>Administrative Coordinator</p>	<p>2024</p>



### Part 6 – Collections

#### S.M.A.R.T. Goal(s)

Goal	Objectives/Tasks	Responsible Group	Time Frame
Increase efforts to incorporate inclusive and reparative resource description practices. (UVM Libraries Strategic Initiative: <b>Collections</b> )	<ol style="list-style-type: none"> <li>1. Assess the scope of need and create a plan for implementing more inclusive language in subject headings and other metadata practices.</li> <li>2. Determine how Special Collections can best incorporate reparative resource description practices into its work.</li> </ol>	<p>Head of RDAS (<i>Objective 1</i>)</p> <p>Special Collections Public Services Librarian (<i>Objective 2</i>)</p>	Begin after hire of faculty cataloger and director of RDAS
Adopt collection development principles that empower the Libraries to share purchased information with all in need. (UVM Libraries Strategic Initiative: <b>Collections</b> )	<ol style="list-style-type: none"> <li>1. Commit to inclusive collection development policies, selection workflows, and decision-making processes, with particular attention to marginalized and historically underrepresented voices.</li> </ol>	Director of Collection Development & Acquisitions	Ongoing
Revise the Howe Library Collection Development Policy to explicitly refer to and include our collection of diverse voices, perspectives, and languages in support of current library best practices and University Common Ground values.	<ol style="list-style-type: none"> <li>1. Draft new collection development policy by reviewing current library policy, reviewing policies of other universities and general best practices, and writing revision.</li> <li>2. Review draft with library stakeholders</li> <li>3. Finalize new policy and post draft publicly</li> </ol>	Director of Collection Development & Acquisitions ( <i>Objectives 1 – 3</i> )	Begin FY22, Complete FY23



## Part 7 – Review Schedule

### Spring 2023

- Identify responsible groups that are listed as TBD.
- The Libraries Inclusive Excellence Committee will set up a reporting structure; create a shared reporting spreadsheet that will make reporting an easy process.
- Finalize public version due May 10, 2023.

### Spring 2024

- One month prior to the end of spring semester – contact groups responsible for each goal and remind them to prepare a report of activity.
- Before the end of the semester - Responsible Groups will submit their progress reports through a shared reporting system or spreadsheet.
- End of semester – IE Committee prepares report
  - Gather progress reports from the shared reporting system.
  - Collate information and write preliminary draft of report.
  - Submit to Dean’s Council for review and feedback.
  - Write final report.
  - Submit to Division of Diversity, Equity, and Inclusion.

### Spring 2025

### Spring 2026



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Spring 2027



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**Part 8 (Optional) – Process** – This part of the template is optional. Units can choose to use it to document the process they followed to develop, monitor, refine, and assess the efficacy of this plan.