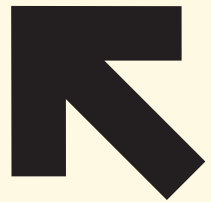ILA Annual Conference 2022
October 20th

Policy Evaluation Workshop: Reviewing Library Policies through a DEI Lens

The authors performed this work in conjunction with their work at Northern Illinois University. Northern Illinois University occupies the traditional homelands of Anishinaabe peoples, also known as the Council of the Three Fires. Other Indigenous peoples who call this land home include the Sac and Fox, Kickapoo, Peoria, Miami, and Sioux. We acknowledge the presence and continued vitality of these and other Native communities in our state and Midwest region.

Map sourced from Native-Land.ca
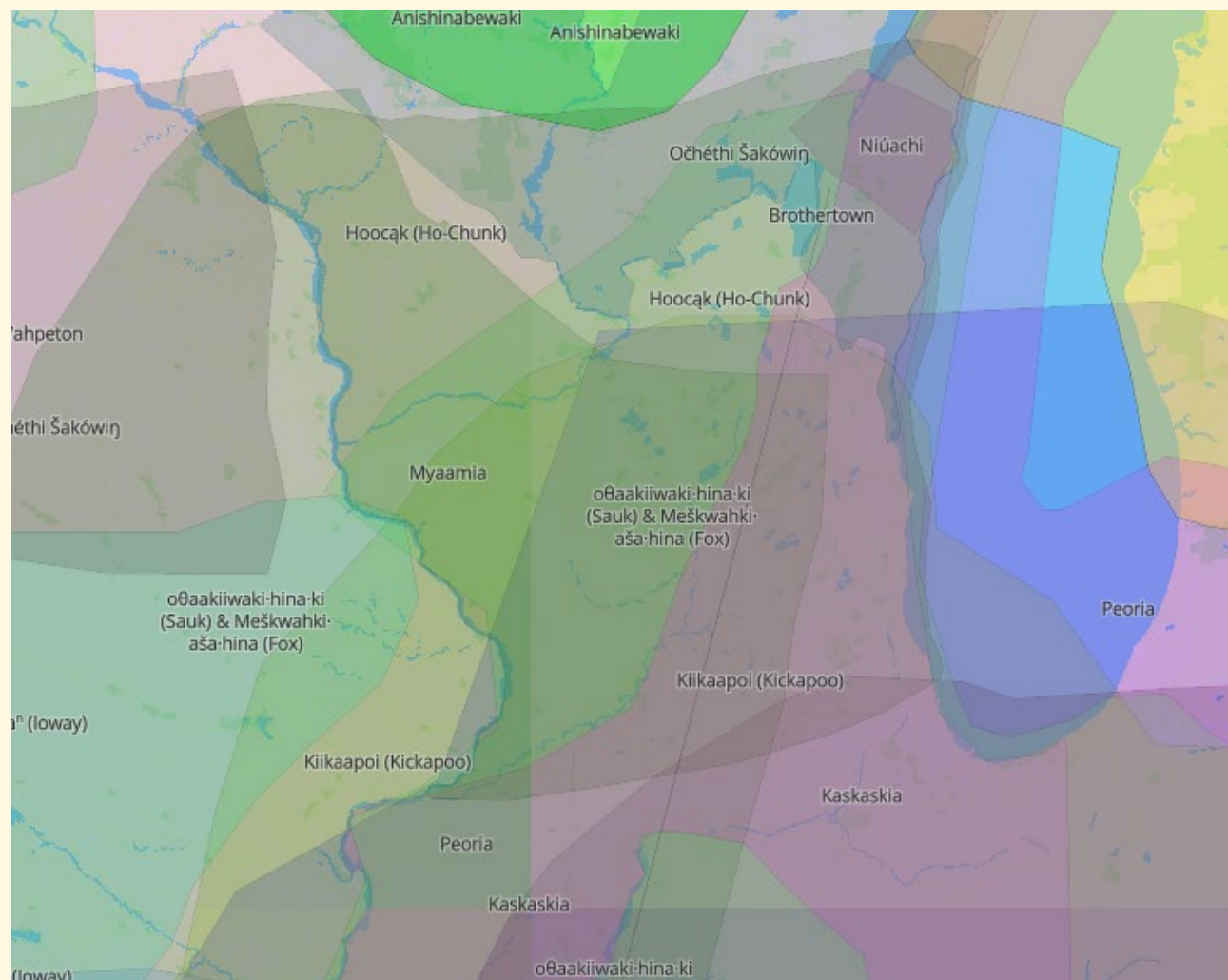
Kimberly Shotick
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Student Success
Librarian, NIU

Alissa Droog
(she/her)
Education & Social
Sciences Librarian, NIU

Michele Hunt
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NIU
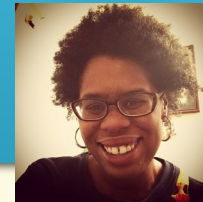
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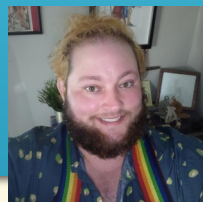
Sarah McHone-Chase
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Director of University
Library, Aurora University

Agenda

(4)

Rationale and Case Study

Rubric explanation

Activity 1: Identify the diverse populations you serve

Activity 2: Evaluate a policy using the rubric

Conclusion

Articulate

Articulate the value of personal identities in understanding and creating inclusive policies

Identify and Describe

Identify and describe the diverse populations your institution serves

Evaluate

Evaluate a library policy with a DEI lens using the rubric created at NIU Libraries

Rationale

"Many of the policies, procedures, and norms employed and enforced in libraries are rooted in white supremacy and are often exclusionary to BIPOC individuals." (ALA/ARL, 2022)

Cultural Proficiencies for Racial Equity: A Framework

Our Work: Getting Started

Draft Policy Guidelines

- What are the goals of our work?

- What do our personal lived experiences inform?

- Highlighted the importance of a diverse group: the different perspectives

Consult with Stakeholders and the Literature

- ADEI, DRC

- Don't reinvent the wheel!

- External literature
  - plainlanguage.gov
  - Other libraries' diversity audits and reviews

ILA Annual Conference 2022
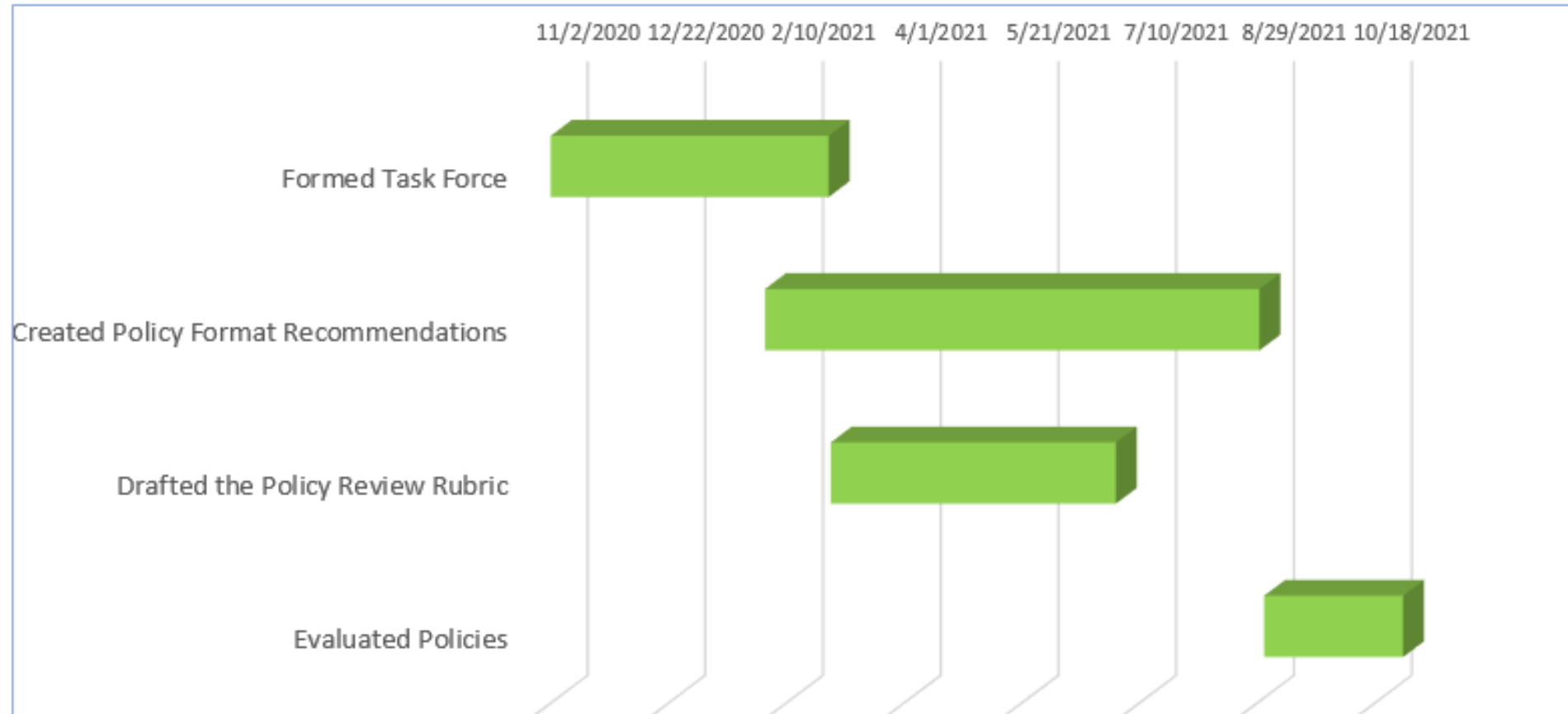
Policy Evaluation Workshop: Reviewing Library Policies through a DEI Lens

Task Force Process Gantt Chart

Case Study Results

Full marks (48)	High marks (45-47)	Middling marks (42-44)	Lowest marks (31-41)
• Computers for Public Use • Digital Preservation Implementation Plan • Digital Preservation Policy • Gifts Policy • NIU These, Dissertations, Qualifying Papers, or Certificate of Advanced Studies Papers on Deposit in the University Libraries • Periodical Services • Reflection Room Policy • Retention of Library Billing Records • Scholar's Den • Withdrawal Policy	• Food and Beverage Policy • Basement Access • Escalator Orientation and Mobility Training Policy • Confidentiality of Library Records • Circulation Loan Periods • No Smoking Policy • Reserve Services • Code of Conduct • Study Room Reservation • Visiting Scholars and Sponsored Scholars: Library Privileges	• Building Closing • Filming and Photography in the Library • Retirees: Faculty, SPS, and Staff Policy • Appeals for Lost Books and Reserve Fines • Interlibrary Loan/Information Delivery Services Policy • Laptop Circulation Policy • Lockers Policy • Mathematical sciences reading room • Media Services • Billing Policy for Leisure Reading Book Collection	• Theft, Mutilation, or destruction of Library Property • Circulation Policy • Faculty Carrels • Internet Policy • (Smart) Room Reservation Policy • Children in the Library • Noise Policy • Hours Policy

What kind of data do you want to acquire?	**Qualitative and quantitative debate** **Usefulness for advocacy**
What is useful data?	**Internally consistent data** • Matching phrasing of questions to yield consistent numerical answers **Quantitative result targets: "high scores mean good"** • Likert scale questions
What are non-optionals?	**Yes / no questions**

"Does this policy discriminate against anyone?"

- Why not just make an easy list?

- What about the federal listing? Or matching university policy?

Identity versus demographics:

- What we **don't** want to do is try to identify specific people's demographic tags.

- Let's not say: "I saw three Black people yesterday, so we probably serve Black people."

Confront bias through inquiry and specific questions

- Evaluators might not personally have stake in certain identities.

- Specific questions can short circuit patterns that create systemic bias

The Rubric: Pass/Fail Questions

Pass/Fail Questions	Purpose
Does the policy only apply to a clearly defined user group? *(i.e., "undergraduates," "faculty," "all patrons," etc.)*	We want to make policy for user groups, not for identities.
Does the policy only apply to a grouping not represented by patron classifications? *(i.e., "children," "non-citizens," "English students," et al?)*	We want to capture if the policy is identifying a patron using some other method.
Is the policy available as web page body text?	Meets an accessibility standard.
Does the policy meet accessibility standards? *(i.e., can be read by screen readers)?*	Meets other relevant accessibility standards.
Is the policy still necessary?	Reduces clutter and redundant searching.
Is there a university policy that covers this topic already?	Increases clarity and usability.
Does it avoid jargon and undefined initialism/acronyms?	Increases clarity and usability.
Is it written at an 8th grade reading level?	Reflects federal plain language guidelines.

The policy discriminates against...

- someone from lower socio-economic status
- someone with a physical disability
- neurodivergence, including learning disabilities
- perceived race and/or ethnicity
- religious affiliation and/or practice
- an age group
- perceived sexual and/or romantic orientation
- parental status and/or family structure
- someone undergoing medical, home, and/or other life transitions
- citizenship and/or immigration status
- sex and/or gender expression

- **The policy's penalties are excessive and/or inappropriate.**
  - Punitive vs reparative penalties

14 Activity 1: Identify the Diverse Populations You Serve

Instructions:

- **Part 1:** Using the handout, list the specific identities that are most important for your policy review.

- **Part 2:** Compare the list of identities with a neighbor to see how priorities differ by institution, person, etc., and how you can learn from each other.

Time: 5 minutes

Materials: phone, handout, pencils

Goal: These identities can be used to form your rubric questions!

⬉ ⑮ Activity 2: Evaluate a policy using the rubric

Instructions:

- **Part 1:** Use the rubric in your handout to evaluate at least one of the library policies at your table individually

- **Part 2:** Compare and discuss your evaluations of the policy(ies) and how they differ with your neighbor/group.

Time: 15-20 minutes

Materials: rubric *(in handout),* pencil, and one of the policies below

- "Children in the Library Policy"

- "Internet Policy"

Next Steps

Get Buy-In

- Appeal to library values
- Share examples

Get Together

- Gather your team
- Collect policies and related documents

Evaluation

- Adapt rubric
- Complete evaluation
- Share out

Thank you for participating!

Please fill out the assessment via the QR code on the handout so we can improve this workshop.

Questions?

Policy Recommendations Rubric

Assessment:

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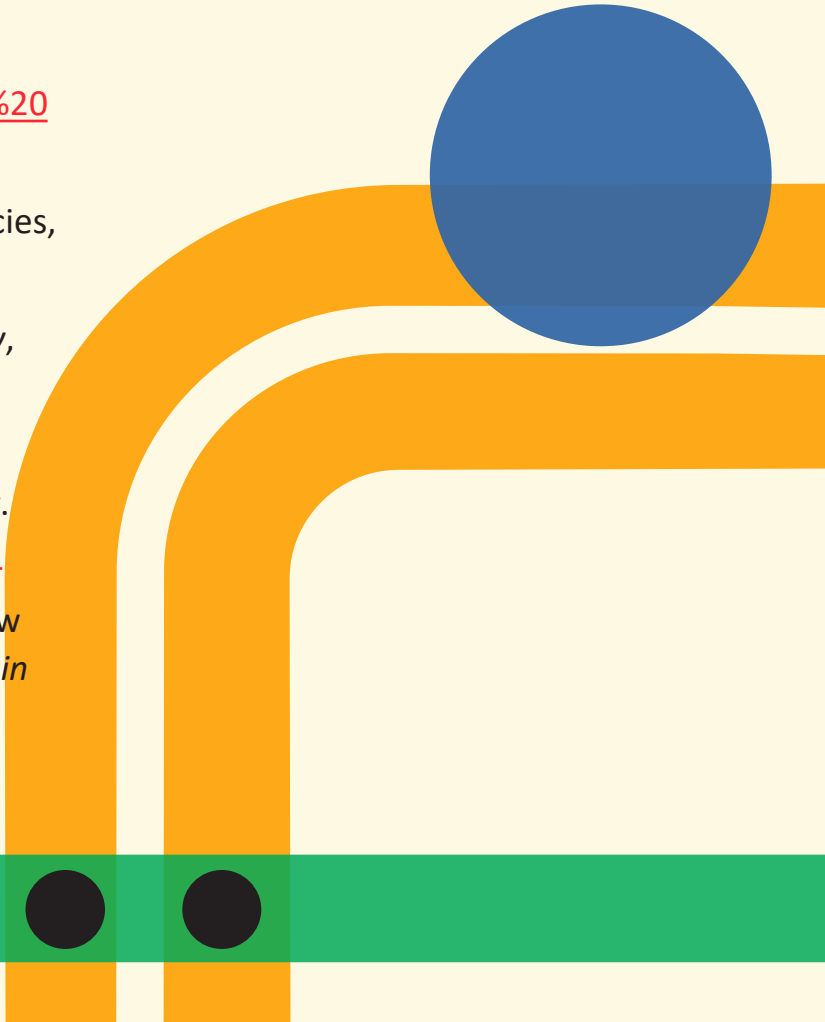
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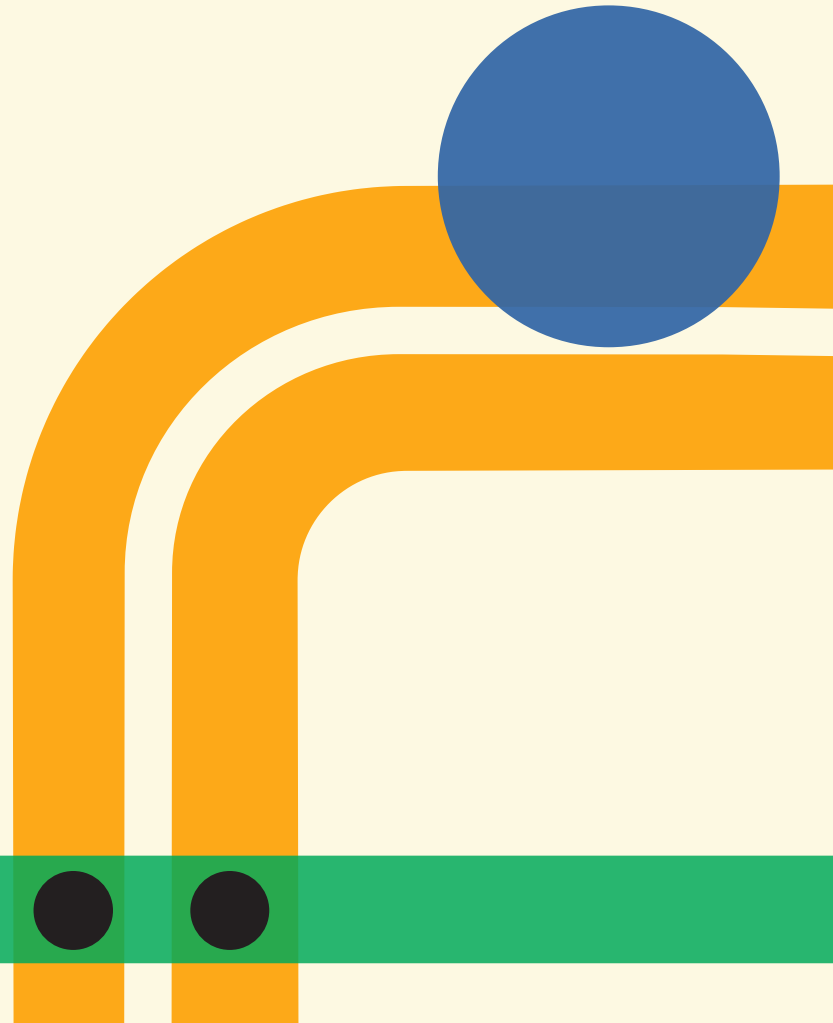
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