

LITS Equity, Inclusion, and Anti-Racism Prioritized Goals for FY22 and Beyond

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5/6/21

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1 Process Notes

These prioritized equity, inclusion, and anti-racism goals for Library & Information Technology Services (LITS) grew out of a process we’ve been moving through this winter into spring. In January we held departmental Diversity, Equity, Inclusion, Accessibility, and Anti-Racism foundations sessions to establish common terminology, concepts, and tools and give all LITS staff an opportunity to discuss aspirations for the work we’re doing in LITS and at Bryn Mawr College in service of equity, inclusion, and racial justice.

Out of those sessions, LITS departments were charged with proposing shorter-term and longer-range goals related to equity, inclusion, and anti-racism (EIAR) and suggesting further forms of professional and organizational development that might be valuable for LITS to pursue. During the month of February, each department articulated EIAR goals relevant to their departmental work and/or to our organization’s mission as a whole.

In March into early April, I facilitated feedback sessions with LITS managers, the LITS EIAR Team, and open to LITS staff to discuss which goals colleagues felt held particular promise and where we might have greatest positive impact. There was much consensus about areas of focus that would be valuable, and many helpful insights about how we should approach and iterate through this work.

This document is a first attempt at synthesizing those inputs into a prioritized set of FY22 and longer-term goals. Some of these goals build on work already in progress in and across LITS departments; others represent new initiatives that we want to initiate organizationally. Short-term projects will be carried out in the coming fiscal year, and longer-term goals will be integrated into the LITS 5-Year Strategic Roadmap.

As CIO & Director of Libraries, I’ve had the gift of witnessing our process through each stage thus far, and I have appreciated the thoughtfulness of all departments and the wisdom that has emerged about how we do this work within our organization and how we invite the broader Bryn Mawr community to view our plans and to help us iterate over time.

One of the themes that emerged during our process was an awareness that LITS includes both internal and front-facing teams, and there are distinctions in terms of how different teams interface with this imagining of meaningful goals relevant to our work and with the actual work. We recognized through these conversations that often the “behind-the-scenes” work in LITS is long-term work that bears fruit down the line, but not always in directly visible ways, and we can highlight that foundation work and how it supports community-facing services, programs, resources, and work. Those who work in more internally focused service areas also discovered that the goals articulated by the “front-facing” teams served in many cases as a springboard for recognizing meaningful goals relevant to their work.

Another strong theme that emerged was an appreciation for the benefit of seeing what other departments are thinking about and doing. Having this window into the work of fellow departments across LITS can help us better support one another and the community, learn from one another, and rethink our work and potential cross-department collaborations from newly informed perspectives. This is something we want to continue to find ways to do, through some form of LITS communication hub or method for sharing internally what is happening across departments on a regular basis and through shared forums such as staff meetings and professional development sessions.

A third wonderful theme that emerged was seeing the strength of common shared values across the organization in relation to equity and inclusion goals and excitement that many colleagues are feeling about the work within LITS and College-wide, and enthusiasm about the potential for cross-departmental synergies as we identify shared priorities, professional development opportunities on campus and beyond, and ways of connecting our goals with broader College and national commitments around equity, inclusion, and anti-racism.

Finally, an important theme that was present throughout our conversations was the iterative and ongoing nature of this goal-setting and prioritizing process; of the work itself; and of the feedback loops we need to create, experiment with, learn from, and integrate into our operations. This document is not a starting point for LITS equity, inclusion, and anti-racism work, which has been ongoing in many forms, and neither is it an ending point. We're aiming to surface efforts that are underway, to crystalize particular goals that we want to focus on achieving in the near-term, and to communicate better about what we're doing and planning across library and information technology domains. This work will happen at many levels, including some organization-wide priorities that we share out and on which we invite feedback from the community we serve, asking "do these goals look useful?" and "how are these efforts landing with you?" and "what more can we do, or what can we do next, that would be useful?" This work also includes more local efforts specific to each department within LITS that teams will continue to move forward alongside our broader priorities.

2 Guiding Principles for Articulating Priorities

2.1 Align with the College's Institutional Transformation Goals

Our LITS equity, inclusion, and anti-racism goals are in services of the College's racial justice mission and institutional commitments. We are excited about how our departmental goals **connect with broader institutional transformation goals** and about the shared efforts across campus to realize these aspirations. We want to continue to learn about what others are doing across campus and to team up for continued learning and cross-departmental initiatives.

2.2 Increase Impact through Cross-Departmental Partnerships

Seeing the goals across LITS has suggested **greater positive impact we can have through partnerships across departments (within LITS and beyond)**. Examples of these include our shared work with students across departments; cataloguing, metadata, and provenance work research and appropriate descriptive language toward inclusive collections and in support of future research on College histories and collection histories; outreach and educational efforts and focus on relationship building in the ways we engage with the Bryn Mawr community; materiality and making in a context of creating accessible entry

points to the life of objects and critical thinking around them; and shared professional development and programming with other College departments engaged in parallel or overlapping work.

2.3 Increase Impact through Cross-Institutional Partnerships

We're similarly excited by **cross-institutional collaborations** at the local and national level in service of equity, inclusion, and anti-racism goals. Some TriCo Libraries shared strategic goals in the "do the right thing" category, including information justice, accessibility, etc. Not yet framed as TriCo overall partnership around EIAR work. LACRELA - 8 sessions during the year that we all have the opportunity to express interest in.

2.4 Focus on Areas Where LITS Can Uniquely Contribute

Even as we connect broadly with institutional and consortial initiatives, we want to focus our priorities in areas **where LITS is uniquely positioned, both in terms of expertise and mission, and in terms of our understanding of marginalization**, to contribute to equity, inclusion, and racial justice efforts at the College. Examples where LITS has unique forms of expertise and ability to contribute include choosing where we invest our dollars, including seeking local and minority-owned businesses as sources for library purchasing and building a diversity, equity, and inclusion lens into our procurement processes overall; helping to bridge the digital divide and address inequities in access to information and technology resources; and facilitating information/data/technology justice learning and actions. We also want to recognize the ways that LITS colleagues as staff people are sometimes marginalized as a class within the system of the College so that we include ourselves in the work of equity, inclusion, and intersectional justice at Bryn Mawr.

2.5 Keep Unlearning, Experimenting, and Self-Assessing

We will continue to **orient with curiosity and appreciation to the infinite layers of learning and unlearning, experimenting, and assessing how we are doing** that accompany our dual goals of understanding the complexities of systemic racism and inequity that are endemic to our society and to higher education and Bryn Mawr specifically, and integrating an equity, inclusion, and anti-racism lens into our practices and offerings across LITS. We play an important role in the educational mission of the College, and our own educational aspirations around equity, inclusion, and anti-racism-informed work are critical to being able to contribute well and skillfully to the different communities we serve and are part of at the College. We will continue to use a racial equity impact analysis lens to help identify places where we need to develop new practices or interventions across our portfolio of services, programs, policies, resources, and work with one another. Part of this is a recognition that we are all interacting with each other and many of us with the broader Bryn Mawr community, and dynamics are never race-free, so we are committed to developing awareness, skills, and practices that work against racism and intersecting systems of inequity and harm.

2.6 View Racial Justice through an Intersectional Lens

We recognize that racial justice is a core mission for the College, and we view that mission through **an intersectional lens**, making sure that in our equity and inclusion work we're attending to other areas of potential marginalization or inequity, including around socioeconomic background and resource access, accessibility for students of all abilities, and inclusion for all community members on the gender identity and sexuality spectra.

2.7 Use a Multi-Year Framework

We see value in having a **multi-year framework to enable understanding, progress, and visibility around LITS equity, inclusion, and anti-racism goals and efforts**. The framework of the LITS 5-Year Strategic Roadmap enables us to articulate long-range aspirations and areas of focus, and annual prioritizing enables us to identify immediate things we can do to bring shorter-term benefits and to lay foundations incrementally that we believe will yield longer-term benefits. In this year's process, we are especially interested in identifying achievable FY22 goals, where each LITS department takes on at least one doable and meaningful thing to achieve in the first year. We'll have many additional efforts in progress across LITS but want to be sure we have a prioritized set that are clearly defined and accomplished in a meaningful form this year.

2.8 Meet People Where They Are

Finally, we are working from a principle of **meeting people where they are**, including members of our LITS team as everyone enters from different backgrounds and perspectives into professional development and work around equity, inclusion, and anti-racism. Similarly, this ethic of meeting people where they are ensures and requires that we think about inclusion and equity from the perspective of the diverse community members we serve and with whom we collaborate. We are aiming to make all of our resources and programs and spaces easy to access and to minimize the threshold to find assistance or consultation.

3 Prioritized Areas and Goals

3.1 Our Work with Students

LITS offers employment and internships for around 150 students each year and mentoring and professional development for students is a critically important ongoing area of focus for us. We are using an equity, inclusion, and anti-racism lens to analyze and continuously enhance our work with students including:

3.1.1 Assess and Improve Equity in Hiring

In 2018 we adopted a goal of working with HR to analyze anonymized LITS student employment data disaggregated by race, ethnicity, and nationality/citizenship using models from the Race Matters Institute to see whether we had any meaningful disparities across LITS departments in terms of hiring. We learned that existing categories for race, ethnicity, and nationality/citizenship often overlap and data are collected in ways that are both incomplete and potentially duplicative, which in turn led to two new goals:

- Participate in broader, longer-range institutional efforts to develop data gathering and analysis practices that would facilitate equity, inclusion, and anti-racism inquiries such as these (see section 3.2).
- In the meantime, ensure all students have equitable access to LITS job opportunities by being more transparent about the student hiring process and available opportunities in LITS. We have created a centralized [Student Employment in LITS web page](#) and adopted policies for keeping the page up-to-date, publicly posting opportunities in the Daily Digest and on social media, and standardizing hiring and advertising practices across LITS departments.

3.1.2 Actively Engage ALL Students

1. Continue to develop and deliver programs that foster student engagement and learning about technology-, data-, and library-related topics and practices, in partnership with other BMC departments where appropriate (e.g., Digital Intensives, workshops, THRIVE curricular components, Wikipedia edit-a-thons, etc.).
2. Identify early interventions, including first-year experiences, that create bridges for incoming students, especially FGLI students and students who may not have experienced staffed libraries, so that everyone is aware of and can access the rich materials and support represented in the BMC Libraries as they embark on their scholarly careers and start to do college-level research.

3.1.3 Develop Mentorship Skills and Pipeline to Library and IT Careers (Continuing)

1. Continue to offer the cross-institutional CiLIS [[SPELL OUT ACRONYM]] bootcamp for students from underrepresented groups with interest in library and information science careers as part of developing a more diverse pipeline in these fields.
2. Continue our own equity, inclusion, and anti-racism professional development as staff so that we gain skill and proficiency as mentors for students of diverse backgrounds and identities.
3. Expand mentoring in deep technical skills to help empower students, especially BIPOC students and all women and gender non-conforming students. These groups are underrepresented in IT professions and these skills are important for potential future pathways.
4. Educate ourselves about how to support LITS students in equitable and inclusive professional development models, including by learning from students and co-creating model work environments with them that they can take into their future endeavors.

3.2 Data and Assessment

We look forward to participating in larger institutional efforts to improve and develop data-gathering and analysis practices that facilitate equity, inclusion and anti-racism inquiries, work, and tracking of progress; for example, perhaps working with HR to ensure consistent data in demographic categories that are relevant for such analysis. We have also established local goals for using existing LITS data and data-gathering practices in LITS to better assess our own practices and progress in meeting equity, inclusion, and anti-racism goals. In both cases, we are interested in developing timely and actionable data collection and analysis practices that can guide our decision-making and inform our planning and evolution. We recognize the direct and indirect impact of College and LITS actions will be visible over time, and many of these goals are around developing practices that help us see and hear more fully what those effects are from the perspective of constituents we serve.

1. LITS already collects data from students and employees via the biannual MISO survey, regular service improvement feedback requests, and an annual faculty interview program. We'll continue to gather, review, and act on this data. Our Director of Assessment and Assessment Working Group will guide our thinking about how to make meaningful use of these rich data sets and how to connect these data sources with disaggregated demographic data and more specific studies to inform our continuous movement toward equitable and inclusive programs, services, resources, and spaces.

2. Examples of the kinds of questions we want to address include: Who is /is not participating in our Intensives, workshops, and other programs? Which students are / are not using the library? How do we gather data on those potential gaps and address any disparities that we find?
3. We want to assess through a Racial Equity Impact Analysis our current practices for gathering feedback, asking such key questions as who are we talking to? how are we getting feedback? how do we portray our offerings for the community? Some of these are areas where representative focus groups may give us important perspective and insights.
4. We want to build on the research Alex Pfundt has done around students' feelings of self-efficacy around research practices.
5. We're interested in any insights we can gain from the College's belongingness studies and campus climate studies, especially looking to the data for places where we can bridge gaps for Black, Indigenous, and other students of color.
6. We believe in the power of stories in addition to the importance of aggregate data. We want to hear about impacts on students' lives (positive and negative) of our offerings and their general experience of the College as they move through their educational journeys, and we hope those stories over time will show that the current high-priority College actions and local LITS actions land well and change students' experiences for the better. We're interested in taking a pulse using appropriate psychology/affective measures to compare and contrast outcomes across groups and across time. How do we make sure our current and future efforts are landing with the concerns that community members are raising? What other data can we gather or draw upon to measure students' sense of the impact of efforts underway at the institutional level and at the LITS level to see how the energy that's invested is landing and to assess how we might need to shift course to meet our goals?
7. We want to advocate for the College reviewing annually with the community how they are relating to our Equity, Inclusion, and Anti-Racism goals. Questions to ask might include: Did you engage with any of these initiatives? And did you find them valuable? Every year the College reports on initiatives in a more concerted way, and we're seeing a way we could take it to the next level with outreach and engagement to hear how initiatives are landing with those they're designed to serve.
Action Item: Gina will take these ideas to senior leadership.
8. Those who don't work actively with students in their regular work have a goal of volunteering to do senior exit interviews, recognizing that progress is seen in the eyes of the student and that listening to students in this annual process is a way to contribute to understanding from students' perspectives how the College is doing.

3.3 Description, Metadata and Cataloguing

We strive to provide robust, accurate, and culturally appropriate descriptions of our collections and items within the collections. We think of our practices around descriptive metadata, cataloguing, and finding aids for the archives and collections as part of stewarding our collections as a respectful and inclusive resource that we develop and make available for the full community.

1. We will continue to revise and augment the cataloguing and descriptive language that is used for our collections, working locally and in conjunction with consortial/regional and national efforts to

update subject headings, as well as other classification terms and metadata, so that they are historically and culturally appropriate. This includes the removal of descriptors that are problematic and replacing them with updated and appropriate language; for example, TriCo librarians participated locally in making the change from “illegal aliens” to “undocumented immigrants” as part of a national movement to change this Library of Congress subject heading.

2. We will support students’ development of ethical and technical facets of digital competencies as they work with us on projects to revise and augment metadata that enables discovery of our rich collections and further study of their complex contexts. An example in this context is the work of Special Collections cataloging the children’s book collection and engaging students in this project, using an anti-racist catalog as a guideline for the original descriptions in our metadata.
3. Tied to our next goal, we will review and enhance as needed the accessibility of our collection discovery platforms and finding aids, as well as the accessibility guidelines and implementation for the content stored within these platforms. We included robust accessibility review and enhancement into our recent implementation project for the TriCollege Libraries Digital Collections platform (<https://digitalcollections.tricolib.brynmawr.edu/>), and we will do the same for legacy and future platforms. An example of the way we would enhance accessibility of the collection objects within the platforms would be to ensure we have appropriate and descriptive metadata following WCAG guidelines, such as alt tags for images and other best practices.
4. We will articulate a series of defined projects to move this work forward and will partner with BMC grants officers to seek potential funding in support of this labor-intensive and important work.

3.4 Inclusive and Accessible Collections and Ongoing Research

This goal builds upon and goes beyond the prior goal of transforming descriptive language.

1. Special Collections is informing everything the department does with an equity, inclusion, and anti-racism lens. This year this includes ways of thinking about summer internships for students, framing of the fall exhibition, and how we build our collections. Special Collections will facilitate community engagement around our draft “Legacies of Colonialism and Racism in Special Collections” document in the upcoming year as a frame for demystifying the historical practices of special collections, making clear that special collections are open and welcoming and available for the full community to explore and study, and inviting in continuing research and learning projects around our phenomenal and complex collections and their contexts.
2. We’ll continue to acquire and highlight the work of diverse authors in our general library collections, as well as the work of BIPOC artists and makers and community members in our special collections.
3. We’ll continue to strengthen digital collections finding aids toward greater accessibility of collections. This work includes making more of the information we have public-facing and gathering more useful data surrounding the history of our collections and how they were acquired. This also includes creating new partnerships with communities represented in Bryn Mawr collections and collaborative continued research into the best practices for cultural representation, care, and preservation of collections from the perspective of their cultures of origin so we’re not just imposing ours. In each case, this will include determining if, and if so how, we care for a community’s materials in the Bryn Mawr collections.

3.5 College Histories Projects

One of the strongest areas of focus for LITS, especially our Special Collections, Educational & Scholarly Technology/Digital Scholarship, and Research & Instruction programs, is design, development, and mentorship for College histories projects, ranging from archival research to oral histories to curated exhibitions to digital scholarship projects. We are key partners in responding to the question, “How does the institution engage with its past?”

1. Current projects include the [Who Built Bryn Mawr?](#) project, where LITS is a partner with the President’s Office; faculty in History and History of Art; Museum Studies; College Communications; and Alumnae/i Relations & Development; among others. The first phase of [Who Built Bryn Mawr?](#) was launched this year in Canaday Library and online, and next phases of which will continue this summer and beyond. This project ties to broader goals of surfacing, documenting, and publishing richer and more diverse stories of those who have been important to the formation of the College throughout its history and building our archives for future scholarship and discovery by way of documenting the collegiate experience from the student perspective.
2. Building digital collections is a priority for us, particularly archives that represent the collegiate experience from students’ perspectives. Recent projects include the [Jewish Mawrters](#) and [Perry House](#) oral histories projects and the [Bryn Mawr Strike Collective digital collection](#). This includes proactively helping to archive the ephemeral, especially for the groups that weren’t part of dominant cultures at the time they participated as members of the Bryn Mawr College community.
3. We will continue to support innovative and sustainable forms of scholarly publishing and engaged conversation so that the research that is ongoing finds the broadest possible audience. One of the important benefits of the research into College histories is the chance for all of us – employees, students, alumnae/i, families, and friends of the College - is the chance to learn a lot of new and rich history that was not available prior to the research projects that students, faculty, and staff are conducting under the umbrella of College histories work. These are opportunities to expose parts of the unique collections of Bryn Mawr that have not been exposed, for those things that are exposed to be put into context, and also for us to expose gaps in the collections that also teach us and that in some cases we can remediate.

3.6 Accessibility

LITS staff are active members of the College’s Accessibility Leadership Committee and will continue to contribute in specific ways to creating a fully accessible College environment and educational experience for students. This goal connects with our above metadata and cataloguing goals since web-based discovery is a key way people discover our resources, and we need those web-based finding aids to be accessible in every sense.

1. We contributed recently to articulation of the College’s new accessibility policy, and as next steps we’ll work to provide education around the policy and current accessibility standards to guide our implementation of tools, resources, and services in LITS. We’ll contribute as participants in the Accessibility Leadership Committee to articulating College standards for Universal Design for Learning (UDL) to guide the community in creating fully accessible and inclusive courses and learning experiences.
2. We will also share information about accessibility related to the tools we support for the community.

3. We will draw on accessibility expertise within LITS to review and update our published resources, such as the LITS web presence, LibGuides, our KnowledgeBase/Techdocs, Digital Collections, etc.
4. As a service enhancement in supporting students with disabilities, we plan to develop with the Dean's Office proactive outreach to incoming students before they get to campus, including information about adaptive technologies they may need, resources available on campus, etc.
5. We will continue to play a leadership role in advocating for accessibility policies and practices for the College and expert staff will continue to provide accessibility consultation and support for colleagues across campus who are creating and adopting new tools or resources.
6. We'll continue to partner with College Communications to support accessibility of the College website.
7. We have audited the accessibility of many of our physical spaces, including the libraries, as part of an overall study conducted by the Accessibility Leadership Committee, and we will continue to work with Facilities Services and the Director of Access Services to enhance accessibility of physical spaces we manage. As we renovate spaces, we will pay particular attention to accessibility as a guiding principle.

3.7 Welcoming Spaces and Sense of Belonging:

Our goal is to contribute to making Bryn Mawr a welcoming space where everyone feels a sense of belonging, and we will especially focus on ways we can do this within spaces that LITS is responsible for managing. We see in the belongingness data collected at the institutional level a significantly lower level of reported feelings of belonging for students of color at Bryn Mawr, and we commit to being part of repairing this gap.

1. One of the ways we aim to ensure the libraries are welcoming spaces is by way of the displays of books by BIPOC authors or focused on topics of race and culture as a way to highlight the presence of BIPOC voices across our library collections and as a way to invite exploration of meaningful topics. We will engage students in selection and display of these spotlighted library collections.
2. Another way we aim to ensure our spaces are welcoming is by way of student-curated or co-curated exhibitions focusing on College histories. Key examples include the current [Who Built Bryn Mawr? exhibition](#) on the first floor of Canaday Library and [Digital Color on Ancient Stone](#) in the Carpenter Library Digital Media and Collaboration Lab, the installations associated with the renaming of Thomas Hall to Old Library, and the 2015 [Backtalk: Exposures, Erasures, and Elisions of the Bryn Mawr College African Art Collections exhibition](#) across the first-floor lobby, Class of 1912 Rare Book Room, and second-floor gallery of Canaday. These collections within our buildings and across campus will continue to be a major focus of our work helping to transform Bryn Mawr as a space.
3. We aim to improve the public art displayed in the libraries and across campus, drawing on our Special Collections and the MakerSpace where community members are producing new work. Our Curator of Art and Artifacts will partner with colleagues across LITS and with community members to move some of our collections from storage to meaningful display in our public spaces with a goal of giving Bryn Mawr public art increased attention and diversification. We'll focus here on convening stakeholders to move such projects forward collaboratively, and we'll also contribute to such projects convened by others such as the current Monument Lab partnership initiated by the President's Office.

4. We will work actively to debunk the common perception that Special Collections are “special” in the sense of being secret, exclusionary, elitist, or otherwise inaccessible. The Bryn Mawr special collections are a teaching and learning collection that are treasures of the full community, stewarded by a multi-disciplinary team whose primary mission is to support meaningful community engagement with the collections, including through courses, research projects, guided tours, Friday Finds events where students and others share what they’ve discovered, etc. We are at the ready to provide orientation to special collections and the possibilities for working with these unique resources, and we will continue to engage the community proactively in thinking about the legacies, current state, and possible futures of the Bryn Mawr collections.
5. As information specialists, we are deeply aware of the ways words and semantic representation matter in creating inclusive or exclusive environments and resources, and we have a particular focus through the Information Literacy program led by Research and Instruction Libraries to support students in thinking about critical evaluation and constructive production of information sources. We will continue to expand our partnerships with academic programs to integrate information literacy into the curriculum in support of student research at all levels, and we will continue to host information education and action programs such as the Wikipedia-thons where the BMC community can contribute to correcting bias in public information resources.

3.8 Accessible Resources

Library & Information Technology Services is a central College resource that serves the full community, and it is important to us that the resources we provide for the community are accessible to all. Our guiding principle here is meeting people where they are, which means understanding goals and needs and trying to minimize the threshold to find assistance, consultation, or necessary resources. This also means making our digital resources easy to access in terms of how we present the information for the community that uses this information.

1. We will continue to review community feedback and to make process improvements wherever we discover that there are barriers to accessing LITS resources or support.
2. We will review our middleware platforms through which we create and distribute resources, including LibGuides, KnowledgeBase, and digital collections platforms – to ensure that these are accessible.
3. As we migrate to a new KnowledgeBase for how-to, support, and other help-oriented information, we will aim for the highest possible standard of accessibility and ease of discovery, following standards and enlisting the community in user experience testing with an eye to ensuring representation of underrepresented groups in our accessibility and usability reviews.
4. Technology, software, and data are critical resources for the learning, teaching, research, and administrative work we do across the College. We will work to identify any places where community members have limited access to information technology resources and will do all we can to reach robust universal access. This includes accessibility and affordability of the resources, as well as the baseline of shared awareness of what is available and how to seek support in cases where resources are lacking or not obvious.

3.9 Inclusive and Accessible Programs

LITS programs are designed to be fully accessible and inclusive for the Bryn Mawr community (and often for an extended public community).

1. We will regularly invite evaluation of programs we offer to seek suggestions of ways to improve program accessibility and inclusivity.
2. We'll review data about participation in programs such as Intensives in partnership with Career and Civic Engagement to determine whether there are any disparities in participation, whether based on race/ethnicity, socioeconomic status, or other factors. If we find disparities in participation or in outcomes related to our programming (digital competencies, information literacy, etc.), we will propose interventions to correct those disparities and will work with relevant stakeholders to ensure we're closing the gap in ensuring more accessible, inclusive programs.

3.10 How We Invest our Budget Money

One of the ways we can contribute to equity and anti-racism as a Bryn Mawr department is to ensure minority-owned businesses and businesses with strong commitments to diversity, equity, and inclusion are included in our procurement practices.

1. We are currently integrating diversity, equity, and inclusion questions and review into our vendor evaluation and IT procurement processes.
2. Within library acquisitions, we'll integrate a new focus on purchasing books from Black-owned and other BIPOC-owned bookstores and will seek partnerships with local community bookstores.

3.11 Digital Divide and Tech/Data/Information Justice

Our broad field in LITS is the world of information and digital technologies, and we have a professional ethic of reducing the digital divide and educating ourselves and the community about ways of fostering technology/data/information justice locally and globally. We recognize that technology, data, and information are not neutral or bias-free. We have a role in evaluating the technologies we adopt on behalf of Bryn Mawr to meet community needs, an ethical responsibility to understand best practices around data, and a commitment to integrating a social justice lens into our educational programming around information literacy and our support for access to technologies for the Bryn Mawr community.

1. We will integrate this digital/tech/data/information justice lens more specifically into the frameworks of our Digital Competencies and Information Literacy programs.
2. We will educate students and community members about the non-neutrality of technology, data, and information and will integrate into our programs opportunities for engaging in anti-bias practices in the realms of technology, data, and information work.
3. Across the disciplines of LITS, we are from professions where we think actively about these kinds of questions: what are the assumptions built into the resources we design, the tools we build? Where are the digital divide disparities within our own Bryn Mawr community, and how do we close those gaps? How can we influence broader technology, data, and information practices? Examples of topics might include data privacy issues, bias built into algorithms, and minimal computing possibilities (as one approach to address the digital divide and to model universal access to technology and data in an educational context).

4. We will hold LITS cross-discipline/cross-department think tanks around ethics and justice in tech/data/information and identify ways to educate about these issues and about justice-oriented practices. We would then want to design community intensives or teach-ins around these same issues and practices.

3.12 Transparency in our practices/communication:

1. Transparency in our practices and how we structure ourselves organizationally on the back-end to facilitate shared awareness and communication within LITS and for the broader community
2. Ways each team names intentions (communications and function) and plans → accountability in the college → sharing out our plans
3. Making sure we have a window into College administration
4. Communicating in real time -> this can feel vulnerable vs. presenting polished final communications, but is a valuable long-term change
5. Raise awareness for the EIAR efforts we're making. Too often our efforts to advance anti-racism are not especially visible or transparent to the outside community. Gain advice from College Communications or the LITS CWG about how to de-clutter our websites and improve access to resources we already have but don't necessarily make public (in Spec Coll, for example, resources for different types of research, materials handling, exhibition making, etc.)

3.13 Professional Development and Training

Continuous professional development and learning are key facets of how we'll develop understanding and skills around equity, inclusion, and anti-racism so that we can contribute effectively to the College's mission of racial justice and equity and inclusion for all members of the community. We will draw on external expertise and resources and will participate actively in College and consortial educational programs around equity, inclusion, and anti-racism. We will also create our own forums for shared learning, such as the Book Club sponsored by the LITS Equity, Inclusion, and Anti-Racism Team. We're excited by the role that we can play in the educational mission of the College and our own educational aspirations toward better serving the diverse communities of the College.

1. We have participated in past College professional development opportunities, such as the Race Matters Institute focus on staff recruitment, the Cornell Interactive Theatre Ensemble workshops on reducing implicit bias, and the Stir Fry seminar, and will continue to engage in these opportunities and to integrate what we learn into our local practices, as we have in updating our staff hiring practices and student employee hiring practices.
2. Educating ourselves is key because of power we have in working relationships with students as employees, interns, and learners and because we serve a community of people who are different from ourselves and want to do that with awareness and skill. We also learn in deep ways from Bryn Mawr students and fellow employees, for example in the Trans 101, Religious Literacy, and Dialogues on Race learning opportunities offered by students and in Teach-ins and Community Days of Learning in student-led and staff-led sessions.
3. We are committed to sharing our understanding of best practices in equity, inclusion, and anti-racism with student employees through our training for them as part of their jobs and committed to

partnering with student employees to create robust and trustworthy channels for them to provide feedback to their supervisors toward enhancing the equity, inclusiveness, and intersectional anti-racism of their work environments. We aspire to co-create model work environments that students will want to replicate as they move out into their future careers.

4. As we engage in shared professional development in facets of equity, inclusion, and intersectional anti-racism, we will continue to identify how equity, inclusion, and anti-racism goals of the College connect directly or indirectly with each of our jobs and service areas.
5. One facet of our professional development will be learning about College histories through the projects LITS supports as a way to serve as resources who can help disseminate this new information with those we work with across campus and beyond.

3.14 Reducing our own marginalization as staff within the caste system of the College

Even as we at LITS invest our efforts in helping to make the College a more inclusive, equitable, and anti-racist institution for its students and faculty and full community, we will be mindful of the position of staff within the traditional caste hierarchies of Bryn Mawr and higher education more generally and will advocate for the recognition of our worth within the College, for respectful interactions across roles, and for equitable pay and benefits and inclusion for staff in College policies, practices, and culture.