

Denver Public Library

LB21 Proposal

Building an Inclusive Organizational Culture in Libraries

Denver Public Library (DPL) requests \$248,948 for its project, *Building an Inclusive Organizational Culture in Libraries (BIOCL)*, which will bring together disparate work slowly taking place in libraries across the nation to promote internal cultures that are reflective of equity, diversity and inclusion (EDI). The collected tools, resources and templates will be used to create a viable toolkit that libraries can access to transform their EDI cultures. To ensure the generalizability of the toolkit and advance the field nationwide, DPL has secured the commitment of the following libraries to serve as members of a national cohort that will partner with DPL to co-create and test the toolkit: Seattle Public Library, Indianapolis Public Library, New York Public Library, South Carolina Governor's School of Arts and Humanities, Texas State Library and Archives Commission, the East Carolina University, University of Florida Libraries, Salt Lake City Public Library, King County Library System, Jersey City Free Public Library and Marin County Free Library. DPL selected these libraries because of their commitment to EDI, demonstrated by their hiring of EDI professionals that are actively working to advance EDI work within their respective libraries. In addition to those libraries, BIOCL will be informed by a nationally representative advisory board that will offer feedback about the toolkit and support its dissemination throughout the Government Alliance on Race and Equity (GARE) network so the toolkit will be accessible to libraries nationwide. Committed members of the advisory board include: Marin County Free Library, Santa Ana Public Library, Hennepin County Library, Racine Public Library, Berkeley Public Library and Tacoma Public Library.

A. Statement of Broad Need

2020 was a year marked by turmoil. Racial unrest stemming from police shootings and COVID-19 exacerbated deep underlying systemic and structural inequities. Social unrest remains at an all-time high, with deep divisions among individuals living in the United States. DPL saw these divisions first-hand as it implemented its fiscal year 2019 Institute for Museum of Library Sciences (IMLS) Laura Bush 21st Century Librarian Program (LB21) planning grant, which laid the groundwork for the work proposed now to advance EDI at libraries nationwide. Many libraries nationwide are also struggling to actualize their aspirational values of EDI through concrete actions that demonstrate that commitment. Despite libraries' mission to serve as open and inclusive spaces for diverse communities, the field of librarianship does not reflect the diversity of the country or of the communities libraries serve. A 2017 American Library Association study found that 86% of library staff identified as white (Rosa and Henke, 2018). For every roughly 2,000 white residents, there is one white librarian, compared with only one Latinx librarian for every 9,000 Latinx residents (Gulati, 2010). Both the American Library Association (ALA) and the Public Library Association (PLA) have called on public library workers to commit to structural change and take action to end systemic racism and injustice. DPL has begun taking steps to address inequities in the librarianship field. As a part of these efforts, DPL implemented a one-year LB21 planning grant for the *Building a Pipeline of Community Connection* project, extended through August 31, 2021 as a result of the COVID-19 pandemic. This project explored how libraries can build and support internal cultures that are representative of the communities they serve, and it created replicable staffing models that foster EDI and value lived experience and authentic community relationships as qualifications. DPL is prepared to use what it learned through this planning grant to continue to build the field's capacity to ensure an equitable workforce and promote internal cultures that are reflective of equity, diversity and inclusion.

The research that DPL conducted as part of the LB21 *Building a Pipeline of Community Connection* planning project uniquely positions DPL to be able to support institutional EDI change on a national level as many of the libraries that were engaged during the planning phase are requesting tools, resources and support to help them build their EDI capacity. DPL conducted a national environmental scan of 98 libraries' use of EDI best practices across 19 domains such as values, culture, recruiting, budgeting, strategy, etc. The libraries examined included small, mid-size and large libraries across different

geographic settings (urban, rural and suburban). DPL also conducted fifteen 60-minute interviews with a representative sample of those libraries. No library assessed itself as doing well in any of the 19 EDI domains. Only 20% felt that their organization is an EDI leader and is helping to build the field and best practices. The domain for organizational value of EDI was the area that showed the highest score, but even there, only 48% said that they ensure work on EDI issues is integrated into every aspect of their organizational cultural and infrastructure. Furthermore, 91% do not have EDI-related metrics in evaluation and accountability mechanisms for staff, and 90% do not have EDI metrics for programs. Also, 85% said that they do not have effective policies for retaining and promoting the advancement of underrepresented people, 80% lack policies and strategies for maintaining and protecting organizational diversity, and 68% have not developed formal policies promoting EDI for recruitment and hiring. In addition, a survey administered to those attending the project's three-day virtual symposium revealed barriers to and facilitators of institutional EDI change. Survey respondents were mainly female, white and in leadership roles in libraries. Respondents came from all over the country, along with some working internationally, but the majority worked in the Rocky Mountain and Northeast regions. Most respondents rated their symposium experience highly favorably. Most joined the symposium wanting to learn how to take action on EDI at their workplace and came away from it inspired to take action and create change, with some ideas on how to do so. Survey respondents shared that their most significant barriers to taking action were institutional barriers, such as workplace culture, and resource barriers, such as not having enough time or tools. In terms of facilitators, or supports, respondents most often indicated that they wanted more training and skills, notably through supportive coaching/mentoring or other workshops, as well as institutional policies that prioritized EDI. Respondents strongly desired supportive work environments, more training/learning opportunities, and learning communities that would help them take action, as well as provide accountability and social support. Further results are included as a supporting document.

DPL's proposed project, *Building an Inclusive Organizational Culture in Libraries (BIOCL)*, will build off the existing scholarship by the Government Alliance on Race and Equity (GARE) and several libraries, which have focused on helping existing library staff recognize implicit bias so they can promote racial equity (Black, 2018). DPL's review of the existing scholarship around EDI promotion in public libraries for the *Building a Pipeline of Community Connection* project revealed that what little scholarship about EDI exists is focused mainly on academic libraries. DPL speculates that this dearth of EDI scholarship is because it is a relatively new field and no public libraries are doing it well, so they are not disseminating their lessons learned. In addition, public libraries lack capacity to conduct meaningful research, so there is a lack of reliable information to share. DPL did review the few models that exist for public libraries to follow in establishing equity programs that create an inclusive workplace, particularly for those populations underrepresented in the library workforce, such as those identifying as Black, Indigenous and people of color (BIPOC). For example, Multnomah County Library developed a tool for analyzing job requirements without bias and is training its human resources staff to understand and reduce implicit bias in hiring and recruitment. Seattle Public Library (SPL) reviewed its racial equity practices and raised awareness about equity issues across its staff. For example, it now allows its staff greater flexibility in administering fines and fees procedures, and it determined the need to expand branch hours in lower-income and racially diverse neighborhoods. SPL also used an equity lens to define strategies for developing and advancing diverse staff, and it reviewed and revised its diversity policy and procedures. It also applied an equity analysis using the GARE *Racial Equity Toolkit* across a number of programs, policies and procedures. Saint Paul Public Library created a racial equity action plan that defines outcomes, action steps, measures and key roles for staff, and timelines. A dashboard was developed to help staff easily and quickly see their progress. To recruit a more diverse workforce, Madison Public Library adopted the city government's equitable hiring tool to elevate customer service experience over the traditional emphasis on

prior learning experience. BIOCL will build on these practitioners' work and include those effective practices in BIOCL's toolkit, which DPL and other libraries can apply to their own EDI work.

DPL's proposed project falls within IMLS' community catalysts category for project type continuing education and will address LB21's goals by addressing a widespread community need to build on current library practice to elevate libraries' role as trusted spaces for community engagement. As described below, DPL has a robust plan for sharing the EDI best practices and innovations that are created by BIOCL.

B. Project Design

BIOCL's **goal** is to create vetted tools that libraries and other cultural institutions can use to apply an EDI lens to every aspect of their operations to transform their culture so all staff and customers feel welcomed, supported, included and valued by staff and each other. DPL will serve as the test site for those tools. BIOCL's **objectives** are:

- Recruit and appoint staff from 10-12 libraries to serve on the national cohort to inform this project and vet tools and resources to advance racial equity work across the nation
- Assemble a nationally representative advisory board that will offer feedback about the toolkit and support its dissemination throughout the GARE network so it is accessible to libraries nationwide
- Closely collaborate with the national cohort and the advisory board to ensure the generalizability of the toolkit and its relevancy to different organizational contexts
- Administer the Intercultural Development Inventory (IDI) survey to 100 DPL staff members to identify areas needed for EDI training
- Administer the Texas State Library and Archive Commission's EDI training needs survey to 100 DPL staff
- Increase DPL staff's intercultural competence by 20%, as measured by pre- and post-tests using the IDI
- Deliver the introductory Advancing Racial Equity In Public Libraries training in 2021 to all DPL staff
- Develop at least two additional EDI trainings throughout the grant period
- Deliver culturally responsive wellness services to at least 200 DPL staff to provide them with resources and support to mitigate day-to-day harms and build resiliency
- Increase EDI awareness of at least 1,000 other library staff and other cultural arts institutions through a national symposium
- Disseminate a toolkit of resources, tools and templates to at least 75 other libraries to help them build their capacity to create transformational change by embracing EDI throughout their operations and with particular emphasis on creating replicable staffing models that foster EDI

BIOCL includes six distinct activities that build on each other, so they are presented sequentially:

Convene a national cohort: A foundational component of BIOCL is that it must have broad impact and facilitate cross-collaboration so that libraries throughout the nation can increase their EDI capacity. Therefore, the project's design intentionally begins with seeding a network to apply BIOCL's tools and lessons learned into their unique contexts. In the first month, DPL will formalize a national cohort of 10-12 people already serving in EDI roles in their libraries. This cohort will be the first of its kind in the United States and will provide support and resources to staff who are working to expand the scholarship around EDI in public libraries. During their bimonthly meetings, members of the cohort will benefit by having other people to collaborate with and receive support from while they are doing this vulnerable and difficult work. Because the cohort will be nationally representative, members will be able to provide insight into how local context may affect the effectiveness of various EDI strategies. Together, members of the cohort can understand the scope of the problems and how solutions to those problems play out in different contexts. All of those insights will contribute to the development of a generalizable EDI toolkit (described

below). This group will also serve in an advisory capacity for the project and make recommendations about the type of staff training they see as imperative. Another role for members of the cohort is to provide feedback about and, in some cases, co-create with DPL items for the EDI toolkit. The individuals selected to serve in the cohort were identified during DPL's LB21 planning grant when it conducted an environmental scan of libraries that are leaders in EDI. The criteria that DPL used to invite libraries to participate in the cohort included their size, location, and the EDI professionals' role within their library and whether they possessed lived experience as people of color. Partners for the cohort that will work with DPL to provide peer mentorship and EDI-specific scholarship include: Seattle Public Library, Indianapolis Public Library, New York Public Library, South Carolina Governor's School of Arts and Humanities, Texas State Library and Archives Commission, the East Carolina University, University of Florida Libraries, Salt Lake City Public Library, King County Library System, Jersey City Free Public Library and Marin County Free Library.

Develop an EDI strategic plan: Through a participatory process, DPL will work with the Center for Public Health Practice (CPHP) at the Colorado School of Public Health, or a similar consultant. CPHP participated in DPL's 2020 EDI symposium (funded by the LB21 planning grant). This consultant will create a five-year racial EDI strategic plan to build a common understanding of EDI in the DPL network and facilitate the development of a set of goals and objectives to advance equity at DPL. In Year 1, CPHP will facilitate three 2-hour strategic planning sessions with DPL's leadership and its 22-person EDI advisory council, which is representative of all of DPL's departments, as well as professional roles, tenure at the organization, nationality and gender. These individuals will develop consensus around equity prioritization at DPL, create objectives, and identify methods to track improvements/changes and mechanisms for accountability. The plan will be presented to DPL's library commission, which is ultimately responsible for enforcing it. Throughout the process of creating its strategic plan, DPL will document its assumptions, planning and steps taken in a toolkit so other libraries that want to create an EDI-focused strategic plan will have a template to follow.

Create a culturally responsive wellness model: Internal research led by DPL's internal EDI committee, and preliminary themes generated from interviews conducted with current and former employees, revealed that supports are greatly needed for DPL's BIPOC staff to support their wellbeing. "Weathering" is a term coined by Arline Geronimus, et al. (2006) to describe the long-term physical, emotional, mental and psychological effects of racism and white supremacy. Racial battle fatigue refers to the stress that comes with being a racialized person in a predominantly white space (Smith, 2014). Weathering and racial battle fatigue can lead to damaging physiological and psychological strain (Smith, Yosso & Solórzano, 2011). Both have been shown to significantly impact the experience of BIPOC employees in traditionally white workspaces, such as libraries. Long-term exposure to stress from racism and discrimination can lead to compromised cardiovascular, metabolic and immune systems, which can make an individual more susceptible to illness or early death. Implementing wellness improvement solutions has been shown to have significant bottom- and top-line impact on employee performance, leading to increased productivity and higher retention (Sears, et al., 2013). Increasing the retention of historically underrepresented employees would be a great benefit to the library field. For these reasons, DPL proposes the creation of a culturally responsive employee support resource model that libraries can use to construct systems of support that cultivate individual and community wellbeing. In Year 1, DPL will contract with Sweet Livity, LLC (a wellness consultant for organizations serving vulnerable communities) or similar consultant to create a culturally responsive wellness model that can be broadly adopted by other libraries. Consultants can play a role that is difficult to perform internally because they can call out examples of how white culture and privilege show up internally and externally in an organization doing EDI work (Suarez, 2020). The wellness model that Sweet Livity will help DPL develop will also give other libraries a framework they can

adopt to provide their underrepresented staff members with resources and supports to mitigate the day-to-day harms marginalized individuals are exposed to in white-dominant cultural environments. The model will incorporate findings from and include information on the wellness strategies that DPL has been piloting, e.g., bimonthly wellness meetings for BIPOC staff, all-staff racial healing circles, access to an annual subscription for an inclusive wellness app, paid time off for wellness activities, trauma-informed wellness training and on-site mental health services. The wellness model will include a logic model informed by DPL's research and by case studies demonstrating strategies' ability to create impact. In Year 2, DPL will refine the model, formally institutionalize it at DPL, and begin disseminating it to the broader library community through the toolkit.

Develop and offer a racial equity learning and development training series: DPL will partner with the Texas State Library and Archives Commission (TSLAC), also a partner on the LB21 planning grant, to create and test a phased racial equity learning and development training series. DPL will leverage some of the work that TSLAC has completed. First, it will use a survey that TSLAC already developed to determine DPL staff's EDI training needs. The survey allows respondents the opportunity to share their preferred method to receive training, as well as select from a variety of training topics in the broad categories of accessibility and inclusion, leadership and organizational development, mental health and trauma, racial equity and social justice. This survey will be administered to 100 DPL staff members during the first six months of BIOCL. In addition to this survey, those same 100 staff members will complete the Intercultural Development Inventory (IDI) survey, which assesses intercultural competence. The results of these two surveys will help DPL identify the type of EDI training that DPL staff need, as well as the best formats for delivering that training. TSLAC and the national cohort will support DPL with analyzing the results of those two surveys, as well. DPL anticipates that training will be needed to increase overall racial equity knowledge, solidify understanding, create common language about racial equity, and develop strategies about explaining racial equity for different audiences. TSLAC will help DPL create a training series, leveraging and adapting TSLAC's existing trainings. DPL anticipates delivering the trainings to its staff through a phased approach in which Part 1 will be delivered via webinar on demand, providing foundational information, e.g., the history of racism in libraries. Part 2 will build on that knowledge and be presented with live facilitators (either in person or via Zoom). To assess the impact of those trainings on DPL staff's knowledge about EDI topics and understanding of culture, the IDI will be administered to trainees as a pre- and post-test. The training content will be tested by the national cohort and will reflect the articulated needs of people who attended the 2020 symposium (survey results included as a supporting document) so it can be generalizable. All trainings will be included in the toolkit so other libraries can adapt and use them to address their EDI needs.

Develop a toolkit and templates for national dissemination: In Year 2, documentation of DPL's work to create its EDI strategic plan, culturally responsive wellness model and training series will be adapted into a **toolkit and templates** for libraries nationwide to use to build their capacity to apply an EDI lens to their operations. Over the grant period, DPL will remain flexible to add to the toolkit other templates and frameworks that it learns will help libraries, regardless of how far along they are toward reaching their EDI goals. The tools chosen will also be informed by the national cohort and the project's advisory board (described below), and will include tools that other libraries have found useful, e.g., Seattle's racial equity evaluative tool. As of this application, DPL knows that it wants to include the following tools in its template: an EDI webpage with a dashboard and timeline that track the EDI work that is currently being done, work completed and work planned; a checklist with tips on how to review all library policies through an EDI lens; a list of new policies that should be developed (e.g., reporting EDI concerns without fear of retribution) and an outline of how often different types of policies should be reviewed; a survey assessing how EDI values are woven into every facet of an organization (DPL has disseminated this tool, which

approximately 250 libraries already use); metrics to assess staff perceptions of EDI; recommended roles for libraries' affinity groups, EDI committees or councils; tips for hiring for and creating EDI positions; a framework for conducting an equity impact analysis (a series of questions to ask before creating new policy, funding requests, programs); and a logic model, policies and trainings for promoting BIPOC staff wellness while eliminating and addressing microaggressions.

Host a national symposium: In Year 2, DPL will also hold a three-day, virtual **symposium**, with at least 1,000 people expected to attend. The symposium will share EDI resources and lessons learned; promote discussion around these topics for local, national and international participants; and develop a structure to hold regular symposiums in the future. DPL will advertise the symposium through ALA and PLA networks, 2020 symposium attendees and GARE. DPL is experienced in conducting large-scale virtual symposiums based on its 2020 symposium, which was attended by over 2,000 people. A benefit of a virtual symposium is that it promotes accessibility. DPL received additional funding from Visible (a mobile phone company) to ensure a seamless 2020 virtual symposium experience for attendees. Feedback from the first symposium emphasized a desire for opportunities to collaborate with other attendees. Therefore, the symposium will emphasize collaborative discussions focusing on the presentations, and workshops to learn about what people are doing and to share existing tools and virtual space for co-creation. As DPL did for its 2020 symposium, it will also record the 2023 symposium for those who cannot attend or those who want to continue to access the content.

DPL has a key factor that will contribute to BIOCL's success—namely the relationships with other libraries that DPL formed during the LB21 planning grant. This network will be leveraged to provide insight into the project (described in more detail below). The majority of these collaborators remain committed to the success of BIOCL. To coordinate these partners, DPL's EDI manager will continue to serve as project director. She is a member of GARE and will devote 15% of her time to convening the national cohort (organizations and roles were listed above), which will meet bimonthly, and the advisory board's quarterly meetings. BIOCL's advisory board is composed of members of the GARE library coordinating team, which includes representatives from the Marin County Free Library, Santa Ana Public Library, Hennepin County Library, Berkeley Public Library and Tacoma Public Library. The project director's role will be ensuring that members of the cohort and the advisory board are fully engaged in supporting BIOCL's success. In the first quarter of the grant period, DPL will hire a full-time project coordinator to manage BIOCL. The position's responsibilities will include scheduling the cohort's sessions, following up with members, finalizing all written tools, organizing and supporting the international symposium, serving as the liaison with IMLS, managing the project budget, and creating and submitting all required reports. As described above, TSLAC will also play a critical role by helping DPL develop its EDI training series and supporting its dissemination to other libraries.

The **target community** for BIOCL is the national community of library workers. DPL's project design reflects the input of the more than 2,000 2020 symposium attendees who clearly indicated a desire for more ongoing discussions, trainings and opportunities for social engagement and connection around EDI topics, particularly to provide accountability around taking action. Survey respondents focused on not feeling adequately confident, knowledgeable or skilled to take action on EDI issues and not having enough resources to take action. They specifically requested the creation of learning communities; additional trainings on professional development, allyship and implementation; follow-up materials (action guides, listservs/ networking, session takeaways, articles); and guidance for the workplace (EDI action steps). Respondents also recognized the importance of institutional factors, and they frequently mentioned the need for organizational commitment to EDI work, so BIOCL will result in concrete tools and templates that are generalizable so other libraries can use them.

The project design also incorporates former and current DPL staff's input. These individuals spoke

to the importance of having supervisors and leadership who genuinely cared, who listened, who could support them, and who respected them. They spoke to a desire for genuine commitment to EDI efforts and to see actionable change take place. Therefore, an important early step of BIOCL is to create a policy that will also address staff's need to be seen and valued by providing more opportunities for confidential and respectful listening to BIPOC staff. BIOCL will also do this by welcoming members of DPL's EDI advisory council to contribute to the creation of the five-year strategic plan so that DPL's leadership understands the systemic inequities and effects of institutional decisions on staff.

External input will continue to be sought throughout this project by soliciting the ideas of both the national advisory board and the national cohort. At their respective meetings, DPL will update them about the progress of the work and leverage those members' insights to test the validity of DPL's assumptions and learn how they believe the proposed EDI toolkit tools would be effective in each library location's unique context.

To evaluate BIOCL, DPL will track the number of EDI trainings that it develops or adapts using TSLAC's existing training materials. To measure an increase in DPL staff's EDI competencies, it will administer the IDI. To measure staff's perception of inclusion and whether they see an increase in DPL's commitment to EDI, it will administer a staff perception survey. To measure DPL staff's increase in workforce wellness, it will track the number of staff who use the new wellness resources and encourage them to provide self-reports about the usefulness of those resources. The active engagement of members of the national cohort will be measured through meeting attendance, qualitative interviews and tool downloads. Attendance at the symposium and attendees' perception of its usefulness will be measured through a pre-/post-survey. A table of these indicators of success is included as a supporting document.

To measure BIOCL's timeliness, the project director and grant-funded program coordinator will meet weekly to ensure that the activities are being completed according to the attached schedule of completion. If delays are noted that would compromise the project's integrity, the advisory board will be consulted and solutions will be brainstormed to keep the project and its deliverables on track. If any of the data collected shows that the project's impact could be improved by modifying the project plan, DPL and the advisory board may consider making changes to the project's activities with the approval of IMLS. The advisory board will also examine BIOCL's efficiency at its regular meetings to determine if there are ways to optimize available resources and minimize costs, e.g., leveraging the work of partners to avoid having to re-create existing EDI tools.

Because DPL's goal for this work is to create generalizable tools that libraries can use to advance EDI, DPL will share its project findings and results broadly. First, DPL will document all project findings, including the challenges and barriers that DPL experienced, in a printed and digital report that will accompany the toolkit and will summarize methodology used to conduct this work. This report will reflect discussions among the cohort about how to generalize the findings to other libraries. The report will be shared with all advisory board and cohort members, as well as everyone who attends the symposium. The report and the EDI toolkit will be disseminated through DPL's and collaborators' websites and networks, and the American Library Association and the Public Library Association. DPL's city librarian is on PLA's board, and is actively promoting DPL's IMLS-funded EDI planning project and its IMLS-funded inclusive internship initiative, which introduces people of diverse backgrounds to careers in librarianship. In addition to using websites as a platform to disseminate the report and toolkit, DPL will use a web-based, ongoing platform such as Slack. DPL will also leverage its partnership with GARE to promote BIOCL and share project findings and the toolkit with those member libraries. DPL will also seek invitations to present its findings at conferences attended by its target audience, e.g., ALA, PLA, the Joint Council of Librarians of Color, Amigos Library Services, California Library Association's annual conference, Future of Libraries, Texas State Library and Black Caucus American Library Association. DPL views the opportunity to

present BIOCL's findings at conferences as important so that other libraries can learn about the scholarship being done to address EDI at DPL and its partnering libraries, and so they can access the tools and templates that BIOCL created and amplify EDI work at other libraries. All of the tools and resources in the toolkit will be available for download from the website of DPL's advocacy partner the Denver Public Library Friends Foundation, which will have a specific landing page for EDI. Members of the cohort have also committed to disseminating the toolkit on their websites. DPL will also ask IMLS, the ALA and the PLA to support dissemination by putting the final report and the EDI toolkit on their websites.

The EDI trainings that are developed through BIOCL will be housed in the toolkit, as well. These trainings will be recorded and available for online download. All training and toolkit content will be available in a commonly used format, e.g., Microsoft PowerPoint, Word or Excel, so other libraries can adapt the content as needed.

To provide professional development, the EDI trainings that will be developed will be offered to, and in some cases required for, all DPL staff. Staff will be paid for their time to complete these trainings because they are considered ongoing professional development. DPL's support staff that have agreed to serve on the EDI advisory council will meet with the project director to create performance goals that will be monitored and assessed to earn credit for professional development. BIOCL will also be supported by one intern who is a social work student interested in advancing racial equity work and wants to explore nontraditional career pathways in either the librarianship field and/or social work field. This intern will benefit from significant professional development and will be given the opportunity to participate in BIOCL's scholarship work, which will advance the field of EDI in libraries.

C. Diversity Plan

The driving force behind BIOCL is the desire to strengthen the field's commitment to EDI and contribute to the recruitment, development or retention of diverse library and archives professionals. This project will create and test effective models and tools for supporting racial equity work in public libraries, fostering more inclusive workplaces for those underrepresented in the field of librarianship, including immigrants and refugees, BIPOC and those of lower socio-economic and educational attainment status. It builds on DPL's LB21 planning grant, *Building a Pipeline of Community Connection*, which included interviews with staff of these identities about their experiences, a three-day virtual symposium featuring predominantly BIPOC speakers, and a national environmental scan on equity work in libraries. Similarly, this project will center voices currently underrepresented in the library field as it creates tools to promote inclusive library organizational cultures; the national cohort will ensure a wide variety of perspectives so that the work can be generalized beyond DPL. The tested deliverables that will result from this project will be included in a toolkit that other libraries can use to strengthen EDI in their institutions. By being willing to conduct this challenging work, which at times may be difficult, DPL will set an example for other libraries and provide them with a framework and resources to strengthen their commitment to EDI, which will facilitate their ability to attract and retain BIPOC staff and contribute to diversifying the workforce.

As shown throughout this proposal, DPL intentionally recruited a diversity of perspectives to both design the project and provide input throughout the course of the project that will give authentic power to a nationally representative and genuinely diverse array of perspectives. Because DPL wants the models, frameworks and tools created through this work to be widely used, for its national cohort and advisory board, DPL intentionally sought out libraries that could provide a diversity of perspectives in terms of identity categories, e.g., geographic location (urban, rural, both coasts), size of library and type of library (public, state and academic). That diversity will be valuable to understanding how each tool might need to be adapted to different contexts. DPL's internal EDI advisory council is also composed of individuals with diverse demographics and job responsibilities, so the project staff will have access to input about how the work to advance EDI throughout DPL will affect every department.

To define the challenges or opportunities that BIOCL should address and that will play a role in creating and implementing the project, DPL took a multipronged approach and solicited input from a diversity of perspectives. To gain a deeper understanding about DPL's EDI climate, a consultant with EDI expertise applied an equity lens to interviews with 19 current and 11 past DPL employees, including staff of color and/or with immigrant or refugee backgrounds. Their positions included: shelver, library program associate, librarian and manager, and people working in community programming, administration and security. Findings show that there are several areas in which DPL must integrate EDI to create a more welcoming place for BIPOC staff. Interviewees reported feeling unsafe to bring their full selves to work; a sense of favoritism and an in-group culture that rewards "fitting in"; experiencing microaggressions that were not adequately handled; a desire for support from white colleagues in doing EDI work; a desire for mentorship and professional development; uncompensated labor, e.g., translation; financial barriers to pursuing the Master's in Library and Information Science degree; limited opportunities for advancement and lack of transparency about the hiring process; a sense that leadership is not actively invested in EDI work; and a sense that the library is not a neutral place, e.g., programming and resources need to represent diverse communities.

DPL also analyzed survey data that was provided by 296 staff. Both survey and interview participants described a lack of unity across branches, departments and teams when it came to EDI work. They underscored the importance of developing a coherent equity strategy and unified vision across the organization in order to create systems-level change. This includes identifying and disseminating standardized conceptual frameworks or approaches, assessments and other tools, workplan guidance, equity reviews of departmental or division practices and policies, and EDI performance indicators. They wanted more resources provided to EDI initiatives and committees and urged that those committees and workgroups be clearly integrated into, and guide the development of, an EDI action plan. The experiences of BIPOC staff should also intentionally be used to guide the development of proposed actions, and regular feedback from staff should be collected on actions taken.

To bring libraries together to learn from each other's EDI work, in July 2020, DPL hosted a free, three-day virtual symposium that was attended by 2,200 staff from libraries and cultural institutions from across the world—demonstrating the broad and urgent need for promoting EDI that can be generalized to many libraries. DPL administered an online pre- and post-symposium survey, which found that respondents' knowledge of EDI increased from moderate to high levels. Nearly all reported being motivated to take action around EDI, but one of the biggest barriers to taking action was a perception that EDI is not prioritized by leadership or supported by supervisors or colleagues—negatively impacting the organizational culture. Findings also showed that white allies did not understand that EDI problems also harm them. Attendees shared that they appreciated learning about the experiences of others working on EDI. Attendees also expressed commitment to apply what they learned at the symposium but said they faced many of the same barriers to action that exist at DPL—not having enough resources (time, tools and money) to take action and feeling unsupported by their supervisors or colleagues to address EDI. The network of libraries that the symposium generated will lead to new partnerships through which DPL can share concrete tools and resources to support EDI and create broader impact through the proposed second symposium, as well as by facilitating the opportunity to form learning communities among participants.

DPL incorporated these insights in BIOCL's design by being prepared to have uncomfortable conversations and taking concrete actions to promote EDI within DPL, but also providing other libraries with the same tools and frameworks that they can use to replicate the work in their own libraries. To promote the broad sharing of EDI strategies, BIOCL will assemble a national cohort of libraries that are committed to doing EDI work and disseminating the project's deliverables.

D. Broad Impact

Following DPL staff's unmistakably clear message that leadership needs to undertake steps that lead to concrete, organization-wide action to advance EDI, BIOCL is designed to lead to systemic change in the field by giving DPL and other libraries the tools they need to create organizations that are more inclusive of and reflective of people who are underrepresented in the field of librarianship. DPL's primary community to whom this change is targeted are those libraries that are actively interested in increasing their EDI capacity, are ready to make a commitment to doing so and are looking for effective models. The impact of BIOCL will be felt nationally across libraries and organizations interested in advancing EDI throughout their operations, beginning with those participating in the cohort and the advisory board, and those who attend the symposium and use or adapt resources in the toolkit. Although a few libraries have examined ways to create a more inclusive work culture by diversifying their staff, that work was highly focused on and contextualized to their particular community and/or was a part of a larger, citywide initiative to promote EDI. Recognizing that those solutions may not fit beyond their particular locations, DPL's project is designed to build greater EDI-related knowledge, skills and abilities in any library or organization that wants to consider an array of recommendations for short-term and long-term changes to policies and practices that can be analyzed for their appropriateness given unique local conditions.

This project offers the field an opportunity to learn about and use resources that have been thoughtfully developed and vetted by libraries across the country that are at the leading edge of building inclusive workplaces. All of the project deliverables will be tested by DPL, so the toolkit will contain action steps and an honest discussion of the factors that can accelerate and decelerate the work to transform cultures to encompass EDI. The cohort of people already serving in EDI roles will create a network of support and promote dissemination of information nationally through their webpages and networks. The symposium will also achieve wide reach for those in the field with an interest in inclusive workplace cultures; it will allow DPL to share project deliverables as well as to create a platform for information-sharing. DPL anticipates that its dissemination work will also enable this project to have an impact well beyond those immediately involved in BIOCL. To ensure that the project deliverables are readily adaptable and usable by other institutions, the materials in the toolkit will be available for download for free in a file format that allows other users to easily customize them. The symposium and trainings that will be developed will be recorded and retained on DPL's EDI webpage so others can watch them to build their knowledge about EDI at a time and place that is convenient and accessible to them.

DPL designed BIOCL with sustainability in mind. All of the proposed activities will be complete within the project period, so no funding is required to sustain them. At a national scale, DPL's work to bring together like-minded libraries from across the nation through the advisory board, the cohort and symposium attendees will allow those collaborations to continue advancing EDI work well beyond the grant period without needing DPL to serve as a facilitator. DPL's advisory council partners have also committed to continuing to implement EDI practices in their libraries beyond the grant period. To sustain the benefits of this work, DPL's executive team will analyze how to continue the work of using the tools created through this project to transform DPL's EDI culture. DPL is also committed to maintaining a web presence and will continue to add relevant resources to the toolkit beyond the grant period. If additional funding is required to implement some of the action steps, DPL will leverage its successful track record of securing financial support. For example, DPL was able to leverage funding from the City and County of Denver to fund six part-time peer navigator positions from three positions that were 100% grant funded. DPL has also been able to attract funding from foundations, and the symposium will provide a way for prospective donors and funders to learn about this work.

Schedule of Completion

Year 1: September 2021–August 2022

	Sept	Oct	Nov	Dec	Jan	Feb	Mar	Apr	May	Jun	Jul	Aug
Hire a full-time project coordinator												
Recruit 10-12 libraries to participate in the national cohort												
Administer the Intercultural Development Inventory survey to 100 staff; analyze the results to prioritize EDI training topics												
Administer Texas State Library’s EDI training needs survey to 100 staff; analyze the results to prioritize EDI training topics												
Deliver the introductory Advancing Racial Equity In Public Libraries training to all DPL staff												
Hold national cohort meetings bimonthly												
Contract with the Center for Public Health Practice (CPHP) at the Colorado School of Public Health or similar consultant to facilitate creation of DPL’s 5-year EDI strategic plan												
Contract with Sweet Livity, LLC or similar wellness consultant to help DPL develop its culturally responsive wellness model												
Develop DPL’s 5-year EDI strategic plan												
Develop a culturally responsive wellness model with expertise from Sweet Livity, LLC												
Create and test a racial equity learning and development training series with Texas State Library												
Develop tools for EDI toolkit												
Convene the advisory board												
Submit required IMLS reports (performance and financial)												

Schedule of Completion

Year 2: September 2022–August 2023

	Sept	Oct	Nov	Dec	Jan	Feb	Mar	Apr	May	Jun	Jul	Aug
Hold national cohort meetings bimonthly		■		■		■		■		■		■
Refine DPL’s culturally responsive wellness model and begin institutionalizing it at DPL	■	■	■	■	■	■	■	■	■	■	■	■
Create and test a racial equity learning and development training series with Texas State Library; assess its impact using the IDI pre-/post-tests	■	■	■	■								
Develop tools for EDI toolkit	■	■	■	■	■	■	■					
Host the symposium for libraries and other cultural institutions across the country									■			
Disseminate toolkit via DPL’s and partners’ websites								■	■	■	■	■
Share lessons learned and disseminate toolkit via conference presentations								■	■	■	■	■
Convene the advisory board	■			■			■			■		
Write a report that accompanies the toolkit with a full description of DPL’s methodology						■	■					
Submit required IMLS reports (performance and financial)												■



DIGITAL PRODUCT FORM

INTRODUCTION

The Institute of Museum and Library Services (IMLS) is committed to expanding public access to digital products that are created using federal funds. This includes (1) digitized and born-digital content, resources, or assets; (2) software; and (3) research data (see below for more specific examples). Excluded are preliminary analyses, drafts of papers, plans for future research, peer-review assessments, and communications with colleagues.

The digital products you create with IMLS funding require effective stewardship to protect and enhance their value, and they should be freely and readily available for use and reuse by libraries, archives, museums, and the public. Because technology is dynamic and because we do not want to inhibit innovation, we do not want to prescribe set standards and practices that could become quickly outdated. Instead, we ask that you answer questions that address specific aspects of creating and managing digital products. Like all components of your IMLS application, your answers will be used by IMLS staff and by expert peer reviewers to evaluate your application, and they will be important in determining whether your project will be funded.

INSTRUCTIONS

If you propose to create digital products in the course of your IMLS-funded project, you must first provide answers to the questions in **SECTION I: INTELLECTUAL PROPERTY RIGHTS AND PERMISSIONS**. Then consider which of the following types of digital products you will create in your project, and complete each section of the form that is applicable.

SECTION II: DIGITAL CONTENT, RESOURCES, OR ASSETS

Complete this section if your project will create digital content, resources, or assets. These include both digitized and born-digital products created by individuals, project teams, or through community gatherings during your project. Examples include, but are not limited to, still images, audio files, moving images, microfilm, object inventories, object catalogs, artworks, books, posters, curricula, field books, maps, notebooks, scientific labels, metadata schema, charts, tables, drawings, workflows, and teacher toolkits. Your project may involve making these materials available through public or access-controlled websites, kiosks, or live or recorded programs.

SECTION III: SOFTWARE

Complete this section if your project will create software, including any source code, algorithms, applications, and digital tools plus the accompanying documentation created by you during your project.

SECTION IV: RESEARCH DATA

Complete this section if your project will create research data, including recorded factual information and supporting documentation, commonly accepted as relevant to validating research findings and to supporting scholarly publications.

SECTION I: INTELLECTUAL PROPERTY RIGHTS AND PERMISSIONS

A.1 We expect applicants seeking federal funds for developing or creating digital products to release these files under open-source licenses to maximize access and promote reuse. What will be the intellectual property status of the digital products (i.e., digital content, resources, or assets; software; research data) you intend to create? What ownership rights will your organization assert over the files you intend to create, and what conditions will you impose on their access and use? Who will hold the copyright(s)? Explain and justify your licensing selections. Identify and explain the license under which you will release the files (e.g., a non-restrictive license such as BSD, GNU, MIT, Creative Commons licenses; RightsStatements.org statements). Explain and justify any prohibitive terms or conditions of use or access, and detail how you will notify potential users about relevant terms and conditions.

A.2 What ownership rights will your organization assert over the new digital products and what conditions will you impose on access and use? Explain and justify any terms of access and conditions of use and detail how you will notify potential users about relevant terms or conditions.

A.3 If you will create any products that may involve privacy concerns, require obtaining permissions or rights, or raise any cultural sensitivities, describe the issues and how you plan to address them.

SECTION II: DIGITAL CONTENT, RESOURCES, OR ASSETS

A.1 Describe the digital content, resources, or assets you will create or collect, the quantities of each type, and the format(s) you will use.

A.2 List the equipment, software, and supplies that you will use to create the digital content, resources, or assets, or the name of the service provider that will perform the work.

A.3 List all the digital file formats (e.g., XML, TIFF, MPEG, OBJ, DOC, PDF) you plan to use. If digitizing content, describe the quality standards (e.g., resolution, sampling rate, pixel dimensions) you will use for the files you will create.

Workflow and Asset Maintenance/Preservation

B.1 Describe your quality control plan. How will you monitor and evaluate your workflow and products?

B.2 Describe your plan for preserving and maintaining digital assets during and after the award period. Your plan should address storage systems, shared repositories, technical documentation, migration planning, and commitment of organizational funding for these purposes. Please note: You may charge the federal award before closeout for the costs of publication or sharing of research results if the costs are not incurred during the period of performance of the federal award (see 2 C.F.R. § 200.461).

Metadata

C.1 Describe how you will produce any and all technical, descriptive, administrative, or preservation metadata or linked data. Specify which standards or data models you will use for the metadata structure (e.g., RDF, BIBFRAME, Dublin Core, Encoded Archival Description, PBCore, PREMIS) and metadata content (e.g., thesauri).

C.2 Explain your strategy for preserving and maintaining metadata created or collected during and after the award period of performance.

C.3 Explain what metadata sharing and/or other strategies you will use to facilitate widespread discovery and use of the digital content, resources, or assets created during your project (e.g., an API [Application Programming Interface], contributions to a digital platform, or other ways you might enable batch queries and retrieval of metadata).

Access and Use

D.1 Describe how you will make the digital content, resources, or assets available to the public. Include details such as the delivery strategy (e.g., openly available online, available to specified audiences) and underlying hardware/software platforms and infrastructure (e.g., specific digital repository software or leased services, accessibility via standard web browsers, requirements for special software tools in order to use the content, delivery enabled by IIIF specifications).

D.2. Provide the name(s) and URL(s) (Universal Resource Locator), DOI (Digital Object Identifier), or other persistent identifier for any examples of previous digital content, resources, or assets your organization has created.

SECTION III: SOFTWARE

General Information

A.1 Describe the software you intend to create, including a summary of the major functions it will perform and the intended primary audience(s) it will serve.

A.2 List other existing software that wholly or partially performs the same or similar functions, and explain how the software you intend to create is different, and justify why those differences are significant and necessary.

Technical Information

B.1 List the programming languages, platforms, frameworks, software, or other applications you will use to create your software and explain why you chose them.

B.2 Describe how the software you intend to create will extend or interoperate with relevant existing software.

B.3 Describe any underlying additional software or system dependencies necessary to run the software you intend to create.

B.4 Describe the processes you will use for development, documentation, and for maintaining and updating documentation for users of the software.

B.5 Provide the name(s), URL(s), and/or code repository locations for examples of any previous software your organization has created.

Access and Use

C.1 Describe how you will make the software and source code available to the public and/or its intended users.

C.2 Identify where you will deposit the source code for the software you intend to develop:

Name of publicly accessible source code repository:

URL:

SECTION IV: RESEARCH DATA

As part of the federal government's commitment to increase access to federally funded research data, Section IV represents the Data Management Plan (DMP) for research proposals and should reflect data management, dissemination, and preservation best practices in the applicant's area of research appropriate to the data that the project will generate.

A.1 Identify the type(s) of data you plan to collect or generate, and the purpose or intended use(s) to which you expect them to be put. Describe the method(s) you will use, the proposed scope and scale, and the approximate dates or intervals at which you will collect or generate data.

A.2 Does the proposed data collection or research activity require approval by any internal review panel or institutional review board (IRB)? If so, has the proposed research activity been approved? If not, what is your plan for securing approval?

A.3 Will you collect any sensitive information? This may include personally identifiable information (PII), confidential information (e.g., trade secrets), or proprietary information. If so, detail the specific steps you will take to protect the information while you prepare it for public release (e.g., anonymizing individual identifiers, data aggregation). If the data will not be released publicly, explain why the data cannot be shared due to the protection of privacy, confidentiality, security, intellectual property, and other rights or requirements.

A.4 What technical (hardware and/or software) requirements or dependencies would be necessary for understanding retrieving, displaying, processing, or otherwise reusing the data?

A.5 What documentation (e.g., consent agreements, data documentation, codebooks, metadata, and analytical and procedural information) will you capture or create along with the data? Where will the documentation be stored and in what format(s)? How will you permanently associate and manage the documentation with the data it describes to enable future reuse?

A.6 What is your plan for managing, disseminating, and preserving data after the completion of the award-funded project?

A.7 Identify where you will deposit the data:

Name of repository:

URL:

A.8 When and how frequently will you review this data management plan? How will the implementation be monitored?