

## University Libraries Diversity Action Plan

College or Vice-Chancellor Unit: University Libraries

Mission of the College:

The University of Tennessee Libraries enrich and advance our community, the nation, and the world by providing expertise and leadership in accessing, creating, disseminating, and preserving knowledge. UT Libraries' faculty and staff commit to:

- Serve our users with excellence and compassion;
- Encourage innovation, creativity and strategic risk-taking;
- Foster a diverse and inclusive environment marked by integrity and civility;
- Act as a good steward of our collections, resources, and space;
- Ensure equitable access to information; and
- Build partnerships that advance learning, scholarship, and community.

Libraries Diversity Statement:

The University of Tennessee Libraries is committed to recognizing and appreciating the variety of characteristics that make people and communities unique. The UT Libraries puts this concept into action by intentionally creating and sustaining inclusive environments, fostering partnerships, facilitating conversations, and modeling behaviors that promote and celebrate individual and collective achievement.

We strive to provide excellent services, access to information, and outreach to our community of users regardless of: age; cognitive style; culture; ability; economic background; education; ethnicity; gender identity; geographic background; immigration and asylum-seeking status; marital status; physical appearance; political affiliation; race; religious beliefs; sexual orientation. The UT libraries is committed to providing spaces for our community of users to connect, collaborate, and learn inside and outside of the classroom.

Notes on Preparing the Plan:

The Libraries sought to engage all employees in developing this plan by holding discussions and providing an open call to add goals and list existing activities supporting diversity and inclusion. We discussed the creation of the plan in several meetings including the Whole Library, Library Council, Dean's Cabinet, and the Dean's Student Advisory Committee (**Attachment 1**). Staff, students, and faculty participated in: creating an inventory of the Libraries' existing diversity and inclusion efforts; identifying gaps and needs regarding diversity and inclusion; and submitting goals and action items. The initial response included over thirty pages of suggested goals and action items. Those have been edited to remove duplicate items and to pair action items with larger objectives. Although some goals are specific to branch libraries, most goals apply to Hodges, Pendergrass and DeVine Libraries.

The planning team is: Melanie Dixson, Cathy Jenkins, Thura Mack, and Teresa Walker

Attached Documents Include: Dean's Student Advisory Committee Report; Inventory of Libraries Diversity and Inclusion Activities; Tennessee Rising: R&D Program; Libraries Mentoring Study Group Report; and Best Practices in Publishing Program document.

Goal 1: Create and sustain a welcoming, supportive, and inclusive campus climate.

Objectives	Actions	Metrics/Benchmarks	Date	Responsible Party(ies)
Objective 1: Create professional development and experiential learning opportunities for library employees to foster inclusivity, anti-racism, and cultural competency in our interactions with library users and colleagues on campus	<ol style="list-style-type: none"> <li>1. Include expectations for reporting training on diversity, inclusion and cultural competency within the Libraries performance review process</li> <li>2. Offer sign language courses for library employees emphasizing participation from public-facing units</li> <li>3. Transform organizational read program to a community of practice with the Libraries and School of Information Sciences</li> </ol>	<ol style="list-style-type: none"> <li>1. Use the Libraries' <u>ACE Framework</u> to track and report professional development for <u>Diversity and Inclusion Competencies</u> for all Libraries' employees yearly with a goal of 100% department/unit participation</li> <li>2. Strive to have at least one representative for each public service area trained within 3 years.</li> <li>3. Aim for a minimum of twenty participants each semester</li> </ol>	<ol style="list-style-type: none"> <li>1. Report yearly through performance reviews and faculty documentation to show employee participation in DEI professional development</li> <li>2. Three years to meet initial benchmark for public service points. Report out on yearly basis to Libraries and Office of Student Disability Services</li> <li>3. Summarize participation and reflections on a yearly basis and share with Libraries and SIS</li> </ol>	<ul style="list-style-type: none"> <li>● Libraries Administration</li> <li>● All Libraries' faculty and exempt / non-exempt staff</li> <li>● Public Services Desk Group</li> <li>● Libraries Diversity Committee and individuals from throughout the Libraries connected with these programs</li> </ul>
Objective 2: Strengthen and unify language, accessibility, and inclusive practices for materials and services available through the library's online presence	<ol style="list-style-type: none"> <li>1. Conduct an inclusive practices audit of <u>Research Guides</u>, ensuring they reflect a diversity of abilities, topics, perspectives, and scholars</li> </ol>	<ol style="list-style-type: none"> <li>1. A successful audit will result in the creation of a best practices document for librarians creating new guides as well as improvements to public-facing guides</li> </ol>	<ol style="list-style-type: none"> <li>1. Complete by Fall 2023 with audits every three years</li> </ol>	<ul style="list-style-type: none"> <li>● LibGuides Working Group</li> <li>● Teaching and Learning Programs</li> <li>● Digital Initiatives</li> <li>● Acquisitions and Continuing Resources</li> </ul>

	<ol style="list-style-type: none"> <li>2. Require and apply accessibility standards to ensure that our web presence meets standards for providing a user-friendly experience regardless of ability</li> <li>3. Verify 3rd party vendors accessibility standard when acquiring and licensing new content / implement alternate access plans for resources with concerns</li> <li>4. Increase accessibility of content and services by optimizing content for mobile devices</li> </ol>	<ol style="list-style-type: none"> <li>2. Document that electronic resources meet Web Content Accessibility Guidelines (WCAG) 2.0 AA level standards; Information will be shared with the whole library.</li> <li>3. Create a committee to evaluation and make recommendations on vendor accessibility in conjunction with OIT</li> <li>4. A successful audit will result in the creation of best practices documentation addressing the platforms the library hosts through its web presence; Update documentation as needed and on a 3yr cycle at a minimum; Information shared with whole library</li> </ol>	<ol style="list-style-type: none"> <li>2. Complete by Fall 2023 with audits every three years</li> <li>3. Begin Spring 2021 and update yearly</li> <li>4. Complete by Fall 2023 with audits every three years</li> </ol>	
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<p>Objective 3: Complete a baseline assessment of our current diversity, equity, and inclusion practices <b>(Attachment 2)</b> and establish a timeline to continually measure progress towards our diversity goals.</p>	<ol style="list-style-type: none"> <li>1. Create and present impact report to Library Council on activities that are already assessed, noting impact</li> <li>2. Anonymously survey current library employees on how they view the library's progress on the issues of current diversity, equity, and inclusion practices</li> </ol>	<ol style="list-style-type: none"> <li>1. Within the first three years, we will demonstrate where to spend the majority of our time and resources to support initiatives with the most impact</li> <li>2. Share findings on a three year basis with all library staff</li> </ol>	<ol style="list-style-type: none"> <li>1. Complete initial audit by end of summer 2021</li> <li>2. Reassess every 3 years</li> </ol>	<ul style="list-style-type: none"> <li>● Individual program or event administrators</li> <li>● Libraries Diversity Committee</li> <li>● Assessment Programs</li> </ul>
<p>Objective 4: Increase the discoverability of scholars and scholarship representing diversity in UT Libraries purchased and digitized collections</p>	<ol style="list-style-type: none"> <li>1. Add statement to <i>Collection Development Plan</i> that we are collecting from scholars who represent diversity</li> <li>2. Provide forums and resources for material selectors to recognize and select items created by diverse scholars</li> <li>3. Develop our own metadata and Traditional Knowledge (TK) labels that demonstrate inclusive terminology</li> <li>4. Participate in national and international discussions to strategize for action plans on creating metadata for</li> </ol>	<ol style="list-style-type: none"> <li>1. Statement added and posted on website</li> <li>2. Track materials purchased under this initiative and report to all subject librarians</li> <li>3. Track usage of locally created metadata and TK labels in materials and report to Cataloging and Digital Initiatives</li> <li>4. Success will be measured by representation on national or international decision-making bodies</li> </ol>	<ol style="list-style-type: none"> <li>1. Spring 2021</li> <li>2. Begin Spring 2021</li> <li>3. Begin Fall 2021</li> </ol>	<ul style="list-style-type: none"> <li>● Assessment Programs and Collection Strategy</li> <li>● Liaison Program</li> <li>● Digital Initiatives</li> <li>● Special Collections</li> <li>● Cataloging</li> </ul>

	equity, diversity, and inclusion for all types of collections			
Objective 5: Counteract histories of exclusion by digitizing and promoting rare materials and archival documents that represent diverse communities.	<ol style="list-style-type: none"> <li>1. Curate a digital exhibit examining race relations and civil rights in Tennessee <ul style="list-style-type: none"> <li>○ Phase I: small digital exhibit</li> <li>○ Phase II: begins long term goal of creating a larger digital collection on social movements in Tennessee</li> </ul> </li> <li>2. Host a Wikipedia edit-a-thon focusing on Digital Collections resources highlighting women and African-Americans</li> </ol>	<ol style="list-style-type: none"> <li>1. Success will be measured by engagement with the exhibits and collections; Document exhibits, attendees, and collection stats and report to Libraries and relevant academic departments</li> <li>2. Document and report on items added to collection and promote to Libraries and academic departments</li> </ol>	<ol style="list-style-type: none"> <li>1. Spring 2021</li> <li>2. Plan Summer 2021</li> </ol>	<ul style="list-style-type: none"> <li>● Special Collections</li> <li>● Digital Initiatives</li> </ul>
Objective 6: Increase visibility of underrepresented artists and composers by diversifying holdings of the DeVine Music Library and developing an outreach program that engages students and other with underrepresented materials and artists	<ol style="list-style-type: none"> <li>1. Have Student Library Assistants compile a list of composers and suggest representative works for inclusion in the Music Library collection to be evaluated by Music Librarians for purchase</li> <li>2. Collaborate with Music student group working to have composers from underrepresented groups included in Music Department recitals</li> </ol>	<ol style="list-style-type: none"> <li>1. Document and report number of items added to the collection. This metric will be determined by the availability of the items and by the collection budget (at least 25 new items added to the collection over the 1st year). This information will be shared with the Libraries Collections group as well as the Music Department</li> </ol>	<ol style="list-style-type: none"> <li>1. Academic Year 2021</li> <li>2. Spring 2022</li> </ol>	<ul style="list-style-type: none"> <li>● Music Libraries Faculty and Staff in collaboration with Music students</li> <li>● Music Library faculty and staff and other volunteers</li> </ul>

	3. Engage artists and scholars to interpret and lecture on musical works by underrepresented composers that are part of our collection and offer a companion library exhibit of resources	2-3. Assess attendance at events and exhibits	3. Spring 2022	
Objective 7: Demonstrate our commitment to diversity through a commitment to spend our money with diverse companies.	<ol style="list-style-type: none"> <li>1. Work with university licensing to identify companies that are minority-owned and demonstrate a commitment to diversity and inclusion</li> <li>2. Work with university to determine our ability to revise the Request for Proposal (RFP) process to place weight on contracts with minority-owned companies and/or companies who demonstrate a commitment to diversity and inclusion</li> </ol>	<ol style="list-style-type: none"> <li>1. Our measure of success will be an increase in spending with companies who are minority-owned and/or demonstrate a commitment to diversity. We will report annually to the whole library</li> <li>2. The first measure of success will be documenting the process which will be shared with the Library Council. We will report to the whole library annually on contracts with designated companies to show progress</li> </ol>	1. Implement Fall 2021; Assess annually through reporting process	<ul style="list-style-type: none"> <li>● Assessment Programs and Collections Strategy Department</li> <li>● Business Office</li> <li>● Dean's Cabinet</li> </ul>
Objective 8: Pilot a family-friendly space that allows students and staff to bring their children so parents can have a dedicated space that is comfortable and child friendly for studying	<ol style="list-style-type: none"> <li>1. implement a pilot study to identify usage needs for a family-friendly space</li> <li>2. Assess space usage via comment box or other</li> </ol>	<ol style="list-style-type: none"> <li>1. Analyze study data for decision-making about allocating the space</li> <li>2. Share information with Dean's Student Advisory Committee, Library</li> </ol>	<ol style="list-style-type: none"> <li>1. Post-pandemic; Pilot space for one academic year</li> <li>2. Analyze annually and report to whole library</li> </ol>	<ul style="list-style-type: none"> <li>● Libraries Facilities</li> <li>● The Learning Commons</li> </ul>

	mechanism tied to the space	Council, and Dean’s Staff Advisory group		
Objective 9: Leverage subject liaison program to support Diversity Action Plans of academic departments on campus	1. Liaisons will analyze respective departments’ action plans to look for areas for partnerships or support	1. Report as part of annual planning process on support for departmental DAPs in other colleges and units	1. Begin Fall 2021; Ongoing semester check-ins with departments	<ul style="list-style-type: none"> <li>• Liaison Program</li> </ul>

Goal 2: Attract and retain greater numbers of individuals from historically underrepresented populations<sup>1</sup> into faculty, staff, and administrative positions (particularly department heads, directors, deans, and vice chancellors).

Objectives	Actions	Metrics/Benchmarks	Date	Responsible Party(ies)
Objective 1: Commit financial and human resources, toward the active recruitment and retention of individuals from underrepresented groups	1. Hold training programs for library supervisors on hiring for diversity -- topics to include: writing position descriptions and job postings, how and where to promote announcements, rethinking interview questions, hiring to expand who we are rather than considering how others fit our culture	1. One measure of success will be participation in training by all supervisors.	1. Implement Fall 2021	<ul style="list-style-type: none"> <li>• Meaningful Management Program - a monthly program by Library HR &amp; Administration in which we discuss management topics of interest to library supervisors and managers.</li> <li>• Library Council</li> <li>• Faculty, supervisors, and search committee members</li> </ul>
	2. Proactively connect candidates and new hires to the greater community	2. Report individual efforts toward recruitment in performance evaluation documentation	2. Implement Fall 2021	
	3. Put together diverse search committees	3. Evaluate library searches to determine the	3. Implement Fall 2021	

<sup>1</sup> The Higher Education Act defines the term “minority” as an American Indian, Alaskan Native, Black (not of Hispanic origin), Hispanic (including persons of Mexican, Puerto Rican, Cuban, and Central or South American origin), Pacific Islander, or other ethnic group underrepresented in science and engineering. Note: identification of a particular group as underrepresented may vary by discipline (e.g., women are underrepresented in many STEM fields; Asian Americans in social science and humanities fields.). See formal definition at <https://www.govinfo.gov/content/pkg/USCODE-2011-title20/html/USCODE-2011-title20-chap28-subchapIII-partE-subpart3-sec1067k.htm>. “Historically underrepresented” can refer to any population that has been excluded over time in a higher education context by virtue of their identity(ies). This exclusion can occur on the basis of race, ethnicity, nationality, sexual orientation, gender identity/expression, socioeconomic status, ability, or level of parental education.

	<p>including representation from across campus being mindful of the invisible labor involved in doing so</p> <p>4. Purposefully advertise positions in venues (paid and otherwise) aimed at diverse candidates such as posting technology positions in <i>Black Girls Code</i>.</p> <p>5. Examine and test our practice of redacting identifying information in HR documentation to see if it is working.</p>	<p>percentage of candidates from underrepresented groups within search pools and advertising venues used, then report to Libraries HR so we can track over time.</p> <p>4. Document recruiting venues and report to Libraries' HR for each search</p> <p>5. Document search outcomes for faculty and staff searches and report to Libraries' HR for each search</p>		
<p>Objective 2: Create opportunities for informal mentorship for faculty and staff, paying particular focus to underrepresented staff and faculty</p>	<p>1. Use best practices on the success and retention of underrepresented staff and faculty (<u>National Center for Faculty Development and Diversity</u>) and report of Libraries' Mentoring Task Force (<b>Attachment 4</b>) to create mentoring networks among Libraries' staff and provide training opportunities for mentors</p>	<p>1. Individual efforts toward both formalized and informal mentorship will be reported annually and valued highly as part of faculty and staff review processes</p>	<p>1. Implement Summer 2021</p>	<ul style="list-style-type: none"> <li>• Faculty Executive Committee</li> <li>• Dean's Staff Advisory Council</li> </ul>

	2. Assess satisfaction with mentorship	2. The Libraries Faculty Executive Committee and Staff Advisory Council will be accountable for using assessment results to recommend program improvement		
Objective 3: Create a work culture that supports women and single parents	<ol style="list-style-type: none"> <li>1. Pilot an opt in library support group for parents</li> <li>2. Provide training for supervisors and department heads, through the Meaningful Management program. on issues related to balancing work and parenting</li> </ol>	<ol style="list-style-type: none"> <li>1. Success will be determined by the program's value to participants. Participants will be asked to reflect upon and report value to Library Council.</li> <li>2. Document number of sessions held and attendees present; have participants evaluate training</li> </ol>	<ol style="list-style-type: none"> <li>1. Implement Fall 2021</li> <li>2. Implement Fall 2021; repeat trainings on a three year cycle</li> </ol>	<ul style="list-style-type: none"> <li>● Libraries HR</li> <li>● Libraries supervisors / Library Council</li> </ul>

Goal 3: Attract, retain, and graduate increasing numbers of undergraduate and graduate students from historically underrepresented populations and international students.

Objectives	Actions	Metrics/Benchmarks	Date	Responsible Party(ies)
Objective 1: Improve user experience with Libraries spaces and services through inclusive needs assessment	1. Survey library users to see how welcome they feel; Analyze and report findings to Library Council, Dean's Student Advisory Committee, and Dean's Cabinet to assign action items	1. Success will be measured by improved user experience as reported in surveys on a three year cycle	1. Fall 2021 and every three years	<ul style="list-style-type: none"> <li>● Assessment Planning Group</li> <li>● Stakeholders throughout the Libraries</li> </ul>

<p>Objective 2: Adapt some of our study spaces to be more accessible to our patrons with sensory issues</p>	<ol style="list-style-type: none"> <li>1. Identify space(s) and add to space planning grid for prioritization for funding</li> <li>2. Outfit space according to research and specifications for these types of areas (soft lighting, etc.)</li> <li>3. Establish guidelines for use of the space</li> </ol>	<p>1-3. Space will contain a feedback mechanism such as a comment box or, post-it notes board, or jars with colored marbles so those using the space can easily rate the space</p>	<ol style="list-style-type: none"> <li>1. Add to space planning grid Spring 2021; and create space post-pandemic</li> </ol>	<ul style="list-style-type: none"> <li>• Libraries Facilities</li> <li>• The Learning Commons</li> </ul>
<p>Objective 3: Create targeted programs to connect underrepresented groups to Libraries expertise and resources.</p>	<ol style="list-style-type: none"> <li>1. Develop and implement <i>Tennessee Rising: Women in Research and Development Certificate Program (Attachment 3)</i> to connect women in their 1<sup>st</sup> year at UT to discipline-based research in STEM. Participants will receive hands-on training with media, 3D printing and other rapid-prototyping technologies. At the completion of the program, participants will earn a digital badge</li> <li>2. Work with the Office of Student Disability Services to develop a Personal Librarian</li> </ol>	<ol style="list-style-type: none"> <li>1. Participants will be surveyed to assess overall learning and experience</li> <li>2. Student participants will be surveyed on experience each semester and results</li> </ol>	<ol style="list-style-type: none"> <li>1. This work is tied to the Medbery Makerspace project, on hold due to the pandemic. Construction will resume when it is safe to do so.  Program will be hosted annually.</li> <li>2. Begin work Summer 2021 for implementation in Fall 2021</li> </ol>	<ul style="list-style-type: none"> <li>• Ingrid Ruffin, Teresa Walker will co-facilitate the program. Libraries individuals with expertise in rapid prototyping, STEM research, and making will teach sessions</li> <li>• The Learning Commons and volunteers throughout the Libraries</li> </ul>

	Program that serves students with social anxiety or ASD.	will be shared with the Libraries and the Office of Student Disability Services		
Objective 4: Contribute to the affordability of college life through library programs and services	<ol style="list-style-type: none"> <li>1. Expand collaboration with End Hunger / Feed Change , the Big Orange Pantry, and Seed Library to increase student engagement</li> <li>2. Examine library fines and fee-based services for students to determine their efficacy and equity to determine if we could reduce or eliminate fees for curricular projects</li> </ol>	<ol style="list-style-type: none"> <li>1. Assess collaborations and the SEED Library based on engagement, attendance, and seed distribution</li> <li>2. Success will be determined by protocols implemented for existing and new fee-based services; Estimated savings to students will be reported annually in departmental plans.</li> </ol>	<ol style="list-style-type: none"> <li>1. Begin Summer 2021 (Reassess each summer)</li> <li>2. December 2022</li> </ol>	<ul style="list-style-type: none"> <li>● Samantha Ward - End Hunger/Feed Change , Sarah Johnson - SEED Library</li> <li>● Public service areas (including branches), Business Office, Assessment Programs, Administration</li> </ul>
Objective 5: Host <i>Lunch and Learn Series</i> , a series of facilitated lunchtime discussions on how to comfortably have dialogue about diversity and inclusion related topics for campus and community.	<ol style="list-style-type: none"> <li>1. Further develop program offerings for online environment</li> <li>2. Partner with Pride Center and others on campus to plan antiracism Lunch and Learn program</li> </ol>	<ol style="list-style-type: none"> <li>1. Monitor existing program assessments so we will know if we are maintaining and increasing attendance in online environment</li> <li>2. increase User-suggested topics from attendee assessments to inform future programs</li> </ol>	1-2. Fall 2020; twice a semester; every semester	<ul style="list-style-type: none"> <li>● Diversity Committee</li> </ul>
Objective 6: Make Dean's Student Advisory Committee (DSAC) more inclusive and accessible	<ol style="list-style-type: none"> <li>1. Make meetings accessible to diverse populations, including commuter students, student parents, and</li> </ol>	<ol style="list-style-type: none"> <li>1. Increased diversity in student participants</li> </ol>	<ol style="list-style-type: none"> <li>1. Begin Fall 2020 and continue yearly</li> </ol>	<ul style="list-style-type: none"> <li>● Administration</li> <li>● Teaching and Learning Programs</li> <li>● The Commons</li> </ul>

	<p>first-year students using: meeting recordings, catch-up meetings, online formats, varying days and times</p> <p>2. Build conversations related to diversity and inclusion into the regular activities of our Dean's Student Advisory Committee.</p>	<p>2. Share student input on diversity and inclusion topics with Library Council and the libraries' Diversity Committee to discuss potential action items related to expressed student needs or interests</p>	<p>2. Begin Fall 2020 and continue yearly</p>	
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Goal 4: Develop and strengthen partnerships with diverse communities <sup>2</sup> in Tennessee and globally.

Objectives	Actions	Metrics/Benchmarks	Date	Responsible Party(ies)
<p>Objective 1: Develop a collection development strategy to approach issues of access as fundamentally a social justice issue in order to provide equitable access to research for the betterment of our community, the state of Tennessee, and the world.</p> <p>Arrive at a unified understanding as an organization of our philosophy of access and develop a coordinated strategy for implementing that understanding in our processes and engaging,</p>	<p>Phase 1: -Consultant, Jeff Spies, will lead workshops for library staff and stakeholders. The workshops will explore issues of access, including social justice and improving outcomes of scholarship, providing foundational context for defining our approach to licensing terms and conditions, and understanding how they influence access of library resources.</p> <p>Phase 2:</p>	<p>Phase 1 Benchmarks: - Success will be measured by engagement from stakeholders within the Libraries. A summary of workshop discussions will be drafted in outline form and will be presented to Libraries' Administration in Phase 2</p> <p>Phase 2 Benchmarks:</p>	<p>Phase 1: Begin workshops internal to the Libraries October 2020</p> <p>Phase 2: Spring 2021</p>	<ul style="list-style-type: none"> <li>• Libraries Open Topics Group</li> <li>• All Libraries units and departments</li> </ul>

<sup>2</sup> People from various cultural, racial, and ethnic backgrounds.

<p>educating, and leading the campus on this issue.</p>	<p>-Consultant will guide development of a framework that will:</p> <ul style="list-style-type: none"> <li>● Embody our philosophy of access</li> <li>● Define principles and values for negotiating terms and conditions in licensing and purchasing content</li> <li>● Demonstrate alignment with the University's and the Libraries' missions and strategic initiatives.</li> </ul> <p>Phase 2a - -Stakeholder involvement - With the goal of communicating the Libraries' approach to the University community, conduct three focus groups leading to the development of a survey for broader data collection. If the survey shows a lack of support for aspects of the Libraries' approach, we can take that into account before finalizing a draft or in our communication strategy.</p> <p>Phase 3: -Consultant will provide guidance and support to the Libraries' Communication team in the development of a</p>	<ul style="list-style-type: none"> <li>● Draft of framework created Spring 2021</li> <li>● Internal-use strategy recommendations will be created to implement the framework in future contract negotiations</li> </ul> <p>Phase 2a Benchmarks: Conduct focus groups, conduct survey, analyze survey results to be shared with Libraries' Open Topics Group, Libraries' Administration, and units and departments within the Libraries</p> <p>Phase 3 Benchmarks and Outcomes: Create and distribute a barriers and solutions report</p>	<p>Phase 2a: Early-to-Mid-Spring 2021</p> <p>Phase 3: Early-to-Mid Fall 2022</p>	
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	<p>plan for strategic messaging to campus partners that brings context around access issues and introduces appropriate elements of the framework we develop to a larger University audience.</p> <p>-Consultant will lead two focus groups to assess elements of the communication strategy in order to identify gaps or barriers.</p> <p>-Consultant will work with us to identify barriers related to the to-be-developed framework and possible strategies for overcoming those barriers.</p>	<p>or presentation early to mid Fall 2022</p> <p>Assess communications strategy and communicate results of assessment to Libraries.</p> <p>Additional measures of success once implemented include:</p> <ul style="list-style-type: none"> <li>● Resource access statistics will be collected and reported annually to track progress</li> <li>● Creation of a web-based guide that connects library users to local and diverse collections</li> </ul>		
<p>Objective 2: Strengthen existing relationships and expand Digital Library of Tennessee (DLTN) partnerships with HBCUs, community colleges, or museums in the western part of the state</p>	<ol style="list-style-type: none"> <li>1. Initiate discussions with institutions for potential partnerships such as: TSU, American Baptist College, Fisk University, Lane College, etc. and outline areas for partnership</li> <li>2. Highlight resources we already have from HBCUs on the Digital Library of Tennessee's (DLTN) Facebook page.</li> </ol> <p>Develop marketing</p>	<ol style="list-style-type: none"> <li>1. Report on contacts and identified areas of partnership for each institution to Libraries' Administration.</li> <li>2. The first measure of success will be to track highlighted resources via social media.</li> </ol> <p>Create partnership goals and share with partner institutions.</p>	<ol style="list-style-type: none"> <li>1. Begin Spring 2021; Ongoing Process</li> <li>2. Begin Spring 2021</li> </ol>	<ul style="list-style-type: none"> <li>● Digital Initiatives (Meredith Hale, Metadata Librarian)</li> </ul>

	strategies to expand DLTN's reach.	Implement strategies and assess progress within DLTN.		
Objective 3: Preserve important materials from underrepresented organizations and community archives	<ol style="list-style-type: none"> <li>1. Develop partnerships with organizations and community archives of under-represented groups who may need assistance in preservation or long-term maintenance of digital collections whether that entails archiving with Special Collections or providing information on how to archive their own material so that it is preserved regardless of where it is archived.</li> <li>2. Create Memos of Understanding (MOUs) about material ownership, access, etc.</li> <li>3. Host digital exhibitions and collections with partners to tell a more complete story of TN</li> </ol>	<ol style="list-style-type: none"> <li>1. Track number of contacts made with local and regional groups or associations representing and/or advocating for diverse and underrepresented communities and report through annual process</li> <li>2. Track MOUs established and report through annual process</li> <li>3. Track number of exhibits and collections and report annually</li> </ol>	<ol style="list-style-type: none"> <li>1. Begin Fall 2021</li> <li>2. Provide annual updates to whole library</li> <li>3. Provide annual updates to whole library</li> </ol>	<ul style="list-style-type: none"> <li>● Special Collections</li> <li>● Digital Initiatives</li> </ul>
Objective 4: Building on the <i>Certificate in Cultural Competency and Inclusive Teaching</i> and the <i>Community College Partners Group</i> , connect with other libraries in Tennessee who may not have the option to do this on their own campuses	<ol style="list-style-type: none"> <li>1. Identify Libraries and needs within the state</li> <li>2. Build on the 2018 Certificate in Cultural Competency and</li> </ol>	<ol style="list-style-type: none"> <li>1. List and make contacts with area schools to identify shared interests and needs and report to Libraries' Dean's Cabinet</li> <li>2. The success of this effort will be demonstrated by tracking individual and</li> </ol>	1-2. Begin Summer 2021, collaboratively develop program, and assess annually	<ul style="list-style-type: none"> <li>● Teaching and Learning Programs</li> <li>● Volunteers throughout the Libraries</li> </ul>

	Inclusive Teaching to identify new opportunities for self-paced and collaborative learning; Produce learning outcomes and conduct learning opportunities.	institutional participation and reporting that to all participating colleges.  Assess both self-paced and collaborative learning outcomes via reflection activities and adjust learning programs based on user feedback.		
Objective 5: Start a fund to support diverse and inclusive collections	<ol style="list-style-type: none"> <li>Identify potential donors</li> <li>Identify collections for purchase</li> </ol>	<ol style="list-style-type: none"> <li>The first measures of success will be in securing donors and establishing the collection fund</li> <li>Track collections acquired and spending; report annually to Libraries Administration, the <i>Library Society</i>, and to the University community</li> </ol>	<ol style="list-style-type: none"> <li>Begin Summer 2021</li> <li>Document in Libraries annual reporting process yearly</li> </ol>	<ul style="list-style-type: none"> <li>Library Advancement</li> <li>Library Admin</li> </ul>

Goal 5: Ensure that curricular requirements include significant intercultural perspectives.

Objectives	Actions	Metrics/Benchmarks	Date	Responsible Party(ies)
<ol style="list-style-type: none"> <li>Provide training and learning formats about inclusive instruction and what this means in both in person and online venues.  This objective will be partially addressed through the</li> </ol>	<ol style="list-style-type: none"> <li><b>Fall 2020-early spring 2021:</b> Inventory existing programs on campus and beyond (TLI, ACRL, LIS Pedagogy Community of Practice)</li> <li><b>Spring 2021:</b> Conduct survey and needs assessment of the Libraries; identify</li> </ol>	<ul style="list-style-type: none"> <li>Assessment data (pre and post)</li> <li>Number of participants</li> <li>Recording interest beyond UT</li> </ul>	<ul style="list-style-type: none"> <li>Begin 2021-2022</li> </ul>	<ul style="list-style-type: none"> <li>Teaching and Learning Programs in collaboration with other departments</li> </ul>

<p>continuation of the CCIT program (Goal 1 section)</p>	<p>potential speakers and collaborators for 2020-2021</p> <ol style="list-style-type: none"> <li>3. <b>Summer 2021:</b> Map out schedule and affiliated resources (Canvas site, LibGuide); ensure all content has learning outcomes for assessment purposes</li> <li>4. <b>Fall 2021:</b> Lead training and offer resources; end of semester assessment</li> <li>5. <b>Spring 2021:</b> Lead training and offer resources; end of semester assessment</li> <li>6. <b>Late Spring/Early Summer 2021:</b> Review assessment data and plan for next academic year. Of potential interest would be expanding to other libraries regionally (community college partners, Vanderbilt, Association of Southeastern Research Libraries)</li> </ol>			
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Goal 6: Prepare graduate students to become teachers and researchers in a diverse world.

Objectives	Actions	Metrics/Benchmarks	Date	Responsible Party(ies)
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<p>Objective 1: Expand the reach of the Best Practices in Publishing Program to provide formal opportunities for graduate students to discuss research and publishing issues with graduate students and experts at the University, across disciplines. Expose graduate students to some of the complications and considerations that come with publishing one's work and give advice on overcoming roadblocks to becoming successful authors <b>(Attachment 5)</b></p>	<ol style="list-style-type: none"> <li>1. Build upon the existing Best Practices in Publishing certificate Program (BPIP), a collaboration between The University Libraries and The Graduate School, to develop an online badge program.</li> <li>2. Transform existing CANVAS site to an online course</li> <li>3. Adjust course assignments for online interactivity</li> <li>4. Record lectures from experts for asynchronous viewing</li> <li>5. Create online versions of all course components</li> <li>6. Promote programs to groups that support underrepresented graduate students</li> </ol>	<ul style="list-style-type: none"> <li>● Graduate students in online programs have requested an online option. A major measure of success will be enrollment from graduate students in online programs who have not previously been able to participate.</li> <li>● Pre and post-assessments are collected each semester the program is offered. This data informs content and course delivery. We will adjust those assessments to account for online delivery.</li> <li>● This data is shared with Libraries' Administration and The Graduate School each semester the program is conducted.</li> </ul>	<ul style="list-style-type: none"> <li>● Create micro-credentialing process Fall 2020</li> <li>● Begin development of online course Spring 2021</li> <li>● Delivery pilot online course Fall 2021</li> <li>● Assess outcomes and user experience Fall 2021 and share with Libraries and Graduate School</li> </ul>	<ul style="list-style-type: none"> <li>● Libraries Acting Dean, Holly Mercer</li> <li>● Libraries Associate Dean, Teresa Walker</li> <li>● Vice Provost and Dean of the Graduate School, Dixie Thompson</li> <li>● Liaison and Scholars Collaborative Librarians</li> </ul>
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**Attached Documents:**

**(Attachment 1)** Dean's Student Advisory Committee (DSAC) Report

At the February 2020 DSAC meeting, we distributed a handout with the Libraries Diversity Statement and two questions:

1. With our diversity statement in mind, list three UT Libraries' strengths regarding diversity and inclusion.
2. List three opportunities to improve diversity and inclusion efforts.

We weren't surprised to see that students cared deeply about spaces, resources, and programming. We were surprised to see multiple mentions of: spaces to support sensory issues; non-traditional students; and the importance of resources offered at no cost to students (see coding and responses below).

Response Coding:

Question 1.	Question 2.
Spaces 5	Spaces 5
Resources (tech and collections) 4	Programming 5
Programming 3	Accessibility 2
No-cost to students 2	Branches 1
Accessibility 2	Sensory 1
Non-traditional students 1	Non-traditional students 1
Messaging 1	Feedback 1
Sensory 1	
People (friendly, good service) 1	

Full responses:

With our diversity statement in mind, list three UT Libraries' strengths regarding diversity and inclusion:

- You have various types of spaces that accommodate different people
- Many different spaces that cater to various lifestyles
- Events that showcase diversity
- Workers/volunteers are very respectful
- Access to resources (tech, education, books, etc.) regardless of economic status
- Access to nursing room is important for non-traditional students
- Library has a diverse set of collections
- Sliding doors are helpful for disabilities
- Events are very inclusive
- UT Libraries obviously is welcoming to all, regardless of any biological, cultural, or personal differences
- Programming
- Types of spaces - great that there are a number of different places (noise level, types of furniture) to accommodate people with different learning styles and needs
- Technology and physical resources available - great that students can access these resources regardless of means
- You promote materials that promote diversity and inclusion

- Quiet spaces for people who may have sensory concerns

List three opportunities for the Libraries to improve diversity and inclusion efforts:

- Celebrate diversity at all library locations - not just Hodges
- Provide more activities and outreach at Pendergrass Library
- Showcase authors of different identities
- Host clubs that can help those who may be underrepresented
- Have an email for feedback and concerns
- More openly available private spaces for people with issues in crowds/large areas/noise (more small, private spaces)
- Individual help navigating stacks on request
- I think every week or month highlighting a specific cultural group on campus would be interesting
- A reading for fun section with books in different languages
- Reserved areas for students with disabilities
- I haven't seen any areas that have stood out as needing improvement
- Programming - always room for more programs with diverse speakers and topics
- Spaces - adding more comfortable spaces like graduate commons
- A space meant for students who need to bring their children. Often times single parents avoid the library for fear of their children bothering others

**(Attachment 2)** Selected Libraries' Diversity and Inclusion Efforts Inventory

- ACE Framework – The Achieve Core Enrichment Framework (ACE) was created to optimize employee development and advance the Libraries' strategic priority of supporting continuous learning and professional growth for individuals and teams. This year's competency of focus is *Diversity and Inclusion* which includes: understanding & valuing differences between people; understanding multiple cultural frameworks, values, & norms; serving everyone with integrity & respect; committing to continuous learning & improvement in diversity, inclusion, & cultural competence
- The Libraries' Diversity Committee is dedicated to fostering a diverse and inclusive environment marked by integrity and civility. Led by Thura Mack, Professor and Coordinator of Community Learning Services and Diversity Programs, the committee endorses a broad definition of diversity and is committed to creating a more inclusive community grounded in respect and appreciation for individual differences. The committee offers programs and resources that enhance knowledge and encourage understanding.
  - In spring 2018, the Library's Diversity Committee won the Dr. Marva Rudolph Diversity and Interculturalism Unit Excellence Award which was sponsored by the Council for Diversity and Interculturalism
  - Longstanding history of participating in the Multicultural Student Life Black Issues Conference
  - For the last decade, the Library has participated in UT's International Festival (hosted by the International House) by hosting a table with themed diversity and international topics
- Organizational Read Program – Participants are invited to read an academic piece on a thought-provoking subject and come together to discuss as a group their individual findings each semester. In Fall 2019, participants read *White Fragility: Why It's So Hard for White People to Talk About Racism* by Robin Diangelo. The next book will be *How to be an Antiracist* by Ibram X. Kendi.

- In Fall 2018, the University of Tennessee Libraries launched a Certificate in Cultural Competency and Inclusive Teaching (CCIT) program. A collaboration with UT's Teaching & Learning Innovation (TLI) team, this pilot program was designed to assist in the development of strategies for modeling inclusion and to create opportunities to foster greater collaboration between colleagues. Eighteen individuals completed the certificate requirements, with participation by library faculty and staff from the main campus and branch libraries. Participants were recognized at an end of semester where they received certificates signed by the Dean of Libraries and Assistant Provost for Experiential Learning & Teaching Innovation. Participants indicated that the program encouraged them to reflect and take action for modeling inclusivity.
  - As a result of the CCIT program, the Diversity Committee implemented a library organizational diversity statement
  - As a result of the programs, two members of the Libraries' team (Thura Mack and Anna Sandelli) were invited to serve on a newly created campus' Inclusive Teaching Task Force, organized by Teaching and Learning Innovation, which is exploring options for a campus certificate and think tank program during the 2020-21 academic year. Anna participated in the Spring 2019 Inclusive Teaching Think Tank pilot
- The library, in partnership with the Center for Enhancing Education in Mathematics and Science, received a mini-grant for the project "Native American Contributions to STEM: Family STEM Nights" from the Office of Community Engagement and Outreach
- Student Library Assistant (SLA) Project to explore how or if ARL institutions referenced their commitment to diversity within instruction and teaching and learning websites; SLA shared findings to shape our work
- Voices Out Loud - recording the stories of LGBTQ+ folks who have connections to East Tennessee to document their stories and experiences. We are also collecting all types of keepsakes and memorabilia related to the LGBTQ+ community, including newspapers, brochures, flyers, letters, t-shirts, buttons, artwork, music, photographs, posters, videos, and more. <http://voicesoutloudproject.org/contact/>
- Frederick Douglass Day 2020: Home / Frederick Douglass <https://libguides.utk.edu/c.php?g=987744>
- UT Inclusive Leadership Academy (UTILA)
  - Thura Mack and Peter Fernandez graduated from the academy designed to embody the mission, vision and values of the University of Tennessee while reinforcing the leadership behaviors that are essential for advancing diversity and inclusion.
  - Michelle Brannen and Mat Jordan will participate as part of the Fall 2020 UTILA cohort
- Culture Corner engages the UT community in collections and cultural programs
  - Created Virtual Culture Corner "Round Dance: Learning from Native Stories and Voices"
- Leaders on campus in accessibility:
  - Installed new doors including automatic door at entrance
  - Dedicated lactation room
  - Gender neutral family restroom
  - 24-hour access to a wide range of adaptive technologies
  - Captioning for streamed media

- Library liaison to Office of Student Disability Services
- Adjustable height tables
- Fully WCAG 2.0 AA compliant web presence
- Libguides accessibility audit
- Incorporating accessibility into our licensing process
- Nonprofit Organizations Workshops - The Libraries host nonprofit organizations, each year, to come to the library to learn about accessing scholarly literature for their research, funding, and planning needs. This activity provides expertise as well as access to needed resources.
- Liaison representation to international students and the Center for Global Studies providing instruction and engagement activities such as the International Coffeehouses
- One of the first in the country, the UT Libraries' Diversity Librarian Residency Program was designed to boost the careers of individuals from groups traditionally underrepresented within librarianship. This program brings ethnic and cultural diversity to the Libraries, the profession, and the campus. Residents in the program have three-year appointments offering early work experience in a variety of areas, as well as support for research in information sciences. Since 2003, the program has jump-started the careers of fourteen librarians from underrepresented groups. Continuous assessment of this program is essential and takes many forms. The outcomes important to the success of the program include: completion rate, scholarly publication record, career advancement, professional association memberships, and the development of transferable skills.
- Hiring and Recruiting Practices
  - Membership in Diversity Alliance gives us an edge in recruiting diverse pools
  - For faculty searches, identifying information is redacted for first round
  - STRIDE training for faculty and staff
- Diversity Champions campus report – Thura Mack was on the committee and created the rubric for the report
- Lunch and Learn Series: The UT Libraries Diversity Committee hosts a series of facilitated lunchtime discussions on how to comfortably have dialogue about diversity and inclusion. The discussions are open to students, staff, and faculty at the University. Past topics include: The Life of the Student Athlete: Perception Versus Reality; Coming Out; Having Difficult Conversations on Gender and Politics; Conversations on Consent.
- The Diversity Committee is planning a fall Lunch and Learn series on indigenous people with Native American students and the McClung Museum
- Working on an antiracism Lunch and Learn currently partnering with the Pride Center (invited the Multicultural Student Center as well)
- Regular programming for Libraries' staff on accessibility issues and etiquette
- In Partnership with the Office of Undergraduate Research, the Libraries sponsor the Discovery Living and Learning Community to provide hands-on undergraduate research opportunities to students from all disciplines. We partnered with the ASPIRE program, funded through NSF and providing scholarships in Science, Technology, Engineering, and Mathematics for Appalachian high school seniors who have been admitted to UT Knoxville
- Professor Thura Mack is Co-advisor for the National Society of Black Engineers (NSBE); this is a UT student organization consisting of approximately 50 members

- Professor Thura Mack was selected and served on the 2019-2020 Diversity and Engagement Faculty Advisory Board
- We have student success librarians dedicated to veterans, transfer students, and 1<sup>st</sup> year students
- Community outreach in support of diversity and inclusion
- Community outreach in support of diversity and inclusion
  - Project GRAD: the library has been a key stakeholder for Project GRAD; Project GRAD improves lives in low-income communities by helping students develop and achieve their educational aspirations. The library provided instruction with a customized curriculum that allowed students to complete their research capstone. The Community Learning Services team met with the Project GRAD team and other Project GRAD instructors.
  - Non-profit
  - BIG Orange STEM Saturday (B.O.S.S.) is a free event presented annually by UT Libraries for high school, and new undergraduate students interested in pursuing a STEM major. The event provides opportunities for underrepresented students to attend information sessions and interact with UTK faculty and students.
  - BIG Orange STEM Saturday for Educators (EduBOSS) is a free professional development opportunity for education professionals in East Tennessee. We will invite an additional TRiO group from Tusculum University or UT Chattanooga to participate in the conference. Federal TRiO programs serve first generation and low-income students as well as those who have a documented disability.
  - The library partnered with the Green Magnet STEM Academy and the Seed Library to host a Tennessee STEM Design program titled “A Community that Grows Together Stays Together: How to Promote and Secure Food within a Food Desert.” East Knoxville is considered to be a food desert, which is an area that has limited access to affordable and nutritious foods like fruits and vegetables. The library provided prizes, healthy snacks, and garden seeds.
- The Community College Partners Group connects UTK librarians at local community colleges to promote conversations and collaborations in support of easing transitions for transfer students to UT. These efforts focus on helping students build information literacy skills to help them throughout their college careers. Due to organizational changes, this group has been on hiatus, with a plan to relaunch for 2021.
- Hosted discussions on the Diversity Action Plan and diversity and inclusion initiatives in 2019-2020 Dean of Libraries’ Student Advisory Committee meetings and provided forum for students to submit ideas online
- Created research guides
  - The Intersection of Race, Pandemic, and Higher Education <https://libguides.utk.edu/intersection>
- 1.The Betsey B. Creekmore Special Collections and University Archives participated in the digital exhibit, *Enslaved People in the Southeast*, curated by the ASERL Special Collections Interest Group. The exhibit recognizes the 400th anniversary of the arrival of the first Africans sold into bondage in the English Colonies in 1619.
- 2.The Betsey B. Creekmore Special Collections and University Archives continues to build diverse collections of primary resource materials. Recent acquisitions include:
  - The papers of Marilou Awiakta (Cherokee and Appalachian poet)
  - The papers of Paige Braddock (LGBTQ+ graphic novelist)
  - Additional papers of Alex Haley (African American author)
  - Phyllis Wheatley’s *Poems on Various Subjects, Religious and Moral* (first published book by an African-American woman in 1793)
  - Black Hawk’s *Life of Ma-ka-tai-me-she-kia-kiak* (one of the first Native American autobiographies published in the U.S. in 1833)
- Hosted three lunch and learn, bibliographic sessions for international music students.

- Created a print resource guide for international music students that serves as a bridge to ease their transition between their native educational system and the music education curricula in the United States.
- Created an international music subject guide with over 52 tabs containing important information and resources for the study of music in different countries around the world.
- Offered FYS 129 course, Culinary Traditions from around the World to introduce the role of food in defining culture and tracing the diverse roots of modern society in the United States through food and spices.
- Created a music library newsletter, *DeVine Expeditions*, showcasing diverse outreach activities through AY20.
- Collaborated with Friendship Force, HoLa Hora Latina, the UT Day of the Dead organizers, the Oak Ridge Community Music Association, and several others to showcase the Music Library's collection of Mexican music at the UT Ready for the World Music Series program.
- The Libraries partnered with the Black Music Alliance to provide a lecture and panel discussion aimed at finding strategies to promote musicians of underrepresented ethnicities. The UT Libraries provided refreshments and a print resources guide for this event.
- Showcased UT Libraries Arabic collections through a display and exhibit at the annual UT Arab Fest.
- Showcased UT Libraries collections and services through displays and exhibits at the weekly International Coffeehouses hosted by the UT International House (19 programs).

**(Attachment 3) Tennessee Rising: Women in R&D Certificate Program Proposal**

The UT Libraries provides expertise and leadership in accessing, creating, and preserving knowledge. One of our guiding principles is to encourage innovation, creativity and strategic risk-taking. We know that not everyone has the same access to information, resources, and encouragement, yet the best advances come from a diversity of perspectives and experiences.

With inspiring spaces, expertise, and world-class resources, the UT Libraries proposes a research and development badge program for women admitted as Freshmen to UT. This certificate program brings together experts across disciplines and access to the world of published research. Over five sessions during Spring semester, this program will teach young women how to conduct discipline-based research and to integrate it into their proposals, projects, and presentations. Participants will receive hands-on training with media, 3D printing and other rapid-prototyping and simulation technologies. At the completion of the program, participants will earn a digital badge for inclusion in their resumes and e-portfolios. This credential will be a visual symbol of their specialized training in: conducting library research across disciplines; integrating research and media into writing, presentations and projects; and using the tools of entrepreneurship in a variety of contexts. The skills acquired in this program will empower participants to make data-driven decisions, communicate ideas effectively and to change the face of research.

**Participant Learning Outcomes:**

- Gain experience searching, synthesizing, and citing data and information, in all disciplines, for publication and presentation
- Gain experience creating and integrating media into presentations and projects
- Gain hands-on experience using rapid-prototyping and simulation tools
- Earn a credential for applying to graduate school and seeking employment

**This program offers:**

- Expert training in constructing research strategies across disciplines

- An introduction to scholarly communication including: how to collect, use, and manage data; creating digital scholarship, media literacy, and more
- Hands-on experience using the tools of research to synthesize and cite scholarship
- Access to extensive research collections
- Workshops in using media and technology to create impactful presentations
- Inspiring programming from experts in a variety of disciplines
- Technology training in 3D printing and other rapid prototyping tools
- Team-based learning and project development

**Funding:**

- Fees for a keynote speaker
- Prize money for best participant project(s)
- Supplies
- Funds for equipment to further develop the maker infrastructure

**(Attachment 4) Libraries Mentoring Study Group Report**

Being a mentor requires developing a number of soft skills, such as listening, giving feedback, and providing encouragement. New mentors may not be prepared to provide support or even be aware what kinds of support mentees would need. The mentoring survey and feedback from the faculty meeting allowed the Mentoring Study Group to identify what competencies were viewed as essential for mentors by the Libraries faculty. We then consulted the Achieving Core Enrichment site to map these essential mentoring competencies onto the ACE framework.

After identifying relevant ACE competencies, we searched for examples of existing tools that could be used to facilitate development of the competencies. LinkedIn Learning and the National Center for Faculty Development and Diversity are two providers of training that UT already subscribes to, and several relevant training modules were found, which we list below, by competency.

The feedback from the faculty meeting also revealed that there was interest in providing ongoing training for mentors, such as yearly meetings of mentors to discuss mentoring with one another. Thus, mentors may want to pursue other avenues of training in addition to viewing training modules. These avenues could be explored once individuals indicate their interest in being mentors.

Because viewing all the training modules below would take many hours, we recommend that mentors select competencies they are interested in developing further and view the training modules for these, or explore other avenues for training in these competencies.

In addition, we heard in the faculty meeting that there might be some interest in having mentors for individuals after tenure working to achieve the Professor rank. This was not something the Dean asked us to explore, but we just wanted to include it in this report so that Libraries Administration would be aware of it.

## ACE Competencies

- Adaptability and flexibility – Ingrid
- Communication and customer service – Ingrid  
University of Tennessee offers training in this competency.
- Relationship management and Diversity and inclusion – Ingrid
  - National Center for Faculty Development and Diversity Training--Week 1: How to Build Communities of Inclusion, Support and Accountability <https://www.facultydiversity.org/webinars/rethinkingmentoringwk1>
- Research – Chris
  - <https://conjointly.com/kb/>
  - <https://www.library.georgetown.edu/tutorials/research-guides/15-steps>
  - LinkedIn Learning courses
    - General academic research <https://www.linkedin.com/learning/search?keywords=Academic%20Research&u=42574436>
    - Quantitative research <https://www.linkedin.com/learning/search?keywords=Quantitative%20Research&u=42574436>
    - Qualitative research <https://www.linkedin.com/learning/search?keywords=academic%20qualitative%20research&u=42574436>
- Professional and Technical Communication – Chris
  - Technical communication <https://www.linkedin.com/learning/search?keywords=Technical%20Writing&u=42574436>
  - Professional communication <https://www.linkedin.com/learning/search?keywords=Professional%20Communication&u=42574436>
- Advocacy, Influence, & Inspiring Others – Chris
  - Advocacy toolkit (section on Peer Advocacy) [https://www.brainline.org/sites/default/files/Advocacy%20Tool%20Kit\\_2007.pdf](https://www.brainline.org/sites/default/files/Advocacy%20Tool%20Kit_2007.pdf)
  - LinkedIn Learning, Inspiring others <https://www.linkedin.com/learning/search?keywords=inspiring%20others&u=42574436>
- Mentoring – Brianne
  - [https://www.ted.com/playlists/400/how\\_to\\_be\\_a\\_good\\_mentor](https://www.ted.com/playlists/400/how_to_be_a_good_mentor)
  - Big overall collection from LinkedIn Learning: <https://www.linkedin.com/learning/topics/coaching-and-mentoring?accountId=42574436&u=42574436&success=true&authUUID=Nh4%2BtYbMSr%2BL2nRsAY8Tgw%3D%3D>
- Self-awareness – Brianne
  - <https://www.amazon.com/Outward-Mindset-Change-Transform-Organizations-ebook/dp/B07V4GKZCV> --I've read this book and ordered it for the library as an unlimited user e-book. I highly recommend it.
  - <https://www.linkedin.com/learning/developing-your-emotional-intelligence/benefits-of-building-emotional-intelligence?u=42574436>
- Networking, Partnerships – Brianne
  - <https://www.linkedin.com/learning/building-business-relationships-2/business-relationships-are-career-currency?u=42574436>
  - <https://nrmnet.net/#undergradPopup>
  - <https://teaching.utk.edu/facultymentoring/>
- Coaching – Jeanine
  - Coaching and developing employees <https://www.linkedin.com/learning/coaching-and-developing-employees-4?u=42574436>
  - Coaching employees through difficult situations <https://www.linkedin.com/learning/coaching-employees-through-difficult-situations?u=42574436>

- Conflict Management – Jeanine
  - Conflict Resolution Foundations <https://www.linkedin.com/learning/conflict-resolution-foundations-4?u=42574436>
  - Improving your conflict competence <https://www.linkedin.com/learning/improving-your-conflict-competence?u=42574436>
- Feedback – Jeanine
  - Giving and receiving feedback <https://www.linkedin.com/learning/giving-and-receiving-feedback?u=42574436>
  - A toolkit for giving and receiving better feedback <https://www.linkedin.com/learning/a-toolkit-for-giving-and-receiving-better-feedback?u=42574436>

Re-thinking Mentoring from NCFDD

Week 1: How to Build Communities of Inclusion, Support and Accountability

<https://www.facultydiversity.org/webinars/rethinkingmentoringwk1>

Week 2: Mentoring Pre-Tenure Faculty

<https://www.facultydiversity.org/webinars/rethinkingmentoringwk2>

Week 3: Post-Tenure Mentoring

<https://www.facultydiversity.org/webinars/rethinkingmentoringwk3>

Week 4: Q&A

<https://www.facultydiversity.org/webinars/rethinkingmentoringwk4>

To join NCFDD <https://www.facultydiversity.org>

National Center for Faculty Development and Diversity (NCFDD) as an institutional member. The NCFDD is a nationally recognized independent organization that provides online career development and mentoring resources for faculty, graduate students, and postdocs. They deliver a variety of virtual programs and resources, including:

- \* Weekly Monday Motivator
- \* Monthly core curriculum webinars
- \* Monthly guest expert webinars
- \* Access to multiweek courses
- \* Video recordings of all webinars so members can learn at their convenience
- \* Private discussion forum for peer mentoring and problem solving
- \* Monthly accountability buddy matches

- \* Moderated monthly writing challenges
- \* Access to a career center where members can post and search job listings
- \* Access to a member library that includes past webinar materials, referrals, and readings

To register under UT's institutional membership, visit

<http://facultydiversity.org/utk>

### **(Attachment 5 - BPIP Program)**

Best Practices in Publishing

for Graduate Students

As scholars, thinkers, and researchers, one of our important responsibilities is to share our ideas and discoveries with others. An important way to do that is through publishing. But, getting something published can be difficult, particularly if one wishes to publish in outlets such as peer reviewed journals or established publishers of books.

The Best Practices in Publishing program exposes graduate students to some of the complications and considerations that may come with publishing one's work, and gives advice about how to overcome roadblocks. The program provides opportunities to discuss research and publishing-related issues with graduate students from across the University of Tennessee. Over seven sessions, a range of topics will be introduced and discussed with campus experts, including experienced faculty. The speakers will include those who have experience with publication and who can give advice about how to become a successful author.

Each week, students will be required to complete a written assignment: a short reflection on learnings, topics covered, and further questions. Some assignments will require students to apply what they have learned to situations they are likely to encounter as an author, e.g., read and understand a publication or copyright transfer agreement.

Sessions Include:

- Orientation: Community Building and Discussing Research Interests
- Publishing - Setting the Stage: Panel Discussion with Experienced Faculty Across Disciplines
- Research Misconduct and Authorship
- Publication Decisions
- Copyright and Ownership: Presentation by General Counsel

Other components of the program include:

- Exposure to research tools and resources
- Connections with librarians and other professionals who can help graduate students research and write
- Additional workshops on citation management, data

Participants will be required to attend all sessions and submit reflections after each session. In addition, participants will be required to contribute to discussions and question-and-answer sessions. An anonymous submission form will allow participants to submit questions of a sensitive nature ahead of time so speakers will be able to discuss real concerns.

Upon successful completion of the program, you will receive a certificate acknowledging your participation. This certificate should be a welcome addition to the dossier that you will need in applying for faculty positions and/or for retention/promotion.

**[tiny.utk.edu/BPIP/F2019](http://tiny.utk.edu/BPIP/F2019)**

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