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# Conversations That Matter: Engaging Library Employees in DEI and Cultural Humility Reflection

by Angel Truesdale, Christin Lampkowski, Abby Moore, and Kimberly Looby

## Abstract

The Diversity, Equity, and Inclusion (DEI) Programs Subcommittee of the Diversity and Inclusion (D&I) Committee at the Atkins Library of the University of North Carolina at Charlotte (UNC Charlotte) formed in 2019 and created a series of DEI-themed staff development programs to engage Library employees. The programming, which included facilitated discussions, short presentations at staff meetings, and interaction with video or article content, was all intended to foster a culture of reflection and awareness. To accommodate changing necessities of virtual and in-person work environments, the Subcommittee transitioned its work to make it applicable both online and in person with an educational hub to promote cultural humility practices. The Subcommittee began simple assessment of the results of this programming and laid the groundwork for more formal assessment that will inform its future DEI efforts.

## Keywords

Diversity, Equity, and Inclusion; cultural humility; academic libraries; staff development; library programs; cultural competence

## Biographies

Angel Truesdale is the Social Sciences and Business Librarian at the University of North Carolina at Charlotte (UNC Charlotte) and a graduate of San Jose State University School of Information with a Master of Library and Information Science degree. Previously, she worked at a public library and developed programming focused on digital literacy, nonprofit/small business reference, and the Black experience as told through film. Angel enjoys learning about cinematic storytelling as a narrative tool, the documentary practice, and undervalued voices in cinema. Her other interests include Diversity, Equity, Inclusion, and Accessibility (DEIA), entrepreneurship in marginalized communities, facilitation, critical librarianship, international law, transformative justice, and housing equity.

Christin Lampkowski is the Emerging Technologies Librarian at UNC Charlotte. She has a Master of Library and Information Science from UNC Greensboro and a Bachelor of Arts in Anthropology from Arizona State University. Her professional interests include cross-disciplinary use of technology spaces and their potential for learning through experimentation, DEIA, creation of inclusive and accessible library spaces and collections, experiential learning, and positive failure. She has

worked previously in nonprofits and advocacy and remains interested in multimodal transportation, the importance of early childhood education, public media, and podcasts.

Abby Moore is an Associate Professor and the Education, Honors, and Global Engagement Librarian at UNC Charlotte. She graduated from Lehigh University and in 2003 began teaching English in the Bronx after being accepted into the New York City Teaching Fellows program. She earned her Master's in Education in 2006. She transitioned to academic librarianship in 2011 after earning her Master in Library Science degree from the Queens College Graduate School of Library and Information Studies. Her research interests include global librarianship, digital media literacy instruction, and instructional design and training.

Kimberly Looby is the Instruction and Information Literacy Librarian at UNC Charlotte. She has a Master's of Library and Information Science from the University of Illinois at Urbana Champaign, a Master of Arts in History with Historical Administration Option from Eastern Illinois University, and a Bachelor of Arts in Anthropology from the University of Illinois at Urbana Champaign. Her professional interests include invisible disability in librarianship, first-year students, and accessible assessment and data visualization for all librarians. Outside of libraries, she is involved with neonatal kitten care, is trying to visit all of the national parks, and is interested in disability advocacy.

## Introduction

The Diversity and Inclusion (D&I) Committee in UNC Charlotte's Atkins Library formed in 2017, almost a year after the fatal police shooting of Keith Lamont Scott. Scott's death and the subsequent activism within the Charlotte, NC, community was just one instance of oppression and violence that forced people to look inward in order to confront bias and injustice. The authors' university had recently released its Institutional Plan for 2016-2021, which emphasized its mission to value "social and cultural diversity ... integrity, and mutual respect" (University, 2017, p. 4). Forming the D&I Committee was the first step by the Atkins Library of UNC Charlotte toward "creating a fair and open-minded work environment ... by encouraging awareness about and discussions of diversity" (Atkins, 2022). The charge set a standard of the Library looking inward and focusing first on its employees for cultural change.

The evolution of the D&I Committee and its subcommittees occurred as a response to the needs of Atkins employees and patrons. The Diversity, Equity, & Inclusion (DEI) Programming Subcommittee was established two years after the umbrella committee. This new Subcommittee looked to provide engaging opportunities for Library faculty and staff to both learn and reflect about a broad range of topics. By differentiating the program formats, the Subcommittee hoped to provide open forums for employees to consider their own ideas and beliefs around diversity, as

well as to introduce new material to inform and challenge them. This article will discuss the programs offered at the Atkins Library.

## Literature Review

Much of the literature reviewed for this article found that diversity initiatives in academic libraries have focused primarily on recruitment and retention of librarians, as well as programming for library patrons and the wider campus community. Cruz (2019) found that, “recent publications on the topic of diversity can be grouped into the general categories of staffing, culture, collections, services, and programming” (p. 226). There is a demonstrable gap in the conversation when it comes to internal DEI programming for library faculty and staff.

DEI programming must be an integral part of any diversity plan in academic libraries. According to Edwards (2015), “the creation of a diversity-specific plan in the library is one way to help advance diversity initiatives internally, and perhaps to help encourage the advancement of initiatives externally as well” (p. 1). A diversity plan is not one-size-fits-all. Indeed, researchers found that plans should be developed with specific library needs in mind and “not just ... for the sake of having a plan” (Edwards, 2015, p. 2). The first step in creating and implementing such a plan is to form a working committee made up of library representatives. The committee should be small enough to get things done, yet large enough to appeal to a variety of interests (p. 4).

To help libraries improve their work and best meet the needs of diverse patrons and employees, the Association of College and Research Libraries (ACRL, 2012) published eleven Diversity Standards “intended to emphasize the need and obligation to serve and advocate for racially and ethnically diverse constituencies.” Of the eleven Standards, the DEI Programming Subcommittee used Standard 1 (Cultural awareness of self and others) and Standard 10 (Professional education and continuous learning) to guide its work on DEI programming.

According to Gilbert (2016), displays were the most common type of diversity programming in academic libraries. Additional programming included bibliographies, online guides, and curated exhibits tied into the library’s collections (Cruz, 2019, p. 225). More dynamic programming, such as presentations or panel discussions which highlighted an idea or topic covered in an exhibit or display, presented an “opportunity to start a dialogue” (Cruz, 2019, p. 226) and to “defy stereotypes” (Hodge, 2019, p. 272).

These were all examples of outward-facing programming: The intended audiences were library patrons and the wider campus community. A search of the literature revealed very few examples of library programming intended for internal consumption. Standard 10 in the ACRL *Diversity Standards* (Association, 2012) recognized that library staff and faculty must “advocate for and participate in

educational and training programs that help advance cultural competence within the [library] profession.” According to Hodge (2019), libraries need to “consider a reflective practice to be a necessary tool for professional growth and development” (p. 272).

As with all program creation and development, assessment was a crucial process for reflection, program improvement, and future directions. Andrade and Rivera (2011) used program attendance and surveys, which included open-ended questions, as forms of assessment. Edwards (2015) used a more integrated assessment program targeted at the overall diversity plan. The program included a three-year life cycle assessment of the diversity plan, which allowed staff to “remove any one-time-only items that were accomplished (such as developing multilingual signs ... ) and develop new action items or revisit action items we couldn’t use in the first iteration of the plan” (p. 6). Redd et al. (2020) argued that collaborating with an assessment librarian to gather data and feedback would make it easier to collect DEI-related information going forward. When discussing how to train staff to support patrons with disabilities, Brannen et al. (2017) mentioned having assessment after training sessions but did not elaborate on their assessment methods. While much of the literature focused on diversity plans or training rather than on large programmatic planning, the articles did not report effectively on the assessments included in the plans. This gap in the conversation relating to qualitative assessment of DEI programming in libraries implies that more research is needed in this area.

### Introduction to the Diversity & Inclusion Committee

After its formation in 2017, the D&I Committee began offering facilitated community conversations, called Conversations That Matter, during which Library employees discussed challenging topics. In 2018, the Committee’s focus shifted away from Conversations That Matter and onto planning a campus-wide Diversity Day that was held in February 2019. During this time, a new subcommittee formed to examine recruitment, hiring, and retention practices in order to “make recommendations on how to attract a diverse workforce and create an organizational culture capable of retaining it” (Atkins, 2019).

While some staff or faculty are required to participate in particular committees because the nature of the work overlaps with their job descriptions, committees at Atkins Library are, generally speaking, voluntary and open to participation from all Library faculty and staff. Involvement in the D&I Committee was largely on a volunteer basis, and Committee meetings were open for all Library employees to attend. Meeting minutes were shared with all Library employees to allow anyone who had been unable to attend to stay informed.

In late 2019, the D&I Committee formed the Diversity, Equity, and Inclusion (DEI) Programs Subcommittee to focus on ways to engage Library staff and faculty with DEI topics via internal events and programs to spur learning and conversation.

This group was intended to engage Library staff and faculty in DEI work more intentionally than the larger D&I Committee, whose scope was focused at the administrative level. In order to allow for more frank conversations, Subcommittee minutes were not shared with the rest of the Library, unlike other Library-wide committees.

The Subcommittee was formed with employees from different backgrounds, managerial levels, and departments, with the goal of having different perspectives and experience levels in the room to ensure that those who were directly and indirectly affected by these issues all had a voice in committee actions. In its initial iteration, the Subcommittee felt it had accomplished this goal of representation.

The Subcommittee first determined its name, charge, and goals. In the first meetings, it set clear intentions and expectations by brainstorming programs and goals based on the recruitment, hiring, and retention report (Atkins, 2019). In addition to the report, the Subcommittee considered potential outcomes of future training, how to meaningfully engage Library employees, and how to leverage the wide range of resources available on campus, such as faculty expertise on certain topics and departments that support student success.

In brainstorming sessions, the Subcommittee chair provided prompts that allowed the members to express their ideas. Members were asked to use Post-it notes to anonymously list potential programs, goals, and must-haves for the Subcommittee charge, an approach recommended by Redd, Simms, and Weekes (2020) for developing diversity initiatives. The Post-it notes were color-coded by program, goal, and charge, and the chair then read each category aloud. Through this activity, a visual representation of how the group's ideas overlapped was created. From there, the group identified similar themes and concepts that were combined into a draft charge, list of goals, and potential programs. A Subcommittee Google doc was used to keep track of ideas for future programs.

In addition to the brainstorming sessions, the Subcommittee identified another way to inform future activities. One member created a spreadsheet to track important dates in each month related to diversity, equity, inclusion, and accessibility, such as National Deaf History Month and Trans Awareness Week. This spreadsheet was used frequently for selecting topics for DEI programs. The larger D&I Committee also used the spreadsheet for programming, such as a monthly banner of recognition on the Library website home page and periodic book clubs. Creating this type of tool could be a starting point for DEI work at other institutions looking to increase awareness of celebrations and events related to different parts of their communities.

Those first foundational meetings set the tone for how the Subcommittee would work moving forward, and identified a goal for established programs to be flexible and highlight current social issues. These decisions ensured that changing theories,

methods of facilitation, and content warnings would be on the table for discussion. In other words, creating programs that allowed participants to evaluate whether attending could be harmful to their mental wellbeing was a paramount concern of the Subcommittee.

One approach for providing an intended audience with pre-event context and information is a trigger warning or statement about potentially disturbing content. While the intention of trigger warnings can be admirable, their use can, in our experience, lead to disengagement by some potential participants. For that reason, the Subcommittee evaluated other options and decided to provide information on the topic and program type in advance so that individuals could evaluate their willingness to engage with the topic. Because the Subcommittee had made a commitment to cultural reflection that would challenge white supremacist norms, a “safe space” could not be guaranteed. Instead, the focus was on establishing a “brave space” through the use of ground rules to start each program. More details about the ground rules used will be discussed in the next section.

Around the time that this Subcommittee was formed, the larger D&I Committee wrote a diversity statement, which provided direction in determining programming content. The diversity statement read:

Atkins Library is committed to cultivating an inclusive environment where everyone feels welcome, and differences are valued and respected. We embrace and support the spectrum of human and social identities and strive to create and maintain equity for all employees and users. (Atkins, 2022)

This statement connected to the Diversity Standards of the Association of College and Research Libraries (2012), particularly Standard 2 (Cross-cultural knowledge and skills), by expressing a commitment to learn about and support the cultural uniqueness of all Library constituents.

The Subcommittee developed a list of DEI content topics, regularly scheduled programming, and ideas to increase engagement. The Subcommittee considered ways to assess the programs; foster an equitable, transparent, and inclusive work culture; engage the campus to cofacilitate programs; and create a repository of DEI training materials. The recruitment, hiring, and retention report recommended including DEI training in the employee goal-setting and review process (Atkins, 2019, p. 11-12), which prompted the Subcommittee to have a discussion about advocating for mandatory training for Library employees. The Subcommittee created goals that were both practical and aspirational in order to develop programs that were educational and transformative and inspired personal and professional reflection. These goals included elevating the quality of interactions at service desks, increasing overall student engagement with tough topics, and maintaining a culture of continual self-improvement with DEI topics. Our planning and goals were

all grounded in the concept of cultural humility and the lifelong learning that it takes to approach issues of equity and inclusion.

Members were encouraged to contemplate and reflect on the draft charge before it was finalized. Subcommittee members knew that the charge not only had an external goal, but that, internally, it would hold members accountable for future actions. The following charge was created to guide the Subcommittee's work, including the development of programming, and to distinguish its actions beyond other diversity committees:

The Diversity, Equity, and Inclusion Programs Subcommittee will facilitate various DEI programs to Atkins Library employees and the campus community in order to promote the vision of the library's diversity statement to build a more equitable and inclusive environment. The committee will engage in purpose driven programs of facilitated discussions, cultural awareness and celebration, educational workshops, and highlight work that challenges perspectives. We will seek to collaborate with campus partners, community organizations, and various library and information science DEI entities (University of North Carolina at Charlotte, 2019)

The Subcommittee used its official charge and goals to guide its evolution and to look for ways to improve effectiveness. For example, in the fall of 2020, the Subcommittee added a cochair, who provided leadership support for the committee's operation and record keeping. At the beginning of 2021, the leaders of the subcommittees and the larger D&I Committee created a coalition in order to deliberate and distribute the work of larger projects. Currently, the D&I Committee is working on a racial equity plan and establishing open communication with administration.

## Developing DEI Programs

From its inception, the DEI Programs Subcommittee wanted to go beyond cultural competence, grounding the work in cultural humility in an effort to fix power imbalances and develop partnerships with people in groups who advocate for others. While advocating for cultural humility in a healthcare setting, Tervalon and Murray-Garcia (1998) provide the basis for incorporating cultural humility in the work environment. They cite specific examples of the need for ongoing reflection and lifelong learning to combat shortcomings of individual workshops focused on single communities. For example, attending one workshop on the experience of Hispanic patients does not and cannot encompass all that a provider needs to know about the Hispanic community. Since librarians work closely with diverse populations, the concept of cultural humility transfers well to librarianship. Librarians must be "flexible and humble enough" to continually seek new information about the communities they serve (p.119). As the authors succinctly state, "an isolated increase in knowledge without a consequent change in attitude



and behavior is of questionable value” (p.119). The DEI Programs Subcommittee sought to provide programming that supports cultural humility through consistent and frequent educational opportunities.

To meet its charge, the Subcommittee developed a suite of programs to engage Library faculty and staff in a variety of ways. The first program was a revitalized and modified Conversations That Matter, an hour-long facilitated conversation on a topic selected by the Subcommittee. As the ACRL *Diversity Standards* (Association, 2012) point out, diversity reaches beyond racial and ethnic groups. For that reason, the inaugural conversation topic was ageism, and subsequent discussion topics included inequities during COVID-19, racial justice, pride and the LGBTQIA+ community, white privilege, educationism, and invisible disability. Some topics were selected solely by Subcommittee members, some were prompted by events happening in the broader society, and some were suggested by other Library staff.

Conversations That Matter followed a facilitation style modeled after techniques that Subcommittee members learned at various trainings and in previous positions. Each program began with ground rules to provide a common understanding of expectations for all participants. Facilitators explicitly stated basics such as: *participants will regard personal lived experiences as their truth, will speak only from personal experience, and will allow time for everyone to speak*. Participants were encouraged to step away from the conversation if necessary to protect their physical and mental wellbeing. Then facilitators presented information and questions, aided discussion with follow-up questions, unpacked comments with participants, and tried to ensure that all had an opportunity to speak. At least two volunteer facilitators handled each conversation. They included individuals from outside the Subcommittee when appropriate. For the mental health and wellbeing of Subcommittee members, no one was required to facilitate or take part in discussion of a topic that did not feel safe or beneficial to them.

The Subcommittee returned to holding Conversations That Matter as an in-person program in early 2020, just prior to the COVID-19 pandemic. As with so many meetings and trainings in 2020, Subcommittee events quickly shifted to an online platform after stay-at-home orders began. Despite concerns that colleagues would not be as willing to converse in the virtual environment, the Subcommittee saw significant attendance at events and quickly found that the online platform allowed for *more* engagement with topics. Colleagues could participate in a variety of ways: actively engaging in the conversation using audio, participating in the conversation using the chat function, and individually deciding whether or not to use the camera. The Subcommittee implemented a policy whereby an individual could chat privately with a facilitator, who would then anonymously read out the comment. This accommodation provided a way for anyone who did not feel comfortable speaking up among their colleagues to still participate in the conversation. This type of facilitation has been so successful that other groups across the Library have adapted the Conversations That Matter style to discuss various topics.

The Subcommittee continued to develop additional programs, attempting to find different avenues in which to engage colleagues. Watch With Me events utilized an online platform to view a recording and facilitate conversation with attendees. The Article of the Month discussion involved reading an article (academic, popular reading, or blog post) and participating in an online discussion board. Article of the Month was originally conceived as a small-scale book club, a group discussion about a selected shorter reading. The Subcommittee's decision to conduct this program through an online discussion platform was informed by the development of the Education Hub, which is discussed in more detail in the next section.

In another attempt to reach a broader segment of the Library's staff and faculty, the Subcommittee implemented The More You Know, a fifteen-minute informational presentation at monthly Library staff meetings. Inspired by a long-running public service announcement series of the same name (NBCUniversal Media, 2021), this re-imagining of The More You Know took topics from current events and annual celebrations, such as voter engagement and Korean American Day, provided basic background information, and encouraged colleagues to read and learn more by providing additional resources. This program allowed the opportunity to cover more topics than could be addressed in longer form programming. It also provided a way to reach nearly all Library faculty and staff, as they were already attending this monthly meeting.

Finally, the Subcommittee also hosted special events that were outside of the previously designated suite of programs. Four special events were held: a presentation on Confronting White Nationalism, a Conversations That Matter event focusing on Racial Justice, a program called Return to the Workplace: Your Mental Health, and a presentation celebrating Hispanic Heritage Month. For the latter two programs, the Subcommittee partnered with staff and faculty from outside the Library – a member of the campus's Center for Counseling and Psychological Services and a faculty member with personal and academic connections to the topic, respectively.

The Hispanic Heritage Month program was originally intended to be a The More You Know program, but during that month's Library staff meeting, not enough time was reserved for the presentation. The lack of time was unacceptable to the Subcommittee, because it was disrespectful of the time and effort put in by the Subcommittee members and, more importantly, to the guest speaker who was a significant contributor to the content and presentation. The Subcommittee was able to invite the guest speaker back for a special event, and they were graciously willing to participate. After strategic negotiation with administration, the Subcommittee secured a dedicated fifteen minutes for all future The More You Know presentations.

## Evolution of the Education Hub

While the Subcommittee was encouraged by the level of engagement with the topics at its events, it recognized that self-directed learning options could better accommodate some colleagues. Ideas presented by Dr. Nicole R. Robinson in a 2020 Association of Southeastern Research Libraries (ASERL) webinar, *Why Most Diversity Trainings Fail?* drove the creation of a new tool to connect Library employees to DEI topics. Robinson states that just an hour or two of diversity training fails because participants lack continued engagement with the topics presented and discussed (Robinson, 2020). Viewing this webinar inspired the Subcommittee to create an online learning platform to supplement programs and expand options for participation.

In addition to Robinson's webinar, the Subcommittee discussed "Drops of Diversity: How a Small Academic Library is Working to Increase Cultural Competence," an article outlining an academic library's use of Google Sites to host a newsletter. Goals for the Google Site included keeping a repository of past newsletters and establishing a convenient way to share the content (Erickson et al., 2019). Because early programs were synchronous in nature and an online tool could allow for asynchronous engagement, the Subcommittee considered options for new online content. Article of the Month was developed as a fully online, asynchronous discussion that required a platform allowing interaction in a way that Google Sites did not support.

The university's learning management system (LMS) could support online discussion as well as host resources in a variety of formats (links, Google slide presentations, and audio and video files). The LMS was being used by Library employees for their annual reviews and other administrative activities aside from course management. Its ease of use and employees' familiarity with it meant that there were few barriers to navigating the system. The Subcommittee made the decision to use the LMS and created an orientation plan to introduce the Education Hub to the wider Library.

Administration approved the Education Hub, and after consulting with colleagues outside of the group, the Subcommittee designed the structure and considered how to market it to employees. The formal name of the Education Hub—Inquiry, Education, and Conversation: Atkins Library Employee DEI Hub—came about during a brainstorming session and combined several concepts that the Subcommittee wanted to focus on through programming. The final steps taken to complete the Hub were gathering feedback from the larger D&I Committee and working with the Library's graphic designer.

Canvas is the LMS at UNC Charlotte and is utilized at many other educational institutions. The DEI Hub was set up by creating a course in which users navigated through several modules organized by program type. Article of the Month was the

only program that utilized a discussion board and was exclusively hosted in the LMS. When the Hub was announced to staff, the Subcommittee devised a description that was included on the homepage:

Why do most Diversity Trainings fail? Because they lack the continuous engagement that is necessary to unlearn and confront ideas of discrimination and white supremacy. In an effort to continue this work and create opportunities to engage and reflect on tough topics for more than just an hour or two at scheduled events, the Diversity, Equity, and Inclusion Programs Committee, has created Inquiry, Education, and Conversation: Atkins Library Employee DEI Hub. As the name implies, we aim for this course to be a hub or central point for our DEI programs. Every Atkins employee will be given access to the course to interact with the materials at their own pace. The Article of the Month will be exclusively hosted in the Canvas course as monthly facilitated discussion boards. The other programs will have their materials uploaded for review and we will have feedback and suggestion forms to help guide our content moving forward. (University of North Carolina at Charlotte, 2020)

The course consisted of a homepage and six modules (University of North Carolina at Charlotte, 2020). The modules included Article of the Month, Conversations That Matter, Watch With Me, The More You Know, and Special Programs, as well a Resources module unattached to any program; the latter served as a collection of related DEI content. Each module had a welcome page with the program description and feedback forms, and content was organized by date.

### Assessing the Work

As noted in the literature review, Brannen et al. (2017), Edwards (2015), and Redd et al. (2020) described assessment examples, but not many articles focus specifically on assessing DEI work. The DEI Programs Subcommittee had multiple avenues for collecting feedback and informal assessment. After Conversations That Matter programs, the Subcommittee sent out a Google Form to collect feedback from attendees. During meetings, Subcommittee members checked in and discussed thoughts and perceptions about recent programs; these informal debriefings allowed anyone to voice what went well and what could be improved. For example, when a Conversations That Matter on ageism was held, the postevent debrief allowed facilitators to share a suggestion for a future topic provided by a participant.

The physical space in the Library lends itself to many hallway and office chats, which often lead to informal conversations about the diversity programs. During COVID-19 closures and teleworking, these types of hallway conversations did not occur on a regular basis, if at all. Instead, the Subcommittee relied on more quantitative methods of assessment such as counting the number of colleagues who attended and participated in programs.

The informal feedback that the Subcommittee received during programs (via chat) or postprogram (via email) were positive and indicated a desire by colleagues to engage further with the topics discussed. Particularly during The More You Know programs, colleagues often indicated their lack of familiarity with a topic and requested links to additional content. Participation numbers at programs continued to stay steady despite busy schedules and potential Zoom burnout. While the Subcommittee had not done formal assessment, informal assessments impressed upon the group that these programs would be beneficial at other institutions. Considerations for implementation are discussed below.

The Article of the Month program experienced low engagement, prompting the Subcommittee to reevaluate the program in order to increase participation. Since programming ran for only a few months before moving online, the Subcommittee wanted to evaluate the differences between having conversations virtually and in person. These data would allow the Subcommittee to consider how the different modes of communication affected the number of participating individuals and participation styles. The Subcommittee prioritized improving assessment measures and decided to explore more avenues for evaluation.

Committee leadership met with the Assessment Librarian to discuss targeted assessments and to seek clarity on how to progress with programs both in delivery and content, which was essential to gauging impact. An assessment plan was developed that included two avenues to gather annual feedback: a forum and a Google form that gathered reflections on the previous year's programs. A new requirement for employees' annual reviews stipulated that individuals would participate in at least two DEI trainings (not necessarily with the Subcommittee) and provide reflections on those experiences. The Google form would help employees with this review requirement and also provide feedback to the Subcommittee. The assessment plan also contained efforts to create a single Google form that would be used to gather feedback after each program as well as a new assessment point person for each program. These steps would allow for ongoing evaluations that could be considered throughout the year. The Subcommittee planned to use immediate reflections to enhance programs regularly as well as making changes based on the new annual measures.

The plan provided a roadmap that the Subcommittee was eager to implement in summer 2021. During the next Watch With Me program on colorism, the Subcommittee sent out the new ongoing program assessment Google form, and the assessment point person gathered comments submitted via chat and shared them verbally. Later that summer, the annual forum was held via Zoom. Three members of the Subcommittee facilitated the session using a slideshow that included a welcome with a land acknowledgement, followed by targeted questions that included open-ended prompts and poll questions. The annual feedback form was developed from those prompts and poll questions and sent to the Library shortly

after. Overall, the Subcommittee hoped that these new efforts would show impact, increase engagement, and provide new program topics and ideas.

### Planning, Connecting, and Expanding

Charlotte's Atkins Library has many future plans for spreading diversity initiatives and forming collaborative partnerships with other entities at UNC Charlotte and the greater Charlotte area. These efforts may include connecting Library initiatives to campus-wide diversity initiatives and connecting with community entities, such as the public libraries.

As noted by Williams and Hagood (2019) in "Disability: The Silent D in Diversity," "disabilities are startlingly left out of the conversation around diversity" (p. 487). There is a noticeable absence of training and programming on accessibility and disability. To remedy this lack, the Subcommittee identified members who served on both the DEI Programs Subcommittee and the Library's Accessibility Committee, so that they could work together to create an Accessibility component within the DEI Education Hub. Initial ideas included creating modules related to the multitude of experiences of accessibility and disability. Each module could have different types of information available including YouTube videos; content created on social media platforms; links to official national and local organizations; think piece articles; legislation; and books or academic articles. The goal would be to have different types of information available to cover varying interest levels and information needs among Library employees.

As a specific example of plans for sharing and collaboration, two subject librarians plan to present to the Writing, Rhetoric & Digital Studies Department on the Library's DEI work and future ideas. The Writing, Rhetoric & Digital Studies Department has resources on antiracism education, and the Department chair was interested in the DEI Programs Subcommittee's work in the Library. This initiative is an example of the Subcommittee being able to share its work in an asynchronous format (modules and content packages) to be used by other departments. There is always a disclaimer that shared materials are created and collected by nonexperts in the field, which is important for the context of how the information was found, organized, and made available.

Translating these efforts globally, beyond academic or library settings, would be dependent on the concerns and needs of those communities. First steps would include gathering individuals willing to do the work and identifying issues and groups that need support and attention. Next steps would include goal setting and program brainstorming, which could be accomplished using the Post-it note activity outlined in this article or something similar. Particularly, the type of programs that are appropriate and engaging may differ widely in other countries or cultures outside the United States.

As with the programs outlined, assessments (formal and informal) should be done regularly to evaluate impact and prompt changes as needed. Regardless of location or institution type, rigidity in efforts will not serve the work of DEI. The ever-changing needs of the library community must guide effort and development going forward. Diversity, equity, and inclusion work is evolving, and approaches to it must adjust accordingly to provide library employees opportunities to stay engaged and continue to develop their cultural humility and understanding.

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