MOBAC ILL Committee Meeting MINUTES Tuesday, April 10, 2018
1:00 pm – 3:30 pm   Watsonville Public Library

PRESENT: Irma Fink NPG, Gladys V. Samayoa MPC, Susan Renison WPL, Solomon Blaylock
MIIS via Zoom, Rebecca Bergeon CSUMB via Zoom
SCRIBE: Susan Renison

1. Call to Order and Introductions: 1:10 -- A joyful welcome to Gladys from MPC – we are so pleased you came! Gladys has been assigned to ILL temporarily at MPC to take over from Donna.

2. Addition(s)/Change(s) to the agenda: none

3. Approval of the minutes of January 9, 2018: draft minutes posted to the Committee's website http://www.mobac.org/?p=5453 -- moved by SR, seconded by IF

4. Reports
   a. Administrative Council: March 16, 2018 meeting – Irma attended. Among the reports she took notes on: the Council is planning a Regional Networking Event; several members are attending National Library Legislative Day in Washington DC; grants concerning public library initiatives; Spring Fling workshop from the Staff Development Committee *Inclusion and Empowerment* in two locations. *See 7b.* (April 24 Castro Valley Library 9-1:00; April 25 King Library in San Jose 9-1:00). The committees presented their reports—see below. Next meeting June 15, 2018
   b. Technology Committee is requesting funds for videography equipment
   c. Reference Committee had a successful Equity workshop (Solomon reported on this in our last meeting). Both MIIS and CSUMB have done Equity Walks. CSUMB and its library each have an Equity and Diversity Committee; Rebecca reported on some of their findings (disability access, text heavy English only signage, no gender neutral bathrooms, etc) and commented that it was useful and eye-opening to see the library from a different perspective; the committee(s) will next meet with CSUMB students to continue the conversation. We had a general discussion about ethnicity/ culture of library staff and library users and how they view each other--users may not see themselves reflected in staff and they can experience uncertainty and fear in using an unfamiliar resource--library staff may not reflect the users' culture and staff can feel uncertainty and fear in how to assist patrons of an unfamiliar culture. A common situation is when a group of young Hispanic males come into the library that has primarily Caucasian staff—without empathy, one might make number of negative assumptions instead of thinking for example about how having friends around us can make us feel more confident. A good question is what will happen to the gathered information from the Equity Walks? See the last pages for documents connected to these walks.
   d. SPLAMBA had a recent well-attended workshop *Windows and Mirrors* to celebrate a new book list (which addresses the importance of children being able to see themselves and also see other cultures within their reading materials) and to hear Julie Olsen Edwards from the volunteer-run Peace Library, Cabrillo present a talk. They recommend the TEDx talk by Grace Lin http://mirrorswindowsdoors.org/wp/ted-talk-by-grace-lin/
   e. Literacy Committee: Worth a Thousand Words: Teaching Adult Literacy Using Graphic Novels - May 9, Marina Library, 9:00 am -12:00 noon

Thank you Irma for the flyers and information.

5. New Business
   a. Update Committee website (some links no longer work) – volunteer(s) needed
      Susan and Solomon will work on this and figure out how to add pages.
   b. Reports from Committee members on workshops attended since January 2018 and/or
      upcoming workshops: possible attendees at the September NW ILL conference and
      the CSU ILL Conference July 19-21 in Humboldt.
   c. Volunteer(s) for Incoming Committee Chair and/or Co-Chairs – new fiscal year begins
      July 1, 2018: HOLD ON TO YOUR HATS! Solomon has stepped forward with interest
      in being our new chair! We will discuss this further in or before July.
   d. Information Only: A Manifesto for Rethinking Resource Sharing
      http://rethinkingresourcesharing.org/manifesto/ 2017 winner - VIVA The Virtual Library
      of Virginia, Whole ebook ILL rights http://www.vivalib.org/interlibraryloan/illrights.html
      Discussion ensued over the future of ILL, the importance of looking ahead, the role of
      e-material in ILL, public access, guest access to e-resources…how can we as ILL
      staff promote and encourage thought about the right to lend even as we are far from
      being decision makers or even given access to the license agreements? Still, we can
      encourage the conversation. VIVA has created Best Practices and Guidelines which
      can guide us in this direction. http://www.vivalib.org/interlibraryloan/illresources.html

6. Public Comment—none
7. Old Business
   a. Upcoming ILL Conferences:
      - 49th Annual Colorado ILL Conference – April 19-20, 2018 http://ill.cvlsites.org/
      - IDS (Information Delivery Services) Project Conference 2018 – July 26-27,
        Utica College New York http://idsproject.org/conferences.aspx
      - 17th Annual Northwest Interlibrary Loan and Resource Sharing Conference –
        September 13-15, 2018, Portland State University – Registration opening May
        2018 http://www.nwill.org/
   b. Pacific Library Partnership
      **Inclusion and Empowerment : Gender Diversity, Harassment Prevention and
      Resilience**
      - April 24 at Castro Valley Public Library
        https://fs28.formsite.com/plpadmin/form5/index.html
      - April 25 at Dr. Martin Luther King, Jr. Library (San Jose PL)
        https://fs28.formsite.com/plpadmin/form6/index.html
   c. OCLC
      Upcoming & recorded webinars: https://www.oclc.org/events/webinars.en.html
      - April 24: **Making the Move to Tipasa (**a cloud-based ILL management system)
      General discussion. No ILLIAD-using library currently reports changing to Tipasa. From
      the OCLC website: "All ILLiad users will eventually migrate to Tipasa, but this migration will take
      multiple years and will involve regular two-way communication between OCLC and each migrating
      library."
   d. Copyright Clearance Center
      - Upcoming webinars: http://www.copyright.com/learn/courses-
        programs/webinars/
      - Past webinars: http://www.copyright.com/learn/resources/past-webinars

- Complimentary Webinar (you must register): **Copyright at Work**, Tuesday, May 1, 2018 http://go.copyright.com/l/37852/2017-11-30/s4c9nl

While this is a topic we have covered repeatedly, there is always room to re-learn something more.

8. Announcements
Eleanor Uhlinger NPG will be retiring in May 2018.
9. Problem sharing/solving
Rebecca (and the rest of CSU ILL-ers) are still struggling with their new CSU-wide catalog; in particular, when ILL requests are turned down, the system doesn't pass the request on to the next available lender; for Rebecca, this has resulted in an extremely lopsided lend to borrow ratio.
10. Next meeting date(s)/location(s)
July 10, 2018 – WAT
October 9, 2018 - WAT
11. Agenda items for next meeting
    a. Draft Annual Report
    b. Gather Annual Statistics
    c. Update Committee Roster
    d. Elect New Chair
12. Adjournment of Business Meeting
13. News from the libraries (not recorded)

Courtesy of Solomon Blaylock from the Reference Committee Equity Workshop October 2017 with Dr. Veronica Neal

Organizational Equity Walkthrough Evaluation Tool
Is our organization equitable and inclusive?

INSTRUCTIONS:
What is the purpose of the Equity Walkthrough Tool? The purpose of equity walks is to sharpen and focus the inclusion efforts and equitable leadership lens through the gathering of observational data to confirm or challenge assumptions regarding organizational improvement and visual equity in the buildings. This tool gives organizational members the opportunity to evaluate how inviting the organization appears, feels, and reflects a commitment to inclusion. It can also help to point out various areas that may have been previously overlooked and can be easily addressed.
Suggested Walkthrough Guidelines:
➢ Select a team leader(s) to coordinate the walkthrough. The team leader(s) should coordinate an orientation meeting to review the tool with the team. An equity walk may be initiated by anyone in the organization, regardless of position or status.
➢ It is recommended that at least five (5) employees from various backgrounds work together to complete the evaluation walkthrough. If possible or applicable, you might also consider inviting a manager member, classified professional, or community member join participate on the walk. Others may include board members, a community leader, or Union member.
➢ Each team member can complete the walkthrough separately or as a team but each person is encouraged to complete their own checklist. After completing the walk and gathering individual notes, review together as a group. The group review and dialogue is another opportunity to identify cross-cutting themes or patterns that emerged during the walk.
➢ After all parties have completed the walkthrough, the team "leader" schedules a meeting to discuss the observations and how to address areas that need improvement as well as highlight area of success. The

team leader should also collect the forms and submit a copy to the Equity Office or HR (if applicable) to further support the organizational equity planning process.

Walkthrough Components: There will be three overarching areas or sections evaluated during the walkthrough:
- A. Welcoming Environment (Public Space)
- B. Policies & Practices
- C. General Inclusion (resources, assessment/evaluation, and attitudes/values)

EVALUATION TOOL:
Please complete all the sections as if you were totally new to the organization, new to the area or even new to the country! You may also wish to put yourself in another's shoes. For example, you might ask yourself if you were a member of the LGBTQQIA community or in a wheelchair how welcomed and supported would you feel as you move through the organization. Remember, the overarching question is: How welcoming is our organization to _all_ employees? In order to remember your thoughts during the walkthrough, take notes on what YOU feel and think the organization is doing well, in addition to how some areas can be improved.

Equity Component	Some Sample Questions	Evidence or Observations of Inclusive Practices	Questions Or Observations For Further Dialogue
Environment/Public or Shared Space	• What evidence of community connection and support is demonstrated in the public spaces? • Is there evidence of a commitment to inclusion? • Are their certain areas for employees to gather or hang out? • What can you discern from "walking the walls" (what do you see)? • How is the environment inclusive and reflective of individual learning styles? • What evidence do you see in the environment that demonstrates culturally relevant and responsive teaching and learning? • Is employee contributions and work visibly celebrated? Is it some employees' work or all employees' work? • Are there gender-neutral restrooms? • Is there accessible community space? • Is there support readily available if you need accommodations or assistance? • Is there information present in various languages and literacy levels? • Is there posted information about a meditation or prayer room? • Is there a room identified for employees with young children or a breastfeeding/lactation room? • Is there a parent room available and/or a family friendly space available?		
Organizational Procedures, Policies & Practices	• Are employees actively engaged in policy decisions and organizational planning? If so, how are you informed of this process? What do		

	you see posted? • Is there a mission, vision, and values statement posted? • Do you see information posted or available for employees and with learning differences? • Do you see information on ADA support and services? Where? • Are there gender-specific resources present? • What instructional strategies are being used in public space to encourage critical thinking and respect for differences? • Are senior leadership meeting notes and pending decisions public posted? • Is there an equity commitment statement available? • Is there information about community agreements? • What information is visually published for clients?		
Community and Client Resources	• Is it clear what resources are available? • Are you comfortable asking for help to find the resources you need? Are clients comfortable? • Is the process of obtaining resources clear and easy to follow? • Are you able to obtain information easily about ADA, EO, and harassment reporting? • Are you able to easily identify posted information on educational workshops, trainings, and other inclusion building workshops? • Are you able to identify crises or specialized community assistance? • How do the resources recognize and value different learning styles?		
Assessment and Evaluation	• Are there feedback boxes or input units available? • Are there opportunities to evaluate your employees, managers, and organization? • Is there publicly located feedback or input stations available? • What are the ways in which client feedback is gathered and shared with the organization? • Is client outcomes and input on display and if so, where? • Can you easily locate the assessment office? • Do you know where to find the disability support and programs department? Is there signage available?		
Attitudes and	• What is the feeling you experience walking or moving around the organization?		

| Values | • Are employees discouraged from using racial and ethnic slurs, jokes, puns by helping them understand the impact of these behaviors?
• Do employees share how they screen for or review materials, books, movies, and other media resources for negative cultural, ethnic, racial, or religious stereotypes before sharing them internally and externally?
• Is it understood that employees may have different cultural perspectives on professionalism, rules or discourse and engagement? How is this support and encouraged in shared space?
• Do organizational goals, policies, and procedures incorporate principles and practices that promote cultural diversity, cultural competence and linguistic competence? Are these expectations posted?
• Can employees weigh-in or vote on policies and practices? If so, is there information publicly available on this process?
• Do the halls, cafeteria, lounges and other public spaces communicate that all employees are valued and their success matters? Please provide examples. | | |

Walkthrough Planning Meeting/Orientation Completed: Yes   No   Date:
Date of Walkthrough:
Area or Program:
Team Leader:
Team Members Role/Position:
Debrief Meeting Date: Shared Group Discoveries:
Emerging Themes:
Organization Successes:
Areas of improvement:
What would you like to see more of?

Courtesy of Rebecca Bergeon, CSUMB

Equity Walk Framework
1. Goals for the Equity Walk
    a. Think about actionable information that can make short term or long term improvements. Take into consideration that recommendations will vary between no/low cost and high cost.
    b. The process is about sharing ideas and recommendations.
    c. An outcome of the process is that it may raise awareness amongst ourselves about how the library may be experienced differently depending on personal experience and expectations.
2. Definitions of Common Terms
    a. Diversity
        i. State or fact of being diverse; different characteristics and experiences that define individuals. (ACRL Diversity Standards)

      ii.   Individual differences (e.g., personality, learning styles, and life experiences) and group/social differences (e.g., race/ethnicity, class, gender, sexual orientation, country of origin, and ability as well as cultural, political, religious, or other affiliations). ([CSUMB Office of Inclusive Excellence](#))

  b. Disability

    i. A physical or mental impairment that substantially limits one or more major life activities, a record of such an impairment, or being regarded as having such an impairment. ([ADA National Network](#))

  c. Accessibility

    i. Design of products, devices, services, or environments for people with disabilities. ([Disabled World](#))

  d. Equity

    i. The creation of opportunities for historically underrepresented populations to have equal access to and participate in educational programs that are capable of closing the achievement gaps in student success and completion. ([CSUMB Office of Inclusive Excellence](#))

3. Instructions for the Exercise

  a. [Sign up](#) for a group.

    i. Cognitive disabilities (learning disabilities, ADHD, etc.) & Physical disabilities (cerebral palsy, epilepsy, etc.)

    ii. International students

    iii. First-generation students

    iv. Non-traditional students (veterans, career changers, students who are parents, etc.)

        1. There is a [Zotero bibliography](#) published by the ACRL Instruction Section (IS) - Instruction for Diverse Populations Committee with good resources for most of these groups.

  b. Take a walk as a group. Think about how the identity group you are in experiences the library. What is inviting? What is not inviting? What do you think are some concerns or issue they face when they are in the library?

  c. Complete the [handout](#). Deadline to complete the handout is Tuesday, February 6th.

  d. Share what the group saw and discussed at the next staff meeting on Tuesday, February 6th.