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Multicultural Organizational Development (MCOD) Scans of Public Space in Milner Library, Fall 2023: External Report

Inclusion, Diversity, Equity, and Access Committee, Milner Library
Illinois State University

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Multicultural Organizational Development (MCOD) Scans of Public Space in Milner Library, Fall 2023

External Report

Introduction

In November 2023, Milner Library's IDEA Committee conducted Multicultural Organizational Development (MCOD) scans of the library's public spaces, wishing to follow up on a previous series of MCOD scans conducted in 2021. Scans such as these are just one step in the overall MCOD process, defined by Bailey W. Jackson as

...building organizations and organizational cultures that include people from multiple socially defined group identities: race, ethnicity, gender, sexual orientation, nationality, class, religion, and other social and cultural groupings.¹

For the 2021 MCOD scans, the IDEA Committee (then the Diversity and Internationalization Committee) consulted with Angell Howard, the Division of Student Affairs' Associate Director for Professional Development and Staff Recognition, whose department had conducted MCOD scans of its own and had consulted other university departments on conducting their own scans. From this consultation, the Committee developed a plan for conducting scans in Milner, including the following key aspects:

- Revisiting scans every two years (hence the 2023 scans)
- Scanning public spaces floor by floor
- Focusing on printed materials and social media presence in addition to physical spaces
- Involving students in the scanning process
- Providing a summary of scan results, including recommendations, to be presented to Library Administration

To aid in the scanning process, Howard also provided the Committee with a rubric for assessing public spaces. This rubric was used for both the 2021 and 2023 scans, but for the 2023 scans, the Committee altered some of the language and metrics of the rubric to better fit Milner's unique space and purpose on campus (Howard had stressed the adaptability of the rubric in her 2021 conversation with the Committee) (see appendix).

The 2023 scans were conducted by members of the IDEA Committee (and one additional student intern not on the Committee) between 3 November and 17 November 2023. The

¹ Bailey W. Jackson, "Theory and Practice of Multicultural Organization Development," in *The NTL Handbook of Organization Development and Change: Principles, Practices, and Perspectives*, eds. Brenda B. Jones and Michael Brazzel (Wiley, 2014), 175-192.

remainder of this report will cover the major findings of each segment of the 2023 scans and end with a summary of recommendations.

Scan Findings

In this section, findings are presented by scan segment, in the following order:

- Learning Spaces
- Service Points
- Floor 1 Public Space
- Floor 2 Public Space
- Floor 3 Public Space
- Floor 4 Public Space
- Floor 5 Public Space
- Floor 6 Public Space
- Printed Materials
- Website, Social Media, and Programs

Library Learning Spaces:

The scanners covered the library's learning spaces, including the open learning spaces on Floor 6 (NW, SW, and NE), the seminar room 614D, the collaboration classroom 213C, the Floor 1 classroom 164D, and the smaller Floor 3 3E learning space.

Across all the learning spaces, the scanners noted a general lack of offensive or insensitive materials but found that it would be easy for users to leave messages or materials of any kind in the open and unlocked learning spaces. Furthermore, they also found a general lack of culturally inclusive materials, noting that the spaces seemed to lack any purposeful cultivation of a welcoming and inclusive atmosphere. They also noted several accessibility shortcomings, drawing special attention to the visual and auditory distractions that abound in most of the learning spaces, as well as a general limitation in visibility present in the front of several classrooms. Flexibility of the furniture was also found to be inconsistent across the spaces. The scanners also noted that accommodation requests would likely be difficult to fulfill, even with advanced notice; the request forms to use the learning spaces do not ask about needed accommodations, and the library lacks a policy that could guide instructors wishing to make an accommodations request. Overall, the scanners noted what they described as a "good enough" mentality underpinning the design of the spaces, one that overlooks obvious learning barriers.

Looking specifically at the NW and SW open learning spaces on Floor 6, the scanners noted that while the spaces lacked any offensive or insensitive materials, the whiteboards could potentially host offensive messages given their publicly available location. While nearby and visibly adjacent areas featured culturally inclusive artwork and displays, the space itself lacked these. The scanners also found multiple accessibility issues. Given the space's open format, it

was particularly vulnerable to high levels of visual and auditory distraction, making concentration difficult. While the generous natural light in the spaces contributed to making the space feel welcome, the length and narrowness of the spaces nonetheless hampered the visibility of the spaces' fronts. The tables and chairs, while mobile, lacked height adjustability, and their arrangement in the narrow space would force some learners to sit with their backs to the front of the classroom. Given the nature of the open learning spaces, too, the scanners noted that certain accommodations requests would likely be impossible to fulfill.

The scanners noted additional difficulties with Floor 6's NE learning space, noting that accommodations requests there would be further challenged by that space's requirement to request equipment, including any equipment that could provide accommodations to users who would need them. They also noted similar issues of distraction with the space, citing the space's location in a high traffic area, the heavy presence of HVAC noise, and poorly functioning and flickering fluorescent lights. They also found the space's foam rectangles, which hang from metal wires descending from the ceiling, to appear precarious. Finally, while they noted an absence of offensive material here, they also noted a general lack of any material on display.

The seminar room, 614A, similarly featured no materials on display. While the scanners found that certain accommodations requests might be more easily fulfilled in this space compared to other Floor 6 learning spaces (positively noting the adjustability of light in the space, as well as the presence of height-adjustable chairs), they still found that many would likely be impossible to fulfill, particularly citing the low occupancy requirement of the space in making this judgment. They also found that maneuvering around the tables in the small space would likely prove difficult for many users, as well as the low visibility of the TV from the far end of the room. While the enclosed nature of the room also cut down on some of the distractions present in the other Floor 6 learning spaces, the scanners still noted that the room could get quite noisy, and also noted its uncomfortably cold temperature as a further barrier to accessibility. Access was also further affected by the requirement of a key to enter the space, and the limited technological setup of the space.

The scanners found that the second floor's Collaboration Classroom, 213C, scored better on the scan compared to the Floor 6 learning spaces. They noted that out of all the learning spaces in the building, 213C would likely lend itself the best to accommodation requests, and noted several positive aspects related to accessibility in the space: suitable lighting, wheelchair accessibility, monitors and outlets at each learning station, a cart from which students could borrow laptops, plentiful whiteboards, height-adjustable chairs, a sound-dampening wall, and a large amount of maneuverable space. Although the space was also sparse in its display of any materials, including culturally inclusive ones, the scanners noted that its default locked state would likely help prevent the possibility of offensive messaging on any of the numerous whiteboards.

The scanners further noted that Floor 1's 164D classroom was void of insensitive materials while also containing culturally inclusive artwork in the form of updated READ posters featuring

various ISU community members. They found the space generally accessible, positively citing the included computers and equipment as well as the room's close proximity to the library's sole all-gender restroom, but also found shortcomings in the room's loud HVAC, generally rigid furniture and layout (noting that the space is better suited for lectures as opposed to collaboration), and somewhat tight spacing. They noted that the space's rather inflexible setup might hinder certain accommodation requests, but appreciated the room's curtains and blackout visibility for the privacy and safety it afforded learners.

The scanners found numerous accessibility issues on Floor 3's 3E learning space, citing its small screen with unclear instructions for use, poles that can serve as barriers to visibility (although they positively noted their inclusion of outlets), public location filled with potential distractions, and general lack of intentional design as a learning space. They reasoned that these issues would likely make accommodation requests quite difficult to fulfill. The space also did not feature any culturally inclusive material, although the scanners noted that the screen could be utilized for that purpose. They further found the space to be lacking in offensive materials. However, the open state of the space on the third floor could potentially make it possible for offensive messaging to be left on the space's whiteboard.

Library Service Points:

The scanners covered the library's Reference Desk and Check Out Desk, both on Floor 2. They found that although the Reference Desk was an area of the library that contained a high volume of information, none of the information displayed was offensive or insensitive in nature. Conversely, the space did not feature culturally inclusive materials, with the scanners describing it as generally lacking in personality and not particularly welcoming. Their findings about the desk's accessibility were mixed. They positively noted that the desk featured multiple heights for engagement, as well as the desk's close proximity to the library's main entrance, but they noted that having two desks with different functions posed a barrier to users, particularly because their separate functions were not clearly labeled. Further, while they noted that mobile furniture in adjacent areas of Floor 2 could easily be used by users who might need furniture at the desk, they felt neutrally overall about the ease of fulfilling accommodation requests in the space.

The scanners made similar findings in their evaluation of the Check Out Desk. The materials featured at the desk were not offensive or insensitive in nature, but they detected a similar lack of culturally inclusive materials, finding this desk to also be generally unwelcoming and devoid of personality. While they positively noted that the desk also featured multiple heights for engagement, they found that accessing the desk's plentiful and helpful materials could be hindered by the time limits imposed on borrowing these materials. Unlike the Reference Desk, the Check Out lacked proximity to mobile furniture that could be used by patrons as they engaged with the desk. Overall, the scanners also felt neutrally about the space's ability to fulfill accommodation requests.

Floor 1 Public Space:

The scanners generally found the public space of Floor 1 to be void of offensive or insensitive materials, but only insofar as there are very few materials of any kind on display in the public spaces of the ground floor (including any culturally inclusive artwork, posters, music, or magazines). One exception to this is the display of a circus history-related diorama, which, while perhaps not overtly offensive, is not particularly inclusive and centers a decidedly 19th-century Eurocentric, colonialist worldview.

The scanners did not find the space to be particularly welcoming or conveniently accessible to people of all ability levels. The public space of Floor 1 was found to be quite dim, particularly in contrast to the visible adjoining public space currently used by the College of Fine Arts. Combined with the general lack of seating and working spaces compared to other public spaces in the library, this made the space feel transitional in nature, as though patrons are not meant to spend a great deal of time there.

A major flaw found in the space was the lack of a door-opening button at the entrance to the space from the College of Fine Arts. This deficiency significantly hampers the ability of patrons with mobility difficulties to access the space from the College of Fine Arts and by extension the Bone Student Center, something that is especially problematic given the space's role as a thoroughfare between the library, College of Fine Arts, and the Bone Student Center, particularly during instances of inclement weather. The doors to 164D and the Digital Scholarship Center were also found to lack door-opening buttons.

The scanners further noted that the space, in being unstaffed, does not offer patrons an opportunity to ask for any needed accommodations. While the Digital Scholarship Lab could theoretically serve as a space where patrons could ask for accommodations, its limited hours precluded its ability to truly function in this way.

Floor 2 Public Space:

On Floor 2, the scanners found the ISU Authors display and the magazine rack—both located in the former café space—to be a positive display of inclusive materials representing a variety of different cultures, and also noted the copious exhibit space on the floor for its potential to host culturally inclusive displays (this exhibit space was in a state of transition at the time of the scan). That said, they also cited some then-current exhibit materials related to circus history for portraying racial caricatures which, while accurate to the 19th century period, lacked any critical contextualization in the accompanying explanatory material.

The scanners also positively noted the presence of several ADA-compliant workstations and adjustable-height surfaces throughout the Floor 2 public space. At the same time, they felt their presence was counterbalanced by comparatively inflexible spaces and resources; for instance, the floor's water fountains were positioned at uniformly high heights, lacking any adjustability. In general, convenient access to the many resources in the space seemed to vary considerably

with the individual resources. While there were several resources that can be used and accessed by patrons of varying ability level, there were still several others that remained rather rigid and inaccessible.

The scanners did feel that patrons could fairly easily seek accommodations thanks to the highly visible, consistently staffed service points centrally located in the space. Additionally, the detailed signage on accessible resources also signaled a commitment to providing accommodations to patrons.

Floor 3 Public Space:

The scanners positively noted a lack of offensive or insensitive materials in the public space of Floor 3, and further noted that the space actively included a variety of culturally inclusive materials, ranging across formats and cultures: a series of READ posters highlighting diverse representation in the ISU community, the library's ongoing Niiyama Poetic Japanese Pottery exhibit outside the administrative suite, and the rotating circus costume display in the stairwell.

The scanners found the public space of the floor to be lacking in certain areas related to accessibility. They cited a consistent lack of braille signage throughout the floor, rendering much of it inaccessible to users with visual disabilities. In particular, they also noted issues with accessing the public elevator on the floor despite its ADA compliance, finding that the noticeable gap and ledge at the elevator's entrance could make entering and exiting it difficult for users with mobility aids. More positively, they also noted the existence of several accessible surfaces throughout the floor.

Similarly to findings on Floor 1, the scanners also found the lack of staffing on Floor 3, as well as a lack of any publicly accessible telephones, to be a detriment to any patrons seeking accommodations.

Floor 4 Public Space:

In contrast to Floor 3, the scanners noted several inclusivity-related issues with materials displayed on Floor 4. They noted that while there were a variety of displays on the floor at the time of the scan, they exclusively featured older white individuals or focused on circus history. While the subject matter of these displays differed, they nonetheless all centered a white perspective, negatively impacting the floor's ability to be inclusively welcoming. Furthermore, they also found that the circus displays in particular could be seen as culturally insensitive and appropriative of nonwhite cultures in their centering of a Eurocentric, 19th-century worldview, similar to circus displays elsewhere in the library. On a more positive note, they also often observed positive, culturally inclusive messaging outside of multiple personnel offices.

The scanners also observed many of the same accessibility-related barriers they noted on Floor 3. As on that floor, the public elevators on Floor 4 also featured large gaps and ledges that could hinder access for users with mobility aids. Additionally, the scanners found that users with mobility aids would likely have continued trouble accessing the floor's narrow aisles, as

well as the library's sole lactation room. Similarly to Floor 3, the scanners also found no braille or audio messaging for patrons with visual disabilities.

The scanners did note a comparative dearth of adjustable surfaces compared to Floor 3, finding that there were only adjustable tables at the printer and scanner stations; none of the floor's other computers were located on adjustable surfaces, thus greatly decreasing their accessibility. As with Floor 3, a lack of staffing or publicly accessible telephones would also hinder requests for accommodations.

Floor 5 Public Space:

The scanners found the public space of Floor 5 to be void of offensive materials, positively noting the meticulous labeling of artwork and exhibition space for the context they would provide users of the space. Additionally, they noted the presence of a variety of culturally inclusive materials, mainly located on staff office doors, which included welcoming and inclusive artwork and messages.

The scanners' findings on accessibility in the space were more mixed. While finding that the stacks on Floor 5 often featured more space than in other areas of the library, this wider spacing was inconsistent across the space. The scanners also noted fewer accessible tables compared to other public areas in the library, and similarly to the floor 4 evaluation, they found no braille signage, hindering the accessibility of the space for users with visual disabilities. The scanners also found the empty office spaces on Floor 5 to be unlabeled and lacking in signage, making their purpose unclear to users. The floor also lacked signage to inform users how they could seek accommodations while using the space, making it difficult for users to request them.

Floor 6 Public Space:

The scanners positively noted the prominent display of numerous culturally inclusive materials in Floor 6's public space, although they found that the space could be improved with more signage explaining the context specifically of the artwork on display (the floor's exhibition space, they noted, had plenty of signage). Additionally, they did not find any offensive or insensitive materials on display.

In contrast to Floor 5, Floor 6's stacks were extremely close together, rendering much of the stack space inaccessible to users requiring more space. Seating in some corners of the floor was found to be similarly tight and inflexible, and further barriers to accessibility were identified in the form of the numerous stepstools positioned in the floor's trafficked areas, as well as the floor's dark stairwells. As on other floors, signage in the space lacked any braille text, and some signs were found to be on the verge of falling off the walls.

As on Floor 5, the space lacked any clear signage instructing users how to seek accommodations when using the space or its publicly accessible technology, making it difficult for users to seek accommodations on the floor.

Library Printed Materials:

The scanners covered the library's printed materials, a broad category encompassing handouts, promotional materials, and exhibition materials found in public spaces throughout the library. The scanners analyzed a wide sample of these materials, including handouts distributed at the desks, newsletters in the library restrooms, and outreach handouts, in order to complete this portion of the scan.

The scanners noticed a general dearth of images in these materials, which made the materials both less welcoming in tone overall, and lacking in their representation of the broader campus community. Images that were included were often reduced in size, making them difficult to parse. While the many map handouts were comparatively much more visual in nature compared to other printed materials, the scanners found that they could be presented in a clearer style. At the same time, the materials' overall informational focus largely prevented the materials from only favoring the perspectives of dominant identities.

The scanners generally found the word choices of the printed materials to be accessible, but noticed some instances where library jargon was included and left unexplained. More problematically, the scanners found most printed materials to be lacking in accommodation statements, making it unclear for users seeking accommodations who best to contact. While they positively noted that most printed materials were available in different formats, including electronically, they found that the sizing of several of the physical printed materials could pose accessibility issues to various users.

Library Website, Social Media, and Programs:

The scanners covered the library's website, social media presence, and programming. To assess the website, scanners studied a variety of different webpages, including the library's [Homepage](#), [About page](#), and [Accounts page](#); overview pages on [research](#), [services](#), and [collections](#); the library's [Print, Copy, and Scan page](#); the [faculty and staff page](#); and the [overview of the library's collection of ISU yearbooks](#).

They found current and inclusive language present across all the pages they scanned, and in assessing the pages for their valuing of diversity and inclusivity, found them each to perform either positively or neutrally. This finding was replicated when analyzing images for their representation of the broader campus community, and when analyzing text for their ability to feature not simply the perspectives of dominant identities. The scanners did note that certain pages could include more diverse imagery, and suggested more inclusive language on the library's About page and Print, Copy, and Scan page. They also noted the absence of personnel images on the faculty and staff page, writing that their inclusion could help users "put names to faces."

The scanners generally noted more issues when analyzing the accessibility of each of the webpages. The pages all lacked an accommodation statement, making the process of seeking

accommodations for accessing content on the webpages unclear for users. Further, while each page linked to the library's webpage on accessibility services, this link was located in an "additional links" at the very bottom of each page, appearing in such a way that could be easily missed by users looking for it. Additionally, this accessibility services page, while useful for the information it provided about using various services and resources in the library (as well as emergency procedures), lacked any particular guidance about accessibility on the library website; measures such as alt text and captioning were not discussed. The scanners found that all these deficits would likely make the pursuit of accommodations on the library website confusing.

To assess social media, the scanners analyzed a series of eight Instagram posts and reels on the library's Instagram account (@isumilnerlib) dating from April 2022 to November 2023, a series of stories on student success that are included as a highlight reel, and the Instagram account's then-current (November 2023) Linktree in its bio. These materials highlighted a mix of library programming, outreach to campus communities, and information about library services and resources. The scanners found that the material consistently employed current and inclusive language, valued diversity and inclusivity, and featured images and text that represented the broader campus community and did not exclusively feature dominant identities and perspectives. At the same time, they found the accessibility of the material wanting, noting that the material lacked alt text and other accessibility measures and that accommodation statements were not especially prominent. They also found that images sourced from University Archives often lacked contextual information.

To assess programming, scanners focused on four Milner events that took place in the Fall 2023 semester: Milner Game Night, the Halloween event Boooooooks and Other Spooooooky Sundries (co-organized with Event Management, Dining, and Hospitality), Pawsitively Stress Free (organized by Health Promotion & Wellness), and the panel discussion Is Library School Right for Me?.

Recommendations

The following recommendations reflect a summary of overall scan findings and are not ordered to indicate importance. The IDEA committee recognizes the limitations of current facility structures, funding, and labor. Nonetheless, we wish to document these recommendations to inform future plans and considerations for Milner Library.

- Install accessible door opener to the entrance between Milner Library and the Fine Arts area.
- Evaluate and create additional braille signage to enhance library wayfinding beyond standard offerings.
- Implement collection deselection processes for physical library materials with the goal of creating enough space to create ADA compliant shelving.
- Address lighting issues in stairwells to enhance space for safety and egress.

- Further evaluate library instruction spaces to address auditory and visual distractions, consider accessible furniture, and explore opportunities to improve learner and instructor experience.
- Expand access to all gender restrooms throughout the library.
- Consider adjustments to exhibit policies and procedures to further address issues of equity, diversity, and inclusion.
- Advocate for public elevator enhancements that would address the large gap between elevator and building that can be problematic for mobility devices to navigate.
- Develop a strategy for communicating support for users needing accommodation and assistance from library staff on all levels of the building.
- Create public access point for library catalog stations throughout library to improve user experience and eliminate physical barriers to access.
- Assess the physical implementation of the single service desk for patron access and responsive signage.
- Provide accommodation statements across all mediums of library handouts and print materials.

Next Steps

The IDEA Committee has supplied this report and the recommendations to Milner Library's Dean and Associate Deans for further consideration and action. The committee concluded the evaluation with time to submit an annual equipment request for a braille printer to augment existing signage and enhance material access. The committee will continue to evaluate the library using various dimensions of the MCOB framework on a regular basis.

Appendix

Illinois State University, Milner Library

Department Scan: External

Purpose – The physical environment sends an important message about what it values. It is important to create an affirming and caring environment where individuals of diverse backgrounds feel valued. Creating a setting that has music, artwork, and other visual images that are representative of diverse cultures not only makes those individuals feel welcome, it also educates and expands the awareness of others.

Library Learning Spaces: FI 6 NW, FI 6SW, FI 6NE, 614A, 213C, 164D, Floor 3 E				
	Positive	Neutral	Negative	Evidence & Notes
Public spaces are void of offensive or insensitive materials	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Click or tap here to enter text.
public spaces are accessible and welcoming to people of all ability levels	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Click or tap here to enter text.
Culturally inclusive artwork, posters, music, and magazines are displayed in public spaces to create a welcoming environment	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Click or tap here to enter text.
People can conveniently access space and resources with dignity and on equitable terms with others	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Click or tap here to enter text.

Accommodations can quickly be made without fuss or exception for specific requests	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Click or tap here to enter text.
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Please include your suggestions for improvement in this area:

Click or tap here to enter text.

Library Service Points: Check out desk & Reference desk				
	Positive	Neutral	Negative	Evidence & Notes
Public spaces are void of offensive or insensitive materials	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Click or tap here to enter text.
public spaces are accessible and welcoming to people of all ability levels	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Click or tap here to enter text.
Culturally inclusive artwork, posters, music, and magazines are displayed in public spaces to create a welcoming environment	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Click or tap here to enter text.
People can conveniently access space and resources with dignity and on equitable terms with others	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Click or tap here to enter text.
Accommodations can quickly be	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Click or tap here to enter text.

made without fuss or exception for specific requests				
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Please include your suggestions for improvement in this area:

Click or tap here to enter text.

Library Floors 1 & 2 – public space				
	Positive	Neutral	Negative	Evidence & Notes
Public spaces are void of offensive or insensitive materials	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Click or tap here to enter text.
public spaces are accessible and welcoming to people of all ability levels	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Click or tap here to enter text.
Culturally inclusive artwork, posters, music, and magazines are displayed in public spaces to create a welcoming environment	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Click or tap here to enter text.
People can conveniently access space and resources with dignity and on equitable terms with others	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Click or tap here to enter text.
Accommodations can quickly be made without fuss or	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Click or tap here to enter text.

exception for specific requests				
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Please include your suggestions for improvement in this area:

Click or tap here to enter text.

Library Floors 3 & 4 – public space				
	Positive	Neutral	Negative	Evidence & Notes
Public spaces are void of offensive or insensitive materials	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Click or tap here to enter text.
public spaces are accessible and welcoming to people of all ability levels	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Click or tap here to enter text.
Culturally inclusive artwork, posters, music, and magazines are displayed in public spaces to create a welcoming environment	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Click or tap here to enter text.
People can conveniently access space and resources with dignity and on equitable terms with others	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Click or tap here to enter text.
Accommodations can quickly be made without fuss or exception for specific requests	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Click or tap here to enter text.

Please include your suggestions for improvement in this area:

Click or tap here to enter text.

Library Floors 5 & 6– public space				
	Positive	Neutral	Negative	Evidence & Notes
Public spaces are void of offensive or insensitive materials	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Click or tap here to enter text.
public spaces are accessible and welcoming to people of all ability levels	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Click or tap here to enter text.
Culturally inclusive artwork, posters, music, and magazines are displayed in public spaces to create a welcoming environment	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Click or tap here to enter text.
People can conveniently access space and resources with dignity and on equitable terms with others	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Click or tap here to enter text.
Accommodations can quickly be made without fuss or exception for specific requests	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Click or tap here to enter text.

Please include your suggestions for improvement in this area:

Click or tap here to enter text.

Illinois State University, Milner Library

Department Scan: External

Purpose – A University department/unit’s printed materials represent and communicate its values and priorities and should be respectful of all audiences.

PRINTED MATERIALS – handouts/promotional materials/exhibition materials				
	Positive	Neutral	Negative	Evidence & Notes
Word choice is current and inclusive	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Click or tap here to enter text.
Images and pictures are representative of the campus community or of the targeted audience	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Click or tap here to enter text.
As appropriate, the value of diversity and inclusivity is included in materials	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Click or tap here to enter text.
Language and tone do not only feature dominant identities and perspectives	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Click or tap here to enter text.
Size of copy and images are large enough for	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Click or tap here to enter text.

individuals with visual disabilities to see, including the accommodation statement				
Accommodation statements are appropriately included (e.g. please contact XX for accommodation)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Click or tap here to enter text.
Accessible formats of materials can be appropriately and quickly provided	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Click or tap here to enter text.

Please include your suggestions for improvement in this area:

Click or tap here to enter text.

Illinois State University, Milner Library

Department Scan: External

Purpose – A University department/unit’s virtual presence and hosted programs represents and communicates its values and priorities and should be respectful of all audiences.

WEBSITE & SOCIAL MEDIA & EVENTS/PROGRAMS				
	Positive	Neutral	Negative	Evidence & Notes
Word choice is current and inclusive	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Click or tap here to enter text.
Images and pictures are representative of the campus	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Click or tap here to enter text.

community or of the targeted audience				
As appropriate, the value of diversity and inclusivity is addressed	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Click or tap here to enter text.
Language and tone do not only feature dominant identities and perspectives	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Click or tap here to enter text.
Size of copy and images are large enough for individuals with visual disabilities to see, including the accommodation statement	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Click or tap here to enter text.
Accommodation statements are appropriately included	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Click or tap here to enter text.
Accessibility is addressed through alt text, captioning, and other measures as appropriate	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Click or tap here to enter text.
Events, programming, and celebrations are respectful of and inclusive to all users and staff members, as appropriate	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Click or tap here to enter text.

Please include your suggestions for improvement in this area:

Click or tap here to enter text.