Reframing and Reimagining the Value of Service

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Introduction

In 2017, the University of Michigan Library received a Service and Strategy Playbook from brightspot strategy, the end product of the consulting firm's six month engagement with the library and its community. The development of a process for implementation of the recommended vision and strategy resulting from the consultation with brightspot was turned over to the authors. We are a group of three senior managers, each responsible for a department focused on the library's user experience in the areas of public service, physical spaces, and our digital presence. We began our work by extracting three strategy areas for initial focus, chosen based on the potential for high-impact outcomes for both users and the organization. We framed the following design problems, leading sets of service design teams and piloting and prototyping activities in each area throughout the last three years.

- *Consultation Hub*: As the library deepens its expertise as a partner in scholarship, our presentation of that expertise to users is fragmented and library-focused rather than user-centered. How can we design user-centered consultation services that accelerate our capacity to partner in scholarship?

- *Digital Scholarship*: Current services supporting digital scholarship are fragmented across spaces, teams, and service areas. How can we

better align these services to accelerate our capacity to partner in digital scholarship as a library?

- *Staff Innovation*: How do we create space to empower library staff with resources and the creative confidence to bring their ideas to life?

As we formed our identity as a leadership team, deepened our knowledge of service design methodologies as individual design partners for each group, and crafted a series of design sprints, we committed to a set of shared values and guiding principles that reflected our own leadership philosophies and strategies for influencing change within a complex organization.[1] We positioned ourselves as learners and facilitators, building reflection into our work as design partners and the work of the teams, with time at the end of sessions to discuss what worked and what didn't about these new processes, methods, and collaborations. Our goal in devoting time to these reflexive practices was to track and consider how work was happening in groups composed of librarians and staff from units across the organization. More than just embedding reflection in the work, reflexivity in design, especially in the design of organizations, requires the people involved in the design to interrogate the normative rules guiding anyone socialized into the culture of the organization. Friedland and Yamauchi write, "Because normative rules are reflexively understood and produced by people, any 'design' of the rules necessarily involves the people they affect. Thus, no one can design an organization for someone else."[2] Identifying and challenging the normative rules of the organization became a recurring theme in our planning. We discussed ways we were already infusing the work of our individual departments with an ethic of care, with attentiveness, responsibility, competence, and responsiveness woven into our personal values and departmental operations.[3] While design thinking was one tool for centering the human experience, our own feminist approaches to leadership and collaboration were a complementary frame for this work. Design thinking and feminist leadership moved us closer to what Roberts and Hoy describe as

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1 Meghan Sitar, Rachel Vacek, and Emily Puckett Rodgers, "University of Michigan Library Service Design Task Force: Guiding Principles & Values," July 2017, http://bit.ly/sdtfservice.

2 Barton Friedland and Yutaka Yamauchi, "Reflexive Design Thinking: Putting More Human in Human-Centered Practices," *Interactions* 18, no. 2 (March 2011): 69, https://doi.org/10.1145/1925820.1925835.

3 Joan Tronto, "An Ethic of Care," in *Feminist Theory: A Philosophical Anthology*, ed. Ann E. Cudd and Robin O Andreasen (Malden, MA: Blackwell Pub., 2005), 251–63.

"embodied strategy." Our work situated our collective roles in facilitation, service design or delivery, and in testing alongside our colleagues and our users rather than establishing us as "experts" that "know how" to do something, therefore dismissing or disqualifying those with lived experiences or non-credentialed skills.[4] By participating in this work as a community, we could collectively share the experience and the knowledge gained from it.

Rather than discussing the trajectory of our service design efforts, we aim to make an argument in this chapter that a reimagining and revaluing of service and its design through a feminist perspective allows for redefinition of service as a human-centered, discursive approach to relationship-building and inclusive knowledge creation for our campus community.[5] By embedding the same feminist perspective that has challenged assumptions and power structures in our individual professional activities into the collaborative design of service, we hope to distribute power across the blueprint of that service and co-create the value of that service through discourse and relationships with our users. We seek a feminist service design that includes users in the design process, designs opportunities for staff across the library to contribute their knowledge through participation in ongoing engagement and evaluation, and have users influence the iteration of services. In response to Roma Harris's question, "Has librarianship shunned its service ideals as it struggles to be seen as more than women's work?", we propose feminist service design as a path to transforming library organizations through the values of equity, inclusion, and empowerment by valuing race, gender, class, sexual orientation, and other identities in our staff and user community in the design of our services.[6] Focusing on these values and centering collaboration and cooperation in the design

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4 Simon Roberts and Tom Hoy, "Knowing That and Knowing How: Towards Embodied Strategy," *Ethnographic Praxis in Industry Conference Proceedings 2015*, no. 1 (2015): 308, https://doi.org/10.1111/1559-8918.2015.01057.

5 For details of our process and its outcomes, see Rachel Vacek, Emily Puckett Rodgers, and Meghan Sitar, "Fostering Organizational Change through Service and Space Design Strategy" (Coalition of Networked Information Fall Membership Meeting, Washington, D.C., 2017), https://deepblue.lib.umich.edu/handle/2027.42/139883; Rachel Vacek, Emily Puckett Rodgers, and Meghan Sitar, "Transforming an Organization through Service and Space Design Strategy" (Designing for Digital, Austin, TX, 2018), https://deepblue.lib.umich.edu/handle/2027.42/142413; Rachel Vacek, Emily Puckett Rodgers, and Meghan Sitar, "Diffusing Organizational Change through Service Design and Iterative Assessment" (Library Assessment Conference, Houston, TX, 2018), https://deepblue.lib.umich.edu/handle/2027.42/146754.

6 Roma M. Harris, "Gender, Power, and the Dangerous Pursuit of Professionalism," *American Libraries* 24, no. 9 (1993): 874–76, https://www.jstor.org/stable/25633044.

and delivery of services challenges hierarchical structures in libraries that horde power, reward competition, and foster exclusivity rather than accessibility and participation. We will use the literature of feminist theory and design to examine three shared values across service design and feminist approaches to collaboration: the challenging of assumptions, the interrogation of power structures, and empathy-building.

Libraries have adopted design thinking as a strategic resource for problem solving, and a mindset for service development and planning.[7] Carlgren, Rauth, and Elmquist suggest a thematic framework for design thinking emphasizing curiosity and empathy for users and their experiences; the framing of problems, with an emphasis on trying to "widen, challenge, and reframe" the problem rather than solve it; visualization of ideas and a bias towards action; experimentation and learning-oriented approaches to sharing and generating ideas; and finally diversity, both as a value and as a practice in integrating thinking from across disciplines and communities and embedding a democratic spirit in the design process.[8] Service design applies design thinking to the creation and improvement of services by exploring related issues, analyzing the results of that exploration, generating and exploring ideas, and then synthesizing those ideas into experiments, such as pilots and prototypes, to test out new ideas before fully implementing a new service.[9]

As facilitators, we experienced a natural connection between design thinking frameworks and the feminist approaches already embedded in our other work as strategists, instructors, managers, and leaders. In particular, our experiences with feminist pedagogy offered a way of understanding how we might challenge assumptions and power structures embedded in current services. Bowker and Dunkin define the feminist perspective as "a way of being, knowing, and acting that intends empowerment rather

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7 One example of adoption is the toolkit created by Chicago Public Library and Aarhaus Public Libraries in collaboration with design thinking pioneers IDEO and the Gates Foundation. See IDEO, "Design Thinking for Libraries: A Toolkit for Patron-Centered Design," Design Thinking for Libraries, 2015, http://designthinkingforlibraries.com/.

8 Lisa Carlgren, Ingo Rauth, and Maria Elmquist, "Framing Design Thinking: The Concept in Idea and Enactment," *Creativity and Innovation Management* 25, no. 1 (March 1, 2016): 50, https://doi.org/10.1111/caim.12153.

9 Our design teams relied on Lucy Kimbell's Service Innovation Handbook and its focus on non-profit institutions as an organization-wide text for understanding and implementing service design at the library. See Lucy Kimbell, *The Service Innovation Handbook: Action-Oriented Creative Thinking Toolkit for Service Organizations*; Templates-Cases-Capabilities (Amsterdam: BIS Publishers, 2016).

than oppression by power; validation of race, class, and genders as dynamics that created valued difference but oppressive hierarchy, and recognition of the meritorious complexities of various ideologies."[10] The focus of design on campus community and library staff services and spaces provided us with an opportunity to challenge both the hierarchies driving the delivery and design of services and the complex pathways to innovation working within the organization. In particular, our efforts have targeted administrative structures wherein responsibility for service design and delivery is bound within a single department; a conceptual divide between staff and librarian responsibilities; and roles, autonomy, and authority that place "service" in the purview of a subset of our organization's workforce.

Challenging Assumptions

A regular brown bag series allowed us to share the progress of our work redesigning service to the organization at-large while also discussing that work through a meta-lens, highlighting new ways of working that embraced design thinking and challenged assumptions made about collaboration, research, and the implementation of new ideas in a library setting. An early assumption was shared by many brown bag attendees that service design teams would embark on literature reviews, conduct environmental scans of our peer institutions, and write reports that proposed new service models that would then be vetted by the Library's administration. Contrasting this approach of problem-solving with design solutions, Friedland and Yamauchi write of the dominant work culture where "people are expected to analyze a problem and derive a solution to solve it. Solutions are often framed in terms of decision making, where an option among given options is chosen."[11] Our organization's application of this same solution-seeking process in the past had resulted in services built on the assumptions of the select library staff working on the project rather than an understanding of the current and potential user's experience. The services that emerged from those processes were rigid and consisted of full launches and restructurings of space and infrastructure that locked the library and

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10 Judith K. Bowker and Pamela Regan Dunkin, "Enacting Feminism in the Teaching of Communication," in *Constructing and Reconstructing Gender: The Links Among Communication, Language, and Gender*, ed. Linda A. M. Perry, Lynn H. Turner, and Helen M. Sterk (Albany: SUNY Press, 1992), 261.

11 Friedland and Yamauchi, "Reflexive Design Thinking," 69.

its users into a set of often immovable services while our community's ways of working and technology shifted at a much faster pace.

We defined our roles as facilitators of a learning and research process, not chairs or directors with decision-making power. Design teams would have two designated leads in their membership with additional responsibility for working with us to plan structures for the team's design work. While those leads had extra responsibility outside of the working session, everyone on the team was an equal in the working session and expected to contribute, whether their experiences were in public service or in a role with less direct user contact. The structure and culture of these design teams mirrored what we had sought to create in our teaching environments. Webb, Walker and Bollis describe the feminist classroom, emphasizing that "group members shared the roles of knowledge expert and decision leader."[12] Our intention was for design teams to function in a similar fashion, with decisions made across the group, and with the goal of creating new service designs that also pushed decision-making lower down in the organization. As Webb, Walker, and Bollis observed in their experience with feminist pedagogy in the classroom, this collaborative approach to learning was not one of efficiency and direct results.[13] But in exchange for the immediate gratification of a fully finished product, the groups developed strong relationships amongst each other, new understandings of how others view their work in the organization, and increased creativity and risk-taking, both in the design teams and forecasted to future work. For example, the consultation service design team produced a many-faceted service blueprint that outlined the relationships between technology, space, and people that would need to exist to realize the ideal response to brightspot strategy's research findings, but not all members continued the work of developing small pilots and prototypes testing those facets and did not immediately see how their ideas were implemented. However, the critical engagement of the design teams with their charges ultimately produced a stronger blueprint of ideas than previous attempts at solving similar issues in the organization.

A feminist perspective on service design offered a way of disrupting ways of working and centering the user in the organization's efforts to shift from a collections-centric to a service-centric organization. The University of

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12 Lynne M. Webb, Kandi L. Walker, and Tamara S. Bollis, "Feminist Pedagogy in the Teaching of Research Methods," *International Journal of Social Research Methodology* 7, no. 5 (September 1, 2004): 418, https://doi.org/10.1080/1364557032000119599.

13 Webb, Walker, and Bollis, "Feminist Pedagogy in the Teaching of Research Methods."

Michigan Library appeared third on the Association of Research Libraries (ARL) Library Investment Index in 2015–2016, behind Harvard and Yale, with the largest investment in collections amid the public ARL libraries.[14] The Library spent more on serials than any other public 4-year institution in 2016–2017.[15] While significant and visible investments have been made in collections, buildings and service areas have not been significantly transformed since an upgrade to the Shapiro Undergraduate Library's lobby in 2010 and the opening of the Stephen S. Clark Library for Maps, Government Information & Data Services in 2011.[16] The predominant discourse and focus of achievement in the organization has been the library's collection. Redefining collections as a service, centering human expertise and relationships, and realigning resources to meet this service-centric vision required a reimagining of the organization itself that would challenge the collections-centric narrative and the role of library staff in reinventing the narrative.

Meyerson and Kolb present a framework for considering how to move feminist theory into a reimagining of an organization. While their discussion centers on gendered differences to the exclusion of intersecting identities that also lack power in most organizations, they offer a useful framework for considering how the challenging of assumptions about how we work, the valuing of difference in how we work, and "resisting and revising the dominant discourse" that complements the aims of design thinking to reframe problems and understand the lived experience of users before jumping to the proposition of solutions.[17] In this way, service and its design become a way to recognize, validate and understand the personal lived emotional experience of what it means to work within our organization and with our organization as a user, connecting to the feminist value

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14 Chronicle of Higher Education, "Spending by University Research Libraries, 2015-16," The Chronicle of Higher Education, August 13, 2017, http://www.chronicle.com/article/Spending-by-University/240829.

15 Chronicle of Higher Education, "Academic Libraries That Spent the Most on Subscriptions," The Chronicle of Higher Education, March 17, 2019, http://www.chronicle.com/article/Academic-Libraries-That-Spent/245902.

16 "UGLi Lobby to Become Less So," The Michigan Daily, accessed March 31, 2019, https://www-michigandaily-com.proxy.lib.umich.edu/content/shapiro-library-undergo-renovations-lobby-until-early-next-year; Lynne Raughley, "Stephen S. Clark Library Now Open; Ceremony Set for Friday," University of Michigan Record Update, accessed March 31, 2019, http://www.ur.umich.edu/update/archives/111130/clark.

17 Roberts and Hoy, "Knowing That and Knowing How."

of the narrative of the individual's lived experience. Team members recognized their vulnerability, discussed organizational class structures, and identified that they operated in different environments and lived experiences by merit of their role, status, and approach to work. Sometimes these experiences led to disagreement within teams, which was accommodated in our design of the work. For example, in the staff innovation team, members had developed rules of engagement and a mutual understanding that their shared and distinct experiences would feature in the dialogue and work. This challenging of assumptions becomes a path towards empathy and dismantling assumptions about users by those in power.

The process and activities we offered to teams as facilitators also emphasized the non-user and challenged the development of flat personas that attempted to encapsulate the entire experience of a group like "undergraduates" into one imagined profile developed on the most easily available information about our users, information which often made visible privileged students with previous experience using libraries to the exclusion of other experiences. A project emerged alongside the three service design teams called the Library Lifecycle project, which delved into the lives of our users and non-users through a series of thirty interviews with faculty, students, and staff, examining how members of the campus community experience the university. Our inclusion of the non-user connects to an emerging area of norm-critical design. Developed by designers in Sweden who looked to bring a feminist perspective into the male-dominated field of design while also adapting normative critical theory,[18] norm-critical design aims to challenge assumptions and "critically analyze relevant social norms, including socially constructed mental models, outlooks, and values; perceptions of difference; and perceptions of which roles and characteristics we value and devalue—all of which contribute to inequality and social exclusion."[19] While much work remains to be done in our approach to applying a norm-critical examination of our user research work across the organization, our feminist perspective on service design for this project has deepened our discussions about personas and empathy-building.

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18 As a social theory committed to not just understanding society but also changing it, critical theory involves the examination of expectations or "norms" as a basis for critique and defining structures that are constraints to change. See James Bohman, "Critical Theory," in *The Stanford Encyclopedia of Philosophy*, ed. Edward N. Zalta, Fall 2016 (Metaphysics Research Lab, Stanford University, 2016), https://plato.stanford.edu/archives/fall2016/entries/critical-theory/.

19 Åsa Wikberg Nilsson and Marcus Jahnke, "Tactics for Norm-Creative Innovation," *She Ji: The Journal of Design, Economics, and Innovation* 4, no. 4 (December 1, 2018): 376, https://doi.org/10.1016/j.sheji.2018.11.002.

We also recruited campus community members not represented in our current considerations of service. We sought volunteers from identity-oriented student organizations and opened up opportunities to staff to review and critique work, all of which led to the inclusion of experiences previously unconsidered in our service development. Within the staff innovation service design team, the generous sharing of lived experiences working within the organization, both positive and negative, challenged assumptions about how permission is gained, decisions are made, and where roadblocks existed for implementing ideas. Staff at all levels of the organization challenged the predominant narrative of management through their storytelling, identifying constraints to innovation unseen by those in power and designing prototypes to explore possibilities for change that had not been achieved through other methods of inquiry or engagement.

Interrogating Power Structures

Norm-critical design offers a framework for considering the intersection of service design and feminist perspectives by interrogating power structures within an organization. While previous notions of service were framed in the organization as a single point of interaction within a physical or virtual space and an exchange of expertise and time with our users, we sought to counteract this norm by inviting users into our service environment, providing pathways to expertise and resources, and developing platforms for creating and sharing. We challenged the notion of service as exchange by emphasizing the nurturing of relationships across services and campus. The network of digital scholarship expertise across the library expanded after other academic support units and faculty were invited into the design process. Extending norm-critical design past analysis and towards action, Nilsson and Jahnke turn to the work of gender theorists Rebecca Vinthagen and Lina Zavalia in the 2014 book *Normkreativ* and offer norm-creative innovation as a strategy for considering possibilities that exist when norms no longer limit solutions.[20] Every limit that was currently in place related to access to resources, technology, or expertise was

20 Åsa Wikberg Nilsson and Marcus Jahnke, "Tactics for Norm-Creative Innovation," *She Ji: The Journal of Design, Economics, and Innovation* 4, no. 4 (December 1, 2018): 379, https://doi.org/10.1016/j.sheji.2018.11.002; Normkreativ was only published in Swedish, but is discussed in Madeleine Morley, "Can a Design Process Rooted in Gender Theory Truly Work in Practice?," *AIGA Eye on Design* (blog), June 7, 2018, https://eyeondesign.aiga.org/can-a-design-process-rooted-in-feminist-theory-truly-work-in-practice/; Rebecca Vinthagen and Lina Zavalia, *Normkreativ* (Stockholm: Premiss, 2014).

interrogated and challenged. In many cases, this also became a challenge of power as we examined who made decisions about which technologies could support a service, how costs were shared across budgets, and how shared spaces could be managed outside of existing reservation systems. By testing the impact of resource allocations such as these in small, assessed pilots, we have aimed to offer new, norm-creative models for our administration to trust and support projects.

Distinguishing itself from process improvement, a norm-creative approach to service design aims not just to keep the user as the focal point of the design of systems, "but to achieve equality and diversity, through (for example) intersectional analysis of power structures, performances, mental models, values, and constraints in ways that enable design to achieve change."[21] These service design projects were an opportunity to share control of what might be and evaluate power and its relationship to creativity within the organization. This approach echoes Kimbell's perspective on shifting design from creating value-in-exchange to creating value in use through the performance and connection of individuals and their generative ways of knowing in order to create new lived experiences.[22] Value is realized through co-creation and becomes dynamic, non-linear, and interactive. In this sense, the staff innovation team reconceived their design problem away from one of space to focus on how we might, as an organization and individuals, create and foster trust and a community of learners.

Returning to Roma Harris's discussion of feminine notions of service, we observed librarians and staff feeling a lack of power in being "of service" to a user community and a rejection of their roles as service providers when service was defined in terms of exchange. We also recognized that a perceived lack of power led to the consolidation of power around the management of services and the idea of "service-ownership," with hierarchies and non-collaborative resource allocation forming around service areas. Harris writes, "[Librarians] tend to see in each other signs of weakness that undermine the profession, rather than recognizing that their status and control problems reflect a more global condition rooted in the politics of power and gender."[23] When our service design teams sought to define

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21 Nilsson and Jahnke, "Tactics for Norm-Creative Innovation," 383.

22 Lucy Kimbell, "Design Leads Us Where Exactly?: Before Empathy: Keynote at Design Research Conference, IIT Chicago," *Design Leads Us Where Exactly?* (blog), October 11, 2013, http://designleadership.blogspot.com/2013/10/before-empathy-keynote-at-design.html.

23 Harris, "Gender, Power, and the Dangerous Pursuit of Professionalism," 874.

ownership and singular responsibility for the delivery of any service under discussion, our roles as facilitators was to challenge the idea of ownership as an established norm that prevented the influence of diverse actors within the organization who had something to contribute to the service and instead pushed design teams to consider other possibilities. In the case of consultation and digital scholarship, service delivery teams began to emerge in the design of service blueprints, with power and decision-making distributed across a network of "know how," derived from experiences rather than expertise that is credentialed or formalized.[24] These networks challenge the boundaries of current departments and structure, offering hub-and-spoke models of service with central, shared coordination and infrastructure formally connected to spokes of engagement around the library.

For us as facilitators, pushing decision-making down into the workings of the organization through service design was a feminist act and another opportunity for authentic and, in some cases, radical trust in both our methods and our agency. As Hathcock and Vinopal discuss, "Feminist leadership is ultimately about correcting for power imbalances and doing so in an open, intentional and purposeful way."[25] In order to break services out of a model of exchange, we felt it was important to distribute power and create inputs throughout the organization to influence future change, whether it was through collaborative ongoing design activities or authentic assessment methods feeding service iteration. Challenging the rigidity of these traditional power structures allowed service design to be based on dynamic needs identified through relationships rather than static processes that drive toward a single way of experiencing the service. Two examples of this relocation of power became evident in our continued work on pilots and prototypes. In order to successfully form cross-divisional service delivery teams, we needed our library administration to release its power for decision-making and divisional control of financial resources. Our presentation of the artifacts of service design, such as the service blueprint, made a strong case for this experiment.

Viewing change through the lens of piloting and prototyping gave us a shared language for understanding the new, iterative nature of work in our organization. The allocation of financial resources to us as facilitators

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24 Roberts and Hoy, "Knowing That and Knowing How."

25 April Hathcock and Jennifer Vinopal, "Feminist Praxis in Library Leadership," in *Feminists among Us : Resistance and Advocacy in Library Leadership*, eds. Shirley Yew and Baharak Yousefi (Sacramento, CA: Library, 2017), 160, https://kb.osu.edu/handle/1811/81299.

demonstrated an institutional commitment to this iteration. The pre-funding of pilots and prototypes before they were developed, relieving teams of having to make a detailed pitch for resources held at the administrative level, was an act of trust and a commitment to action generated by the authors' feminist leadership and the service design process. As Beckman writes of the feminist classroom, "We cannot rearrange the locations of institutional academic power through a feminist pedagogy, even if we want to. But, along with providing practice in shared decision making, we can help students to critique 'the power that may be'—to explore where and when it is legitimate for power to be in the hands of a few and when this arrangement works against the building of human community and other desirable outcomes."[26] In our experience, we now see an ongoing examination of these power structures as opportunities to influence change, whether it's through reexamination of our performance management structures, participation in discussions about equity in the workplace, the development of more inclusive and critical approaches to traditional persona development for a new website design, or the investment of time and creativity in the creation of toolkits that empower staff with strategies for critical engagement with their work in the organization.

Sustaining Empowerment and Empathy

As pilots and prototypes continue to be assessed, we remain focused on the sustainability and iteration of the approaches that we introduced as facilitators of the initial design process with the hopes of extending these methods into future initiatives through information-sharing. As Hathcock and Vinopal claim, information is power and information sharing is a feminist act.[27] In continuously communicating out our process and progress in our service design work, we seek to empower anyone in the organization to connect their experience to these initiatives and come forward with ideas. Service design activities in the staff innovation team allowed for empathy-building across the organization and the sharing of stories and personas that made inequity tangible in new ways. We want these strategies for responding to challenges with tools like visualization, mapping, storytelling, and sketching available to everyone in the organization. We see the creation and socialization of tools for empowerment and

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26 Mary Beckman, "Feminist Teaching Methods and the Team-Based Workplace: Do Results Match Intentions?," *Women's Studies Quarterly* 19, no. 1/2 (1991): 176.

27 Hathcock and Vinopal, "Feminist Praxis in Library Leadership," 161.

empathy-building across the organization as a strategy for diffusion and further transformation.

The aforementioned exercises for self-reflection and value-setting by service design teams set the stage for collaboration and idea generation, including a self-reflective exercise that allowed team members to consider what matters to them and why.[28] This respect for the diversity of personal experience and time spent building community again reflects a feminist perspective on facilitation and design, borrowed from feminist pedagogy, as described by Webb, Walker and Bollis.[29] Participating in this exercise enabled teams to create a shared experience that was predicated on a recognition of each person's unique perspectives, roles, and capacities. By doing so, they formed a deeper understanding of how to collaborate in this process, respect each other's unique lived experiences, and come to a consensus to move the work forward. This way of working together supplanted traditional notions of committee responsibilities yielding an opportunity for more authentic and shared results. The adaptations of Kimbell's methods and other activities form a service design toolkit in development for use across the organization as we continue to seek new ways of understanding.

The second set of tools emerged from the Library Lifecycle project, with its deep dive into how different community members experienced campus that centered the individual experience, melding qualitative data collected through interviews with data already gathered through previous assessment efforts and campus profiling. This allowed for the creation of "I" statements reflecting the separate lived experiences of current and potential users.[30] The data stood on its own as a potential tool for empathy-building and deeper understanding of the campus ecosystem. Additional work was done by University of Michigan School of Information Design Thinking for Library Services Fellows to translate the data into an exercise that could be used in future service design activities, allowing teams to ask more sophisticated design questions by considering the complex experience of users and who is oppressed by our current systems, who is lacking access to

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28 Kimbell, The Service Innovation Handbook. Kimbell has also made many of the exercises available freely on their website at https://serviceinnovationhandbook.org/methods/.

29 Webb, Walker, and Bollis, "Feminist Pedagogy in the Teaching of Research Methods."

30 Denise Leyton and Sheila Garcia, "The Tragedy of Faculty Frank: Creating Dynamic Assessment Tools to Inspire Holistic Innovation" (Library Assessment Conference, Houston, TX, 2018), https://deepblue.lib.umich.edu/handle/2027.42/146794. Kat King was also part of the Library Lifecycle team.

resources and knowledge, and what's missing from consideration in the conception of the design problem. We believe this norm-creative approach to persona development through dialogue can challenge the assumptions our staff bring to a problem.[31] We hope to make this tool more widely available after another iteration of its design.

Finally, we had the privilege of having our year's work reflected back to us by brightspot strategy through a further engagement in which they facilitated the summary of our process and findings in a Service Design Roadmap. The Roadmap reflects results from formative and summative assessments of the experience of service design team members, conducted by the Library's Assessment Specialist and members of the Library Environments department. This document reflects not just the principles of service design, but a norm-creative service design informed by our feminist perspective on the work. As we think about how to operationalize it as a living, breathing document structuring our intake and consultations with future design projects, we see how it also describes our desired future for the workplace, one that reflects our values and that communicates an empowering notion of service beyond its feminine notions of servitude and powerlessness. Morley's discussion of norm-creative approaches points to *A Feminist Organization's Handbook* authored collectively by the Women's Center for Creative Work in Los Angeles as a documentation of feminist values as a way of working creatively and equitably.[32] We see potential in considering how our norm-critical and norm-creative approaches to service design can become a blueprint or handbook for other efforts, both in our own library and across the profession.

Conclusion

Given the task of implementing a service and space strategy for our organization, we chose to use a service design lens that intentionally frames service as a discourse across our organization and with our users rather than transactional exchanges of expertise and resources. We embraced transformative notions of service as a means of value co-creation and

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31 Sophia McFadden-Keesling, Caroline Wack, and Jordan Gorzalski, "Unseen: Exploring Users' Campus Experiences" (MiALA Annual Conference, Saginaw, MI, 2019).

32 Women's Center for Creative Work, A Feminist Organization's Handbook: Our Administrative Protocols, Etc., First edition (Los Angeles, CA: Women's Center for Creative Work, 2017), https://womenscenterforcreativework.com/wp-content/uploads/2017/12/FeministHandbook-For-Web-Download.pdf.

relationship-building.[33] We are defining service by taking a holistic view of all the related actors, their interactions, and our supporting infrastructures and resources. By considering each actor in the ecosystem of services as a learner, we can enact a service value of empowerment and empathy. We are building a culture of empathy for ourselves as members of a learning organization and in defining our relationship to our research and learning community. By using service design as a basis for creating value, we have introduced a way of working to our organization that foregrounds people, their experiences, and their identities. In doing so, we've created space for feminist, norm-creative service design in our libraries, using norm-critical design to identify what's missing, and developing solutions that challenge the structures that produce inequality and exclusion in higher education. Norm-creative service design is a way of realizing our ultimate goals of accessibility, community, and transformation.

33 Stephen L. Vargo and Robert F. Lusch, "Evolving to a New Dominant Logic for Marketing," *Journal of Marketing* 68, no. 1 (2004): 1–17, https://www.jstor.org/stable/30161971.

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