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SPEC Kit 356 Diversity and Inclusion

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SPEC Kit 356

Diversity and Inclusion
September 2017

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SPEC Kit 356

Diversity and Inclusion
September 2017

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Survey Results

Executive Summary

Introduction

In 2010, ARL published SPEC Kit 319 *Diversity Plans and Programs*, which provided a glimpse into the progress ARL member libraries had made to recruit and retain a diverse workforce since 1990 and explored the existence and content of diversity plans and programs. The results of that SPEC survey, when compared with the results of the 1990 surveys for SPEC Kit 165 *Cultural Diversity Programming in ARL Libraries* and SPEC Kit 167 *Minority Recruitment and Retention in ARL Libraries*, showed that library activities in this area have been constantly in flux. Many of the libraries that responded to those surveys were leaders in the field of diversity and the three documents provide a wealth of information about library programs and services, recruitment and retention, and managing and retaining a diverse workforce.

Today, diversity is defined beyond racial and ethnic groups and includes gender, sexual orientation, ability, language, religious belief, national origin, age, and ideas. The increase of published literature about cultural competencies, microaggressions, and assessment of diversity issues, as well as the inclusion of social justice movements in libraries, suggests diversity-related activities have increased and evolved over the last seven years. Over this time span, several libraries have obtained funding to support strategies to increase the number of minority librarians on their staff and support their advancement within the organization. There also appears to be an increase in the number of diversity or multicultural groups at the local, state, and national levels. However, these changes have not been consistently documented. Therefore, it is important to re-examine this topic to evaluate the impact of evolving endeavors, to see if more ARL libraries are involved, to see how diversity plans have changed over the years, and to document the current practices of research libraries.

The main purpose of this survey was to identify diversity trends and changes in managing diversity issues in ARL libraries through exploring the components of diversity plans and initiatives since 2010, acknowledge library efforts since the 1990s, provide evidence of best practices and future trends, and identify current strategies that increase the number of minority librarians in research libraries and the types of programs that foster a diverse workplace and climate. The survey was conducted between May 1 and June 5, 2017. Sixty-eight of the 124 ARL member institutions responded to the survey for a 55% response rate. Interestingly, only 22 of the respondents to the 2010 SPEC survey participated in this survey, but this provides an opportunity to explore the diversity and inclusion efforts of a new set of institutions in addition to seeing what changes those 22 institutions have made since 2010.

Diversity/Inclusion Plans

A diversity/inclusion plan may include a statement of diversity values or goals for the library, a description of strategies for recruiting ethnically/culturally diverse staff to the library and retaining them once they are hired, an outline of programs that promote ethnic/cultural sensitivity in the workplace, results from a workplace climate assessment, and other similar elements. It may be a stand-alone document or part of a broader document, such as a library strategic plan or an institution-wide diversity document. Similar to the 2010 survey, 36 of the responding libraries (53%) reported they have a diversity plan as described above; an additional 14 (21%) have a plan currently under development or review. The majority of plans are separate documents spread throughout the institution that, when joined together, form what can be defined as a diversity/inclusion plan. Several other respondents mentioned they do not have specific plans but that statements on diversity and inclusion are included in library strategic plans and in the library committee structure. Elements of the diversity plan remain the same, however newer elements such as climate survey, measuring success, and information about accountability are included.

The majority of respondents who have a plan reported that their library administration was responsible for initiating its development (24 or 67%). At seven of those libraries (19%) the library human resources officer/unit also played a role. Forty-one respondents (87%) reported that diversity initiatives or directives from their parent institution had an impact on the library plan. Survey respondents' comments suggest that outside factors such as social justice movements and the creation of campus offices for diversity and inclusion were the main drivers of these changes, as were campus leaders invested in diversity and inclusion leadership positions and departments. One respondent mentioned that the development of their plan was "truly a grassroots effort by staff that was supported by administration."

A closer look at the diversity plans initiated by parent institutions reveals that some are a part of the campus strategic planning document that outlines specific initiatives and includes components of responsibility and accountability. Some of the examples are statements about diversity & inclusion from high-level campus administration such as the provost, chancellor, or president. Other institutions have provided training on implicit bias, conducted a climate survey, or appointed committees and charged groups to work in this area. There is a clear increase in the ways libraries and campuses are looking at and approaching these issues.

One significant change since 2010 is the number of libraries that review their plans annually and biannually; 24 of 34 responding libraries reported their diversity and inclusion plans were updated as recently as 2015 or are currently being evaluated. While 18 respondents stated their plans are components of the strategic planning process in the libraries or in the parent organization, more than half of the diversity plans (24 or 57%) were reported as stand-alone documents.

An important aspect of having a plan is the ability to implement it, including staff to plan and deliver programming and training in support of those efforts. In 2010, 36 respondents reported a total of three multicultural librarians and seven diversity officers. Responses to the 2017 survey show an increase: seven libraries report having a multicultural/diversity librarian and 20 have diversity officers. Currently, implementation of diversity and inclusion plans falls primarily on diversity committees or other related groups (32 of 42 respondents or 76%), HR/personnel officers (27 or 64%), or diversity officers (15 or 36%). Several reported that library administrators also play a role. One respondent reported, "The Libraries made it a requirement for all faculty and staff to have a diversity commitment statement in their position description." This sentiment is shared by other libraries who also reported that the responsibility for diversity and inclusion falls on all members of the organization.

Funding Strategies

Responses to a question about whether the library has dedicated funding to support diversity/inclusion efforts were split fairly evenly between libraries who reported they do (35 or 52%) and those who do not (32 or 48%). Thirty-four of the respondents who have dedicated funding said the source is the general library budget. Twelve of these also receive support from the parent institution. Eight libraries supplement their primary funding with federal, state, and/or private grants. One receives funding solely from the parent institution. Several respondents commented that the dean has a discretionary fund from which resources can be requested. The majority of respondents reported that funding supports professional development, workshops, program development, leadership development, recruitment efforts, and travel. Comments about other activities reflect support for residency programs that increase the number of diverse staff. At 16 libraries the level of funding has increased over the last five years; at 17 it has stayed about the same. Only two respondents said that funding has decreased.

Programs to Promote an Inclusive Workplace

The majority of respondents use a variety of staff development strategies to promote an inclusive workplace. These include presentations, workshops, programs, and exhibits, as well as specialized efforts that focus on adding diverse general, special, and online resources to library collections. Examples of these efforts include training on conflict management, implicit bias, microaggressions, cultural and gender identity, and safe zones; book talks and poster sessions; exhibits for K–8 students; and travel support for diversity conferences.

These efforts are planned and delivered by a wide variety of individuals and groups, most often by a library diversity committee or similar group and/or a personnel officer. Forty-four libraries responded that other individuals and/or groups are also involved with planning or delivering diversity programs, including departments, units, other committees and working groups, branch libraries, subject specialists, and museum staff. Widespread programming is taking place at the staff, librarian, and library administration levels. Collaborations with campus partners and community activists also strengthen the types of programs offered. Almost all of the responding libraries are taking advantage of training opportunities provided by the parent institution and many send staff to training provided by professional organizations such as ALA, ACRL, and ARL.

When asked about use of the 2012 ACRL Diversity Standards, 50 respondents (77%) reported they have not used them in any way. Those who had, mostly used them as a reference in the creation of their own institution's diversity plan.

Recruitment Strategies

All but seven of the 68 responding libraries have or plan to develop recruitment strategies to increase ethnically/culturally diverse applicant pools. Many of the strategies are not new, but the most successful ones include training search committee members on how to develop a diverse candidate pool, targeting job ads to participants of diversity enhancement recruitment programs such as ARL's Initiative to Recruit a Diverse Workforce (IRDW) and ALA's Spectrum Scholars program, offering a post-LIS residency program, and supporting ARL initiatives that attract librarians from racially and ethnically diverse groups to the profession.

There is about an equal split between libraries that feel their strategies have led to pools that are more inclusive (53%) and those that do not (47%). Comments revealed there is little data to support these feelings because the information either isn't tracked or lies in the hands of the parent institute and is not shared with library search committees. One respondent noted that the diversity of their pools increased after implementing an initiative that gives applicants extra credit for military service, since "veterans tend to be a diverse group."

Real and perceived barriers to recruitment were reported by a majority of the respondents (37 or 63%), a number that has increased since 2010. The most common barriers continue to be related to the library's geographic location and the reputation of the city, state, or university as not welcoming diverse individuals. Others mentioned the small pools of diverse candidates in LIS programs and implicit bias of search committees or managers. These are very similar to the challenges expressed by respondents to the survey for SPEC Kit 319. Libraries are trying to overcome these barriers by adding more inclusive statements to their job announcement, direct contact with diverse candidates, and providing implicit bias training to search committees.

Retention Programs

Going hand in hand with recruitment is retention of staff. Forty-eight of the responding libraries (71%) have developed strategies for retaining a diverse group of employees. The most used strategies are onboarding/orientation programs for new staff, leadership development and training, mentoring programs to help librarians attain advancement and/or tenure, and supporting membership in or engagement with parent institution diversity affinity groups or ALA ethnic caucuses. Other strategies revealed in the comments are the development of writing groups for all of the faculty, travel funds for all library personnel, personal involvement and advocacy by library leadership, and library administrators who actively work to ensure a positive work culture. Two respondents commented that their library has become a member of the ACRL Diversity Alliance. Of these options, leadership development, mentoring, supporting engagement with parent institution groups, and residency programs have been the most successful. One commenter summed up their experience with retention success: "having a diverse staff helps retain a diverse staff."

Ten respondents reported that the library has made changes that have improved retention outcomes. Examples include developing or redesigning a residency program, requiring that all new staff attend the orientation program, supporting writing groups, and having all staff identify diversity learning goals during the annual performance review process. Still, about half of the respondents have encountered obstacles to retaining a diverse group of employees. Through exit interviews some libraries learned that librarians left institutions because of limited advancement options, the lack of connection with staff, and the culture of the university. The lack of diversity in the local community is also an issue. Others report that salaries aren't competitive or they haven't even had the funds to fill vacancies. More recently, the political climate in certain states is perceived to have negatively impacted the retention of diverse library staff.

Evaluation & Assessment

Evaluation and assessment of recruitment and retention efforts continue to challenge the majority of libraries. Only ten respondents have developed ways to measure recruitment success in their libraries. Another 25 plan to develop such measures in the future. Eight libraries measure the success of their retention efforts and 20 others plan to. Workplace climate assessment is more common, though, perhaps because survey tools already exist. Forty-six libraries (68%) have assessed their workplace climate and an additional 12 (8%) are planning to. Twenty-four (48%) have or will use surveys developed by their parent institution. Nineteen (38%) have or will use surveys developed by the library and 19 libraries use the ClimateQUAL™ survey. Ten libraries have used multiple surveys to gauge their climate. Since these efforts are not yet well established, it is not surprising that only 19 libraries have used assessment results to change their diversity plan and/or programming, though 60 respondents described recent changes to their diversity/inclusion initiatives.

Diversity & Inclusion Engagement

Over the last five years, changes in the national political climate, as well as changes in campus and library leadership, have greatly influenced and heightened awareness of diversity and inclusion activities at survey respondents' institutions. Many stated that the quantity and depth of diversity activities and trainings have increased, including increased engagement by more faculty and staff so "diversity and inclusion is woven into the fabric of all we do and less as stand-alone initiatives." The development of strategic plans—both at the campus and library level—with built-in support services has also enabled libraries to respond to social justice movements in a variety of ways, from hosting exhibits, providing space for peaceful gathering, and partnering with campus cultural affinity groups to formal inclusion statements and moves to de-name/rename buildings. Several respondents also mentioned the transformation of gendered restrooms into gender-neutral restrooms.

Recommendations and Conclusion

In the seven years since SPEC Kit 319 surveyed ARL member libraries on their diversity plans and programs, they have made strides to create more diverse and inclusive workplaces by developing both library and institution-level diversity committees, teams, and task forces, diversity officer positions, and specific diversity and inclusion plans. While it is clear that ARL libraries have expanded their definition and scope of diversity and the methods they use to support marginalized groups, there is more to be done, not only at an institutional level but in the profession as a whole.

Recruiting librarians from underrepresented groups to the profession has to begin with LIS education. Innovative approaches that fund opportunities in archives, music, and other internships are attracting undergraduate students who may become interested in a library career. Changes to the graduate-level LIS curriculum that incorporate cultural competencies and social justice issues can ensure students will learn how best to serve diverse communities through collections, programs, and services. For example, [Jaeger and his colleagues \(2015\)](#) have been successful in developing the "virtuous circle" of educating LIS faculty and students to be compassionate and culturally responsive to the needs of the community, therefore recruiting other individuals who share their values into the profession. [Cooke \(2017\)](#) has incorporated discussions and projects into her classes that challenge the students to be responsive to and value the communities they may work in and desire to serve.

LIS students have also organized diversity initiatives on their campuses. For example, the iDiversity group at the University of Maryland was organized in 2012 to promote cultural competency within the institution and the profession at large ([Oxley 2016](#)). In response to call for a greater sense of community amongst graduate students of color at the Simmons School of Library and Information Sciences, Students of Color at SLIS was founded in 2015 to build and sustain a supportive community to contribute to their academic development, social growth, and well being. Spectra was formed to bring together individuals who share an interest in issues that surround the LGBTQ community in the profession of library science. In 2016, DERAILED (Diversity, Equity, Race, Accessibility, and Identity in LIS), a student-initiated forum for students to engage in meaningful conversations about critical approaches to librarianship, archives, children's literature, cultural heritage institutions, and museums, held its first forum. ([Simmons College n.d.](#))

Libraries must continue to fund and implement library programs that research and experience show really work: mentoring, residency programs, professional development, affinity groups, and staff training. [Damasco and Hodges' research \(2012\)](#) about the tenure and promotion experiences of academic librarians identified obstacles and effective initiatives in achieving success. Their results reinforce the need for informal and formal mentoring, professional development programs, and affinity or peer support groups for successful advancement. The results of this SPEC survey also show that mentoring programs, both formal and informal, are successful in retaining a diverse workforce, but are still slow in developing.

Placing early and mid-career librarians in positions where they can hone their skills and gain experiences for future positions is also beneficial. [Boyd, et al. \(2017\)](#) surveyed active and inactive residency coordinators and residents to evaluate academic library residency programs for librarians of color. Their research found those programs provide skills and experiences for beginning career librarians and are evidence of organizational effectiveness. The ACRL Diversity Alliance has attracted 33 libraries, including ARL members, that will continue “to increase the pipeline of professionally underrepresented racial and ethnic groups” by creating one or more residency positions that last two to three years. Since 1997, 150 mid-career librarians from traditionally underrepresented racial and ethnic minority groups have participated in the ARL Leadership and Career Development Program (LCDP). When [Washington-Hoagland and Puente \(2016\)](#) surveyed LCDP alumni to assess the impact of the program, she found that 76% experienced an advance in their position during or soon after their 18-month fellowship.

In 2015, [Alabi](#) designed a survey, open to all academic librarians, to identify racial microaggressions witnessed by majority librarians or experienced by librarians of color. Alabi’s research exposed the subtle statements, actions, and nonverbals that disrespect individual library patrons and staff. Increased awareness of these hidden nonverbal behaviors and actions, as well as implicit bias, privilege, etc., compels libraries to train staff because unchecked behaviors negatively influence workplace climate.

With the evolution of social media and networking, the landscape is more engaging and proactive in changing expectations about discovery of diversity and inclusion tools. New conferences, innovative project, rallying points, and strategic directions have been unlocked across the nation and around the world. Social network-connected librarians are ready to make a difference in their organizations. For example, April Hathcock (2015) published her article about white privilege and the effectiveness of diversity and inclusion efforts in the open access journal *In the Library with the Lead Pipe*. Within hours, and for several weeks, librarians joined the scholarly discourse by adding their thoughts on and experiences with the effectiveness of diversity and inclusion initiatives.

In the new and revived era of social movements and rallies, there is a need for more conversations, openness, and understanding about diversity, inclusion, equity, and privilege. To fully encompass the various levels of social identities, efforts have evolved beyond just the racial and ethnic diversity demonstrated by the varied efforts reported in this survey. Political climate has also fueled the discourse about equity and privilege through grassroot efforts. Persistence has led the charge to stay engaged and vocal about the efforts of unrepresented and underrepresented librarians.

Ongoing assessment is needed to evaluate and measure the success both of programs and individuals in diversity-focused positions. Libraries have access to assessment tools such as ClimateQUAL™ and the Balanced Scorecard that were designed to measure success within institutional strategic planning goals. With recent changes in implementing diversity and inclusion at the parent institution level, they may need to draw on the strengths of consultants to determine successful efforts and help them develop effective assessment and evaluation tools.

In conclusion, research institutions are cultivating learning environments that are inclusive of all of the attributes that make us different and unique. Libraries are at the center of these institutions and are demonstrating their value through their engagement in research and instruction, collections, and learning spaces. Diversity and inclusion themes permeate all of these areas. There is evidence that some libraries are incorporating their values for inclusion at all levels. While inclusive practice supports the diverse individual to be themselves and be perceived as valued in the organization, moving to the next level is vital to avoid the exclusion of these individuals in the everyday rituals in the workplace, which impacts climate issues and retention. ([Mor Barak 2015](#); [Shore, et al. 2017](#))

Survey Questions and Responses

The SPEC Survey on Diversity and Inclusion was designed by **Toni Anaya**, Instruction Coordinator, and **Charlene Maxey-Harris**, Research and Instructional Services Chair, at the University of Nebraska-Lincoln. These results are based on responses from 68 of the 124 ARL member libraries (55%) by the deadline of June 12, 2017. The survey's introductory text and questions are reproduced below, followed by the response data and selected comments from the respondents.

Since the SPEC survey program began in the early 1970s, at least six surveys have investigated how research libraries responded to affirmative action initiatives, recruited minorities, and, more recently, attempted to build an inclusive workforce that reflects the broad diversity of their communities. The resulting SPEC Kits provide a wealth of information about library hiring programs and services, recruitment and retention strategies, and efforts to foster diversity with the workforce. They also show that the issues have been in constant flux. While the focus of earlier surveys was on how successful libraries have been in recruiting and retaining librarians of color, the characteristics of diversity now extend beyond racial and ethnic groups to include gender, sexual orientation, ability, language, religious belief, national origin, age, and ideas.

The increase of published literature about cultural competencies, microaggressions, and assessment of diversity issues, as well as the inclusion of social justice movements in libraries, suggests diversity-related activities have increased and evolved since 2010, when ARL published SPEC Kit 319 *Diversity Plans and Programs*. During the last seven years, several libraries have obtained funding to support strategies to increase the number of minority librarians on their staff and support their advancement within the organization. There also appears to be an increase in the number of diversity and inclusion or social justice committees, task forces, and project teams at the local, state, and national levels. In addition, libraries and archives are evaluating the extent to which collection development strategies, exhibitions, descriptive practices, student and community outreach activities, and other activity can support the creation of inclusive environments. However, these changes have not been consistently documented. Therefore, it is important to re-examine research libraries' efforts to create a more representative workforce and inclusive work environment.

The purpose of this survey is to explore the components of diversity plans created since 2010, identify current recruitment and retention strategies that aim to increase the number of minority librarians in research libraries, identify staff development programs that foster an inclusive workplace and climate, identify how diversity programs have changed, and gather information on how libraries assess these efforts.

DIVERSITY PLAN

A diversity/inclusion plan may include a statement of diversity values or goals for the library, a description of strategies for recruiting diverse staff from historically underrepresented or marginalized groups to the library and retaining them once they are hired, an outline of programs that promote ethnic/cultural sensitivity in the workplace, results from a work climate assessment, and similar elements. It may be a stand-alone document or part of a broader document, such as a library strategic plan or an institution-wide diversity document.

1. Does your library have a diversity/inclusion plan as described above? N=68

Yes	36	53%
Not yet, but one is being developed	14	21%
No	18	27%

Comments N=24

Answered Yes N=14

Diversity and inclusion is represented in the library's committee structure and in the strategic plan.

Each year, an overview of the accomplishments from our plan are reflected on our website.

Has not been formally updated since 2010.

Here is ours: The UC San Diego Library is committed to nurturing and maintaining a supportive and inclusive environment in which diversity and fairness are valued and respected. This commitment builds on the UC San Diego Principles of Community, reaffirmed regularly by the Chancellor, which provide a framework for diversity, fairness, and inclusion on campus and place a high value on the unique contributions of each member of the UC San Diego community. The Library Diversity & Inclusion Committee works to build, foster, and maintain a climate that respects: equal access and participation of all groups and individuals, regardless of their culture, race, ethnicity, gender, age, religion, language, abilities/disabilities, sexual orientation, socioeconomic status, or geographic origin. To accomplish this, the committee members collaborate with Library staff, students, and campus partners to develop, advise, and implement various programs and processes. The Library Diversity & Inclusion Committee activities include: Working with members of the Library Administration and Library Council to articulate the Library's expectations of its staff for cultural competence, in keeping with the University of California Diversity Statement (University of California Diversity Statement); Working with the Library's Training Coordinator to provide diversity-related educational opportunities for Library staff; Creating opportunities and venues for discussion of diversity/equity issues within the Library; Advising Library Administration and Library Council members on policy issues related to diversity and inclusion; Forming partnerships and sharing information and best practices with relevant groups on campus, including the Diversity Council, student groups, and others as appropriate; Collaborating with various Library programs to support and celebrate diversity and inclusion activities.

Our statement: The University of Texas Libraries welcomes and respects all individuals and communities by valuing and consciously maintaining awareness of diverse perspectives and experiences. We believe inclusivity is critical to fostering excellence in all of our endeavors, and we promote diversity in our collections and the services that we provide as well as in our recruiting, hiring and retention practices.

Our university has an institution-wide document.

Prepared at the request of a campus-wide diversity initiative.

The University Library has a diversity strategic plan. The initial plan was formulated in 2011 and has been revised twice since then. The strategic goals have also been incorporated into the library's strategic initiatives.

These are separate documents, not a cohesive diversity plan. They include a library staff vision plan, the library strategic plan, and inclusion statement.

University-wide series of documents

We do not have a single document as described, but we do have most of the elements in place.

We had a Diversity Task Force who put together a report and recommendations. We now have an Equity and Diversity Committee and subcommittees implementing the recommendations of the task force. One of the subcommittees of the EDC is a Strategic Diversity Task Force, which will look at building an ongoing plan.

We have a plan that is part of our Diversity Equity and Inclusion (DEI) workgroup and one that is part of our libraries' strategic priorities and an overarching plan set forth by the university.

We have had one for five years. In the process of updating and rewriting.

Answered Not Yet N=5

A statement about a commitment to diversity is included in the library's strategic plan.

Draft plan created in 2005 but wasn't formalized; we are looking to develop a new one.

Preliminary document is under review.

We have an older plan that has not been updated substantially since 2008 or 2009. A 2012 revision of the libraries' strategic plan also provides direction for diversity efforts.

While we have a diversity committee and our libraries' strategic plan includes commitment to diversity, we do not have an articulated diversity inclusion plan.

Answered No N=5

Our most recent strategic plan for the University Libraries (2016–2019) includes a paragraph of continuing education for employees, including “education that advances the development of an inclusive and diverse community.” Our parent institution has a diversity strategic plan (2013–2018) and a general strategic plan with a goal to “foster a diverse and inclusive community that supports mutual respect.” This work is primarily reflected in the charter of the University Libraries Diversity Council, a standing group that reports to the dean of libraries. Beyond “fostering a diverse and inclusive community,” none of our guiding documents outline specific plans, goals, or programs for this work.

The Libraries has an affirmative action plan, which is administered by the university's Office of Institutional Equity and Diversity (OIED). The university has recently appointed a new vice provost for this area who will likely develop a broader plan, at which time the Libraries will participate.

There are pieces of plan spread across the strategic plan, our ClimateQUAL survey and results, and university diversity/inclusion statements.

This idea is under consideration for development, but it's not yet an active plan.

Until 2015, each university unit prepared a document titled “A Framework to Foster Diversity” similar to what is described above. In 2015 a university-wide decision to integrate diversity planning into strategic planning was made reflecting our value that diversity is not a stand-alone item, but relates to everything we do.

DIVERSITY PLAN DETAILS

If the library is developing a diversity/inclusion plan, please answer as many of the following questions as possible at this time.

2. Which entity instigated the development of the plan? Check all that apply. N=36

Library administration	24	67%
Parent institution	17	47%
Library Human Resources officer/unit	7	19%
Other entity	11	31%

Please specify the other entity. N=11

A group who was working on other diversity issues came up with this idea. Therefore, truly a grassroots effort by staff that was supported by administration.

Currently, we are not developing a diversity plan.

Diversity Action Committee (a Libraries committee)

Individual librarians formed a Diversity Caucus that developed into a formal group as part of the committee structure.

Library Committee on Diversity and Inclusion

Library Diversity and Inclusion Council

National conversations and protests about race and violence towards people of color, including the chancellor's November 11, 2015, town hall discussion on race, respect, and responsibility, and students' responses to the town hall.

Our plan was developed as part of strategic planning efforts in the Libraries.

The development of a new plan is a convergence of changes in the university's plan, renewed interest from unit faculty and staff, and direction from the dean.

The Libraries' Group of Library Diversity

The library is starting to develop a plan for diversity.

3. In the last five years, has your parent institution developed diversity initiatives or issued directives that have impacted your library diversity plan? N=47

Yes	41	87%
No	6	13%

If yes, please briefly describe those initiatives/directives and how they impacted the library plan. N=38

A new strategic plan was developed that specifically included diversity initiatives.

Campus created a Diversity Framework, which included framework goals. They then created a R.E.E.L change model (Retain, Equip, Engage, Lead). The library used these documents when creating the Diversity Task Force document and recommendations.

Challenging each college and department to further diversity and inclusion on our campus and collaborate with other colleges and departments to do so.

Created a Chief Diversity Officer to coordinate activities.

Creation of Office of Diversity and Inclusion; increase in level of programming at the university has provided more resources for workshops/trainings; will impact recruitment process.

Diversity and equity are fundamental to the university as set out in diversity statements, policies, and guidelines. These include: President's Statement on Diversity and Inclusion and Statement on Equity, Diversity, and Excellence.

Employment equity funding, and equity census, and positive space initiatives through the university's Equity and Inclusion Office

Founded in 2014, a group of staff committed to researching, discussing, and advocating around the relationship of diversity and justice, with a focus on race, ethnicity, gender identity, sexual orientation, dis/ability, socioeconomic class, and national identity, to our workplace environment, including: diversity in hiring, retention, and promotion; diversity in service with our campus and city communities; and diversity in the library professions.

Gender-neutral washrooms, inclusion in recruiting, general awareness panels, and presentations

Implicit bias training for all searches; diversity hiring initiatives

In 2014, the university created an Office of Equity and Inclusion (OEI) and hired a new director to focus in this area. The OEI has several programs that serve under-represented/protected groups. In addition, a formal advisory group related to diversity & inclusion exists as part of the university's senate. The library's plan involves collaboration and engagement with these entities.

In fall of 2015, the university embarked on a comprehensive effort to craft a strategic plan for diversity, equity, and inclusive excellence. All campus administrative units and departments participated in defining inclusive excellence for their unit/department and developed an inclusive excellence plan.

Increased emphasis on recruiting for diversity has impacted our recruitment efforts.

Last year, two of our Black student groups submitted a list of actions they recommended the Institute take; one of them was a request for every department to articulate a statement that describes its commitment to diversity. The Libraries was the first unit on campus to write and publish such a statement. More generally, the Institute Community and Equity Office was created, with a mission to "advance a respectful and caring community that embraces diversity and empowers everyone to learn and do their best at MIT." The newly created position of Libraries' Director of Community Support and Staff Development is in part intended to lead our efforts to contribute to ICEO and related initiatives on campus.

Library Diversity and Inclusion Plan touched on increasing diversity and inclusion of collections, services, staffing. Library Inclusion Committee has been formed to address action items and deliverables.

Library diversity initiatives and programs are designed to align with at least one of the 6 guiding principles in the document, Inclusive Excellence: An Action Plan for Diversity.

New university strategic plan. Equity Advisors for each college and Departmental Enhancement Program (ADVANCE). Creation of D&I office.

Objectives of the Flagship 2020 include "Increase diversity among faculty, staff, and students"; "Increase the number of students who work with or live in diverse communities"; and "Expand supportive communities for minority, international, and first generation students". Each academic and support unit at LSU has been asked to use the framework of the Flagship 2020 Agenda to inform their own strategic plans. The main components of the Libraries Diversity Committee charge that align with the Flagship 2020 objectives include: (1) foster a positive attitude toward diversity and inclusion within

the Libraries; (2) to assist search committees in the recruitment of a diverse pool of candidates for positions at the Libraries; (3) to establish and maintain a welcoming and respectful environment for all library employees and patrons.

One of our core values is to foster a work environment that is free from discrimination and promotes equal, fair, and inclusive employment opportunities for the best and brightest talent available regardless of their difference.

Our parent institution has been developing diversity initiatives for a long time. However, in the past few years there have been a great number of initiatives focused on various aspects of diversity.

Parent institution has hired university diversity officer, required each school/college to appoint a diversity officer. Created a Council of Academic Diversity Officers and University Diversity Committee. Each group has initiatives and goals.

Practices are embedded in the university's workforce management hiring and recruitment workflow.

Set broad targets for % of minority in each job category across the university.

The focus of the university's plan has not changed in recent years, but the standards and approach for demonstrating progress have been changing.

The Inclusion, Diversity, and Equal Opportunity serves as a resource to the university in the interpretation, understanding, and application of federal and state equal opportunity and affirmative action laws and regulations. Ultimately, the office supports the university's mission by providing strategic leadership in the development of policies, procedures, and programs that will help foster diversity, inclusiveness, and a welcoming environment for faculty, staff, students, and others. The library has followed the new office and began adapting HR policies to reflect these changes.

The library plan was created at the request of the campus diversity initiative.

The Netter Center, Greenfield Intercultural Center, Women's Center, and various other centers, student-led committees, administrative efforts have all led to collaborations and institution-wide initiatives that have propelled our diversity efforts.

The parent institution of the Library of Congress is of course the United States Congress. The Library of Congress is responsive to congressional legislation. In addition, the Library of Congress implemented its Multi-Year Affirmative Employment Program Plan from 2011 through 2016.

The primary directive that impacts the Libraries' plan was that the president now includes a diversity and inclusion initiatives section in the annual report from all deans, department heads, associate provosts, VPs, etc. This actually assists us in ensuring that our goals/initiatives are executed.

The university began a campus wide Diversity, Equity, and Inclusion campaign in 2015. This included a requirement that all units, schools, and colleges develop their own diversity plan.

The university has an office of Multicultural & Diversity Affairs that is housed with the Division of Student Affairs. The mission is to lead efforts in social justice and inclusion. The Libraries' Strategic Directions 2014–2017 include statements about promoting both external and internal efforts to support the diverse university community.

The university has diversity as a strategic initiative. The university has a diversity counsel.

The university launched a diversity strategic planning initiative in 2009. After the resulting Diversity Strategic Plan 2012, each major academic and administrative unit appointed a diversity officer, established a committee, and developed a related diversity strategic plan. The Diversity Department Committee chairs convene monthly for a meeting led by the Vice Provost for Diversity and Senior Advisor to the Chancellor and Office of Diversity staff.

The university provided a set of principles, initiatives, and guidelines for hiring and retention as well as multicultural training for staff.

The university recently welcomed a new Vice Chancellor for Equity, Diversity, and Inclusion. Some recent initiatives of her appointment have been the addition of diversity training on campus, re-evaluating diversity requirements for recruitment, and adding a diversity section to our annual staff engagement survey.

The university's institutional diversity planning initiative requires each unit, including the library, to put forth 3–5 new initiatives each year to promote diversity and inclusion.

The university's Office of Diversity and Equity and the chancellor have diversity statements. The Diversity, Equity, and Inclusion (DEI) advisory group wrote a report, which includes specific action steps towards DEI on campus. The Campus Climate Survey results were published on March 27. These initiatives have influenced the creation of a goal specific to DEI in the Libraries' upcoming two-year directive and the creation of a DEI committee.

The university's strategic plan for diversity instituted a framework that called for the hiring of a Chief Diversity Officer and appointment of a Diversity Officer charged with leading their college, school, or division in developing specific unit goals and initiatives/programs. Each college unit's Diversity Officer submits an annual report/update on the progress towards achieving unit goals and initiatives/programs and any new goals/strategies.

4. What is the date of your most recent diversity plan? N=34

<2010	3
2010	1
2011	1
2012	1
2013	4
2014	1
2015	4
2016	9
2017	10

5. Is the plan a stand-alone document or part of a broader document? N=42

Stand-alone document	24	57%
Part of a broader library document	12	29%
Part of a broader parent institution document	6	14%

If the plan is part of a broader document, please identify that document. N=15

Library document N=9

Academic Program Review 2010

Built off the broader institution document.

Diversity is part of the Libraries strategic directions. The development of a diversity & inclusion committee and a plan is just one of the action items.

Libraries Strategic Directions, 2014–2017

Libraries' Strategic Plan 2017–2020

Library Strategic Plan

Not only is it part of our strategic plan, but is also a working document for our professional development activities and yearly goals for staff.

Part of several documents, including: “Statement on diversity,” charge to the Committee for the Promotion of Diversity and Inclusion, and “Creating a Social Justice Mindset: Diversity, Inclusion, and Social Justice in the Collections Directorate of the MIT Libraries.” Our mission statement is presently under revision, but will include this element.

Strategic Plan for the University Libraries (2015–2017)

Parent institution document N=6

A Distinguished Past, a Distinctive Future – University of Waterloo Strategic Plan. Strategic Plan for Equity

Diversity is included in the university and the library strategic plan.

Toward New Destinations: Cornell’s institutional diversity planning initiative

University’s Diversity and Inclusive Excellence Statement

University’s Strategic Plan

We follow the policies statements here: <https://www.edi.nih.gov/policy/about>. The most recent one is from January 2017.

Additional comments N=5

Elements are included in strategic planning documents each year.

For all of the below reasons note that we “will” include, as we just put the committee together and will conduct orientation in August.

If the library develops a diversity/inclusion plan, it will align with the mandate and initiatives of the broader university’s plan.

The annual goals for diversity are also incorporated into the library’s annual strategic initiatives.

The principles of the document are embodied in the Library of Congress Strategic Plan for 2016–2020 and on the Library of Congress Office of Equal Employment Opportunity and Diversity Programs.

6. Please describe the elements that are included in the plan. N=42

Goals & strategies	36	86%
Diversity definition	31	74%
Mission or value statement	30	71%
Committee charge	23	55%
Organization responsibility & accountability	23	55%
Positions dedicated to diversity/inclusion initiatives	13	31%
Description of diversity programs for library staff	13	31%
Other element	14	33%

Please briefly describe the other element. N=14

Climate survey, focus groups, affinity groups, subcommittees

Definition of Inclusive Excellence for the Libraries

Diversity Librarian position was not replaced.

Equity offices provide resources and conduct education and awareness initiatives on how to best realize the university's commitment to equity, diversity, and human rights and provide guidance on specific issues as they arise.

Explicit references to the university's plan from that time; an indication of how success would be measured.

It includes a brief summary of the campus process, documents, and approach to diversity, inclusion, and equity at the university, as well as a brief history of the library's efforts in this area.

Many statements refer to the "diverse global learning community" and meeting "diverse user needs".

Other elements of our plan include guidelines for membership, outreach and collaboration, professional development, recruitment, and assessment.

Our working group is tasked with providing recommendations for a diversity plan, and all of these elements will be included. We will recommend a paid position dedicated to diversity/inclusion initiatives, but it is a reach. We also will include a recommendation for additional programming for faculty and students.

Reporting requirements for diversity accountability

Signature diversity initiatives that are on-going.

Social events, community engagement possibilities, donor relations.

The Library of Congress mission statement applies to its Office of Equal Employment Opportunity and Diversity Programs.

Values statement is included in strategic plan.

7. What group/individual is responsible for implementing the diversity plan? Check all that apply.

N=42

Diversity Committee or other related group	32	76%
HR/Personnel officer	27	64%
Diversity officer	15	36%
Staff Development officer	2	5%
Multicultural Librarian	1	2%
Other individual or group	18	43%

Please briefly describe the other individual or group. N=18

Administration, Equity Advisor

All library employees

All staff members, individual libraries

All those involved in recruitment or hiring

AUL in charge of community outreach

Depending on the initiative, all designated levels of staff, faculty librarians, and administrators. The overall plan is the library administration's responsibility.

I serve as diversity officer and chair of the Libraries' Committee on Diversity and Inclusion.

Leadership team (director and associate directors)

Library administration

Library administration and the Coordinator for Diversity Programs

Library dean

Management

Student organizations

The diversity officer supervises eight staff members in the Office of Equal Employment Opportunity and Diversity Programs.

The Libraries made it a requirement for all faculty and staff to have a diversity commitment statement in their position description. The statement reads, "This position demonstrates a commitment to advancing diversity efforts in the Libraries and contributes to an inclusive environment."

The Library Executive Council, the Budget & Planning managers group, which includes the HR Director, the Communications Director, and the Finance Director.

University librarian and associate university librarian for administration. We plan to institute a Diversity Committee for 2017-2018.

University Library & library administration

8. How does the library disseminate the diversity plan? Check all that apply. N=40

Posted on library website	24	60%
Discussed/distributed during new employee orientation	14	35%
Included in recruitment information	13	33%
Included in continuing education for staff	11	28%
Included in library staff handbook	4	10%
Signage	2	5%
Other method	20	50%

Please briefly describe the other method. N=20

Affirmative Action Plan, performance review form, weekly email newsletter to all staff

Agenda topic in libraries-wide meeting of department heads

As part of the Libraries Strategic Directions

Developing mechanisms for updating and sharing the plan.

Dissemination is under discussion.

Diversity goals are incorporated into our most recent strategic plan.

Diversity Plan is still in progress. TBD how it will be disseminated.

Email, meeting minutes

Liaison activities, volunteer days, engagement with other centers on campus, including the Netter Center for Community Partnerships

Library intranet

Not coordinated yet in our staff development.

Posted on internal library website; shared on internal library all employee listserv; shared with campus leadership and the Office of Diversity, Equity, and Community Engagement.

Posted on Libraries' Diversity Advisory Committee Intranet site, which is available to all library faculty and staff. Updates to plan shared with senior leadership and with library employees at our library-wide assembly meeting as needed.

Posted on library intranet.

Promoting statement of commitment to diversity on signs, screensavers, and digital boards. The handbook is currently being updated. Created a new commitment to diversity statement, which is included in all recruitments and position descriptions.

The current "live" version is on the intranet.

The plan and specific goals and initiatives are discussed regularly at the monthly meetings of the library leadership group, the Steering Committee. Comprised of unit heads and administrative staff, the Steering Committee advises and also supports diversity initiatives. The 2017 update of the plan includes specific initiatives for posting on the library website, adding it to recruitment information, and more systematically communicating about it in the library electronic and print newsletters.

The university strategic plan is posted on the university website.

Training opportunities for staff members to attend.

We have not disseminated the diversity plan widely, but that is a next step.

9. Is this plan reviewed and/or updated periodically? N=43

Yes	21	49%
Not yet, but it will be	20	47%
No	2	5%

If the plan is or will be reviewed periodically, please briefly describe the frequency of review and revision. N=23

3 years

4 to 5 years. We are currently updating the plan.

Accomplishments and movement on the goals of the plan are updated periodically throughout the academic year. An overview of accomplishments and goal attainment is updated at the end of each academic year. An update of strategic diversity goals is made at the beginning of each academic year as a part of the library goal setting process.

Biannually

Each year we hold a Lessons Learned session with members of Diversity Action Committee. This information helps us improve what we offer and provide to staff members.

Every 3 years

Every 5 years by Diversity Committee and administration

Every 5 years: being reviewed now for revision.

Evolving document and planning is on going.

If it is tied to our strategic plan, it is reviewed when the plan is renewed. If the plan is tied to the working group, it is generally reviewed when there is a significant change in the working group, such as leadership or in the direction of the effort.

Ongoing - it's a set of living documents.

Our committee will revise/review the plan every year.

Our plan is reviewed and if needed revised annually by the Committee on Diversity and Inclusion.

Part of the Strategic Diversity Plan subcommittee work is to set the guidelines for updating and reviewing the plans.

Plan is reviewed as necessary by the Diversity and Inclusion Team.

Prior to 2008, the plan was updated every few years. Updating will be responsive to university review cycles.

The plan has been updated every two years. Times change and so must goals and initiatives. New to the latest plan are current awareness/outreach initiatives beyond the campus committee. A new initiative is underway that will result in a significant update to the plan when it is completed. One member of the library faculty is carrying out a systematic investigation of social justice initiatives in academic libraries. This work goes beyond the scope of committee volunteers, but will inform the work of the committee in developing social justice initiatives that are appropriate and effective in our institution and also informed by work being done by our peers.

The plan is reviewed annually at the beginning of the new fiscal year when new members join.

The strategic plan is updated annually. A new strategic plan is to be developed in 2022.

There is no set timeline to review/update the diversity plan. However, one of the recommendations of the diversity plan was to form a diversity committee. The diversity committee members are appointed for a 2-year period. At that point the diversity plan is expected to be reviewed/updated by the diversity committee.

Three years (e.g., 2017–2020 plan being drafted now).

We review our plan annually. We look to see if we met our goals for the year and we identify new goals for the upcoming year.

Yearly (with reviews quarterly)

Additional comments N=8

As yet, the library does not have its own specific diversity program, apart from the university's diversity initiatives.

The cycle of diversity goal writing and reflection is the same as the library performance management goal writing and reflection cycle.

The development of the plan is in progress but once created it will be a separate document and initiatives will be included in the next strategic plan. It will also include diversity definition, goals, strategies, mission statement, etc.

The diversity committee disbanded in 2008 and they had been the primary drivers of changes in the unit plan.

The task force recommendations and report created the structure to assist the libraries in going deeper into this process.

There are more pressing priorities at the Libraries and university.

There is no formal review process as directed by the university, however the Libraries' Diversity & Inclusive Excellence Working Group will assess the objectives and goals laid out in the plan on an annual basis.

We don't really fit your questions. We have statements about diversity in our strategic plans. We recruit diverse staff and faculty when we have open positions.

PROGRAMS TO PROMOTE AN INCLUSIVE WORKPLACE

10. Please indicate which of the following staff development strategies your library has used/ developed to promote an inclusive workplace. Check all that apply. N=67

Presentations	59	88%
Workshops	50	75%
Programs	49	73%
Exhibits	47	70%
Additions to general collections	34	51%
Resources such as LibGuides, websites, bibliographies, etc.	32	48%
Additions to special collections	28	42%
Self-study modules	10	15%
Other strategy	24	36%

Please briefly describe the other strategy. N=24

Blog

Book discussions, climate surveys

Bringing K-8 students to the library for exhibits, story time, tours of libraries, etc. with staff as docents.

Celebrations, diversity focused recognition and awards, each employee is required to incorporate an element of diversity or inclusion in their yearly performance management goals.

Communication and conflict management workshop: 40 hours with quarterly 2-hour refreshers.

Electronic signage encouraging diversity and inclusion in all library spaces. Email messages from library administration.

Following the Office of Inclusion, Diversity, and Equal Opportunity, all staff have taken several workshops and programs including our Diversity 360, Safe Zone programs. Staff are also encouraged to participate in Women in Leadership, #youarewelcomehere program. The HR Search Committees are also made up of diverse and different staff throughout the library.

Front facing staff receive regular diversity training.

Implicit Bias training for library faculty/staff and search committees. Include Diversity & Inclusion in criteria for faculty/staff awards.

LibGuides that address various issues regarding diversity are in progress, but are not necessarily designed for internal inclusivity on a faculty/staff level.

Libraries hosts a poster session for a GLBTQ course in Women, Gender, and Sexuality Studies. Serve as a space for events, such as a Teach-In on Standing Rock and groups knitting hats and mittens for those participating in the Standing Rock protests. Commonly purchased DEI resource material placed in main library reference section. Offered in-house training such as "Diversity 101," "Critical Librarianship," "Why it Matters: Libraries and Social Justice," micro-aggression workshops and common book discussions related to DEI. External workshops, such as Allies in Action, hosted by a local college. Host external researchers and create a venue for them to share their DEI related research. Invite members of the campus who do diversity-related work to present at library-wide all-staff

meetings. Collaborate with Office of Diversity, Equity, and Inclusion in the College of Liberal Arts and Sciences to serve as a space for weekly lunch discussions for students. Starting in July 2016, service desk managers now train all student employees on diversity and inclusion subjects like microaggressions.

Library faculty and staff have the opportunity to participate in a 6-week diversity dialog targeted to the library audience. This is a version of the 8-week First Year Intergroup Dialogue program hosted by the library.

None

Participation in institution-wide initiatives

Participation on several campus groups that advise the university president on issues and pursue various change initiatives.

Promote campus opportunities, lunch dialogues, improve the training of the Equity Advocate. The Equity Advocate is a staff member who will receive training delving deeper into recruitment, unconscious bias, writing better ads and postings, and general equity for recruitments. There is a committee of Equity Advocates and an Equity Advocate sits on every recruitment for permanent staff.

Starting an inclusion and access committee.

Support of diverse populations and needs are embedded into more recent position vacancy announcements, such as the one for Instruction and Outreach.

The diversity committee is exploring ideas around diversity mentorship opportunities.

The Library of Congress is observing DC Pride Week, June 2–10, with an exhibition from its extensive LGBTQ+ collections (June 8–10), a film screening, Law Library panel discussion on “Youth, Gender, and Law,” an oral history workshop focusing on LGBTQ+ veterans, and a book talk by David France, author of *How to Survive a Plague*.

The university has provided many opportunities for staff and faculty to engage at varying levels.

Travel support to National Diversity in Libraries Conference

We advertise and recruit for our positions broadly to bring in diverse candidates.

We sponsor a diversity resident librarian program. The university sponsors workshops on recruiting and retaining a diverse workforce.

11. Please indicate which of the following topics have been addressed in library presentations/ programs/workshops/exhibits. Check all that apply. N=64

Race and ethnicity	52	81%
Sexual orientation	51	80%
Gender and/or age discrimination	44	69%
Physical disabilities	44	69%
Social justice	42	66%
Mental health	29	45%
Language barriers	22	34%
Veteran status or service	22	34%
Other topic	21	33%

Please briefly describe the other topic. N=21

Bystander intervention; implicit bias & microaggressions are workshop topics in development.

Class issues

Cultural identities

Gender identity

Gender identity or expression, perceptual thinking patterns, learning and communication styles

Immigration/country of origin

Implicit bias

Implicit bias in all areas

Implicit bias; Human Library for Diversity

Intersectionality, implicit bias

Microaggression

None

Our culture showcase series focuses on spotlighting the various and diverse cultures represented on our campus and in our community.

Poverty solutions & class diversity, gender identity

Privilege

Religion, relating to international students

Support for caregivers

The definition that will guide the work of the committee says “ensuring that all seekers of truth—regardless of race, nationality or ethnic group, religious tradition, gender, socioeconomic class, immigration status, sexual orientation, or anything else—feel embraced and empowered to do their best work here.”

Training on working with International students.

Unconscious bias, microaggressions

We typically do a topic every other week for our Diversi-tea program. For a sampling: representatives from the Office of the Chaplain and the Spiritual & Religious Life Center (SPARC). LEAP (LGBTQ Employees at Penn). “Muslim Americans, Muslim American Women, and Civil Rights.” Director of the Netter Center for Community Partnerships. Director of the Greenfield Intercultural Center (GIC) and FGLI Program Coordinator on the First-Generation, Low-Income Program (FGLI). Director of TRIO Veterans Upward Bound Program (VUB). “Modeling Transitions: First Generation Students.” Director of the Penn Women’s Center (PWC). Director of AARC (African American Resource Center). Director of the LGBT Center (Lesbian Gay Bisexual Transgender) Director of the PAACH (Pan-Asian American Community House). Microaggressions. Director of La Casa Latina (Center for Hispanic Excellence).

12. What group or individual is responsible for planning and/or delivering library presentations/ programs/workshops/exhibits? Check all that apply. N=65

Group or Individual	Plan	Deliver	N
Diversity Committee or other related group	43	36	44
HR/Personnel Officer	39	27	39
Diversity Officer	17	17	18
Staff Development Officer	13	10	13
Multicultural/Diversity Librarian	7	7	7
Other individual or group	37	42	44
Total Respondents	65	62	65

If you selected “Other individual or group” above, please briefly describe the other individual or group and their role. N=44

Plan only N=2

Our Training Steering Committee has primarily been responsible for planning these activities in cooperation with library HR. Campus professionals have been the ones to provide the training.

Some events are proposed and planned by the library’s dean and delivered by the university’s Chief Diversity Officer and other Office of Diversity staff.

Deliver only N=7

Campus partners

Campus partners, such as dean of students, Students with Disabilities; Division of Diversity and Cultural Engagement; and Center for Women and Gender Studies often provide timely training for us.

Chief Administrative Officer

Employee affinity groups

Our library employs a training analyst who is responsible for the delivery of a variety of training.

Staff from university’s equity and inclusion office, external speakers, iSchool students, and other library employees

We have other people from across campus who present on the topics listed. We also occasionally invite outside groups for presentations.

Plan and Deliver N=35

Administration, interested staff

All departments in the library are encouraged to consider issues of diversity and inclusion and organize programming as appropriate. For example, Collection Development might organize a workshop on ensuring diverse perspectives are included when selecting books.

Besides the initiatives implemented by our diversity team, other individuals across the library have developed diversity related projects/initiatives.

Career Development and Mentoring Committee, Library Forum

Center heads, community activists, politicians, etc. come by to discuss diversity initiatives with staff.

Departments, units, working groups, committees, branch libraries, or individuals across the Libraries are all encouraged to plan, deliver, or host workshops, programs, presentations, etc. when relevant to their charge. Inclusive Excellence is a charge across the libraries.

First Year Intergroup Dialog

Individual faculty librarians in subject or functional positions

Individual libraries

Libraries' subject specialists, Libraries' Staff Affairs Committee, university Disability Support Services, university LGBT Equity Center, university Office of Diversity and Inclusion (ODI), other library divisions/departments

Library administration (2 responses)

Library administration/supervisors provide training on diversity topics within their own libraries or departments. The Libraries' Diversity Resident is a liaison to campus groups and has brought several programs to the libraries.

Library arranges with central HR staff to plan and deliver presentations.

Library divisions often work with the Human Resources and Diversity Programs offices to plan and deliver events for "months" that focus on ethnic or religious communities.

Library senior leadership is also helping to plan and sometimes deliver. University's chief diversity officer is helping with both planning and delivery.

Library staff who are part of Change Makers—a program managed by the Women's Center to create a more inclusive environment.

Multiple people have planned, delivered, and/or collaborated with various university entities to offer presentations/programs/workshops/exhibits that support diversity and inclusion.

Presenters and webinars are identified and brought to library by HR & Diversity Committee. Equity Advisor provides training for search committees.

Since diversity and inclusion goals are written at the divisional, unit, and individual level each year, many units across the library engage in diversity program planning and implementation.

Some programs have been arranged by our Libraries Assembly (an internal organization that serves all Libraries staff to promote communication and exchange, as well as on an advisory capacity for the Libraries administration). Other programs have been more independently created by individual librarians and library staff members, often in collaboration with other units on campus. There was also a leadership diversity/inclusion workshop last year that was proposed by a former employee who was the diversity resident librarian.

Special collections and museum staff plan a lot of diversity related events and exhibitions. They also collaborate on digital humanities and digital scholarship initiatives.

Staff and faculty are empowered to be involved in providing programs and presentations.

Staff development committee, as well as other staff, have planned and delivered workshops for staff development purposes.

Subject specialists

The International and Area Studies Library and the Undergraduate Library also plan and deliver workshops and training for library staff.

The Leadership Team (comprised of university librarian, associate directors, and team leaders)

The Libraries are committed to social justice work. Some examples are librarians and staff hosting a community Teach-In on Standing Rock, library faculty and staff leading internal workshops on critical librarianship, microaggressions, Diversity 101, libraries and social justice, and libraries as non-neutral spaces. The dean's statement supporting students performing social justice work.

The Libraries Directors Council has been responsible for planning events. The Director of Program Planning and Outreach has also planned and delivered events.

The Libraries' Continuing Education Committee also plans staff programs related to diversity.

The library's administrative group, including its dean, associate dean, and division directors, are responsible for seeing that the university's diversity initiatives and guidelines are followed. Presentations, workshops, or exhibits generally are organized and facilitated through the library departments, committees, or task groups.

University Libraries HR is responsible for some, but presentations/programs/exhibits could be planned and delivered by different individuals in the UL. Since we have no diversity program, plan, or committee, it's unclear who would be responsible (if this question refers to diversity pres/prog/exhib) because we haven't had any internally.

University's Learning and Organizational Development Department and the Center for Multicultural and Ethnic Programs (CMEP), and the Office of Equal Opportunity (OEO)

We currently don't have anyone identified for this role. Our new committee may take on part of this responsibility. We may address this in our new strategic planning.

We leverage institute-wide programmatic offerings and initiatives. These are largely sponsored and managed by the Institute Diversity unit.

13. Please briefly describe any external training opportunities relating to promoting an inclusive workplace that are available to staff. N=62

Training provided by the parent institution N=61

All are optional: LGBTQ Ally Training, a multipart course dedicated to diversity and inclusion, which culminates with a certificate, and more.

All university-level training programs offered throughout the year from colleges, campus groups, Multi-cultural Services, and president's office, as well as training from Employee and Organizational Development (human resources certificate program).

"Become Educated About Diversity" workshop (on request for department); Bias and Response Team Presentations available upon request. "Implicit Bias" Symposium.

Bystander intervention, implicit bias

Campus Office of Institutional Equity and Diversity offers training such as a year-long Equal Opportunity Institute, National Coalition Building Institute, Affirmative Action in Employment, Title IX, Unconscious Bias, and many others. The LGBTQ Center offers Project SAFE Ally and Trans 101 workshops; the Libraries has hosted these workshops several times. Green Zone training is offered by the Office of Military and Veterans Services.

Central HR/and GOLD Group

Crucial conversations; emotional intelligence; sexual harassment prevention

Cultural competency/diversity, sexual harassment, management skills series

disAbility training

Diversity 360, gospelfest, power of diversity lecture series, trailblazer project, diversity awareness training, train the champion, sustained dialogue, annual inclusion and diversity achievement awards

Diversity certificate consisting of several workshops

Faculty/Staff Development Program, Office of Diversity and Inclusion, Staff Association Council all provide workshops/trainings/retreats.

For academic selection committees: Equity, Diversity, and Protected Disclosure, with an add-on about implicit bias. For public service staff: Effective Communication Skills. For all staff: Respect in the Workplace.

Full range of programs

HR training on Strategies and Tactics for Recruiting to Improve Diversity and Excellence and some other related topics.

HR workshops

Human Resources offers many training opportunities, some of which address diversity and an inclusive workplace.

Husker Diversity Dialogue for first year students facilitation training; ally training; social justice and advocacy training

Implicit bias, diversity recruiting, managing diversity

Implicit bias; president & provosts leadership institute; several HR online training opportunities via BuckeyeLearn; Safespace

Inclusive Excellence Academy courses

Many campus units open up their training to all of campus, websites and videos.

Mental health awareness, positive space workshops

Mental Health First Aid Certification Training (collaboration between Libraries and other campus units such as the Office of Diversity and Inclusion); Assisting Library Users with Disabilities (collaboration between university Disability Support Services and the Libraries); university Campus Initiative: Thriving Workplace focusing on engagement and inclusiveness training provided by Center for Leadership and Organizational Change and Office of Diversity and Inclusion; Educational programs held throughout the year focusing on creating inclusive workplaces and encouraging an inclusive culture offered by the Office of Diversity and Inclusion in collaboration with Libraries Human Resources Employee Development Unit; Training workshops offered through University Human Resources; Disability Summit; Conference on Inclusion and Diversity in Library and Information Science offered by the College of Information Science iSchool; ADVANCE Keeping Our Faculties, and ADVANCING Faculty Diversity Programs

Moving towards cultural competence

Multicultural training

Office of Equity & Inclusion offers Safe Space Training, Creating an Environment of Courtesy & Respect, Racial Determination: Assumptions, Realities, and Implications for Individuals

Office of Equity and Inclusion, Office of Disabilities Support Services

Office of Institutional Diversity, Equity, Advocacy and Leadership provides dialogues for staff.

Office of Institutional Diversity and Inclusion

On-campus sessions & workshops: college/department programming, D&I, Student Affairs, Public Safety, ADVANCE

Online Learning Center offers online, self-paced training and workshops.

Opportunities abound from other schools, and university resources.

Our campus provides training on a wide variety of topics through various committees, offices, cultural houses, and departments. On any and every day of the week, library staff can attend workshops, lectures, lunch discussions, etc. on topics dealing with all aspects of creating an inclusive workplace.

Our Office of Equal Opportunity, Inclusion, and Resolution Services offers some trainings related to diversity and inclusion. The campus LGBT Resource Center provides Safer People Safer Spaces training workshops for university staff. These focus on improving climate, improving awareness of the impacts of gendered and heteronormative language, and educating staff concerning gender identity or other LGBTQA related issues. In addition, training is also available by request through the university's central HR office.

Our Office of Institutional Equity, Center for Sexual and Gender Diversity, and International House all offer multiple training opportunities.

Principles of Inclusivity, Understanding Inclusivity, Inclusive Communication, Generational Inclusivity, Sexual Orientation & Gender ID, Accessible Communities, Inclusivity Capstone

Programming through Human Resources Development, Office for Inclusion and Intercultural Initiatives

Provided mandatory "civility and mutual respect" training for all library staff.

Safe space, unconscious bias & cultural humility training

Safe zone, green zone, multicultural communication

Six specific diversity courses are offered by university Talent Management.

Speakers from campus units, a diversity series with outside speakers organized and funded by the provost. Workshops provided by the chancellor's committees on the status of women, blacks, LGBT, Asian Americans, Latinos, and Persons with Disabilities.

Summer Institute on Diversity Education (SIDE); SafeZone Training

The intergenerational workplace; Microaggression Intervention Training; Multi-cultural fluency; True Impact of Race in Medicine

The library provides internal training on diversity topics. Support for leveraging diversity is included in all supervisors' performance plans, and training in performance management includes this.

The Office of University Organizational and Professional Development maintains a dedicated diversity track with three certificate levels. Several library employees have attained certificates and attended diversity development courses. The SafeZone program offers training around issues pertaining to the LGBTQ+ community. The Intercultural Engagement Center and the Office for Inclusion and Diversity host additional workshops across campus.

The university has organized conversations about race several times a year.

The university has recently developed a program on Critical Conversations for the campus community focusing on issues such as unconscious/implicit bias, micro-aggressions, cultural appropriation, and privilege.

The university has training that is required for all faculty and staff to take each year. Title IX and Sexual Misconduct training; and Preventing Discrimination and Harassment. There are other optional sessions offered by the Office of Equal Opportunity, for example: Civil Rights at Work; Diversity Skills for Collaboration; Americans with Disabilities Act: An Overview; and Preventing Sexual Harassment in Your Workplace.

There are some training opportunities.

Title IX training

Training is provided through the university's HR division and also the Office of Institutional Equity.

Training provided by the Performance Development group and through Employee Resource Groups (ERGs)

Unconscious bias training, the business case for diversity, bias reduction for search committees

University HR provides training for the library through its Talent Development workshops, such as "Diversity in the Workplace," and the Institutional Diversity, Equity, and Affirmative Action program also offers workshops on topics such as sexual harassment prevention.

University HR staff, Office of Student Engagement, Law School Diversity Office, and Women's Center

Various program offered by university HR and Diversity, Equity, and Multicultural Affairs

Various trainings offered by the Office of Diversity.

We have LGBTQ ally training open to all on campus.

Workshops through HR; Inclusive Campus workshops and initiatives

Training provided by local community groups N=10

American Family Dream Bank

Charlottesville Human Library

Diversity Consortium Trainings

Greater Pittsburgh Higher Education Diversity Council: topical presentations at meetings

Metropolitan Community College Allies in Action conference; KS State Transgender Education Program (KSTEP); Showing Up for Radical Justice (SURJ) Kansas City training opportunity – Ally Training

Programs hosted by Ames Public Library

Race Dialogues

Resilient, Relaxed Conversation workshop

SLA-Philadelphia Chapter

The Dialogue on Race Group of Montgomery County, a local nonprofit, has worked with the University Libraries to conduct dialogues on campus.

Training provided by professional associations N=25

2016 ARL Fall Forum on libraries and archives as agents of social justice, and other webinars

ACRL, ALA, ARL

ALA, ACRL, NCORE

All that ALA, ACRL, FLA, NEFLIN, and ASERL provide.

American Library Association; Association of Research Libraries and Music Library Association Diversity & Inclusion Initiative (host institution); Maryland Library Association

ARL Diversity Conference (UCLA 2016)

ARL Fall Forum last year and ALA (SIG)

ARL, ACRL, ALA

Cornell Diversity Certificate

CUPA-HR has provided training attended by the HR Manager.

Diversity and Inclusion workshops through BC Library Association

Encourage staff to attend these opportunities at ARL, ALA, ACRL, etc.

In recent years, we have not taken advantage of any workshops offered by professional associations. We have worked actively with the American Library Association to host sponsored programs, including “Latino Americans: 500 Years of History” and “Native Voices: Native Peoples’ Concepts of Health and Illness.”

Leadership Strategies Foundation Facilitation Training

LLAMA & ALA webinars

National Association of Diversity Officers in Higher Education conferences

National Diversity in Libraries conference

Society of Human Resource Management

Some staff have attended some webinars or other trainings through the American Library Association (or other related organizations), though most of these have been on an individual level.

The Libraries has sent several librarians to the Minnesota Institute for Early Career Librarians from Underrepresented Groups.

The library offers several webinars throughout the year sponsored by ALA and other professional associations. These webinars cover all aspects of promoting an inclusive workplace.

This varies by specialty within librarianship and librarian preference and the support is available to all faculty librarians, and is in the travel/professional development budget. In the past year, the UL has supported travel for a faculty librarian request to attend the Minnesota Institute for Early Career Librarians; and five librarians used their professional development funds to attend the National Diversity in Libraries conference in August 2016.

Webinars from associations

Webinars, workshops at conferences

Workshops supported through professional development funds

Other training opportunity N=15

Annual Diversity Summit held by the university system offers several breakout sessions in addition to keynote and special speakers.

Diversity & Inclusion Working Group Mini-Retreat with Mark Puente (ARL)

DJA Consultants

External consultants, such as DeEtta Jones and Veronda Pitchford, also educators in library science, such as Nicole A. Cooke

Forum on Workplace Inclusion; Diversity 3.0

In the past, we have also brought in individual cultural diversity trainers/consultants to conduct workshops for staff.

Jointly sponsored initiatives and bringing consultants in to give workshops.

Library OUCH Training

Local library consortium has a diversity committee that is putting together some additional opportunities.

Panel discussion regarding breaking down barriers to information access.

Student organizations, university lectures program

The Triangle Research Library Network Management Academy dedicates a significant amount to diversity and inclusion.

The university offers other conferences, programs, and summits on diversity issues, which interested staff may attend.

Various local opportunities with public library system, schools within Penn, non-profits in West Philadelphia

We have an outside consultant who has worked with us for nearly 10 years offering training on a variety of issues.

14. Please enter any additional comments you have about library efforts to promote an inclusive workplace. N=21

Diversity is one of the six values the library has identified for ourselves. This means it gets integrated into many library HR processes.

I am fairly new to the organization. This does not seem to be a big focus for the organization currently but I hope that we make progress in this area soon.

In addition to these training opportunities, the University Libraries Diversity Council and InclusiveVT representative monitor campus climate assessments, meet with other library component groups to discuss diversity/inclusion issues, and communicate with the Virginia Tech Vice Provost for Inclusion and Diversity about issues affecting library employees.

In February 2017, INLP (Indigenous Nations Library Program) organized a program (The Ongoing Struggle: Abolishing the Racist Seal) about UNM's offensive seal. This program, presented by the campus Kiva Club, was held in the University Library, and open to the entire campus community.

Launched a Leadership Academy, which includes a component on diversity and inclusion.

Library staff who participate in community engagement efforts to collect oral histories and digitize historical documents in minority communities benefit from the interaction.

Most of the local opportunities are offered by specific employers for their own workforce.

Paid for the library representative to the campus Academic Council for Diversity & Inclusivity to attend the ARL National Diversity in Libraries Conference.

Several faculty are involved in Inclusive Campus, an initiative to provide education and discussions about a broad range of topics related to diversity and inclusion.

Sexual Assault Prevention and Education Center training opportunity – Bringing in the Bystander; Office of Multicultural Affairs training opportunity – Social Justice Fellows Program, Diversity & Social Justice Trainings, Coffee Talk Series, Faculty Book Club; Office of Diversity & Equity training opportunity – Annual Enhancing Cultural Competency Conference; Center for Sexuality and Gender Diversity in partnership with the Office of Multicultural Affairs training opportunity – Safe Zone; ADA Resource Center for Equity and Accessibility training opportunity – ADA Training; Counseling and Psychological Services (CAPS) training opportunity – Mental Health First Aid in Higher Education; School of Social Welfare training opportunity – Social Work Day with Dr. Shakti Butler, Understanding

White Privilege: A 21st Century Leadership Capacity and Introduction to Strategic Questioning: A Strategy for Social Justice; Institutional Opportunity & Access training opportunity – Harassment, Discrimination, Sexual Misconduct, and Sexual Violence Reporting Obligations for New Faculty and Staff, Unconscious Bias Training, Understanding IOA Policies and the Complaint Investigation Process

The HR search committees are also made up of diverse and different staff throughout the library. University librarian works with the ARL Diversity program as a mentor. HR staff member's title and job description were changed to include the initiatives of diversity and inclusion for the library staff and students: Diversity, Campus Partners, and HR Development Team Leader

The Libraries has formed a Diversity and Inclusion Working Group to work on the results from ClimateQUAL and to collaborate with Libraries HR, CMEP, and Office of Equal Opportunity.

The Libraries' Diversity Committee has sponsored a variety of activities to promote an inclusive workplace. These include hosting workshops, organizing groups to attend campus events and visit campus exhibitions, creating e-board content related to monthly diversity observances.

The library invests in recruiting diverse applicant pools for all posted vacancies.

The library makes excellent use of the library's diversity committee to develop and host programs on inclusion and related cultural awareness issues.

The library works closely with the university administration on diversity and inclusion initiatives.

The topics covered by all of these groups include everything from having crucial conversations to creating a safe and empathetic work environment to working with colleagues from a variety of different backgrounds and identities.

We are launching an informal lunch series entitled "Diversity Cafe" after testing the concept within the Library Diversity Committee. We hope to conduct another climate survey in the near future.

We do several trainings/workshops in response to local and world events. For example, we had a post election workshop that allowed anyone wishing to participate a chance to come and share their thoughts/experience.

We have found it very helpful to have campus partnerships to help us identify possible training, and to also provide relevant training for our staff.

We have requested approval to be granted by the administration to add a librarian position to be dedicated to the ACRL Diversity Resident program. We are awaiting approval. We also conduct training related to inclusion, have diversity and inclusion as part of our core values, and partner with student organizations such as the Student Disabilities Resource Center.

FUNDING FOR DIVERSITY INITIATIVES/PROGRAMS

- 15. Does your library have funding dedicated specifically to supporting diversity/inclusion initiatives or programs? This funding could be in support of professional development, programming or workshops, recruitment, training, etc. N=67**

Yes	35	52%
No	32	48%

If yes, please answer the following three questions.

If no, please continue to the next section.

16. Please identify the funding source. Check all that apply. N=35

General library budget	34	97%
Parent institution resources	13	37%
Private foundation grants	7	20%
Federal grants	3	9%
State grants	1	3%
Other source of funding	7	20%

Please briefly describe the other source of funding. N=7

ARL Initiative to Recruit a Diverse Workforce (one award to a staff member)

Dean's discretionary stipend; gift funds

Donors are given the opportunity to contribute to the diversity fund and have done so in the past.

Private donors and revenue generated from library activities.

The generosity of the Libraries' Board funds many of our diversity programs.

The Library of Congress general budget funds the eight-person Office of Equal Opportunity and Diversity Programs as well as numerous training and awareness events for staff. Occasional private donations also fund events and exhibitions. The Library of Congress identifies need and then seeks a donor if the event cannot be funded within the congressionally appropriated budget.

There is also a dean's discretionary fund that has been used for DEI efforts such as facilitation training, which is intended to be applied for both meeting facilitation and diversity facilitation.

17. Please identify which activities the funding supports. Check all that apply. N=35

Professional development	27	77%
Workshops	25	71%
Program development	24	69%
Leadership development programs	22	63%
Recruitment efforts	21	60%
Travel	20	57%
Campus outreach	14	40%
Retention efforts	12	34%
Community outreach	10	29%
Research leave/time off	7	20%
Other activity	5	14%

Please briefly describe the other activity. N=5

Librarian working on a federally funded grant documenting the Black Lives Matter movement. Grant funding has also supported an oral history project that has made special efforts to capture the stories of those from underrepresented groups.

Library residency program

Support for tuition for one course per semester at accredited institutions

There is a two-year visiting librarian position to help increase D&I in our special collections that focuses on African-American collections. Once the DI plan is complete we will identify a budget to support. The position is funded through salaries. Other funds will come from professional development or operational funds.

We have had a diversity residency program for at least 10 years that supports a new librarian interested in an academic library career. This program is funded through the general funds. We occasionally sponsor exhibits and other outreach programs with support from grants.

18. Over the past five years has the level of funding increased, decreased, or stayed about the same?

N=35

Increased	16	46%
Decreased	2	6%
Stayed about the same	17	49%

Comments N=8

Campus funds support professional development and research for underrepresented faculty. In some units (not the library), cluster hiring resulted in a cohort of related hires.

Funding for resident librarian program (2 positions)

Funding has been made available over the past five years.

In recent years, we have successfully applied for two ALA grants to host programs and traveling exhibits that engage traditionally marginalized communities. We currently sponsor one Resident Librarian through the Diversity Alliance pilot program.

Increased number of diversity residents. Increased number of programs and workshops. Increased recruitment activities. Increased funding for travel & attendance at conferences focused on diversity and inclusion. Increased number of individuals attending conferences focused on diversity and inclusion.

The Diversity & Inclusion Specialist position was created in 2015 and a programming budget was added to that position. The Library Diversity Council has been active for over 20 years and has a yearly operating budget.

The library has engaged in a substantial interdisciplinary, inter-institutional public humanities project by providing technical expertise, equipment, and space. The Colored Conventions Project identifies and transcribes proceedings from the Colored Convention movement and makes the materials available to students, scholars, and the community.

There is no longer a dedicated Diversity Librarian position as the previous person was promoted to a chair position.

19. Please enter any additional comments you have about funding for library diversity/inclusion initiatives/programs. N=16

Answered Yes N=10

Diversity initiatives go beyond the library. We are highly involved in programs on campus and have been recognized as campus leaders in diversity.

Funding is primarily focused on our fellowship/residency program.

Funding provided by the Libraries administration to support education/training workshops, Town Hall meeting, focus groups, etc. Library Staff Research Fund to support scholarly research on diversity issues. Office of Diversity and Inclusion offers the following grant programs to encourage diversity/inclusion initiatives/programs on campus: Moving Maryland Forward and Rise Above Grants.

Our development officer is continually looking for donors to support our diversity programs of Information Specialist Internship Program, (ISIP) aimed at second and third year undergraduates from diverse backgrounds and the Diversity Resident Librarian.

Our Diversity Council does not have regular funding for programs, recruitment/retention, or workshops. We request funding from the dean of libraries on an ad hoc basis.

The dean has funds available for staff development that can be requested for diversity/inclusion programs on a case-by-case basis.

The library development office is fully aware of diversity initiatives that may be attractive to donors. When they encounter a donor with diversity related interests, they meet with the Diversity and Inclusion Specialist to discuss the possibilities.

The main diversity/inclusion funding initiatives indicated above have been mostly in support of our library residency program, including enhanced professional development support and attendance at specific programs (e.g., the MN Institute for Early Career Librarians) for the participating residents. We have used other discretionary funds to support separate events, such as a recent visit by a cultural diversity consultant, but aside from the residency program we do not have any funds specifically dedicated to diversity/inclusion initiatives/programs. Aside from funding the library residency program, there is no specific funding set aside for other diversity/inclusion related programs. If a program is proposed, funding is provided on a one-time basis.

There is not institutional funding dedicated to all diversity programs, but there are opportunities to request additional funding.

We are actively seeking development dollars to support some programming.

Answered No N=6

Funding can be provided if justified.

Funding is available, but it is not a dedicated line.

Over the past five years, the dean of libraries has used unrestricted gift funds to support diversity/inclusion initiatives and programs. This includes activities such as providing the Library Diversity Committee with a small budget, sponsoring staff members to attend the 2016 National Diversity in Libraries Conference, and paying for workshops on creating cohesive communication in the library.

The Diversity & Inclusive Excellence Working Group was established in January 2017 thus no previous budget was established. A budget of \$2600 has been requested to support programming efforts for fiscal year 2018. At the time of survey completion budgets for FY18 have not yet been determined.

The Libraries collaborate with parent organizations such as the Disability Resource Center, Multicultural and Diversity Affairs, Office of Graduate Minority Programs, International Student Services, the Office of Institutional Equity and Diversity, and Training and Organizational Development.

The library offers a named scholarship/assistantship that supports library employment of a student registered with the institution's Disability Services.

RECRUITMENT STRATEGIES

20. Has your library developed any strategies specifically to increase the pool of ethnically/culturally diverse job applicants? N=68

Yes	54	80%
Not yet, but we plan to	7	10%
No	7	10%

If yes, please indicate which of the following strategies your library has used. Check all that apply. Also indicate up to three of the strategies the library has used that have been most successful.

N=54

Train search committee members on how to develop an diverse candidate pool	42	16
Target job ads to participants in programs such as Spectrum, ARL programs, etc.	41	13
Support ARL initiatives intended to attract diverse individuals to the profession	41	11
Offer a post-LIS residency program for diverse individuals	21	14
Partner with professional, local, or student organizations to aide in the recruitment of diverse individuals to the profession	20	3
Partner with LIS program to offer a practicum experience to diverse individuals	14	3
Provide financial support to diverse staff to attend LIS programs	14	4
Support LIS scholarships intended to attract diverse individuals to the profession	13	2
Offer a pre-LIS fellowship or internship program for diverse individuals	8	4
Other strategy	19	4
Total Respondents	54	32

If you selected “Other strategy” above, please briefly describe the strategy. N=19

ACRL Diversity Alliance

Added diversity statement to librarian recruitment process.

As part of our recruiting efforts for our post-LIS residency program, we have visited the LIS program at an HBCU. When visiting other library schools, we have contacted affinity groups at those schools to specifically target students from underrepresented groups.

Directly invite diverse candidates to apply for positions.

Encourage diversity in selection of search committees.

Financial support is provided through tuition remission for all employees of the university system. (University of Nebraska-Omaha provides the LIS program through the University of Missouri.)

HR has redacted names and any personal information from candidate resumes and applications so that reviews and selections will be more objective and based more on skills and qualifications.

In 2014, university administration adopted a recommendation from the Diversity Council to add a statement to further the goal of recruiting more diverse faculty. This is required and the UL complies.

Jointed the ACRL Diversity Alliance and have created a resident librarian position.

Recruiting early career librarians (rather than requiring the standard 3–5 years experience) allows the most diverse applicant pools.

Recruiting in venues that attract diverse audiences.

Target job ads to be distributed on ethnic caucus and other related listservs such as APALA, BCALA, ACRL Residency Interest Group, etc.

Targeting specific listservs and job boards, highlighting diversity on website, diversity statement in postings, direct person-to-person recruitment efforts.

The library participated very successfully in the CIRLA (Chesapeake Information and Research Library Alliance) post-LIS fellowships that concluded several years ago. Several CIRLA Fellows gained permanent jobs at the library and at least one, a member of a minority group, has moved into management here.

Through personal invitation to apply for positions within the libraries.

We are piloting a residency program beginning FY2018.

We have been experimenting with redacting different information from resumes in the initial stages of review.

We recently revised our position advertisements to include expanded, explicit statements about the value we place on diversity, and inviting candidates who identify as being from underrepresented groups to apply.

We target diverse organizations and listservs.

21. Have applicant pools at your library become more diverse in the last five years? N=55

Yes	29	53%
No	26	47%

Comments N=24

Answered Yes N=8

Anecdotally, yes.

Increased pools are due both to campus and library efforts.

It is still a struggle.

Largely due to the university's outreach and establishment of a partnership with the city.

Pools are increased in diversity. Hiring statistics remain flat for all but African American, which is down.

This is difficult to measure because the library did little hiring from external postings for professional positions from 2003 through 2013. The library has increased its external professional hiring in 2014–2017 and has actively recruited for diversity. Since 2014, the library has implemented veterans' preference, which as implemented here allows extra credit for military service. Veterans tend to be a diverse group.

We have also relied on our staff to help us recruit diverse candidates.

Yes, but I have no data to support that feeling.

Answered No N=10

Although the post MLS residency program was intended to hire diverse faculty in the UL, we were prohibited from limiting the position to only diverse candidates. This program ceased in 2008.

Demographic information on applicants is not shared by university HR.

Not sure because of my limited time here.

The areas of growth have become more and more selective and niche in various fields of librarianship.

The information is unclear on how it is tracked.

There has been an increase in male applicants, but the number of racially diverse applicants has remained mostly unchanged.

There is no method of tracking this in place, so this is anecdotal. We have seen an increase over the past 10–20 years.

They have remained approximately the same.

This is difficult to assess within our institution [due to] lack of data regarding applicant pools.

We don't track the diversity of our hiring pools.

Additional comments N=8

Unable to identify data to support responding to this question.

We do not have data to demonstrate an increase or decrease.

We don't have the data to answer this question.

We don't know because we do not track this data at the library level. Our Institutional Diversity, Equity, and Affirmative Action office monitors this information.

We have not analyzed any data yet to determine the success of our recruitment efforts in the area of diversity.

We haven't kept stats on this, and I've only been here four years, so it's hard to say.

22. Has your library encountered any perceived barriers to recruiting diverse applicants for vacant positions? N=59

Yes 37 63%

No 22 37%

If yes, please briefly describe the barrier and any success the library has had in overcoming it.

N=37

Occasionally, barriers may be prevalent due to tendency to look for commonalities in the candidate. There is the possibility of subconscious bias at work that we may not be aware of. Claims that there are no minorities in applicant pool. Sometimes minorities may not be screened in because (a) others more qualified were selected for interviews, (b) some minorities didn't meet minimum qualifications.

Additional requirements and longer timelines for recruiting internationally.

Applicant pool of librarians is already not very diverse and geography works against us. Our local community is not particularly diverse and that discourages some from applying or from accepting offers.

Barriers experienced by most libraries—scant candidates.

Barriers include few diverse students graduating from LIS programs, being located in a relatively unexciting Midwestern non-diverse area.

Boston's reputation as a city that is not welcoming to diverse communities is our biggest challenge.

Campus and community are not seen as diverse or welcoming of individuals who are traditional culture.

Failure to reach applicants from traditionally marginalized communities; some search committees have addressed this by targeting specific listservs and LIS diversity programs. Many search committees within the University Libraries struggle with the pre-conception that applicants from traditionally marginalized communities will not want to come to a Predominantly White Institution in Rural Appalachia; we have had success in recruiting applicants to our Diversity Resident program. We have begun to see more diversity in our applicant pools, but recruitment and retention remain challenging.

Geographic location, lack of diversity in library, campus and local community. No successes in overcoming barriers, yet.

Identifying triggers in the employment cycle that affect the recruitment of women, minorities, and persons with disabilities across the agency has been the best step in overcoming barriers in recruiting diverse applicants.

Implicit bias training for hiring managers.

Incorporating language in job postings that aligns with university policies has been an obstacle.

Partnering with our Office of Diversity and conveying our diversity goals to upper administrators has allowed us to be successful.

Issues that are mentioned are the pipeline, the lack of diversity in the community, etc. We have also had trouble retaining folks and salary may be an issue.

It continues to be difficult to identify qualified candidates from a wide range of all of our positions; however, all library search committees are required to have a diversity advocate who will serve as a voice, visible presence, and resource on the committee, including understanding campus policies and procedures, working with HR and library faculty on recruitment, and helping assure that search processes are fair. All search committee diversity advocates receive training from the campus.

It seems that we don't get very many candidates from diverse backgrounds. It seems to me that it comes down to how many diverse graduates there are; there just don't seem to be very many in the candidate pools.

Knowing where to post for a more diverse pool.

Lack of diversity in applicant pools

Lack of diversity in LIS program graduates; a geographic location that it is hard to attract applicants to.

Lack of diversity within the organization

Lack of in-depth education of the search and screens, limited time and resources to post in all of the available sources, and being a northern state with cold and snowy winters. We hope the efforts of the Equity and Diversity Committee and subcommittees will assist in overcoming the first two.

Limited by the lack of diversity in the librarian candidate pools.

Location in the South is always a barrier for us.

Location is perceived as a barrier. We are located in a rural area 3–4 hours from major metropolitan areas.

Location of state, state politics, budget cuts, and guns on campus.

Location of the university might be a barrier.

Our institution is located in a very rural area that has little racial and/or ethnic diversity. It's been hard recruiting a diverse workforce, especially recruiting people of color, to such a rural community.

Our rural location

Reluctance on the part of some applicants to relocate here and the perceived quality of public schools.

Rigid, cookie-cutter job postings and job requirements that have not changed in years. The same job postings with the same language and requirements yield the same applicant pools. This is starting to change this year after the library hired outside consultants to review the recruitment process and make recommendations.

Salary levels; percentage of diverse applicants in application pools

The city is much more diverse and cosmopolitan than most people realize so we try to sell the area in our job announcements.

The general climate in the state regarding diversity has a chilling effect.

Though we post our vacancies in a variety of places, our applicant pools remain homogeneous, especially for faculty positions.

We are often limited by the diversity experienced in library schools.

We have a geographical barrier because of a lack of diverse populations.

We have found that the current political climate in our state has affected diverse applicants from applying to some of our positions.

With many positions, finding the right skill set means a small pool of candidates and difficulty in identifying candidates

Additional comments N=3

Traditional recruiting practices do not always align with diversity efforts and purposes.

The current climate of North Carolina's state government, including the passage of HB2, has definitely hurt our recruiting efforts.

Unable to identify specific data to support responding to this question. At a campus level, the university issued an optional survey in Fall 2016 to all employees to understand housing needs in recognition of the high cost of living in the area. Though not supported by data, there is some sense that the high cost of living may be a barrier to recruiting at a campus level.

RETENTION STRATEGIES

23. Has your library developed any strategies that assist in the retention of a diverse group of employees? N=68

Yes	48	71%
No	20	29%

If yes, please indicate which of the following strategies your library has used. Check all that apply. Also indicate up to three of the strategies the library has used that have been most successful.

N=48

Strategy	Have used	Most successful
Onboarding/orientation program for new staff	39	7
Leadership development and training opportunities	36	13
Mentoring program to help librarians attain advancement and/or tenure	31	10
Support membership in or engagement with parent institution diversity affinity groups	29	9
Support membership in or engagement with ALA ethnic caucuses	21	5
Minority/diversity residency program	12	9
Writing workshops	8	0
Minority/diversity fellowship program	7	4
Other strategy	13	6
Total Respondents	48	29

If you selected “Other strategy” above, please briefly describe the strategy. N=13

An important strategy for us has been our director’s personal involvement and strong advocacy.

Challenging language in and requirements listed in job postings.

Having a diverse staff helps retain a diverse staff. Individuals from underrepresented groups are not isolated or alone when there is broader diversity throughout the library and campus. Providing opportunities such as affinity groups and diversity committees for those who wish to connect or contribute in that way. Ensuring that supervisors and managers are welcoming, inclusive, and respectful.

In light of recent changes in the national climate we initiated a series of open discussion forums for employees to share their experiences with diversity and inclusion, and brainstorm ideas for how the Libraries can contribute to a more positive climate.

Our library has joined the ACRL Diversity Alliance.

Residency program is being planned now with first hires in Spring 2018.

The library in 2014–2017 has offered several professional opportunities limited to applicants from within its technician (support staff) ranks. This has helped the library retain some excellent employees who would have left for opportunities at other institutions.

The UL has a mentoring program that supports each tenure-track untenured faculty member to promotion and tenure; however, this program is for ALL untenured faculty, it is not limited to diverse faculty.

These strategies are inclusive for all library employees. We have also specifically funded travel to and participation in non-ALA events including “The Bench by the Road Project” sponsored by the Toni Morrison Society, and the Society of American Archivists (SAA) “Liberated Archives.”

We became a member of the National Center for Faculty Development and Diversity. The library has encouraged our faculty to participate in the weekly projects and workshops, and have sent a junior faculty member to the Summer Boot Camp in order to assess its effectiveness for library faculty.

We have a writing group that all new librarians are encouraged to join. This is a support group to help new librarians with their research and scholarly activity. It has been very successful and popular.

We have recently proposed a librarian career pathway for student workers in underrepresented groups. Also, we became members of the ACRL Diversity Alliance in February and are still in the planning stages for two residency positions.

We include our diversity statement in all of our recruitment postings.

24. Has your library made any changes to these programs over the last five years that have improved retention outcomes? N=50

Yes	10	20%
No	40	80%

If yes, please briefly explain the changes. N=10

Ensuring that all staff go to the orientation program for new staff versus allowing it to be optional.

Have our diversity residents focus work in a department rather than across several departments.

Implemented diversity residency program.

More support for professional development in general and leadership development in particular.

Opportunities have increased at the institutional level.

Our writing group was established three years ago. It has been very successful in helping our new hires work through the promotion and tenure process.

Too recent to evaluate.

We continually assess to make any needed updates.

We have added an element in our annual performance review process, calling for each staff member to identify learning goals in this area. Also, we have earmarked travel funding to support attendance at D&I programs, in addition to the support we have always offered for attending professional conferences and job-related training events.

We joined the ACRL Diversity Alliance last year and significantly modified the residency program.

Additional comments N=2

There are more programs and less retention. The path to success requires excellence in librarianship, significant accomplishment in scholarship, and acceptable service. It is a challenging journey for all.

These programs have been very recently implemented.

25. Has your library encountered any obstacles to retaining a diverse group of employees? N=55

Yes	24	44%
No	31	56%

If yes, please briefly describe the obstacle and any success the library has had in overcoming it. N=23

A previous staff member had difficulty with connecting with individuals from their culture. They suggested that we provide at minimum a list of community resources for diverse employees as part of onboarding.

Assisting residents in finding permanent employment.

Campus and community climate; lack of targeted retention programs for library employees; lack of specific goals for recruitment and retention of various groups.

Due to issues with promotion and tenure and opportunity for advancement, we have lost faculty. We have not focused on diverse staff attrition.

Lack of affinity groups. Mentoring program has been facing challenges.

Lack of diversity in library, campus, and local community

Location of state, state politics, and guns on campus

Many advancement opportunities exist for underrepresented minorities. We have very few opportunities for advancement to higher levels and so individuals go elsewhere to find those upper level positions. Past perceptions that underrepresented minorities were not treated fairly still persist. We are trying to change that perception. It's slow progress.

Our appointments as faculty bring added complexity to the work of librarians. The mentoring program, the writing groups, individual liaisons from the Promotion & Tenure Committee, and a variety of workshops help colleagues to feel motivated, supported, and valued.

Our salaries are not competitive enough.

Recruiting and retaining diverse groups of employees has been problematic because the applicant pool is not diverse.

Retention in general is an issue for our organization as staff employees can only get promoted through open recruitment. This often means that individuals have to leave the department in order to get a higher title or pay.

Rural location

Salary levels; availability of permanent positions; regional obstacles (some areas have limited community opportunities and engagement)

Small community that doesn't offer sufficient personal resources for some underrepresented employees.

The current climate of North Carolina's state government, including the passage of HB2, has also hurt our retention efforts.

The local community is not very diverse, creating a sense of isolation.

The major obstacle is budgetary. The library simply did not have funds to fill many positions. In the past three years we have been able to fill more professional and advanced technical positions, greatly improving our ability to retain a diverse group of employees.

We are willing to hire diverse librarians with no professional experience. Once they have professional experience, they are able to get jobs in more prestigious libraries in more exciting cities with better weather.

We have lost some diverse employees due to the climate surrounding diversity issues in the state.

We have lost two URM in the last year.

We just don't see them in our applicant pools.

We're nowhere near as diverse as is our student population.

Additional comment N=1

None noted in the last four years. We did very little hiring up until a few years ago, so we have a large-ish cohort going through the promotion and tenure process right now. So far, retention hasn't been a problem.

DIVERSITY AND INCLUSION EVALUATION

26. Has your library developed any measures to evaluate the success of efforts to *recruit* a diverse workforce? N=68

Yes	10	15%
Not yet, but we plan to	25	37%
No	33	48%

If yes or you plan to, please briefly describe those measures. N=24

Answered Yes N=10

For our administrative staff positions, all applicants are asked to complete a confidential diversity survey when they apply online. We plan to include librarian positions to the online application process shortly.

In accordance with our affirmative action plan.

Measure faculty and staff search data: position, where advertised, applications received, candidates interviewed, offers made, offers accepted; measure applicant pool with gender and ethnicity summary; measure interview pool (# of candidates, sex, race/ethnicity of candidates interviewed).

Search committee training has been established as a measurable diversity goal for 2017–2018.

The agency is currently working on a strategic plan for targeted outreach and recruitment.

The library reports its staffing, broken down by race, in every annual report. This permits a year-to-year comparison of recruiting/retention efforts.

We have a metrics and environmental scanning team as part of our overarching diversity initiatives.

We have reviewed the outcomes of recent search efforts.

We keep track of applicant pools. However, not all applicants disclose their race/ethnicity, making measurements incomplete.

We routinely monitor EEO totals for library staff to be cognizant of diversity.

Answered Not Yet N=14

Anticipate changes in institutional recruitment procedures that will allow for more assessment of practices.

Census Bureau, regional, university, staff environmental scans and metrics

Due to a transition in our human resources information system we can now more immediately assess the diversity of a given recruitment at any point in the recruitment process. We can extend a recruitment and try additional recruiting strategies if we feel a pool is not diverse enough. We look at the diversity of applicants in the pools and will be looking at the number of diverse hires based on the pools.

Not developed yet.

Our strategic plan includes a goal to study and develop measures.

The assessment librarian will be working with the Office of Multicultural and Diversity Affairs to identify implicit bias in library operations, administration, and outreach.

The university has a regular diversity assessment (quantitative) for staff that we respond to annually. They have also recently done a DI survey for the campus and the results for each area will be distributed soon. The Diversity & Inclusion Working Group is making a recommendation to measure and evaluate recruitment efforts, but not exactly sure what that will look like, yet.

This sounds like an approach we will be able to implement now that we hired an assessment coordinator. We are interested in a more systematic approach and have the opportunity to implement it.

We are aware of issues with assessment in this type of work and are looking at ways to track it in the Libraries and the university.

We are planning a periodic analysis of applicant pools.

We don't have an established assessment strategy yet to evaluate the success of diversity recruitment efforts, however we are developing library-wide assessment strategies and diversity related efforts will be one of the assessment areas.

We hope to start benchmarking our efforts against other institutions.

We need to develop a way to measure where we are finding diverse candidates.

We're collecting statistics on the placement of job vacancy ads and the impact on the diversity of the candidate pool.

Answered No N=1

Parent institutions does this.

27. Has your library developed any measures to evaluate the success of efforts to *retain* a diverse workforce? N=68

Yes	8	12%
Not yet, but we plan to	20	29%
No	40	59%

If yes or you plan to, please briefly describe those measures. N=17

Answered Yes N=7

In accordance with our Affirmative Action Plan

Measure commitment to diversity perceived by exiting employees in exit survey.

Tenure and promotion continuing status for faculty positions. We have not yet developed measures for staff.

The library reports its staffing, broken down by race, in every annual report. This permits a year-to-year comparison of recruiting/retention efforts.

The university administers staff surveys that provide some relevant information.

We are participating in the university-wide climate survey and will be able to obtain library specific data. Once we have the data, we plan to conduct interviews and focus groups to dig deeper into themes.

We use exit interviews as a measure.

Answered Not Yet N=10

As part of our annual retention analysis we will try to look at available demographic information.

Not developed yet.

On-boarding, stay interviews, supervisor incentives

Same as above. This sounds like an approach we will be able to implement now that we hired an assessment coordinator. We are interested in a more systematic approach and have the opportunity to implement it.

The Diversity & Inclusion Working Group is making a recommendation to measure and evaluate retention, but not exactly sure what that will look like, yet.

This will follow from our interaction with the Office of Multicultural and Diversity Affairs.

Through the strategic plan for targeted outreach and recruitment we will have measures to evaluate our efforts.

We anticipate establishing measurable goals based on results of a staff climate survey administered this past spring.

We don't have an established assessment strategy, yet, to evaluate the success of diversity recruitment efforts, however we are developing library-wide assessment strategies and diversity-related efforts will be one of the assessment areas.

We will be looking at the retention numbers for staff vs. the retention numbers for our diverse employees. We will continue to do both stay and exit interviews on their experience working for us, including what went well and what we could have done better.

Answered No N=2

Parent institutions does this.

We measure our race/ethnicity annually. Too early to see the results. We hope the diversity alliance residency program will help with the future of our libraries.

28. Has your library assessed the workplace climate? N=68

Yes	46	68%
Not yet, but we plan to	12	18%
No	10	15%

If yes or you plan to, which method(s) has the library used? Check all that apply. N=50

Survey developed by the parent institution	24	48%
Survey developed by the library	19	38%
ClimateQUAL™	19	38%
Other method	11	22%

Please briefly describe the other method. N=11

Baldrige Assessment

Creation of the Diversity & Inclusion Working Group

Culture review through external consultants
 Excellence Canada survey and focus groups
 Gallup participation two years
 LibQUAL+, internal assessment
 Local survey based on precursors to ClimateQUAL (U.Washington and U. Maryland surveys).
 Open forum World Cafes to gather qualitative feedback on culture.
 Outside consultant
 Syndio, an online survey for assessing communication and staff engagement

While we have not initiated surveys at the library, we have used surveys done by the parent institution to assess and inform our discussions on workplace climate, e.g., Collaborative on Academic Careers in Higher Education (COACHE) survey and those done by the Women’s Faculty Council.

29. Has your library used the results of these or any other assessment efforts to change the diversity plan and/or diversity/inclusion programs? N=65

Yes	19	29%
Not yet, but we plan to	21	32%
No	25	39%

CHANGES IN DIVERSITY INITIATIVES/PROGRAMS

30. Please briefly describe how your library’s diversity/inclusion initiatives or programs have changed over the last five years. N=60

A newly formed committee focused on Diversity & Inclusion.

A series of Diversity Task Forces (2013–2014; 2016) in the last five years has resulted in assessment of the library culture; creation of an Inclusive Excellence Plan; and the formation of a standing body, the Diversity and Inclusive Excellence Working group.

Actively being discussed at Library All Staff Meetings, programs are announced to all staff members and encouraged to attend.

Added a residency program; joined Diversity Alliance; funding for travel to National Diversity in Libraries conference; committed to one year of continuing education topics on diversity and inclusion.

Around 2009 our diversity committee was disbanded. As a new dean, I hope to begin these efforts again in conjunction with our strategic planning efforts to begin in fall 2017.

Created a Diversity and Inclusion Council, launched a Leadership Academy, created a detailed mentoring/coaching program.

Current intense focus on recruitment through retention to see what best practices can be incorporated, as well as training possibilities.

Diversity Advisory Committee and diversity and inclusion initiatives/programs have changed from focusing on social responsibility to specific strategic goals and initiatives based on our internal climate assessment of our organization, which in turn informed our Diversity and Inclusion Strategic Plan. Libraries senior leadership has charged the Diversity Advisory Committee to work towards a more diverse/inclusive workplace.

Diversity Committee now chaired by rotating staff with interest in and commitment to D&I. This made the committee more progressive and action oriented.

Effort to increase post-MLS residencies and fellowships for archivists and librarians of color. Effort to process diverse collections, especially special collections and archives. Creation of Diversity & Inclusion Working Group in 2016. We have changed some of the hiring processes.

Established a dedicated Diversity Council comprised of stakeholders in every unit; established and funded a diversity residency program; established liaison relationships with intercultural offices and centers on campus; developed a librarian exchange program with Cape Peninsula University of Technology; significantly increased the number of diversity workshops, exhibits, and speakers in the library; incorporated diversity/inclusion workshops into bi-annual in-service day program.

Expanded and made programs more comprehensive to those already established to help students and staff. The library has implemented Human Books this past year and will continue to include this yearly. We have also started a program called: CWRU Global Voices, a project that celebrates the individuals from around the world who make our community unique.

Increased awareness. Making physical changes such as gender-neutral washrooms.

Integration of a grassroots Diversity Caucus into the library's committee structure and strategic plan.

It is now a more organized effort with better-defined programs. The Equity and Diversity Committee and subcommittees are in their first year and we expect to see continued improvement in the years ahead.

Less oriented toward programs and presentations designed to inform, more oriented toward open dialogue and discussion.

More external hiring; more use of post-LIS internships and fellowships and of LIS practica.

Our campus hired its first Vice Chancellor for Diversity & Inclusion! The Libraries had a successful and productive partnership with the vice chancellor. Some outcomes included new library programs, participation by library staff in diversity summits, etc.

Our changes include the expansion of diversity projects and programming in the Oral History Department, and an emphasis on partnerships with diverse student organizations for both ongoing programming as well as special grant-funded outreach programs. In addition, faculty within the Special Collections division have become involved with the Liberated Archives discussion through SAA, and our Women's Archives have taken on the job of documenting the January 2017 Women's Marches within the state.

Our programming for educating staff and recruiting a diverse staff have both been ratcheted up exponentially in the past five years.

Parent institution has recently articulated a Workplace Diversity and Employment Equity Strategy to re-affirm its commitment and to create a framework for future progress.

Previously, we had a longstanding diversity committee with only one charge: to recruit and hire the diversity resident every other year. In 2016, when the university created new standards, we began to reimagine the committee and the new committee members have been selected and will begin their work late summer.

Recruitment: changes to the composition of search committees to comply with provost guidelines; experimenting on places to post job vacancies and tracking candidate pools; training committees in inclusion and unconscious bias. Change Makers: a program sponsored by the Women's Center that annually creates a cohort of staff & faculty to engage in a personal journey to create a more inclusive environment. Library has highest number of participants from the program.

Substantial increase with in-house programming, including training workshops, exhibits, etc. Increased collaboration with university Office of Diversity and Inclusion; increased communication of development opportunities available elsewhere in university (lectures, workshops, etc.)

The dean's involvement with the Diversity Committee signified a greater importance to the effort. We have embedded diversity into the overall strategic plan, making sure we look at every initiative from a diversity perspective.

The Diversity Committee has a clear purpose and greater visibility but still needs to conduct training and offer programs to improve this area.

The Libraries' Diversity Committee has become much more active, going from offering a few events a year to now offering monthly diversity-related programming. The programming offered by our Director of Program Planning and Outreach has had an increased focus on issues relating to diversity and inclusion.

The library has expanded collaborations, community engagement, and partnerships.

The library has modified a position that was inside HR and focused on development into a Diversity & Inclusion Specialist position that reports directly to the dean.

The library's interest and emphasis in promoting diversity and inclusion is unchanged. The university is placing more emphasis on diversity and inclusion in its HR practices.

The programs and plans of the Diversity Committee have changed with the new membership roles. Younger staff have joined and focus has shifted to unconscious bias & microaggressions.

The quantity and depth of diversity activities and training has increased in the past five years, including numbers of library staff engaged at various levels.

The required diversity preference was added in 2014.

There has been a greater focus on ensuring that diversity and inclusion is woven into the fabric of all we do and less as stand-alone initiatives.

They have not changed much in the past five years, but I anticipate that there will be change within the next year or so.

This has become an area of greater importance over the last five years, culminating in the last year with the creation of a library Diversity Committee.

This is the first year of our Diversity and Inclusion working group, so it is very early to appreciate results. I think our results will be more significant a year or two from now. We have developed a draft Diversity, Inclusion, and Equity statement to align the Libraries to the university's statement. We hope to socialize these ideas and include diversity and inclusion as prominent values in our values statement.

University-wide programs have expanded in response to changing legislation, the university's mission, and strategic priorities.

We administered the ClimateQUAL survey over a three-week period spring 2015. This has provided us with baseline data to help us evaluate many aspects of the workplace related to inclusion and diversity. It has helped us begin to think more strategically about these issues and to begin to develop plans.

We are doing fewer programs with more focused efforts on microaggressions, implicit bias, creating a welcoming and inclusive environment, communication, and conflict management training for supervisors and leaders.

We are now offering two minority fellow positions, which are 2-year term positions. Also shifting our focus on more inclusion rather than just diversity. We are now offering a variety of training, i.e., Trans 101, Safer Places, DBL Inclusion, etc.

We created an inclusion director position that is a direct report to the university librarian, joined the ACRL Diversity Alliance, started a high school internship program targeting populations historically underrepresented in the profession, and are beginning a partnership with the only HBCU with a library science school.

We don't have a library diversity/inclusion program. The library relies on Human Resources to provide programs on diversity/inclusion.

We had a program that offered a single library school student tuition support and financial support during school and then a paid residency program after. This program was not continued because it had little impact for the cost.

We have added diversity and inclusion as core values, and a member of our team has been through intensive training on the topic. Our Associate Dean of Administrative Services is a member of the Diversity Counsel, and we have focused more on bringing staff training programs to the employees regarding diversity and inclusion.

We have become more proactive in recruiting new faculty from a diverse pool. We have increased the number of places we advertise. We have also increased activities and relationships with groups on campus through outreach initiatives by librarians.

We have become more systematic, more formal and also more informal, more concerned with achieving positive, specific outcomes. Changes in the world of librarianship, especially from print to electronic and ownership to access, demand that we be more cognizant of our faculty and staff, their skills and their roles, and their opportunities for success.

We have broadened the scope of our diversity statement to include staff, services, and collections.

We have changed the focus of our showcase series, to offer more informal presentations than in the past, inviting community leaders to participate in "kitchen table" conversations about issues related to social justice, race, ethnicity, disabilities, etc.

We have created a Library Diversity and Inclusion Committee that has been charged with many library initiatives.

We have expanded our efforts to insure our initiatives include more than just race/ethnicity. As a result, we have had more training opportunities in the areas of age, gender, sexual orientation, language, religion, disability and/or health status, gender identity/expression, veteran status, geographic origins, and socio-economic status.

We have made a concerted effort to directly identify diversity in all our programs—calling it out as a specific component in all our programs and services.

We have not had a plan or focused initiatives in the past. We now have a robust, comprehensive, measurable plan in place, so the change is significant.

We have provided implicit bias awareness training to all staff with longer workshops for supervisors. We are examining our employee viewpoint survey from a variety of demographic angles.

We have representation on the campus Academic Council for Diversity & Inclusion. This group is developing a theory of change for recruiting and retaining a diverse study body as well as a diverse body of faculty and staff.

We haven't had any specific plans in the past, though this may change given the creation of our recent Diversity and Inclusion Team, as well as an increasing notice on campus of issues related to diversity and inclusion. We have also recently posted a position for an Inclusion and Accessibility Librarian. A note that our Resident Librarian Program, while created more than five years ago, was partly in response to campus-wide efforts to diversify staff. However, due to budget constraints the program has

been reduced from two positions down to one. We have also worked to improve access to the Libraries' collections and use of them by patrons through upgrades and additions to our adaptive technologies, such as braille printers, a portable reading camera, and the installation of various assistive software to our public workstations. We have also hosted a Human Library event for the past four years to celebrate campus diversity and encourage inclusive dialogue.

We recently joined the ACRL Diversity Alliance and will be starting a diversity residency program soon. We have hosted ARL diversity programs and try to recruit from these cohorts. We have a comprehensive IT accessibility plan and have made changes in our website, purchasing procedures, staff training, etc.

We've become more active and strategic in developing and providing programming for internal and external audiences.

With the changing of job duties of the Diversity Librarian there has been a lack of leadership and plan. The plan has not been updated since 2010.

With the creation of the diversity plan we have been more proactive in developing diversity-related programs. Additionally, we are making our diversity efforts more visible to our users and employees.

31. Please indicate which factors have influenced changes in diversity/inclusion activities at your library. Check all that apply. N=59

Changes in campus administration	38	64%
Changes in library leadership	34	58%
Budget issues	10	17%
Restructuring of organization	7	12%
Restructuring of administration	6	10%
Other factor	19	32%

Please briefly describe the other factor. N=19

A well-supported Office of Institutional Diversity made a huge difference.

Campus climate around diversity & inclusion warranted the changes.

Changes in national climate

Changes in staff makeup and committee membership

Changes in the political and economic worlds motivate us to have new approaches, more openness, and more appreciation for equity and social justice.

Development of university and Libraries strategic plans with objectives to address student success, inclusive excellence, and library culture.

Grassroots effort of staff and groups committed to diversity and inclusion.

Increased concerns on campus related to issues at the national level.

Increased staff interest and desire to develop diversity programming.

Increasing general interest in, and commitment to, diversity and inclusion.

Interest by individual librarians

It is the right thing to do.

Need to be responsive to state accountability requirements; renewed interest within the libraries related to diversity/inclusion.

No change in administration, just new focus on improving our efforts.

Specific hires with interest in D&I issues and advocacy.

Student activism

The university formed a task force to explore diversity, inclusion, and equity throughout the university. They have made recommendation for very lofty goals that will certainly challenge and motivate us to drive change in the next few years.

The university's emphasis on diversity and inclusion has helped everyone on campus become more aware of the importance of diversity/inclusion activities.

There was a racially charged incident on campus, and this has led to the creation of a campus Office of Community. This office has driven a number of campus initiatives of which the library is part.

32. Please briefly describe how your library has responded to social movements (such as Black Lives Matter, immigration, or the Dakota Access Pipeline protest) within the last five years. N=52

Actions based on Truth and Reconciliation Report.

Although the campus has not seen the depth of emotion that has impacted other campuses, our Diversity and Inclusion Council was created to increase cultural literacy on campus and within the libraries in part to prepare for a time when emotional events occur on campus.

As a government agency, the Library of Congress documents social movements through its collections, but it cannot "respond" to social or political trends.

As an institution, we have hosted temporary exhibits on these movements, presented community workshops on the role of librarians in social justice campaigns, and sponsored speaker series in collaboration with other university entities. Individual employees have participated in additional efforts.

Attempts have been made and questions have been asked how to get involved by faculty and staff. Individuals have chosen to become more involved. The Libraries did not issue any public statements regarding these movements.

Beginning in December 2016, the UIUC Library has played a significant role in creating a countywide community library social action group with the following vision: "We envision a just, equitable, and anti-oppressive community in Champaign County, central Illinois, and beyond where all library & information workers are active agents for change." All four members of the Steering Team are UIUC Library staff.

BLM book display; Hate Has No Home Here signs; other inclusive signage

By starting projects such as DataRefuge, so that information remains freely available.

Classes, exhibitions, and programs on black activism and the arts. LGBTQ collections integrated in classes and exhibitions. Hosted events by campus organizations focused on social justice.

Efforts have included book and poster displays, online resource guides, and exhibits. We have also provided a welcoming space for related student protests, exhibits, and events.

Email address by the university librarian re: immigration and election. Supported Data Refuge efforts. Communications and training on how to verify news sources (fake news). Created gender-neutral restrooms.

Exhibits, partnerships with campus cultural affinity groups, book talks

Fairly quiet

Immigration Project: International students are an important part of our university's story. In order to ensure that our international student's stories are preserved, we are launching CWRU Global Voices, a project that celebrates the individuals from around the world who make our community unique.

Increased and made available related resources via purchasing, research guides, etc.

Informal forum discussing de-naming/re-naming of buildings; formal inclusion statement

Librarians have developed LibGuides—one for DAPL and a guide that highlights the collections of the Center for South West Research (CSWR). CSWR celebrates diversity and inclusion by collecting materials that document the experiences of people from all walks of life who have contributed to New Mexico, the United States, and the world.

Made diversity and inclusion a topic of conversation for students, faculty, and staff.

Most recently, our Women's Archives, which has an emphasis on preserving information about women associated with our state, actively solicited donations of materials associated with the Women's Marches held in our state in January of 2017, and, as previously mentioned, our Special Collections division faculty are involved in SAA's Liberated Archives discussions.

Nothing formal

Nothing specific related to these events.

Our College Library (undergraduate library) often sees protests in their library and has worked with campus and university police to allow these protests, including Black Lives Matter, to happen peacefully within the library. We have also had many displays and our books to browse often represent social movements. We support diverse student groups and encourage them and others to gather in our spaces. We have also had presentations/discussions around recent social justice issues affecting our campus and community.

Outreach to the Minority Rights Coalition, participated in the Charlottesville Human Library, hosted a safe space for students following the election.

Participated in recent (i.e., post-Trump) campus rallies and provided space for student activities to support them.

Post 2016 presidential election, after a rise in hate crimes and hate speech in and around libraries and college campuses, the dean of libraries issued an open letter to campus reaffirming the Libraries' commitment to fostering mutual respect, inclusion, and intellectual freedom, as well as the Libraries' services and spaces as welcoming, inclusive environments, irrespective of background or beliefs. On January 25, 2017, a grassroots solidarity event was organized by numerous employees of the Libraries to show solidarity and support of students, particularly underrepresented and marginalized student populations, and affirming the Libraries as a place of inclusion. This event was held on the same day the controversial figure Milo Yiannopolous was scheduled to speak on campus.

Projects that are in progress include a Black Lives Matter LibGuide, LGBTQ LibGuide, and we've initiated discussions regarding gender-neutral restrooms within the library.

Recognized statewide efforts to address human trafficking by offering programs on this topic. Integrated BLM into library programming.

Social movements are addressed through library programming and exhibits.

Some examples include: Writing a letter of support and accountability to students, staff, and faculty of color during protests on campus about race and violence towards People of Color; created a social justice library guide; created reflection rooms in two of the largest libraries on campus; provided free gender pronoun buttons for faculty, staff, and students on campus; encouraged and supported library faculty and staff to state their preferred pronouns in emails and when introducing themselves to

others; created lactation rooms in two of the busiest libraries on campus; added new gender inclusive restrooms on two of the largest libraries on campus; hosted a Standing Rock Teach-in; produced a public display of support for Pulse nightclub victims in Orlando, FL; posting public “all are welcome” signage following the January 27, 2017 Executive Order, “Protecting the Nation from Foreign Terrorist Entry into the United States;” supported library faculty and staff attending BLM and Trans rights events on campus;

Staff have been encouraged to contribute and participate; various outreach efforts including bookmobiles, creating a political action space.

The agency’s employee affinity groups have hosted and promoted events to respond to social movements.

The diversity committee has had several open forums for staff to discuss and reflect in a safe non-judgmental space. The sessions have been successful.

The expanded collaborations, community engagement, and partnerships mentioned above result from growing awareness and commitment to the role of libraries in social justice.

The Libraries align with the university’s broader response.

The Libraries faculty and staff have participated in planning and delivery of programs, (including providing technical support and facilities space to various campus groups) addressing Black Lives Matter, immigration, disability awareness, and Rise Above Week, which is designed to provide opportunities for the university community to dialogue about how to further justice and eradicate oppression. The Libraries have participated in the campus initiative related to Social Justice Day by creating an online presence to highlight campus research and library collections on the following themes: (1) Immigration in the 21st Century; (2) Economic Development and Inequality; (3) Environmental Justice; (4) Creating Healthy Communities; and (5) Media and Inequality.

The Libraries has at least one librarian working on documenting social movements such as Black Lives Matter. These social movements and the current political climate have created increased awareness of issues relating to diversity and inclusion. As a result, staff have been asking for and creating training and programming. Topics have included de-escalation, implicit bias, and women in STEM/making fields.

The library has hosted programs and created a new program series to provide safe spaces for having conversations about these issues. We also participate in campus conferences to discuss effective approaches when confronted with race, social, and environmental justice situations.

The library has not as an organization responded to specific social movements such as the ones listed.

Too many actions to list. We have very engaged faculty librarians who have the academic freedom to pursue interests.

We created an online and physical book display on Black Lives Matter.

We have decided to display our Principles of Community, a university-wide statement that addresses inclusivity, in the public areas of the library.

We have had discussions regarding the Orlando tragedy, immigration, and DACA concerns.

We have not done much in this area.

We have not responded as an organization but we do have librarians and staff who participate on their own.

We have offered programming and participated in campus activities.

We have started internal Safe Space Dialogues to allow library employees to openly express how such issues impact them and their lives in a safe and supportive environment. We have reached out to student organizations to offer library space for social justice activity. We have sought out social justice focused programs and have built social justice focused exhibits.

We have tried to host educational events and opportunities for employees to get support.

We have tried to provide opportunities for individuals, both users and staff, to share and address their concerns, such as comment boards, discussions, and providing quality information to counteract misinformation.

We provide space for student organizations.

We regular host table talks and forums regarding current issues, usually through our Russell Political Library. Recently, the UGA Press (which is part of the Libraries organizationally) published the Charleston Syllabus and held a symposium. Inspired by the #CharlestonSyllabus hashtag campaign born in the wake of the June 17 massacre at the Emanuel AME Church in Charleston, this symposium was open to UGA students and faculty to come together to discuss the current state of race relations, racial violence, and civil rights activism in the US. The program featured speakers including historians, activists, etc.

We support institutional initiatives that are formulated by relevant campus partners.

We've not directly addressed.

33. Please briefly describe how these movements have affected your diversity plans/programs. N=33

Accelerated them.

An increased awareness in the local community of the Libraries' commitment to diversity and inclusion.

As the library has become more cognizant of the issues, the library has become determined to ensure that all students, faculty, staff, and community know that we are a safe and welcoming space.

Heightened awareness and created greater urgency to create such programs.

Increased awareness of student interest in using the library space in this way.

Increased interest and participation

It has moved our focus from just being on diversity (meaning the presence of diversity) to also being focused on equity and inclusion.

Little affect.

Made our diversity plan a priority, not just nice to have on the shelf.

More discussion of librarians' roles in social justice movements.

N/A. There are no plans in progress.

No affect

No affect so far

No change that we can see, except perhaps a greater need to have more diversity plans/programs.

Not affected our programs.

One reason for the rewrite of our plan is to cover a broader scope of issues and concerns not only for the Libraries, but the campus and the broader social issues.

Peripherally informed our thinking, not directly impacted our content.

Programs and exhibits address contemporary social movements.

Provided a focal point on what to address.

The movements have highlighted the need for us to be more active and intentional in providing programming that addresses relevant contemporary issues.

The university is expanding opportunities for collaborations, community engagement, and partnerships as well.

These items are kept in mind when deciding on trainings or lunch discussion topics. Social justice is also mentioned in our diversity statement and our recruiting statement.

These movements have bolstered ongoing diversity efforts in the libraries.

These movements have primarily provided content guidelines for library events and workshops. It is not clear how they have affected the frequency of outreach.

These social movements provide a space for our committee to volunteer and partner with the university's Office of Diversity.

They have made staff more interested in them as a whole.

They have steered us to a more active role, more focus on individuals, not only groups, and more dialog.

They provided us with a way of emphasizing to the campus and the public that all of the library's special collections are tied to current events in some way and are not just dusty historical reminiscences.

We don't have diversity plans or programs.

We have energized our outreach efforts especially to student groups.

We plan to bring relevant information to staff in timely ways.

We try to develop diversity programs based on current social issues to bring awareness.

When the library begins to develop a library-wide diversity strategic plan, it will be sure to include outreach to the community as one of its goals.

34. Has your library used the 2012 ACRL diversity standards in any way? N=65

Yes 15 23%

No 50 77%

If yes, please briefly describe how the library has used these standards. N=13

Adopting diversity plan

As a reference

As we develop diversity-related programs and services, we establish desired outcomes or learning objectives based on the diversity standards.

Mainly as a reference

The Diversity Task Force used these when reviewing documents and working to build their report and recommendations.

The standards were used as a reference to develop our Library Diversity & Inclusion Committee.

We consulted the standards at the time of developing our diversity plan.

We consulted the standards when developing the Libraries diversity definition and goals.

We have incorporated selected concepts into our strategic plan. The Diversity Council has also drawn goals from these guidelines. We have much more work to do.

We have used those to help us with the rewrite of our diversity plan.

We reviewed them when creating our diversity plan.

We use the standards as a resource for determining areas for staff development activities.

We've used as a reference starting place.

ADDITIONAL COMMENTS

35. Please enter any additional information about diversity and inclusion plans and programs at your library that may assist the authors in accurately analyzing the results of this survey. N=27

Although we have done very little in the past 10 years to address diversity beyond supporting staff to participate at university-level initiatives, I hope to bring more attention to this issue during our strategic planning activities, commencing in fall 2017.

Currently, we rely largely on the institute-wide programs to foster an environment of diversity and inclusion, and at this time don't create additional programmatic initiatives specific to the library. We don't have any targeted recruiting initiatives towards diverse applicants, but in the future, hope to create fellowships that target diverse candidates.

In fall of 2016, the university librarian made a call to create the Diversity & Inclusion Working Group, which is charged with researching issues of diversity & inclusion for our library system and making recommendations to the administration on how to proceed. The plans include strategies around staffing/hiring/retention, user services (faculty & students), programming & exhibitions, and collection development.

In spring 2017, the campus participated in an external review on diversity and inclusion requested by the chancellor. One recommendation from this review is for the campus to "develop a diversity equity strategic plan or framework aligned with the University Strategic Planning efforts that builds upon the work of previous diversity-planning efforts." These efforts will probably take place over the next two years, and the Library Diversity Committee will look for direction from the campus regarding creating a Diversity Strategic Plan for the library.

In the fall of 2016, the parent institution announced the development of an Indigenous Strategy, which is now being adopted across campus. The library has hired an indigenous student to work on related projects and acquired collections of interest to the indigenous community.

Libraries have a popular social justice LibGuide. Libraries have added gender inclusive restrooms in the two most heavily used libraries. Libraries have added reflection rooms in the two largest libraries on campus. Libraries have added lactation rooms in the two busiest libraries.

Little overt support is given formally to the efforts of the committee to meet our goals/plan. Membership on the committee is voluntary, and considered "extra" to folks' regular duties. However, all financial requests have been met, with some exceptions due to the high cost of a proposal.

Living in a large cosmopolitan city, we have more diversity throughout the university. We have much work to do but the university is very supportive and this is a recent development since our new president (of the university) took over in 2016.

Our diversity plan was first written in 2006, and updated in 2010–2011. An in-house climate survey was done prior to 2006; the 2011 plan included a survey but this was not conducted due to changing priorities. Current diversity goals are included in our new strategic plan. A campus-wide student

experience survey was conducted in January 2017 as part of a university-wide diversity focus, but results from that survey have not yet been shared with the Libraries.

Our library's Diversity and Inclusion Committee is composed of faculty, staff, and administrators. We also have a Diversity Officer who liaises with other officers on campus and the university's Office of Diversity and Inclusion. Our library supports the National Conference on Diversity, Race, and Learning and sends several faculty/staff/administrators to attend every year.

Our newly formed Diversity and Inclusion Team is currently working on potential plans for the future. This working group was inspired by the recent university-level diversity and inclusion working group, as well as an overall need to address diversity and inclusion issues. Proposals were put forward by both a librarian with a strong interest in this issue and an administrator who felt that this team would meet a need in the library. While we do not currently have a library diversity plan, a climate survey and resulting report issued by our parent institution has resulted in more campus-wide discussions and initiatives related to diversity/inclusion, which our newly formed Diversity and Inclusion Team is taking into consideration as it moves into its pilot year. As our group was just recently formed, we are using this year to identify priorities, goals, and possible revisions to the initial charge for the year(s) ahead.

Our plans don't really fit your questions. We have initiatives and programs but they don't necessarily fit in your categories.

Recently (4/17) the Libraries received a Campus Diversity Award by the university's most dedicated advocates for diversity as recognized by students and sponsored by various student groups (UMC, UMOJA, Latinx Coalition, Lambda Alliance, APSC, PAGE and PRISM)

Relative to our operating budget and organizational influence, the University Libraries has dedicated a small amount of time, personnel, and financial resources to diversity and inclusion. We have seen significant success with programming, particularly in terms of temporary exhibits, guest speakers, and our diversity residency pilot. We have also made great progress in connecting library employees with opportunities to increase their cultural competence. However, staff demographics are relatively homogeneous (on par with or less equitable than the professional at large). We have a long way to go before we meet the ACRL Diversity Standards.

Reorganization created diversity and inclusion orphans, since adopted by new leadership.

Several librarians have initiated the Human Library Program to support our diversity efforts. We piloted this in October 2016 with moderate success. However, we have another one scheduled for September 5, 2017, that is focused on engaging with our African American community, both on campus and externally.

Some of our efforts towards greater diversity and inclusion in our collections and outreach are ongoing so have not been captured in this survey (since there has been no change in the past five years).

A number of our units, including the Archives, the Oral History Research Program, Government Documents, Maps and Spatial Data, and Community Outreach Programming have worked collaboratively with tribal libraries and museums over the years on cultural heritage grants, projects, and workshops, and we continue to do so.

Strategic planning is an opportunity to include diversity and inclusion initiatives throughout our strategic priorities.

The institution's Office of Inclusion website is referenced often by our HR personnel to ensure that we are in line with university standards.

The library's role in providing a safe and welcoming space for our diverse campus community is the topic of staff-wide dialogue via in-person meetings, sharing staff-wide email information about what other libraries are doing, and the emergence of a staff Diversity and Inclusion Committee.

The university has had a diversity and inclusion counsel for several years, and the libraries have partnered with them to provide materials that are of interest and assistance to their efforts. For example, we have added to our collections any books they recommend. We also have strong partnerships with our student government and other student organizations such as the Student Disabilities Resource Center.

The university is strongly committed to the principles of equity, diversity, and inclusivity. The university has robust programs and staffing to support these principles, and the Libraries align with larger institutional goals and activities.

There are designated campus offices that take the lead for ensuring a diverse and inclusive workplace. The library supports these initiatives and we are guided by their policies and procedures.

There are faculty who have been working with diversity initiatives and research for several years. The Libraries have supported faculty in development programs. The Center for Research in Digital Humanities (CRDH) has been supportive in the development of diversity and inclusion issues within the digital humanities field.

We are striving to do more. We have a strong and widespread interest in these issues, from the administration to the front line staff.

We found that many of our problems were not just isolated to underrepresented minorities. We had a bigger issue of leadership and management understanding what leadership means and how they contribute to the diversity of the libraries. We are trying to address that with a change in emphasis for programs that enhance leadership skills as well as understanding of diverse issues. Another challenge is what we call the ghosts in the library—those norms, habits, and ways of communicating that have persisted for decades. We are trying to move beyond those ghosts and find different ways of interacting with each other. It's slow progress.

We have been working with campus to change some of our gendered restrooms into gender-neutral restrooms. We also have a unique program that started in 2006 called Information Specialist Internship Program (ISIP). The program is aimed at providing an experiential learning opportunity to second and third-year undergraduates. This is a paid opportunity that includes mentoring and work experience in key aspects of the information specialist profession. This is a two-year program where interns spend time in different areas of expertise including public services, collection management and technical services, special libraries, and information technology. About 40% of our graduates have gone on to library school.

Responding Institutions

University of Alabama
University at Albany, SUNY
Boston University
Boston College
University of British Columbia
Brown University
University of Calgary
University of California, Irvine
University of California, San Diego
Case Western Reserve
University of Colorado at Boulder
Colorado State University
Cornell University
University of Delaware
Duke University
Emory University
University of Florida
Florida State University
Georgetown University
University of Georgia
Georgia Institute of Technology
University of Illinois at Chicago
University of Illinois at Urbana-Champaign
Indiana University Bloomington
Iowa State University
Johns Hopkins University
University of Kansas
Université Laval
Library of Congress
Louisiana State University
University of Louisville
University of Maryland
Massachusetts Institute of Technology
University of Michigan
Michigan State University
National Archives and Records Administration
National Library of Medicine
University of Nebraska—Lincoln
University of New Mexico
New York University
North Carolina State University
Northwestern University
University of Notre Dame
Ohio University
Ohio State University
University of Oklahoma
Oklahoma State University
University of Oregon
University of Pennsylvania
Pennsylvania State University
University of Pittsburgh
University of Rochester
Rutgers University
University of South Carolina
University of Southern California
Syracuse University
Temple University
University of Tennessee
University of Texas at Austin
Texas A&M University
University of Toronto
Tulane University
University of Virginia
Virginia Tech
University of Waterloo
Wayne State University
University of Wisconsin—Madison
Yale University

Representative Documents

Library Diversity Goals, Values, Statements

The screenshot shows the UBC Library website's 'Why work with us' page. At the top, the UBC logo and 'THE UNIVERSITY OF BRITISH COLUMBIA' are displayed. Below is a navigation bar with links like 'Library Home', 'Search Collections', and 'Ask Us!'. A sidebar on the left contains a 'About Us' menu with items such as 'About UBC Library', 'Library changes', 'Strategic plan', 'Executive team', 'University-wide initiatives', 'Library 100th celebration', 'Open Access', 'Teaching and Learning', 'Community Report 2014/15', 'Awards', 'L&QUAL+5', 'News', 'Library history', 'Work with us', 'What we do', 'Who we are', 'Why work with us', 'Professional Development Awards', 'Library Recognition Awards', 'Events', 'Contact us', 'Connect with us', and 'Policies, Procedures and Guidelines'. The main content area features a banner with the text 'NOT YOUR TYPICAL DAY-TO-DAY.' and 'Day 430' and 'Day 507 - Started a UBC course I've always wanted to take. For free.' Below this is the 'Why work with us' section, which states: 'UBC Library is committed to being a respectful, healthy environment that encourages leadership, collegiality, diversity, individual growth and opportunity. Our six aspirational values are what we strive to uphold and actively incorporate into all aspects of our organization. Together, we believe that the values, expressed behaviourally, form the backbone of our collegial relations with each other and our vision of an exceptional workplace environment.' The values listed are: Trust and Respect, Communication, Community, Creativity and Innovation, and Diversity. The Diversity section includes the text: 'We recognize that our diverse perspectives and backgrounds make us unique and stronger. We acknowledge that each of us has different needs in order to thrive, as well as different ways of learning and contributing. Through recognition and empathy we will help each other move forward. I respect and will continue to encourage different points of view. I will celebrate the diversity of my peers, and help enable the growth of others through compassion and understanding of differences.' A circular icon with five hands in different colors is positioned to the right of this text. Below the Diversity section is the 'Growth and Appreciation' section, which includes the text: 'Learn more about how the Library helps our staff navigate through the ever-evolving landscape of learning and technology.' and a list of bullet points: 'Intercultural fluency staff training is key to positive user experiences', 'Library staff leadership program contributes to an exceptional workplace', 'Professional Awards', and 'Library recognition awards program'. At the bottom of the page, there are contact information for UBC Library Vancouver Campus and Okanagan Campus, a 'Find Us' section with social media icons, and a footer with 'About UBC', 'UBC Campuses', and 'Emergency Procedures | Terms of Use | Copyright | Accessibility'.

The screenshot shows a web page with a blue header containing 'THE LIBRARY' and 'UC San Diego'. A navigation menu below the header includes 'Research & Collections', 'Borrow & Request', 'Computing & Technology', 'Visit', 'Ask Us', 'About', and 'Hours', along with a search icon. A breadcrumb trail reads 'HOME > About > Who We Are > Diversity & Inclusion > Library Commitment to Diversity & Inclusion'. The main content area features the 'The Library UC SAN DIEGO' logo, a 'Diversity & Inclusion' sub-header, and the title 'Library Commitment to Diversity & Inclusion'. The text describes the library's commitment to a supportive and inclusive environment, based on the UC San Diego Principles of Community. It details the work of the Library Diversity & Inclusion Committee, which aims to build a climate of respect for all groups and individuals. A list of committee activities includes working with the Library Administration and Council on cultural competence, providing diversity-related educational opportunities for staff, creating venues for discussion of diversity/equity issues, advising on policy issues, forming partnerships with relevant groups on campus, and collaborating with various library programs to support and celebrate diversity and inclusion. A link is provided to 'View Diversity and Inclusion Events for Campus/Public'. The footer contains the library's address (9500 Gilman Dr, La Jolla, CA 92093), phone number (858) 534-2230, copyright information (© 2017 Regents of the University of California), and links for 'Terms & Conditions' and 'Feedback'. The UC San Diego logo is also present in the footer.

UNIVERSITY OF COLORADO AT BOULDER LIBRARIES

Inclusive Excellence Plan for the University Libraries

Inclusive Excellence Plan for the University Libraries

Prepared by: University Libraries Diversity Task Force

Members:

Amy Arenson
Clara Burns
Beth Dalton
Jennifer Knievel
Paul Moeller
Leslie Reynolds
Juleah Swanson (chair)

Date: July 1, 2016

Inclusive Excellence at the University Libraries

Inclusive Excellence at the University Libraries encompasses librarians and library employees, physical spaces, and collections of digital and physical resources. The University Libraries recognizes and affirms that inclusive excellence is part of our professional practice of librarianship. The Association of College and Research Libraries (ACRL) [Framework for Information Literacy in Higher Education](#) guides us in recognizing and instructing on how information plays a role in inclusivity and excellence. Building community, cultivating openness, and attaining a high quality of performance and service are aspects of inclusive excellence that resonate strongly with the University Libraries.

Excellence at the University Libraries is to create spaces and provide services broadly, individually, and inclusively, and to provide essential scholarly resources that enable students, faculty, and the greater University of Colorado and Boulder community to discover and embrace ideas and points of view that are not part of their native experience.

Current Strategies for Inclusive Excellence at the University Libraries

The University Libraries is uniquely positioned in the campus community as a dynamic partner to all and envisions itself as *the heart of higher education, providing essential scholarly resources, user-centered services, and inclusive spaces.*

Being a dynamic partner means engaging with and supporting students, faculty, and campus beyond traditional roles of librarianship. Whether it is inviting therapy dogs to libraries during finals or simply listening to a student who is struggling with a course assignment, those within the University Libraries adapt their services to individual needs and contexts. Furthermore, many within the Libraries advocate beyond library activities to strengthen the inclusivity of the CU-Boulder community, from supporting the adoption of the EcoPass for all employees to sponsoring and leading a salsa club for students.

Inclusive space is also a cornerstone of what inclusive excellence is for each of our six libraries on campus. Both collaborative and quiet spaces are available to all students, meeting their academic needs in ways that few other spaces on campus can. We continue to assess and

modify our spaces to address the evolving needs of our students. Our libraries provide safe, welcoming, and respectful environments for all students and the campus community.

Providing scholarly resources involves the thoughtful and deliberate work of the University Libraries to enable access and discovery of information to broad and diverse student populations. Supporting and promoting a campuswide Open Access policy, standardizing the purchase of DVDs to include closed captioning, and proposing new subject headings to the Library of Congress to further discovery of distinctive materials are examples that demonstrate the comprehensive effort the University Libraries take to enhance access and discovery of information in an inclusive manner.

University Libraries Goals for Enhancing Inclusive Excellence


- **Inclusive Spaces:**
 - As high-impact, prominent spaces on campus, identify and address the need for gender neutral bathrooms within library spaces.
 - Continue assessment of spaces for ADA compliance and accessibility.
- **Dynamic Partnership:**
 - Continue to foster partnerships with campus and student organizations, formally or informally
 - Explore providing employees with training opportunities that address inclusivity in customer service and supporting diverse and distinctive populations.
- **Access to Information**
 - Continue emphasis and assessment of inclusivity in access to resources including improved discovery and universal design.
- **Inclusive Excellence within University Libraries:**
 - Continue to foster and build community among those within the University Libraries, enhancing cross-departmental collaboration and communication.
 - Re-establish a standing committee for Diversity & Inclusive Excellence carrying out inclusive excellence actions.

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UF George A. Smathers
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UNIVERSITY of FLORIDA



GEORGE A. SMATHERS LIBRARIES



**STRATEGIC
DIRECTIONS**

October 2014

UF UNIVERSITY of
FLORIDA

UF Mission

“The University of Florida is a comprehensive learning institution built on a land grant foundation. We are The Gator Nation, a diverse community dedicated to excellence in education and research and shaping a better future for Florida, the nation and the world. Our mission is to enable our students to lead and influence the next generation and beyond for economic, cultural and societal benefit.”

Smathers Libraries Mission

The Smathers Libraries partner with UF faculty, students and staff, as well as the University’s collaborators and constituents, to facilitate knowledge creation that contributes to UF’s standing as a preeminent public research university. The Libraries encourage creativity and inquiry necessary to support the University’s global ambitions and play an important role in attracting and retaining top students, faculty and staff.

Smathers Libraries Vision

The Libraries ignite curiosity, serve as the locus of knowledge management, and promote intellectual exchange within our diverse global learning community.



To accomplish its mission and vision, the Smathers Libraries will:

- Offer key services at the point of need to meet the requirements of the University enterprise
- Initiate and participate in collaboration and community building
- Assure effective, efficient and equitable access to pertinent information resources for all library users

The Smathers Libraries will leverage our unique expertise, skill and role on campus to:

- Promote a productive, diverse and team-based working and learning environment
- Foster an internal environment with equal partnership among all employees, based on the principles and practices of courtesy, professionalism and mutual respect
- Focus on the user experience and user needs for decision making
- Engage in assessment and evidence based decision making
- Innovate, experiment and adapt


The Smathers Libraries have identified four strategic directions:

- Integrated Space, Technology, and Services
- Creative and Dynamic Content Management
- Digital and Digitized Collections
- Transformative Collaboration



Cover photo © UF Photography - Eric Zamora

FLORIDA STATE UNIVERSITY



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FLORIDA STATE UNIVERSITY LIBRARIES

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Department Contacts

Giving to the Libraries

Friends of the FSU Libraries

By the Numbers

Values

Values for FSU Libraries

Core values help shape our organizational culture and keep us focused on our mission. Values are important in decision-making, problem-solving, and educating ourselves and our users on what our libraries are about. Stating these values will help clarify our identity, the way we operate, and how we engage with one another and our users.

Values

- 1. Collegiality:** We respect and accept the feelings, opinions, and beliefs of others and treat each person considerately, even when disagreeing. We are willing to cooperate, listen to each other, and work together to come to a decision.
- 2. Trust:** We believe that our colleagues are reliable and honest and that they are accountable for their actions internally and in the broader Library community.
- 3. Recognition:** In valuing our colleagues, we celebrate their achievements and give special notice for exemplary work.
- 4. Diversity:** We establish a workplace that respects and includes differences such as an individual's gender, race, beliefs, and culture. We recognize that the unique contributions of individuals with many types of differences foster a work environment that maximizes the potential of all employees.
- 5. Inclusion:** We believe in a practice of ensuring that people in the Libraries feel they belong, are engaged, and are connected through their work to the goals and objectives of the organization.
- 6. Critical Thinking and Healthy Discussion:** To foster healthy discussion where multiple points of view are considered and acknowledged, we avoid assumptions by thinking critically before drawing conclusions.
- 7. Engagement:** Everyone is encouraged to be actively involved in making recommendations, decisions, and changes in order to contribute to the success of the Libraries.
- 8. Empowerment:** People at all levels are equipped and trained to step in at the point of need to handle situations as they arise within the boundaries of the Libraries' policies and procedures.
- 9. Innovation:** We cultivate an environment that welcomes experimenting with new and different ideas, methods, and processes. In an effort to encourage the development of new ideas, we acknowledge/accept the possibility that things may fail since failure is often part of the process of innovation.

About The Florida State University Libraries

The mission of the University Libraries is to support and enhance the learning, teaching, research, and service activities of the Florida State University...


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UNIVERSITY OF KANSAS LIBRARIES

Mission, Vision & Values

<https://lib.ku.edu/strategic-plan/mission-vision-values>

The screenshot displays the University of Kansas Libraries website. At the top, there is a navigation bar with links for myKU, Email, Blackboard, Enroll & Pay, and KU Directory. The main header features the KU logo and the word "Libraries". Below this is a secondary navigation menu with options like Find Resources, Services, Help, Locations and Hours, and About. A search bar is located in the top right corner.

The main content area is titled "Mission, Vision & Values". It is divided into three sections: Vision, Mission, and Values. The Vision section includes a photograph of a large, ornate window and states that KU Libraries will be a strategic institutional asset. The Mission section describes the library's role in advancing discovery and learning. The Values section lists seven core values: Leadership, Accountability, Communication, Agility, Collaboration, Service, Innovation, and Diversity.

On the left side, there is a sidebar menu with links to Strategic Plan, Updates, Overview, Mission, Vision & Values (highlighted), Goal 1, Goal 2, Goal 3, Goal 4, Organizational Structure, Pressroom, Awards, and Job Opportunities.

On the right side, there are several boxes: "Contact us" with contact information for Courtney Foel; "Related Links" with links to Libraries Organizational Structure and Bold Aspirations; "Why KU" with an "Apply" button; a testimonial from Anschutz Library; a "SHOW YOUR SUPPORT" banner with a "Give to KU Libraries" button; and "KU Today" with a news snippet.

At the bottom, there is a "Contact Libraries" section with the address: University of Kansas Libraries, 1425 Jayhawk Blvd, Lawrence, Kansas 66045. It also includes social media icons for Facebook, Twitter, YouTube, Flickr, Instagram, and Pinterest. A search bar is located at the bottom right, and a list of links for Articles & Databases, Library Catalog, e-Journals, Subject & Course Guides, Locations & Hours, My Account, Interlibrary Loan (ILL), and Ask a Librarian is provided.

The University of Kansas myKU Email Blackboard Events & Pay KU Directory

KU Libraries Search website

Find Resources Services Help Locations and Hours About

Diversity, Equity & Inclusion

The KU Libraries leadership team, in support of a safe and inclusive environment for all members of our diverse communities at KU, is firmly committed to advancing diversity throughout our organization. Creating and fostering a culture of diversity is vital to KU Libraries' core mission to reduce barriers to learning and the pursuit of knowledge. In order to realize this vision of an inclusive and welcoming environment, the KU Libraries' leadership team makes the following commitments:

- We commit to providing open and welcoming spaces, collections and experiences for all faculty, staff, students and visitors.
- We will build a culture in the libraries where diversity, equity and inclusion are valued and recognized throughout the organization as part of the core responsibilities of every employee, and where all forms of discrimination and harassment are unacceptable.
- We will support an ongoing program of staff and faculty professional development focused on issues of diversity, equity and inclusion.
- We will continue to refine our hiring, mentoring and professional development policies and practices in order to recruit and retain a diverse workforce in the libraries.

This is ongoing work for the libraries; the details of our implementation will certainly change over time, but we commit our organization and ourselves to the fundamental values of diversity, equity and inclusion - which make us a better, more effective library. As these efforts continue, our hope is that we will all rise together to support a more welcoming campus for all.

Resources

- [KU Libraries Guide to Social Justice Resources](#)
- [KU Libraries Diversity, Equity & Inclusion Work Group Blog](#)
- [KU Libraries' Strategic Plan](#)

Why KU Apply >

Anschutz Library serves as KU's 24-hour study facility for students

SHOW YOUR SUPPORT Give to KU Libraries >

KU Today

Development of local food systems in Kansas. Missouri help bridge gap among people with different moral, environmental views. — *At KU News* —

70 Representative Documents: Library Diversity Goals, Values, Statements



Diversity, Equity & Inclusion working group.

This working group will serve as an organized institutional committee aimed at libraries-wide educational efforts and the development of operationalized social justice initiatives to reduce inequalities and inequities. This group will serve as leaders in the libraries and across campus to promote critical thinking and advance the libraries' mission to prioritize a diverse workforce across campus and encourage all ideas and perspectives. As leaders, this working group will provide recommendations to enhance the educational, cultural, social and developmental needs of all libraries' stakeholders.

Kevin L. Smith, dean of KU Libraries.

Relevant writings from the desk of the dean.

Remarks from the dean.

I want to speak on two challenges that we will continue facing together...

Lowering barriers.

It seems like there are so many "new" things that libraries need to do these days. I have spent the last 10 years working in one of those new areas...

Fairness breeds complexity.

My professor of tax law used to tell us regularly that "fairness breeds complexity."

Contact Libraries

☎ 785-864-8983

University of Kansas Libraries
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LOUISIANA STATE UNIVERSITY LIBRARIES

Libraries Strategic Plan 2012–2020: Mission, Vision, Values

<http://www.lib.lsu.edu/sites/all/files/admin/LSULibrariesStrategicPlan2020.pdf>

LSU Libraries Strategic Plan 2012 | 3

MISSION

Serving the flagship institution of the state, the LSU Libraries provides foundational support for the academic core of Louisiana State University. Library staff organize, preserve, and share resources to meet the information needs of the university community, providing access to resources essential to teaching, research, and service. Our buildings provide both the physical space and the intellectual environment for students, faculty, and staff to meet, engage, learn, and create new knowledge. Library staff go beyond the role of information gate-keepers, teaching important information literacy and research skills and proactively preserving our region's history and culture. Reaching beyond the university community, we extend information services to the state and make our unique holdings available to the world.

VISION

As economic forces and technological innovation bring major change to higher education, the LSU Libraries will transform itself so that it can continue to provide essential resources, both physical and intellectual, to support the students, faculty, and staff of the university in their pursuit of excellence.

We will

- use our specialized expertise in information management to maximize access to needed information.
- extend our teaching role to provide students with information literacy skills they need to achieve the highest levels of intellectual and personal development.
- provide leadership in organizing, preserving and providing access to scholarship, research, and creative works produced at the university.
- collaborate with teaching and research faculty, with business and industry, and with other libraries and organizations in order to share resources and better serve our constituents.
- capitalize on the unique history and environment of Louisiana and LSU to enhance the LSU Libraries' reputation as one of the top research libraries in the country.

VALUES

Pursuing our mission, we will value and promote

- an organizational culture of flexibility, fairness, collegiality, communication, diversity, and respect;
- a service-oriented culture that makes the needs of LSU's students, faculty, and staff its highest priority;
- information literacy and other skills needed for lifelong learning;
- strong and diverse information resources and collections that support the university's mission and preserve of the unique history and culture of Louisiana and the lower Mississippi Valley;
- ongoing planning, evaluation, and change to maintain improvement and respond to the changing needs of the university;
- engagement with the university community, the public, and the profession of librarianship to promote positive change.

- Assessment data is used to guide development/continuation/elimination of various library instruction methods and efforts, so that the methods we continue increasingly demonstrate that students who participate are more likely to succeed.
- More types of library instruction offerings and more courses in which information literacy skills are embedded with the assistance of library faculty, adding at least one per year.
- Increased participation of Libraries staff in recruitment of students, adding at least one new activity or offering per semester.
- Increased participation of Libraries staff in retention of students, adding at least one new activity or offering per semester in collaboration with the Center for Academic Success and other student support services as appropriate.
- Increased participation of Libraries staff in recruitment, retention, and outreach activities serving graduate students and faculty, adding at least one new activity or offering per semester.
- Improved library facilities offering more study space for students and better environmental conditions for Special Collections and rare government documents over the next three years.

III. Diversity: Foster diversity among our faculty and staff. In addition, we will foster diversity in the information resources we collect and to which we provide access, as well as in the services we provide, the better to serve our varied constituencies.

Background: Over the last five years, the LSU Libraries has hired four staff members from groups who are currently underrepresented. Libraries' faculty provide presentations tailored specifically for diverse campus groups such as the McNair Scholars, the Summer Scholars, the LA-STEM students, and the Osher Lifelong Learners Institute. We have purchased African-American research materials such as *Black Short Fiction and Folklore* and *Black Thought and Culture* (databases offered by Alexander Street Press), subscribed to the Oxford African-American Studies Center database, and subscribed to the journal *Du Bois Review: Social Science Research*.

Strategies:

- Develop an internship program for minority librarians, making use of vacant positions as they occur and/or with support from donors or grants.
- Develop assessment tools to guide measures to improve collegiality and morale and implement needed actions as indicated by those tools.
- Develop assessment tools to determine how library services can best be individualized to meet the diverse needs of students and faculty and implement those customized services.
- Augment outreach to communities in Louisiana who are underrepresented in our collections in order to foster increased collection development and preservation of unique resources.

Performance Indicators:

- Increased number of library faculty and staff from groups that are currently underrepresented by approximately 10% (1 hire) per year.
- Statistically significant improvement in collegiality and morale as indicated by assessment tools.
- Implementation of at least one new service per year designed specifically to reach diverse constituencies, including but not limited to underrepresented groups, non-traditional students, and people with disabilities.
- Increased resources documenting the history and culture of Louisianans who are currently underrepresented in our holdings, especially emphasizing African-American resources : seek a minimum of 5 new contacts with potential donors and at least one donation per year.

IV. Engagement: Foster engagement of Libraries' faculty and staff to promote excellence and continuous improvement within our own organizational structure, achievement as researchers/scholars, and service to the profession and community.

Background: The library has a mentoring program in place that has been successful in assisting tenure-track librarians to achieve promotion and tenure. Internal training sessions occur on a bi-weekly basis, and most staff and faculty participate in two or more continuing education opportunities each semester. In the last five years, six staff have earned advanced degrees (four in Library and Information Science) and four staff have participated in the university's Lead/Emerge Program. Faculty have been selected to participate in the Harvard Institutes for Higher Education Leadership Institute for Academic Libraries and the Archives Leadership Institute funded by the National Historical Publications and Records Commission. Faculty members have held twelve elected or appointed positions in national professional organizations, and more than a dozen positions at the regional, state, and local levels. More than a dozen faculty and staff have received national, regional and state-level awards for professional achievement or service. Faculty serve on state and national advisory boards, including the Louisiana Historical Records Advisory Board, the Louisiana Advisory Council for the State Documents Depository Program, and the federal Depository Library Council, which advises the Public Printer of the United States.

Strategies:

- The Dean's Advisory Group will monitor implementation of the strategic plan, with a formal quarterly review. Bringing in additional personnel as needed, the AG will conduct an annual review of the plan, revising and updating it annually to maintain its usefulness.
- The Dean's Advisory Group will examine the library's organizational structure and make recommendations to adapt to emerging needs.
- Adopt the Google 80/20 model to encourage innovation and engagement.

UNIVERSITY OF MARYLAND LIBRARIES

Diversity and Inclusion Strategic Plan 2016–2018

[http://libi.lib.umd.edu/sites/default/files/UMD Libraries Diversity and Inclusion Strategic Plan 2016-2018_REVISED_1_9_17_0.pdf](http://libi.lib.umd.edu/sites/default/files/UMD_Libraries_Diversity_and_Inclusion_Strategic_Plan_2016-2018_REVISED_1_9_17_0.pdf)

University of Maryland Libraries Diversity and Inclusion Strategic Plan 2016-2018

Mission

The University of Maryland (UMD) Libraries embraces diversity and fosters an inclusive environment for its community through respect, education, innovation and professional development.

Vision

The UMD Libraries will provide leadership towards equity, diversity, and inclusion in all areas of library operations, services, and spaces, to meet the needs of students, faculty, and staff.

Values

- **Respect** – Creating a climate of respect and openness.
- **Community** – Building a diverse community of learners, researchers, innovators and entrepreneurs.
- **Culture** – Understanding cultural similarities and differences.
- **Education** – Providing training on diversity topics.
- **Innovation** – Encouraging creativity and innovation from employees with diverse backgrounds.
- **Professional Development** – Training internal candidates for promotion and/or lateral job moves that broaden professional experience.

Goals and Objectives

The UMD Libraries strive to create a welcoming and inclusive environment for students, employees and community where diversity is celebrated through partnerships, events, forums, workshops, exhibits, services, collections and more.

Goal 1: Define Diversity/Inclusion:

- **Objective 1a:** Research other organizations' diversity definitions. (Spring 2017)
- **Objective 1b:** Plan and organize a forum to gather library employees' input; analyze the meaning of diversity and inclusion; and post on website. (Spring 2017)
- **Objective 1c:** In collaboration with the [UMD Office of Diversity and Inclusion \(ODI\)](#) incorporate survey results from the Thriving Workplace Initiative into Libraries Diversity and Inclusion Strategic Plan or separate working plan of action. (Spring 2017)

Goal 2: Organizational Commitment:

- **Objective 2a:** Utilize external consultants to facilitate focus groups, and to devise the best course of action to address bias and discrimination issues in the workplace. (Spring 2017)
- **Objective 2b:** Diversity Advisory Committee will meet with the Libraries Management Group to discuss ways to increase awareness of Library administration support of diversity and inclusion initiatives within the Libraries; and development of diverse candidates for promotion. (Spring 2017)
- **Objective 2c:** Review recruitment/hiring and retention practices. Libraries Diversity Officer, in collaboration with Libraries Human Resources and the Libraries Equity Officer, will conduct a historical analysis of recruitment/hiring and retention practices and report out to Dean of Libraries and other appropriate units. (Ongoing)

UNIVERSITY OF MARYLAND LIBRARIES

Diversity and Inclusion Strategic Plan 2016–2018

[http://libi.lib.umd.edu/sites/default/files/UMD Libraries Diversity and Inclusion Strategic Plan 2016-2018_REVISED_1_9_17_0.pdf](http://libi.lib.umd.edu/sites/default/files/UMD_Libraries_Diversity_and_Inclusion_Strategic_Plan_2016-2018_REVISED_1_9_17_0.pdf)

Goal 3: Outreach/Awareness

- **Objective 3a:** Work with various [diversity groups on campus](#) that represent minority populations – host an event, partner with them for an activity, showcase an appropriate library collection, or any other related activity. (Fall 2017)
- **Objective 3b:** Partner with various [diversity groups on campus](#) to promote the Libraries as a welcoming, inclusive, and safe space. (Fall 2017)
- **Objective 3c:** Reach out to high schools with underrepresented populations to promote librarianship as a career choice. (Spring 2018)
- **Objective 3d:** Foster collaborative partnerships with high school media specialists to exchange ideas and best practices on diversity initiatives. (Spring 2018)

Goal 4: Education and Training

- **Objective 4a:** Define/promote the importance and benefits of having a diverse work force. (Spring 2017)
- **Objective 4b:** Maintain ongoing partnership with [UMD ODI](#) to provide an educational program focusing on relevant topics in order to increase awareness. (Ongoing)
- **Objective 4c:** Be responsive to current events surrounding diversity and inclusion by providing forums for discussion among library employees, and ensuring all employees have equal opportunities to participate. (Ongoing)

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MIT Libraries stand committed to diversity, inclusion, equity & social justice

A statement from the director

By Chris Bourg on November 18, 2016 in All news

MIT Libraries stand committed to diversity, inclusion, equity, social justice, and the pursuit of knowledge.

This has been one of the most divisive elections in recent U.S. history, and the results of our presidential election have left many members of marginalized communities angry, scared, and vulnerable. The MIT Libraries joins the [American Library Association \(ALA\)](#), the [Association of Research Libraries \(ARL\)](#), the [Society of American Archivists \(SAA\)](#), and [many others](#) in the libraries and archives communities in proudly reaffirming our longstanding commitment to diversity, inclusion, equity, and social justice.

The MIT Libraries will always strive to be welcoming havens for all members of our communities and to provide service and access to everyone independent of race, sex, sexual orientation, gender identity, religion, disability, age, genetic information, veteran status, ancestry, national or ethnic origin, or citizenship status. We support freedom of speech and the open exchange of ideas and opinions — but we will not tolerate hate speech, silencing, inflammatory rhetoric, or any other speech or action that threatens the safety or dignity of any member of our community. We believe it is ethically imperative to publicly oppose discrimination, sexism, misogyny, ableism, racism, xenophobia, homophobia, transphobia, religious persecution, and other forms of oppression.

This election has highlighted the urgent need for open, enduring, and equitable access to credible sources of news, data, and knowledge. At the MIT Libraries we will redouble our efforts to provide not only credible sources of information to our communities, but also the expertise, services, collections, tools, and spaces that facilitate and promote the critical assessment of information. We will also continue to document and provide access to the ideas, knowledge, and perspectives of our communities, as we did by [archiving the post-election posters](#) containing the immediate reactions of MIT students and community members. In the coming weeks and months, you can expect us to produce resources for our communities to help them understand the implications of this election and to equip them to take action.

Social progress, the expansion of rights and freedoms, and the advancement of our democratic ideals are often achieved when individuals are able to “speak truth to power.” At the MIT Libraries, we are as committed as ever to equipping members of our communities with the resources, expertise, support, and tools to discover truth and to communicate it effectively and safely.

Chris Bourg
Director

The screenshot shows the top portion of the University of Nebraska-Lincoln Libraries website. At the top, there is a navigation bar with the university name, a login button, and a search box. Below this is a red navigation menu with links for 'USING THE LIBRARIES', 'E-RESOURCES & COLLECTIONS', 'RESEARCH', 'ASKUS', 'LIBRARIES', and 'ABOUT'. A large banner image depicts a diverse group of people in a library setting, with the text 'DIVERSITY IN IDEAS AND PEOPLE' overlaid in large white letters. Below the banner, the 'Mission Statement' section is centered, followed by three paragraphs of text. To the right of the text, the 'Committee Chair' information is listed, including the name 'Charlene Maxey Harris', a phone number, and an email address. At the bottom, a 'Work For Us' section features the text 'UNL IS AN EQUAL OPPORTUNITY/AFFIRMATIVE ACTION EMPLOYER' and a red button that says 'LEARN MORE ABOUT EMPLOYMENT AT UNL LIBRARIES'.

UNIVERSITY OF NEBRASKA-LINCOLN [Login](#) Search

N LIBRARIES

Nebraska [Libraries Home](#) [About](#) [Diversity](#)

USING THE LIBRARIES E-RESOURCES & COLLECTIONS RESEARCH ASKUS LIBRARIES ABOUT

DIVERSITY IN IDEAS AND PEOPLE

Mission Statement

UNL Libraries fosters an inclusive environment that welcomes and appreciates differing viewpoints, skill sets, life experiences, and contributions from all members of the University.

We are committed to upholding the University's core value of [diversity of ideas and people](#) by creating a learning community grounded in knowledge, dialogue, respect and acceptance.

Libraries staff members are empowered to provide an array of library services, collections, and spaces to meet the diverse needs of students, faculty, and researchers.

Committee Chair
[Charlene Maxey Harris](#)
402-472-8700
cmaxeyharris2@unl.edu

Work For Us

UNL IS AN EQUAL OPPORTUNITY/AFFIRMATIVE ACTION EMPLOYER

[LEARN MORE ABOUT EMPLOYMENT AT UNL LIBRARIES](#)

NUL SHARED VISION STATEMENT

We are a Library driven by the research, learning, and information needs of all users, with a primary emphasis on the students, faculty, and staff of Northwestern University. We are committed to achieving Library goals in alignment with University goals.

We are a Library whose organizational structure supports our work. We organize by work activity with an equitable distribution of power that enables point-of-need decision-making and achievement at all levels of staff. We appreciate the parts of our organizational structure individually and holistically. We recognize the contributions of staff in all positions, at all levels of experience, and of all educational backgrounds. We welcome collaboration vertically and laterally within our organizational structure.

We are a Library that fosters a collegial, positive, diverse, and inclusive workplace. We communicate openly, respectfully, transparently, and constructively. We extend trust to all staff regardless of unit or organizational level. We take responsibility for our actions and acknowledge personal accountability to our organization, our stakeholders, and one another. We maintain fair, ongoing, and honest performance feedback opportunities and evaluation processes for all staff.

We are a Library that anticipates and addresses the changing needs of our users. We empower all staff to utilize personal strengths toward innovation. We espouse nimble decision making with appropriate deliberation and consultation. We set and achieve tangible goals, acknowledge milestones, and complete projects. We continually expand our skill sets through professional development, nurture our competencies, and value knowledge sharing across all staff.

Culture Change Initiative

February 20, 2014

NORTHWESTERN UNIVERSITY LIBRARY

This is your library

Northwestern University Libraries

This is your library.

Your library serves the diversity of the Northwestern community.

Your library welcomes all learners and scholars.

Your library is a center of learning and research that stimulates creativity, learning, and discovery.

Your library promotes equal access to quality information, defends intellectual freedom, and seeks to protect privacy.

Your library champions free thought and expression, objective inquiry, and critical thinking.

Your library is here to help.

This is your library.

Welcome!

OHIO UNIVERSITY LIBRARIES

Diversity Program Mission

<https://www.library.ohiou.edu/about/alden-events-series/culture-showcase/diversity-committee/>

The screenshot shows the Ohio University Libraries website. At the top, there is a navigation bar with the Ohio University logo, a site search box, and a link to the Library Website. Below the navigation bar is a banner image featuring a stack of books, an owl, and a historical map of Ohio. The main content area is titled "Diversity Program Mission" and includes a breadcrumb trail: "OHIO University Libraries / About / Alden Events Series / Culture Showcase / Diversity Program". The mission statement reads: "Recognizing that all people have individual differences and are the product of one or more cultures and ethnic backgrounds, Ohio University Libraries is committed to cultivating an environment where differences are valued and respected. The Libraries strive to provide an inclusive environment for all individuals regardless of race, religion, ethnicity, background, gender, and disability and will actively promote and support diversity among our administrators, faculty, staff, and students." To the right of the mission statement is a word cloud containing terms like "diversity", "cultures", "individual", "committee", "library", "ethnic", "political", "equality", "cultural", "inclusion", "community", "support", "promote", "environment", "respect", "valued", "differences", "backgrounds", "individuals", "regardless", "race", "religion", "ethnicity", "gender", "disability", "administrators", "faculty", "staff", "students", "inclusive", "cultivating", "committed", "Ohio University Libraries". Below the mission statement, the text "We seek to do the following:" is followed by a bulleted list of three goals: 1. Address the information needs of all library patrons, taking individual needs into account; 2. Build collections representing diverse viewpoints and opinions and expressions, regardless of format; 3. Produce culturally stimulating programs and services, through our Culture Showcase series, that enhance the academic experience of the University community; 4. Improve the diversity of the Libraries staff. At the bottom, it says "Questions? Contact Eileen Theodore-Shusta." On the left side of the page, there are several widgets: "Diversity Program" with links to "Mapping the Ohio Country; Re-enactor to Discuss Colonial Map Making" and "Previous Culture Showcase Programs"; "Today's Hours" with a table of library hours; and "Recent News" with links to "Ohio University Libraries Joins Open Textbook Network", "Filters, Hashtags and Videos: Reflecting on a Decade of Library Social Media", "Alden Library Hosts OhioDIG July 12", and "Authors @Alden: Living Letters with Karmen Beecroft and Stacey Lavender".

OHIO UNIVERSITY

Site Search Library Website

Ohio University Libraries

Home Resources Services About Need Help? Live Chat My Accounts

> Diversity Program

> Mapping the Ohio Country; Re-enactor to Discuss Colonial Map Making

> Previous Culture Showcase Programs

OHIO University Libraries / About / Alden Events Series / Culture Showcase / Diversity Program

Diversity Program Mission

Recognizing that all people have individual differences and are the product of one or more cultures and ethnic backgrounds, Ohio University Libraries is committed to cultivating an environment where differences are valued and respected. The Libraries strive to provide an inclusive environment for all individuals regardless of race, religion, ethnicity, background, gender, and disability and will actively promote and support diversity among our administrators, faculty, staff, and students.

We seek to do the following:

- Address the information needs of all library patrons, taking individual needs into account;
- Build collections representing diverse viewpoints and opinions and expressions, regardless of format;
- Produce culturally stimulating programs and services, through our Culture Showcase series, that enhance the academic experience of the University community;
- Improve the diversity of the Libraries staff.

Questions? Contact Eileen Theodore-Shusta.

Today's Hours

Learning Commons (2nd Floor)	8:00 AM - 7:00 PM
All Other Alden Floors	8:00 AM - 5:00 PM
Music & Dance Library	8:00 AM - 5:00 PM
Archives & Special Collections	9:00 AM - 5:00 PM

All Hours

Recent News

Ohio University Libraries Joins Open Textbook Network

Filters, Hashtags and Videos: Reflecting on a Decade of Library Social Media

Alden Library Hosts OhioDIG July 12

Authors @Alden: Living Letters with Karmen Beecroft and Stacey Lavender

The screenshot shows the University of Oregon Libraries website. At the top, there is a green header with the University of Oregon logo and the text "UNIVERSITY OF OREGON" and "UO Libraries". A search bar is located on the right side of the header. Below the header is a navigation menu with links for "Research Support", "Services", "Collections", "Library Accounts", "About", and "Ask Us".

The main content area is titled "Diversity and Inclusion at the UO Libraries". On the left side, there is a sidebar with a "DIVERSITY AND INCLUSION AT THE UO LIBRARIES" section. This section includes a "Overview" tab and several links: "Accessibility", "Diversity Fund", "Library Diversity Committee", "Open Letter to the UO Community", and "Diversity Resource Guides".

The main content area features a large heading "Diversity and Inclusion at the UO Libraries" followed by a paragraph: "The University of Oregon Libraries is committed to providing a culturally inclusive environment where diversity of thought and expression is valued and respected. With a more global outlook and a focus on equity in service, we strive to create a powerful learning community, a welcoming space where all Library patrons can access the information necessary to achieve their personal and professional goals."

Below the paragraph, there are three columns of content:

- Within UO Libraries:** A list of links including "Accessibility", "Diversity Fund", "Library Diversity Committee", and "Open Letter to the UO Community".
- Diversity Resource Guides:** A list of links including "Diversity Research", "Economic Privilege", "Heterosexism", "Language Tools", "Male Privilege", "Transgender Studies & Cisgender Privilege", and "White Privilege".
- UO Related Resources:** A list of links including "Bias Education and Response Team", "Division of Equity & Inclusion", "LGBTQIA+", "Many Nations Longhouse", and "Respect".

There are also three images: a word cloud on the left, a photo of a group of people in a library setting in the middle, and the University of Oregon logo on the right.

**OPEN LETTER TO THE UO COMMUNITY
FROM THE UNDERSIGNED LIBRARY STAFF, FACULTY, AND ADMINISTRATORS**

November 15, 2016

In this time of increasing polarization of worldviews and escalating acts of aggression against members of marginalized groups, we the undersigned staff, faculty, and administrators in the UO Libraries wish to express our solidarity with students, faculty, and staff who advocate for the protection of human rights. We stand with those who oppose bigotry, racism, sexism, xenophobia, homophobia, ableism, and sexual predation and assault. We affirm that social injustices and oppression of people are wrong, and are a danger to the open, respectful environments we need to carry out our university and library missions.

Libraries empower all members of our community to explore their cultures and identities, to create and access knowledge, and to connect with the full range of human experience. The values of equality and intellectual freedom, and a belief in the intrinsic worth of individuals are foundational to this work. We express these values by embracing diversity and inclusion in all of its forms including, but not limited to, differences in race, ethnicity, sex, gender identity, sexual orientation, ability, age, religion, and economic status. We oppose any attempts, political or otherwise, to use these human characteristics to demean, devalue, or harm members of our community.

The search for truth and knowledge requires access to the perspectives of not only those in the dominant culture, but also the voices of people with less power in our society, people whose viewpoints are often suppressed or omitted from the narrative. It demands critical thinking, reflection, and respectful community dialogue. It calls for the use of courageous intellectual exploration, analysis, and evidence to advance knowledge, ideally in an environment free of discrimination and intimidation.

For this reason, in our roles as library and educational professionals, we pledge to honor diversity and inclusion, to support all students, faculty, and staff—including those who are feeling vulnerable and who struggle against prejudice, discrimination, harassment, and violence—and to offer library services, content, and collections that will enable our communities' inquiries about political, racial, and other social injustices occurring in our world.

Yours respectfully,

Keri Aronson	Rebecca Fisher	Katy Lenn	Ann Shaffer
Jaye Barlous	Catherine Flynn-Purvis	Rachel Lilley	Heidi Scheidl
Cheryl Bemiss	David Fowler	Adriene Lim	Sarah Seymore
Pat Best	Nina Fox	Linda Long	Julia Simic
Andrew Bonamici	Sam Galli	Karen Matson	Nancy Slight-Gibney
Kay Brooks	Mary Galvin	Kevin McDowell	Harriett Smith
Sara Brownmiller	Amanda Garcia	Kumiko McDowell	Jan Smith
Tatiana Bryant	Mary Greci	Terry McQuilkin	Raina Smith
Barbara Butler	Lydia Harlan	Danielle Mericle	Jeffrey Staiger
Jonathan Cain	Shelley Harshe	Susan Merrell	Tyler Stewart
Damon Campbell	Carolina Hernandez	Ann Miller	Kathy Stroud
Christine Carmichael	Ryan Hildebrand	Victoria Mitchell	Bruce Tabb
Hana Chan	Mary Ann Hyatt	Marilyn Mohr	John Taylor
Helen Chu	Barbara Jenkins	Patrick Moore	Ed Teague
Eric Clark	Betsy Kelly	Karen Munro	Tiffany Thornton
Laura Damiani	David Ketchum	Lara Nesselroad	Samuel Villalobos
Sara DeWaay	Holli Kubly	Elizabeth Peterson	Dean Walton
Erin Doerner	Amy Lake	Brock Pitzer	Xiaotong Wang
Bronwyn Dorhofer	David Landazuri	Marilyn Reaves	Mark Watson
Jeremy Echols	Lesli Larson	Kelly Reynolds	Brenda Willis
Tim Erickson	Rosella Layton	Miriam Rigby	David Woken
Pat Fellows	Audrey Lee	Lori Robare	Annie Zeidman-Karpinski

University of Pennsylvania Libraries Diversity Statement

The Penn Libraries seek to support the educational and scholarly endeavors of the Penn community both locally and wherever students, faculty, and staff may be located around the world. As such, the Libraries support the mission and goals of the Office of Affirmative Action and Equal Opportunity Programs and the University's Nondiscrimination Statement. Specifically, the spirit present in the statement's preamble calling on the community to tap into our diversity, to strengthen ties across all boundaries, and enrich the intellectual climate to create a more vibrant community. And finally, with particular emphasis, calling on us to foster and nourish diversity especially among students, faculty and staff as part of the central core mission of the University.

Penn Libraries seek to create an environment that is welcoming and open to its constituency offering resources of collections and services that are available in accordance with universal accessibility standards, delivered without respect to race, color, sex, sexual orientation, gender identity, religion, creed, national or ethnic origin, citizenship status, age, disability, veteran status or any other legally protected class, world view, political perspective, or purpose. In addition, the Penn Libraries seek to maintain a workplace that fosters respect, and that encourages an environment in which each employee learns from, and thrives on the differences of his or her colleagues at all levels of the institution.

University of Pennsylvania Nondiscrimination Statement

The University of Pennsylvania values diversity and seeks talented students, faculty, and staff from diverse backgrounds. The University of Pennsylvania does not discriminate on the basis of race, color, sex, sexual orientation, gender identity, religion, creed, national or ethnic origin, citizenship status, age, disability, veteran status or any other legally protected class status in the administration of its admissions, financial aid, educational or athletic programs, or other University-administered programs or in its employment practices. Questions or complaints regarding this policy should be directed to the Executive Director of the Office of Affirmative Action and Equal Opportunity Programs, Sansom Place East, 3600 Chestnut Street, Suite 228, Philadelphia, PA 19104-6106; or (215) 898-6993 (Voice) or (215) 898-7803 (TDD).

20140113

Group on Library Diversity (GOLD) Road Map

Year 1

- Complete Charge and submit along with the Diversity Statement to Administrative Council
- Recruitment Analysis
- Changes to Recruitment Process
 - Submit job postings on diversity organization web pages
 - Compliance Officer reviews candidate pools prior to phone interviews (a one week time limit)

Year 2

- Start providing training sessions and workshops
- Guest Speakers
- Towards the end of the year (annually)
 - Revisit the Recruitment Analysis
 - Staff Survey – feedback

Year 3

- Awareness Building/Events
- Mentorship Program/Career Days
- Staff Recognition Program
- Towards the end of the year
 - Revisit the Recruitment Analysis
 - Staff Survey

Year 4

- Open Quarterly Meetings to Staff to solicit feedback
- Begin planning for the next 5 years

20140303

PENNSYLVANIA STATE UNIVERSITY LIBRARIES

Message from the Dean on Diversity

<https://libraries.psu.edu/about/diversity/message-dean-diversity>

The screenshot shows the Penn State University Libraries website. At the top, there is a navigation bar with links for "Alert", "Hours and Locations", "My Account", "Renew Books", and a search bar. Below this is the Penn State University Libraries logo and name. A secondary navigation bar contains "SERVICES", "RESEARCH", "ABOUT", and "ASK", along with a clock showing "PATTEE AND INTERNO 7:45 AM TO 9:00 PM".

The main content area features a breadcrumb trail: Home / About / Diversity / Message from the Dean on Diversity. On the left, there is a "DIVERSITY" section with a link to "Message from the Dean on Diversity" and another link to "University Libraries Civility Statement and Guidelines". Below this is a "CONTACT" section for the "Libraries Administration Deans Office", providing the address (510 Paterno Library, University Park, PA 16802-1812), phone number (814-865-0401), fax number (814-865-3665), and email address (UL-DEANS-OFFICE@lists.psu.edu).

The main article is titled "Message from the Dean on Diversity". The text reads: "The University Libraries are committed to creating a welcoming environment for all, respecting individual contributions to academics, providing equal access to information resources, fostering diversity in the workplace and the campus, and promoting civility and mutual respect. The Libraries promote these goals through a variety of programs, resources, services, exhibits, speakers, policies, survey methods, and the recruitment and retention of a committed faculty and staff. Please join us in these worthy endeavors! —Barbara I. Dewey, Dean of University Libraries and Scholarly Communications". Below the text is a link to "Dean's Administrative Office". To the right of the text is a portrait of Barbara I. Dewey, a woman with short blonde hair and glasses, wearing a light-colored blazer.

The footer contains the Penn State logo, copyright information (©2015 The Pennsylvania State University, All Rights Reserved), legal statements, and contact information for Penn State University Libraries (Libraries Home, Libraries Intranet (Staff Only), Accessibility Help, and phone number 814-865-6368). It also includes social media links for Facebook, Twitter, and Instagram under the heading "CONNECT WITH PENN STATE UNIVERSITY LIBRARIES".

The screenshot displays the Penn State University Libraries website. At the top, there is a navigation bar with links for 'Alert', 'Hours and Locations', 'My Account', 'Renew Books', and a search bar. Below this is the Penn State University Libraries logo and name. A secondary navigation bar includes 'SERVICES', 'RESEARCH', 'ABOUT', 'ASK', and a note about the Pattee and Paterno library hours. The main content area features a breadcrumb trail 'Home / About / Diversity'. On the left, there are sections for 'DIVERSITY' (with a link to a message from the Dean) and 'CONTACT' (with 'Human Resources' information). The central content area is titled 'Diversity' and contains the 'Penn State University Diversity Statement'. This statement includes a commitment to diversity, a goal to create an inclusive environment, and a 'University Libraries Civility Statement and Guidelines'. To the right of the text is a photograph of a diverse group of people in a library setting. Below the guidelines is a link to the 'University Libraries Civility Statement and Guidelines' and a section titled 'Fostering Diversity in the University Libraries' with a link to the 'University Libraries 2010-15 Diversity Strategic Plan'. The footer contains copyright information, Penn State University Libraries contact details, and social media links for Facebook and Twitter.

Diversity

Penn State University Diversity Statement

The University Libraries are committed to diversity in all of its forms, embracing differences with acceptance and respect.

We will create an environment of respect and inclusion for faculty, staff, students, and members of the Commonwealth. We will provide collections and programs that reflect the diversity of our community and raise cultural awareness. We will ensure equitable access to our facilities, resources and services, and we will improve our workforce by attracting and developing talented faculty and staff from diverse backgrounds.

University Libraries Civility Statement and Guidelines

Within the University Libraries, civility comprises a conscious demonstration of mutual respect – for people, for their roles, for their knowledge and expertise. Civility requires cooperation, tolerance, acceptance, inclusiveness, kindness, courtesy, and patience. It is expressed not only in the words we choose, but in our tone, demeanor, and actions. All members of the University Libraries community are responsible for and expected to exemplify and promote civility.

[University Libraries Civility Statement and Guidelines](#)

Fostering Diversity in the University Libraries

[University Libraries 2010-15 Diversity Strategic Plan](#)

Alert [Hours and Locations](#) [My Account](#) [Renew Books](#)

PennState
University Libraries

[SERVICES](#) [RESEARCH](#) [ABOUT](#) [ASK](#) © PATTEE AND PATERNO 7:45 AM TO 9:00 PM

[Home](#) / [About](#) / [Diversity](#) / University Libraries Civility Statement and Guidelines

DIVERSITY

[Message from the Dean on Diversity](#)

[University Libraries Civility Statement and Guidelines](#)

CONTACT

Human Resources

511 Paterno Library
University Park, PA 16802-1812
814-863-4949
814-863-5592 (fax)
ULHUMAN-
RESOURCES@lists.psu.edu

University Libraries Civility Statement and Guidelines

Within the University Libraries, civility comprises a conscious demonstration of mutual respect – for people, for their roles, for their knowledge and expertise. Civility requires cooperation, tolerance, acceptance, inclusiveness, kindness, courtesy, and patience. It is expressed not only in the words we choose, but in our tone, demeanor, and actions. All members of the University Libraries community are responsible for and expected to exemplify and promote civility.

The University Libraries is committed to creating and maintaining a positive learning and working environment. While it is understood that disagreement will, and should, occur in a collegiate setting, open communication, intellectual integrity, mutual respect for differing viewpoints, freedom from unnecessary disruption, and a climate of civility are important values that we embrace.

Examples of civility include:

- Respect and courtesy in language, demeanor, and actions
- Respectful acknowledgement of individual differences
- Empathy and patience
- Refraining from insulting, disrespectful, dismissive, or humiliating language and/or actions

All employees deserve to be treated with dignity and respect at their place of work. They deserve to work in an environment free from incivility, harassment, or bullying. Actions must be evaluated not only in light of what the actor intended, but also by what the recipient felt, i.e., impact as well as intent is important.

The University Libraries management is ultimately responsible for creating a positive work climate, and will deal with civility concerns in a timely manner. If you believe you have been treated inappropriately.

What to do about Uncivil Treatment

Each University Libraries employee and community member is expected to treat others with civility and respect. If you feel that you have been treated in a manner that is inconsistent with these expectations, you have several options:

- Approach the other person and share your feelings about what happened. Think about this: What would you want a coworker to do if they were offended by something you said or did? Often making the other person aware of how his conduct affected you is sufficient. Few people are deliberately hurtful.
- Discuss the matter with your supervisor. Your supervisor may be able to advise you, make suggestions, or if necessary, intervene.
- If you feel you cannot discuss it with your immediate supervisor, it may be appropriate to escalate your concern through your management chain.
- Consult Libraries Human Resources. LHR can provide advice and help facilitate a solution.
- If you are a faculty member, speak to your Ombudsperson. For staff, Libraries HR fulfills the role of Ombudsperson.
- If your concern can't be resolved within the Libraries, you can contact the Employee Relations Division of the University's Office of Human Resources for help.

Any indication of retaliation for concerns about civil and respectful treatment that are raised in good faith will not be tolerated and will be investigated by the Libraries Administration.

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THE UNIVERSITY OF
TENNESSEE
KNOXVILLE
UNIVERSITY LIBRARIES

Discover the *Volunteer Difference* at the Libraries

UNIVERSITY OF TENNESSEE LIBRARIES STRATEGIC PLAN, 2017-2022

Mission

The University of Tennessee Libraries enrich and advance our community, the nation, and the world by providing expertise and leadership in accessing, creating, disseminating, and preserving knowledge.

Guiding Principles

In order to achieve our mission, the UT Libraries' faculty and staff commit to:

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

Vision Statement

The University of Tennessee Libraries is an indispensable partner to every member of the Volunteer community as they discover and advance knowledge, engage with society, and strive for excellence.

University of Tennessee VolVision 2020 Strategic Priorities

PRIORITY ONE: Undergraduate Education

Recruit, enrich, and graduate undergraduate students who are prepared to enter the global community as lifelong learners and authentic leaders

PRIORITY TWO: Graduate Education

Strengthen graduate education through an emphasis on excellence and improvement of the graduate student experience

PRIORITY THREE: Research, Scholarship, Creative Activity, and Engagement

Strengthen our capacity, productivity, and recognition across our total portfolio of research, scholarship, creative activity, and engagement

PRIORITY FOUR: Faculty and Staff

Attract, retain, and recognize stellar faculty and staff who strive for excellence and proudly embody Volunteer values

PRIORITY FIVE: Resources and Infrastructure

Develop a resource base for the future; continue transformation of campus infrastructure

PRIORITY SIX: Diversity and Inclusion

Enhance diversity and inclusion to benefit our campus

Full version of VolVision 2020 and other key planning documents
available at <http://top25.utk.edu/category/key-documents/>



Five Areas of Strategic Emphasis

Teaching, Learning & Innovation

Teaching, learning, and innovation occur when the right environment inspires intellectual curiosity and fosters creativity. The Libraries provides the spaces, technology, and expertise to encourage study, reflection, and exploration. Librarians are dedicated partners in a shared quest for transformative learning and champions for faculty and student success.

Goals

- Provide spaces, technology, and support for the development of new pedagogical models
- Collaborate with campus and community partners to strengthen experiential learning
- Be a campus leader in furthering graduate student success
- Ensure excellence in library instruction in the classroom, online, and one on one
- Create inspiring individual and collaborative learning spaces
- Develop effective engagement with at-risk populations

Aligns with VolVision 2020 Strategic Priorities 1, 2, 5, 6



Five Areas of Strategic Emphasis, continued

Empowering Research

Through investigation and creativity, scholars generate ideas and discoveries that improve our community, our region, and lives around the world. Librarians, as information specialists and stewards of the scholarly record, recognize the power inherent in scholarship and are crucial partners in its creation and dissemination.

Goals

- Educate and collaborate with the campus community on emerging forms of scholarly discovery, knowledge management, and research dissemination
- Lead the university in identifying holistic measures of excellence in research, scholarship, creative activity, and engagement
- Advance the responsible conduct of research
- Promote the power of open research, open science, and open systems to advance the public good

Aligns with VolVision 2020 Strategic Priorities 1, 2, 3, 4



Five Areas of Strategic Emphasis, continued

Collaborative Collections

The Libraries develops and maintains outstanding collections; continuously improves access to—and the accessibility of—those collections; and creates opportunities for collaboration and the sharing of materials across institutions. The Libraries advances these objectives through application of best practices and utilization of the latest discovery platforms and other technologies.

Goals

- Make discovery of information intuitive for our users
- Implement an evidence-based model to inform collection decisions
- Strategically build unique special collections to levels of global significance
- Use best practices to effectively share our local collections with a global audience
- Invest in cooperative partnerships to provide greater access to the cultural and scholarly record
- Implement strategies for best stewardship of physical and digital collections

Aligns with VolVision 2020 Strategic Priorities 3, 5, 6



Five Areas of Strategic Emphasis, continued

Organizational Excellence

Within the Libraries, the pursuit of organizational excellence is an ongoing process. Collectively, we value and promote excellence, and we welcome diverse ideas for attaining our common goals. We are individuals working together to meet shared goals in a culture that promotes trust, value, and inclusion.

Goals

- Support and encourage continuous learning, exploration, mentorship, and professional growth for individuals and teams
- Identify and implement effective and efficient internal communication practices
- Advance a culture of trust, diversity, respect, and inclusivity
- Provide the spaces and tools necessary to support the activities of our faculty and staff

Aligns with VolVision 2020 Strategic Priorities 4, 5, 6

Five Areas of Strategic Emphasis, continued

Sharing Our Story

Communication is not a one-time activity but rather an initiative that requires ongoing dedication. It encompasses listening as well as telling. Effective communication demands that we weave our users’ range of experiences into what each of us does and how we convey it. In this way, we do more than share experiences. We create a shared experience.

Goals

- Use two-way communication and assessment to create an extraordinary user experience
- Cultivate private support of the Libraries
- Increase awareness of library services and resources
- Create and promote consistent best practices for external communication
- Publicize the Libraries’ accomplishments throughout campus—and beyond

Aligns with VolVision 2020 Strategic Priorities 1, 2, 5, 6

The screenshot shows the top navigation bar of the University of Wisconsin-Madison Libraries website. The header includes the library logo, the text 'Libraries UNIVERSITY OF WISCONSIN-MADISON', and utility links for 'UW-Madison', 'Ask', a gift icon, and a search icon. Below this is a secondary navigation bar with links for 'FIND', 'LIBRARIES', 'COLLECTIONS', 'SERVICES', 'ABOUT', 'HELP', and 'MY ACCOUNTS'. The main content area features a breadcrumb trail: 'About > Library Administration > Our Commitment to Diversity and Incl...'. The title 'Our Commitment to Diversity and Inclusion' is displayed in a large, dark red font. The text below explains the library's dedication to social justice, diversity, and equality, and mentions a 2015 report. It also states the library's goal to provide a safe and inclusive environment. A quote from Ed Van Gemert, UW-Madison Vice Provost for Libraries and University Librarian, is included. The page further states support for the ALA Bill of Rights and provides contact information for more details.

Libraries
UNIVERSITY OF WISCONSIN-MADISON

UW-Madison | Ask | Gift | Search

FIND LIBRARIES COLLECTIONS SERVICES ABOUT HELP MY ACCOUNTS

About > Library Administration > Our Commitment to Diversity and Incl...

Our Commitment to Diversity and Inclusion

Libraries are dedicated to the principles and practices of social justice, diversity, and equality among our staff, collections, and services. As part of the efforts to further and enable the opportunities for education, benefit the good of the public, and inform citizens, the University of Wisconsin–Madison Libraries commit ourselves to doing our part to end the many forms of discrimination that plague our society. In coordination with campus efforts, the Libraries are moving forward with the approved recommendations for action that were developed as part of the UW–Madison General Library System’s Diversity Task Force Recommendations Report, November 2, 2015.

The UW–Madison Libraries will continue to look for ways to eliminate undue hardship for the patrons who use our collections, services, and facilities. We will continue to work to ensure we provide welcoming and inclusive surroundings for all who wish to take advantage of our spaces and services. Actions meant to hurt, alienate, or divide this community will not be tolerated. We strive to create a safe, welcoming, and inclusive work place.

“The library staff at UW–Madison will continue to work with each other, as well as campus partners, to encourage practices that promote education, equality, diversity, and social justice. It’s not only important that the UW–Madison Libraries provide a welcoming environment for patrons, but that our practices are seen as a positive contribution to the community as a whole,” said Ed Van Gemert, UW–Madison Vice Provost for Libraries and University Librarian. “Ongoing efforts and outcomes include: being aware of own personal biases and unconscious bias; refining our capacity to directly address culturally insensitive actions and statements, and learning how to set the tone and lead in a culturally competent manner.”

The UW–Madison Libraries abide by and support the American Library Association’s (ALA) Bill of Rights. The ALA affirms that all libraries are forums for information and ideas, and that six basic policies should guide their services. A history of the Library Bill of Rights is found in the latest edition of the Intellectual Freedom Manual.

Although the Articles of the Library Bill of Rights are unambiguous statements of basic principles that should govern the service of all libraries, questions do arise concerning application of these principles to specific library practices. See the documents designated by the Intellectual Freedom Committee as Interpretations of the Library Bill of Rights.

For additional information or to contact the Libraries, you are encouraged to email or call 608-262-3193.

The following pages include the signatures of individuals offering their support for this statement, including the General Library System’s Executive Group and the Library Coordinating Council (LCC).

Institution Diversity Goals, Values, Statements

The screenshot displays the website for the Office for Inclusion, Diversity and Equal Opportunity at Case Western Reserve University. The page is titled "Strategic Action Plan" and features a navigation menu with links for Home, About, Programs, Students, Faculty + Staff, Office for Faculty Diversity, and University Policies. A search bar is located in the top right corner.

The main content area is titled "Strategic Action Plan" and includes a breadcrumb trail: "Home > Diversity > About > Strategic Action Plan". The primary heading is "2016-2019 Diversity Strategic Action Plan" followed by the sub-heading "CWRU Diversity Strategic Action Plan Calls for Collaboration and Accountability To Reach Inclusion & Diversity Goals".


The text describes the 2016–2019 Case Western Reserve University Diversity Strategic Action Plan (DSAP) as a call for increased visibility, accountability, and collaboration. It is titled "Advancing Diversity and Inclusion: A Roadmap for Excellence at Case Western Reserve University" and focuses on three goals outlined in the university's first Diversity Strategic Action Plan, released in 2012.

The three DSAP goals are:

- 1) Improved campus climate
- 2) Increased retention and recruitment of faculty, students and staff from underrepresented groups
- 3) Enhanced leveraging of university resources to advance diversity and inclusion

A quote from University President Barbara Snyder is included: "The second plan ...identifies how best to advance the work we still need to do to enhance inclusion, diversity and equal opportunity at our university," said University President Barbara Snyder in introducing the publication. "I look forward to working with our campus community as we embrace the work ahead of us"

The text concludes by stating that the Office for Inclusion, Diversity and Equal Opportunity (OIDE) spearheaded the development of the new DSAP. The process began with an evaluation of the 2012-02015 plan through a diversity audit of the campus and a review by members of the CWRU Diversity Leadership Council (DLC) to determine the status of previous action steps taken to achieve diversity goals. In addition, an assessment was conducted through focus groups by an external review team, which examined the state of diversity, inclusion and equity at CWRU. Finally, members of the CWRU campus community provided feedback and suggestions for the DSAP at campus open forums. The information gathered through these various processes was utilized by the DLC to create the 2016-2019 DSAP.



"The new plan stresses visibility because we know our campus community wants changes that are transparent," said Vice President for Inclusion, Diversity and Equal Opportunity Marilyn S. Mobley, PhD. "In addition, the plan stresses accountability because we know that results are critical and that members of our campus community want to know, at every step, who is accountable for the change we want to see." In addition, Mobley said greater collaboration across campus would increase coordination among programs, avoid duplication of efforts and make better use of collective resources.

The new DSAP outlines specific actions that offices, departments and administrators should take in an effort to move the university forward in reaching its diversity and inclusion goals. Goals included in the plan include:

- establish a diversity certificate program for faculty and staff to provide incentives for annual diversity training
- develop curricular offerings to support cross-cultural understanding and skills in working with diverse individuals and groups
- develop diversity workshops through graduate programs and professional schools to increase recruitment and retention of women and underrepresented faculty, staff and students.
- provide institutional financial support for faculty diversity recruitment and retention
- appoint a diversity leader for each CWRU school to assist deans and oversee diversity and inclusion programs, projects and initiatives
- require an annual review, assessment and progress reports on performance metrics for CWRU schools and UGEN (university general) divisions. UGEN refers to CWRU administrative offices, such as Office of Finance, General Counsel, Human Resources and others.

The DSAP can be downloaded here: [2016-2019 Diversity Strategic Action Plan](#)

For questions or additional information about the DSAP, contact Assistant Vice President and Director of Equity Christopher Jones, cj173@case.edu.

[Home](#) [Latest News](#) [My Diversity 360](#) [Staff Contact](#) [FaceBook](#)

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A

Toward New Destinations 2016-2017

APPENDIX: University Goals Structures

1. University Diversity Goals
2. Diversity Goals Summary (Matrix Format)
3. Measurement and Standards

1. University Diversity Goals

The structure below provides the broader context of University Diversity Goals, which represent the full reach of Cornell’s commitment to diversity. Each item in the Menu of Annual Initiatives identifies a specifically focused means of advancing one of these broader University Diversity Goals. The Diversity Goals Summary that follows repeats—in a condensed matrix format—these University Diversity Goals.

Core Diversity Principles

The University Diversity Goals are defined according to the four Core Diversity Principles—COMPOSITION, ENGAGEMENT, INCLUSION, and ACHIEVEMENT:

- composition refers to the demographic make-up of the unit or institution;
- engagement reflects personal, social, and professional commitment to institutional goals and activities;
- inclusion comprises climate and interpersonal relations; and
- achievement reflects levels of attainment for underrepresented individuals or groups.

Constituency Areas

Cornell’s diversity goals are organized according to the seven constituency areas:

- undergraduate students;
- graduate and professional students;
- postdocs and academic professionals (those with terminal degrees who have responsibilities in research, teaching, or the libraries, but are not included in the tenure-track ranks);
- tenure-track faculty (including tenured and non-tenured faculty);

- administration (including academic administration) and non-academic staff;
- off-campus constituents—vendors/ businesses and local community organizations and institutions; and
- Cornell’s extended community—parents, alumni, donors, and friends of Cornell.

Diversity Goals

I. COMPOSITION

undergraduate students	Achieve a diverse demographic composition that matches the comparison population.
graduate & professional students	Achieve a diverse demographic composition that matches the comparison population.
postdocs & academic professionals	Achieve a diverse demographic composition that matches the comparison population.
tenure-track faculty	Achieve a diverse demographic composition that matches the comparison population.
administration & non-academic staff	Achieve a diverse demographic composition that is consistent with institutional diversity goals.
off-campus constituents	Cultivate partnerships with the widest spectrum of off-campus entities and include a fully diverse range of off-campus participants in Cornell’s events, contracts, services, and initiatives.
extended community	Not applicable.

II. ENGAGEMENT

undergraduate students	Nurture and expand a culture in which students of all identities and backgrounds experience the full range of dynamic and stimulating exchange across difference with others in all facets of their Cornell experience.
------------------------	---

graduate & professional students	Nurture and expand a culture in which students of all identities and backgrounds participate in the full range of Cornell programs and activities that promote professional, intellectual, social, cultural, and personal development and exchange.
postdocs & academic professionals	Nurture and expand a culture in which postdocs and academic professionals of all identities and backgrounds experience the full range of dynamic and stimulating exchange across difference with others in all of their Cornell activities and responsibilities, and social, cultural, and personal development and exchange.
tenure-track faculty	Nurture and expand a culture in which faculty of all identities and backgrounds experience the full range of dynamic and stimulating exchange across difference with others in their research and teaching, their outreach and institutional service activities, and their social, cultural, and personal development and exchange.
administration & non-academic staff	Nurture and expand a culture in which administrators and non-academic staff members of all identities and backgrounds participate fully in professional activities, events and programs, institutional initiatives and conferences, and social, cultural, and personal development and exchange.
off-campus constituents	Nurture and expand a culture in which those we serve, contract and engage with, and purchase from participate in Cornell-sponsored events and programs.
extended community	Nurture a culture in which the extended community is enabled to experience the dynamic and stimulating exchange across difference available at Cornell.

III. INCLUSION

undergraduate students	Provide and cultivate an environment free of bias in which students of all identities and backgrounds feel welcomed, included, and at home in the full range of Cornell’s academic and co-curricular opportunities and services.
graduate & professional students	Provide and cultivate an environment free of bias in which students of all identities and backgrounds successfully take part in the full range of Cornell’s academic and co-curricular opportunities and services.
postdocs & academic professionals	Provide and cultivate an environment free of bias in which postdocs and academic professionals of all identities and backgrounds successfully take part in the full range of activities and services available to them.
tenure-track faculty	Provide and cultivate an environment free of bias in which faculty of all identities and backgrounds successfully take part in Cornell’s full range of academic and collegial activities, committee and governance assignments, and services.

administration & non-academic staff	Provide and cultivate an environment free of bias in which individuals of all identities and backgrounds take part in the full range of Cornell’s departmental and university-sponsored programming.
off-campus constituents	Provide a business and outreach environment in which the broad spectrum of those we serve, contract and engage with, and purchase from report satisfaction with their relationship with Cornell.
extended community	Provide and cultivate an environment free of bias in which individuals and families of all identities and backgrounds are welcome and able participate fully in available university-sponsored programs, events, and activities.

IV. ACHIEVEMENT

undergraduate students	Provide and extend a context in which students of all identities and backgrounds are represented equitably at the highest levels of academic, co-curricular, and extra-curricular accomplishment, and in honors and awards on and off campus.
graduate & professional students	Provide and extend a context in which students of all identities and backgrounds are represented equitably in regard to attrition and completion rates, time to degree and career outcomes, as well as in successful participation in research, publications, presentations, external fellowships, and honors and awards on and off campus.
postdocs & academic professionals	Provide and extend a context in which postdocs and academic professionals of all identities and backgrounds are represented equitably at all the levels of responsibility, and in all the honors, awards, and collegial opportunities available to them on and off campus.
tenure-track faculty	Provide and extend a context in which faculty of all identities and backgrounds are represented equitably at all ranks and levels of responsibility, and in all honors, awards, and professional opportunities on and off campus.
administration & non-academic staff	Provide and extend a context in which individuals of all identities and backgrounds are represented equitably in leadership programs, professional development opportunities, and promotions.
off-campus constituents	Provide and extend a context in which Cornell’s commitment to diversity leads to an increase in the efforts to address diversity and inclusion among those we serve, contract and engage with, and purchase from.
extended community	Not applicable.

2. Diversity Goals Summary (Matrix Format for University Diversity Goals)

CONSTITUENTS	CORE DIVERSITY PRINCIPALS			
	COMPOSITION	ENGAGEMENT	INCLUSION	ACHIEVEMENT
undergraduate students	Achieve a diverse demographic composition that matches the comparison population.	Nurture and expand a culture in which students of all identities and backgrounds experience the full range of dynamic and stimulating exchange across difference with others in all facets of their Cornell experience.	Provide and cultivate an environment free of bias in which students of all identities and backgrounds feel welcomed, included, and at home in the full range of Cornell's academic and co-curricular opportunities and services.	Provide and extend a context in which students of all identities and backgrounds are represented equitably at the highest levels of academic, co-curricular, and extra-curricular accomplishment, and in honors and awards on and off campus.
graduate & professional students	Achieve a diverse demographic composition that matches the comparison population.	Nurture and expand a culture in which students of all identities and backgrounds participate in the full range of Cornell programs and activities that promote professional, intellectual, social, cultural, and personal development and exchange.	Provide and cultivate an environment free of bias in which students of all identities and backgrounds successfully take part in the full range of Cornell's academic and co-curricular opportunities and services.	Provide and extend a context in which students of all identities and backgrounds are represented equitably in regard to attrition and completion rates, time to degree and career outcomes, as well as in successful participation in research, publications, presentations, external fellowships, and honors and awards on and off campus.
postdocs & academic professionals	Achieve a diverse demographic composition that matches the comparison population.	Nurture and expand a culture in which postdocs and academic professionals of all identities and backgrounds experience the full range of dynamic and stimulating exchange across difference with others in all of their Cornell activities and responsibilities, and social, cultural, and personal development and exchange.	Provide and cultivate an environment free of bias in which postdocs and academic professionals of all identities and backgrounds successfully take part in the full range of activities and services available to them.	Provide and extend a context in which postdocs and academic professionals of all identities and backgrounds are represented equitably at all the levels of responsibility, and in all the honors, awards, and collegial opportunities available to them on and off campus.
tenure-track faculty	Achieve a diverse demographic composition that matches the comparison population.	Nurture and expand a culture in which faculty of all identities and backgrounds experience the full range of dynamic and stimulating exchange across difference with others in their research and teaching, their outreach and institutional service activities, and their social, cultural, and personal development and exchange.	Provide and cultivate an environment free of bias in which faculty of all identities and backgrounds successfully take part in Cornell's full range of academic and collegial activities, committee and governance assignments, and services.	Provide and extend a context in which faculty of all identities and backgrounds are represented equitably at all ranks and levels of responsibility, and in all honors, awards, and professional opportunities on and off campus.
administration & non-academic staff	Achieve a diverse demographic composition that is consistent with institutional diversity goals.	Nurture and expand a culture in which administrators and non-academic staff members of all identities and backgrounds participate fully in professional activities, events and programs, institutional initiatives and conferences, and in social, cultural, and personal development and exchange.	Provide and cultivate an environment free of bias in which individuals of all identities and backgrounds take part in the full range of Cornell's departmental and university-sponsored programming.	Provide and extend a context in which individuals of all identities and backgrounds are represented equitably in leadership programs, professional development opportunities, and promotions.
off-campus constituents	Cultivate partnerships the widest spectrum of off-campus entities and include a fully diverse range of off-campus participants in Cornell's events, contracts, services, and initiatives.	Nurture and expand a culture in which those we serve, contract and engage with, and purchase from participate in Cornell-sponsored events and programs.	Provide a business and outreach environment in which the broad spectrum of those we serve, contract and engage with, and purchase from report satisfaction with their relationship with Cornell.	Provide and extend a context in which Cornell's commitment to diversity leads to an increase in the efforts to address diversity and inclusion among those we serve, contract and engage with, and purchase from.
extended community		Nurture a culture in which the extended community is enabled to experience the dynamic and stimulating exchange across difference available at Cornell.	Provide and cultivate an environment free of bias in which individuals and families of all identities and backgrounds are welcome and able to participate fully in available university-sponsored programs, events, and activities.	

3. Measurements and Standards

Assumptions and Standards

- The concept of “diversity” extends well beyond race and sex, and the university is committed to collecting and disseminating a greater variety of diversity data in addition to these categories, but in reflection of our legal obligations to collect and report data about race and sex, metrics relating to these specific concepts are very commonly used.
- While it may be important to describe the actions a unit has undertaken pursuant to a given diversity initiative, assessment should rely primarily on data *from or about* constituent populations.
- Wherever possible, the efficacy of diversity initiatives should be assessed in light of centrally-maintained institutional data and widely-accepted definitions of key concepts, systematically measured and contextualized. This practice facilitates internal comparisons (such as across units at Cornell) and external bench-marking (such as with peer universities).
- In most cases, comparisons should be made as percentages and with reference to the populations and pools most relevant to a given constituency.

Institutional Support and Unit Responsibility

- The public Diversity Dashboard and the secured-access Executive Diversity Dashboard are resources that facilitate the examination of diversity by sex and race/ethnicity among Cornell constituencies.
- While there are centralized resources (such as Institutional Research & Planning and the Department of Inclusion & Workforce Diversity) that may

be able to help units with measurement, units are ultimately responsible for the assessment of their own initiatives.

- Data drawn from university records and other centralized data sources can be supplemented, when necessary, with other kinds of data collected from or about diverse populations. The use of qualitative data sources, such as focus group or structured interviews, used in conjunction with quantitative measures can provide a fuller assessment.

FLORIDA STATE UNIVERSITY

OFFICE OF HUMAN RESOURCES

HOME ABOUT US WORKING AT FSU HR SECTIONS COMMUNICATIONS QUICK LINKS

Diversity & Inclusion

- About Us
- Diversity & Inclusion Initiatives
- Diversity & Inclusion Learning Opportunities
- Supplier Diversity
- Donate to Diversity @ FSU

At The Florida State University, we recognize that every competitive advantage begins with people. By valuing, celebrating and leveraging the differences and similarities of our students, faculty and staff, we inspire an environment of innovation and passion - one that enables us to create a teaching, research and service environment that better reflects the needs of our students, faculty, staff, customers, constituents, communities and other key stakeholders. [Read more ...](#)

Florida State University spotlighted in the January/February 2016 edition of *Insight into Diversity* magazine. The article provides a great overview of our efforts and progress regarding diversity and inclusion. [INSIGHT Into Diversity | January/February 2016 - FSU Spotlight](#)

Florida State University's continuing efforts to move diversity and inclusion to the forefront of the university mission received national recognition as the institution earned *INSIGHT Into Diversity's* 2015 "Higher Education Excellence in Diversity" (HEED) Award. [Read more ...](#)

FSU Recognized as 'Diversity Champion' by *Insight Into Diversity*

FSU Receives National Award for Excellence in Diversity

Diversity Resources

Affinity Groups
 FSU College of Medicine Council on Diversity and Inclusion
 FSU NHMFL Diversity Committee
 FSU Institutional Research
 Florida Diversity Council
 Diversity Reading List
 Diversity Hot Topics

CONTACT US

Florida State University
 A6200 University Center
 PO Box 3062410
 Tallahassee, FL 32306-2410
 ☎ 850-644-7950
 ✉ hr-diversity@fsu.edu
 📄 [Unit Contact List](#)

- Job Opportunities
- Dept Rep Resources
- Calendars
- Forms Wizard
- HR Forms
- myFSU Login
- Policies & Procedures
- Hot Topics

Office of Human Resources
 280 Champions Way
 A6200 University Center
 Tallahassee, Florida 32306
 Phone: (850) 644-8034
 Fax: (850) 645-9908
 Email: hr@fsu.edu
 Location map

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 A COMMITMENT TO EXCELLENCE

DIVERSITY CHAMPION
 2015

F&A
 A Division of Finance & Administration

The screenshot shows the University of Kansas Office of the Provost website. The main content area is titled "Diversity Action Plan - Call for Comments" and contains the following text:

Developing a diversity and inclusion planning framework that contains both specific action items and accountability metrics is underway.

We will not wait to act on items we know we can and should address now. Listed below are specific action items KU is committed to completing. The items are arranged into four themes and, within each theme, by timeframe. You will see ideas related to Communication and Accountability, Education and Training, Recruitment and Retention, and Campus-wide Strategic Framework.

Action Items

I. COMMUNICATION AND ACCOUNTABILITY

Recently Completed

1. The Diversity, Equity and Inclusion Advisory Group, co-chaired by Clarence Lang, chair of the Department of African & African-American Studies and Sheahon Zenge, athletics director (reporting to the interim provost and executive vice chancellor) was formed to investigate and pursue issues raised at the November 11th town hall meeting. The first meeting was held in December 2015. This group will have independence and flexibility to identify and report new and rising concerns.

Plans for Spring 2016

2. Expand the ability for Institutional Opportunity and Access (IOA) to investigate reports of discrimination and sexual harassment. Responsibility: Associate vice provost for human resource management.
3. Develop unit specific diversity action items to address areas of concerns, opportunities, and strengths within units. Report action items to provost. Responsibility: Deans and vice provosts with assistance from the vice provost for diversity and equity.
4. Develop a tracking mechanism to inventory existing resources and programs in units across campus. A comprehensive list of resources and activities will be located on the Diversity and Equity website. Responsibility: Unit diversity contact and vice provost for diversity and equity.
5. Develop an online training module for reporting discrimination. Responsibility: Associate vice provost for human resource management.
6. Develop a position description for a cultural competency position in the Office of Multicultural Affairs and seek funding for this position as well as increased funding for the Emily Taylor Center for Women and Gender Equity. Responsibility: Vice provost for diversity and equity, director of OMA, and director of the ETC.

The sidebar on the right contains several widgets:

- Office of the Provost:** There are no upcoming events. See all events »
- Diversity, Equity, and Inclusion:** Several initiatives are furthering efforts to ensure KU offers a welcoming and supportive environment for all to learn, live, work, and discover.
 - Diversity, Equity, and Inclusion Advisory Group
 - Diversity Action Steps
 - KU Climate Study
- Safety at KU:** Safety at KU Overview, Concealed Carry
- Twitter:** Beginning soon. Please join in person at Alderson Auditorium or online. <https://t.co/4hkJunGC9K>
- Announcements:**
 - Faculty Searches
 - Provost Office Searches

II. EDUCATION AND TRAINING

Recently Completed

7. The provost hosted an all-day social justice and diversity training session on January 14, 2016 for all deans and vice provosts, facilitated by the Office of Multicultural Affairs (OMA). The chancellor was also in attendance.
8. The permanent director of the OMA was hired.
9. The vice provost for diversity and equity convened a planning group for education and training to recommend a framework under which all diversity and inclusion training will be designed, assessed, and coordinated.
10. Vice provost for faculty development and faculty fellow held a workshop for department chairs on faculty mentoring.
11. The Center for Teaching Excellence (CTE) posted and shared resources for faculty on inclusive teaching.

Plans for Spring 2016

12. Hold the 2nd Annual Cultural Competency Conference on March 10 and 23. Hosted by: Vice provost for diversity and equity and the associate vice provost for human resource management.
13. Provide a diversity workshop for department chairs. Responsibility: Vice provost for faculty development and the vice provost for diversity and equity.
14. Ensure that staff in the office of Institutional Opportunity and Access (IOA) receive diversity training. Responsibility: Associate vice provost for human resource management and vice provost for diversity and equity
15. Recommend ways to increase capacity on campus to offer diversity and inclusion programs including mandatory training. Responsibility: Vice provost for diversity and equity.

Plans for 2016–2017 Academic Year

16. Implement education plans developed.
17. Incorporate CTE resources into new faculty orientation.
18. Incorporate diversity training into new chair orientation.
19. Continue to develop training and implement programs as finalized.

III. RECRUITMENT AND RETENTION

Recently Completed

20. New director of the Office of Institutional Opportunity and Access (IOA) interviews were completed on January 12.
21. Developed the Sexual Assault Prevention and Education Center (SAPEC) and hired its first director, Jennifer Brockman. Two new educator positions in the SAPEC will be hired shortly.
22. The new director of Accessibility and ADA Education, Catherine Johnson, was hired.
23. Assistant vice provost and director of first year experience and the vice provost of diversity and equity established a workgroup to increase retention rates for first-generation, low-income and students of color.
24. OMA extended the Hawk Link program to include the spring semester to increase academic support for first-generation, low-income and students of color throughout the year.
25. Vice provost for faculty development and the vice provost for diversity and equity began review of KU faculty mentoring and support programs to ensure these programs reflect best practices and meet the needs of underrepresented faculty.

Provost Office News

August 8, 2017
Colombo to lead Office of Research

July 27, 2017
KU volunteers needed for move-in, first days of class

June 29, 2017
Campus experience leads to distinctive role for associate dean


June 20, 2017
School of Education staff member named KU's first adviser of the year

June 8, 2017
On July 1, two KU offices move away from cash for in-person payments

[Read more »](#)

Policy Library Search

Visit the Policy Office for more information.



	<p>26. Vice provost for diversity and equity formed a workgroup to examine and evaluate the MU Advising Corps model for recruiting and supporting the success of more first generation, low income, and students of color.</p> <p>Plans for Spring 2016</p> <p>27. Consider a leadership program to help students from underrepresented populations connect and be successful. Responsibility: Vice provost for diversity and equity in cooperation with academic and student support units.</p> <p>28. Review and develop processes to attract diverse applicant pools in all faculty, staff, and administrative hires. Responsibility: Vice provost for faculty development and associate vice provost for human resource management.</p> <p>29. Implement comprehensive set of strategies and tactics designed to attract an academically qualified, diverse applicants and admit pool. Responsibility: Vice provost for enrollment management and director of admissions.</p> <p>30. Create clear and timely transfer pathways. Responsibility: Vice provost for enrollment management, director of admissions and vice provost for academic affairs.</p> <p>31. Complete review of KU faculty mentoring programs and develop models to support underrepresented faculty success. Responsibility: Vice provost for faculty development and vice provost for diversity and equity in cooperation with deans and department chairs.</p> <p>32. Complete diversity and equity workgroup's evaluation of the MU Advising Corps model as a means for KU to recruit more first-generation, low-income and students of color to KU and set them up for success. Responsibility: Diversity and equity workgroup.</p> <p>Plans for 2016-2017 Academic year</p> <p>33. Continue to expand participation in the Multicultural Scholars Program (MSP). The provost office has provided funding to double the number of students who were served in 2014.</p> <p>34. Implement processes to attract diverse applicant pools in all faculty, staff, and administrative hires.</p> <p>35. Implement a mentoring program in Hawk Link to increase student success. Responsibility: Office of Multicultural Affairs</p> <p>36. Implement faculty mentoring programs.</p> <p>37. University Innovation Alliance (UIA) and the U.S. Department of Education's First in the World (FITW) advising initiative is underway for 2016-2019, and involves KU students. The project analyzes gaps in attainment and offers proactive advising.</p> <p>38. Conduct a search to fill two new positions in Counseling and Psychological Services (CAPS) to better serve underrepresented students.</p> <p>IV. CAMPUS-WIDE STRATEGIC FRAMEWORK</p> <p>Recently completed</p> <p>33. Started KU Climate Study. Responsibility: Vice provost for diversity and equity, and associate vice provost for human resources</p> <p>Plans for Spring 2016</p> <p>40. Host the 4th Annual Diversity Symposium on April 12. Responsibility: Vice provost for diversity and equity and the diversity leadership council.</p> <p>41. Develop a diversity framework that includes action steps and metrics that can integrate into KU's next strategic plan. Responsibility: Deans and vice provosts.</p> <p>42. Ensure that the diversity initiatives put forth in <i>Bold Aspirations</i> are prioritized and addressed. Responsibility: Provost.</p>	
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Plans for 2016-2017 Academic year

- 43. Complete KU Climate Study information gathering and analysis.
- 44. Develop action steps to integrate climate study data into the diversity framework and campus strategic plan to improve KU's living, learning and working environment.
- 45. Consider a leadership program to help students from underrepresented populations connect and be successful.

Signed

Sara Rosen, interim provost and executive vice chancellor

Dave Cook, vice chancellor of the Edwards Campus

Jim Tracy, vice chancellor for research

Stuart Day, acting senior vice provost for academic affairs

Diane Goddard, vice provost for administration and finance

Nate Thomas, vice provost for diversity and equity

Matt Melvin, vice provost for enrollment management

Mary Lee Hummert, vice provost for faculty development

Tammara Durham, vice provost for student affairs

DeAngela Burns-Wallace, vice provost of undergraduate studies

Maresh Daas, dean of the School of Architecture Design & Planning

Neeli Bendapudi, dean of the School of Business

Carl Lejuez, dean of the College of Liberal Arts & Sciences

Rick Ginsberg, dean of the School of Education

Michael Branicky, dean of the School of Engineering

Michael Roberts, dean of Graduate Studies

Ann Brill, dean of the School of Journalism & Mass Communications

Kent Miller, interim co-dean of KU Libraries

Mary Roach, interim co-dean of KU Libraries

Stephen Mazza, dean of the School of Law

Robert Walzel, dean of the School of Music

Ken Audus, dean of the School of Pharmacy

Paul Smokowski, dean of the School of Social Welfare

MIT | ICEO / Institute Community & Equity Office

Diversity • Equity • Inclusion •

Home About Events Diversity Resources MLX Programs Get Involved News Blog

MIT students recognized for co-founding Data for Black Lives (D4BL) to mobilize scientists to use data science to fight racial bias in real estate, finance, criminal justice, and other areas.

Read more > ||

Advancing a respectful and caring community that embraces diversity and empowers everyone to learn and do their best at MIT.

Of Note

- Exceptional Individuals honored at the 2017 MIT Excellence Awards and Collier Medal ceremony**
Read more
- Check out the list of MIT Officers, Directors, Managers, and Diversity Representatives**
Every community member can play a role in advancing a respectful and caring community.
Read more
- Preparing for Unconscious Bias Education**
Read the blog by Ed Bertschinger, Institute Community and Equity Officer (ICEO)
Read more

Upcoming Events

- THE 17 STONEWALL UPRISING**
August 17 @ 6:00 pm - 7:30 pm
- FRI 18 ME(DIA) RESPONSE: SELF-AWARENESS AND ACTIVISM THROUGH ART-MAKING | PART 1: MAKING A STATEMENT**
August 18 @ 12:00 pm - 2:00 pm
- THE 31 STONEWALL UPRISING**
August 31 @ 6:00 pm - 7:30 pm
- SEP 07 LET THE FIRE BURN**
September 7 @ 6:00 pm - 7:30 pm

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Equal Employment Opportunity (EEO)

- EEO Policy
- Diversity/Affirmative Employment Program (ADP)
- Anti-Harassment Policy
- EEO Compliance Process
- Special Emphasis Observations

Diversity and Inclusion Program

To reach our goal of "Building our Future Through our People," NARA commits itself to attracting and retaining a diverse and inclusive workforce—one that mirrors the public that we serve.

We will recruit, select, develop, promote, and retain employees of differing viewpoints, backgrounds, experience, education, socioeconomic status, occupations, and geographic locations.

NARA is strongly committed to the principles of diversity and inclusion and embraces the diversity that our employees bring. We believe that this diversity inspires innovation, encourages respect, and promotes unlimited success. We further commit ourselves to a workplace where we welcome the views and perspectives of all employees and recognize and appreciate their talents, skills, and abilities.

It is NARA's policy to develop and maintain a workplace that values these individual differences, because the benefits derived from a diverse and inclusive workforce are unlimited. For that reason, we must strive to ensure that all of our employees receive the tools they need to expand their multidisciplinary knowledge, requisite skills, training, and development to accomplish our present and future mission objectives.

All executives, managers, supervisors, and employees should be role models who embrace acceptance, inclusion, and accountability. Each one of us bears the responsibility to ensure a diverse and inclusive workplace.

Together, all of us can play a part in making NARA an employer of choice, where all are welcome and treated with dignity and respect as part of our day to day work.

September 2013

© This program last reviewed on August 21, 2016.
Contact us with questions or comments.

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The U.S. National Archives and Records Administration
1-86 NARA-NARA or 1-866-272-4272

The screenshot shows the NIH Policy website. At the top, there is a navigation bar with tabs for Consulting, People, Training, Resolutions, Data, Policy (selected), and More. Below this is the NIH logo and social media icons for Twitter, Instagram, and YouTube. A secondary navigation bar includes links for About, Executive Orders, Policies & Procedures, Regulations, and Statutes. The main content area features a heading 'Policy' and a sub-heading 'Articulating rights and responsibilities consistent with current law.' Below this, there is a section titled 'POLICY' with a paragraph of text. This is followed by a section 'MOVING FORWARD' with an image of two jackets and a paragraph of text. Next is a section 'EXISTING POLICY' with a paragraph of text. The bottom half of the page contains a grid of three columns: 'POLICY', 'POLICY STATEMENTS', and 'EEOC MANAGEMENT DIRECTIVES'. Each column lists various documents with their titles and dates. At the bottom, there is a footer with the NIH logo, social media icons, and a list of links for Consulting, People, Training, Resolutions, Data, and More. The footer also includes the NIH website URL and accessibility information.

The screenshot shows the top portion of a website. At the top left is the University of Nebraska-Lincoln logo and name. To the right is a 'Login' button and a search bar. Below this is a navigation bar with a red background and white text, containing links for 'DIVERSITY HOME', 'PROGRAMS', 'RESOURCES', 'DIVERSITY ANALYSIS', and 'NEWS'. The main content area has a large heading 'Our Core Values & Beliefs'. Underneath is a sub-heading 'Our Core Values' followed by a paragraph explaining the university's adoption of these values in 2006. A list of eight core values follows, including 'Learning that prepares students for lifetime success and leadership' and 'Stewardship of the human, financial, and physical resources committed to our care'. Below the list is a paragraph about demonstrating these values. Another paragraph discusses the university's goals for the 2016-17 academic year. The section concludes with a sub-heading 'Beliefs on Diversity and Inclusion' and a paragraph about striving for excellence in an atmosphere of respect and acceptance. Finally, a list of eight belief statements is provided, such as 'We value equity, inclusion, and dignity for all' and 'We take action when we observe someone being treated unfairly or in a demeaning manner'.

UNIVERSITY OF NEBRASKA-LINCOLN Login Search

N DIVERSITY AND INCLUSION

Nebraska Diversity and Inclusion Diversity Home Our Core Values & Beliefs

DIVERSITY HOME PROGRAMS RESOURCES DIVERSITY ANALYSIS NEWS

Our Core Values & Beliefs

Our Core Values

In 2006, the University of Nebraska-Lincoln adopted its Core Values. The University community contributed to the development of these core values, which reflect our commitment to the ideals of a leading land-grant, comprehensive research university.

We value:

- Learning that prepares students for lifetime success and leadership;
- Excellence pursued without compromise;
- Achievement supported by a climate that celebrates each person's success;
- Diversity of ideas and people;
- Engagement with academic, business, and civic communities throughout Nebraska and the world;
- Research and creative activity that inform teaching, foster discovery, and contribute to economic prosperity and our quality of life;
- Stewardship of the human, financial, and physical resources committed to our care.

We demonstrate these values when we strive to assure that each individual is able to work and learn in an atmosphere of dignity, equity and inclusion.

As we enter the 2016-17 academic year, we ask that all members of the University community be especially mindful of our responsibility to create an environment that is welcoming to all, where each person feels accepted, valued and safe. To that end, we are providing the following belief statements to enhance and clarify our conviction to this principle.

Beliefs on Diversity and Inclusion

At the University of Nebraska, we strive for excellence in all that we do. True excellence requires that each individual be able to work and learn in an atmosphere of respect, dignity, and acceptance. Our commitment to diversity and inclusion requires each of us to continuously ensure our interactions be respectful, protect free speech and inspire academic freedom.

At the University of Nebraska:

- We value equity, inclusion, and dignity for all.
- We strive for excellence and recognize that our differences make us stronger. We respect and seek out inclusion of differences, realizing we can learn from each other.
- We insist on a culture of respect, and recognize that words and actions matter. The absence of action and words also matter.
- We believe in the freedom of speech, and encourage the civil and respectful expression of ideas and opinions.
- We all share in the responsibility to create a positive culture and to safeguard equity, inclusion, dignity, and respect for all. Each member of the University community—faculty, staff and students—should be a role model for others.
- We take action when we observe someone being treated unfairly or in a demeaning manner.

The screenshot shows the top portion of a web page. At the top left is the University of Toronto crest and logo. To its right is the text 'UNIVERSITY OF TORONTO' and 'Office of the President'. On the far right is a search bar with a magnifying glass icon and the word 'Search'. Below the logo and text is a horizontal navigation menu with the following items: 'The President', 'The Office', 'Events', 'Speeches & Publications', 'Three Priorities', 'Refugee Initiatives', and 'U15'. Below the navigation menu is a breadcrumb trail: 'Office of the President > President's Statement on Diversity and Inclusion'. The main heading is 'President's Statement on Diversity and Inclusion'. The text of the statement follows, discussing the university's values and the importance of diversity and inclusion.

UNIVERSITY OF TORONTO | Office of the President

Search

The President | The Office | Events | Speeches & Publications | Three Priorities | Refugee Initiatives | U15

Office of the President > President's Statement on Diversity and Inclusion

President's Statement on Diversity and Inclusion

Diversity, inclusion, respect, and civility are among the University of Toronto's fundamental values. Outstanding scholarship, teaching, and learning can thrive only in an environment that embraces the broadest range of people and encourages the free expression of their diverse perspectives. Indeed, these values speak to the very mission of the University. They spark education, discovery, and understanding and so take their place among humanity's greatest forces for good.

In this context, a reported encounter near College and Spadina involving a Muslim student from U of T, and similar incidents across the region, are extremely disturbing. The incidents come amid growing ethnic and religious tensions in Western society and around the world. And they are completely unacceptable.

Scapegoating or targeting individuals or groups based on their religion, ethnic or cultural heritage, country of origin, skin colour, gender, age, or any other identity is intolerable.

Such actions are reprehensible and antithetical to the fundamental values of our academic community. Instead, our institution reaffirms its commitment to be a safe and welcoming place for the widest breadth of communities – and their perspectives, ideas, and debates.

The principles of free expression and free inquiry are cornerstones of the academy. No university embracing those principles can retreat from them. By their very nature, diversity, inclusion, respect, and civility are not in tension with academic freedoms. On the contrary, they ground such freedoms.

In closing, I am acutely aware that in the face of intolerance and discrimination, no statement from the administration, however forceful, is a substitute for the public and private commitment, kinship, and professionalism demonstrated so abundantly by students, faculty, and staff across our three campuses.

It is a tremendous privilege to serve as President of this University.

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Contact the Office of the President | Office of the President

UNIVERSITY OF TORONTO

Statement on Equity, Diversity, and Excellence

<http://www.governingcouncil.utoronto.ca/Assets/Governing+Council+Digital+Assets/Policies/PDF/ppdec142006.pdf>



UNIVERSITY OF TORONTO

University of Toronto
Governing Council

Statement on Equity, Diversity, and Excellence

December 14, 2006

To request an official copy of this policy, contact:

The Office of the Governing Council
Room 106, Simcoe Hall
27 King's College Circle
University of Toronto
Toronto, Ontario
M5S 1A1

Phone: 416-978-6576
Fax: 416-978-8182
E-mail: governing.council@utoronto.ca
Website: <http://www.governingcouncil.utoronto.ca/>

Statement on Equity, Diversity, and Excellence

The purposes of this statement are to express the University's values regarding equity and diversity, and relate these to the institution's unwavering commitment to excellence in the pursuit of our academic mission.

Equity and Human Rights

At the University of Toronto, we strive to be an equitable and inclusive community, rich with diversity, protecting the human rights of all persons, and based upon understanding and mutual respect for the dignity and worth of every person. We seek to ensure to the greatest extent possible that all students and employees enjoy the opportunity to participate as they see fit in the full range of activities that the University offers, and to achieve their full potential as members of the University community.

Our support for equity is grounded in an institution-wide commitment to achieving a working, teaching, and learning environment that is free of discrimination and harassment as defined in the *Ontario Human Rights Code*. In striving to become an equitable community, we will also work to eliminate, reduce or mitigate the adverse effects of any barriers to full participation in University life that we find, including physical, environmental, attitudinal, communication or technological.

Diversity and Inclusiveness

Our teaching, scholarship and other activities take place in the context of a highly diverse society. Reflecting this diversity in our own community is uniquely valuable to the University as it contributes to the diversification of ideas and perspectives and thereby enriches our scholarship, teaching and other activities. We will proactively seek to increase diversity among our community members, and it is our aim to have a student body and teaching and administrative staffs that mirror the diversity of the pool of potential qualified applicants for those positions.

Excellence

We believe that excellence flourishes in an environment that embraces the broadest range of people, that helps them to achieve their full potential, that facilitates the free expression of their diverse perspectives through respectful discourse, and in which high standards are maintained for students and staff alike. An equitable and inclusive working and learning environment creates the conditions for our diverse staff and student body to maximize their creativity and their contributions, thereby supporting excellence in all dimensions of the institution.

Excellence at the University of Toronto is predicated on core freedoms that are at the heart of every university's mission --- freedom of speech and expression, academic freedom and freedom of research.

Responsibility

The creation of an equitable community, one that is diverse as well as inclusive and that is respectful and protects the human rights of its members, requires the work of every member of the community, across all of our sites and campuses, including students, teaching staff, administrative staff, visitors, alumni and guests.

For its part, the University will strive to make considerations of equity a part of the processes of setting policies, developing procedures, and making decisions at all levels of the institution. While for governance purposes, responsibility for the Statement resides with the Vice-President of Human Resources and Equity, daily responsibility for ensuring that the values expressed in this Statement live and breathe throughout the University will also rest with the President, the Vice-President and Provost, the Vice-Presidents and Vice-Provosts, and each Principal, Dean, Chair and Manager, within the scope of each person's role in the University.

UNIVERSITY OF TORONTO

Statement on Equity, Diversity, and Excellence

<http://www.governingcouncil.utoronto.ca/Assets/Governing+Council+Digital+Assets/Policies/PDF/ppdec142006.pdf>

Statement on Equity, Diversity, and Excellence

December 14, 2006

The University is committed to its internal policies on issues related to equity, and also operates in compliance with all legislation that bears on equity and human rights.¹

¹The applicable policies and legislation include: Statement of Institutional Purpose, Code of Behaviour on Academic Matters, Policies and Procedures: Sexual Harrassment, Employment Equity Policy, Statement of Commitment Regarding Persons with Disabilities, Statement on Protection of Freedom of Speech, the Ontario Human Rights Code, and any current or future guideline or procedure dealing with equity issues. Links to websites for the existing documents are listed in an Appendix to this Statement.

Statement on Equity, Diversity, and Excellence

December 14, 2006

Appendix

Statement of Institutional Purpose

<http://www.utoronto.ca/govcncl/pap/policies/mission.pdf>

Code of Behaviour on Academic Matters:

<http://www.utoronto.ca/govcncl/pap/policies/behaveac.pdf>

Policies and Procedures: Sexual Harassment:

<http://www.utoronto.ca/govcncl/pap/policies/sexual.pdf>

Employment Equity Policy:

<http://www.utoronto.ca/govcncl/pap/policies/emequity.pdf>

Statement of Commitment Regarding Persons with Disabilities:

<http://www.utoronto.ca/govcncl/pap/policies/disabled.pdf>

Statement on Protection of Freedom of Speech:

<http://www.utoronto.ca/govcncl/pap/policies/frspeech.pdf>

Ontario *Human Rights Code*:

http://www.e-laws.gov.on.ca/DBLaws/Statutes/English/90h19_e.htm

Tulane University Institutional Equity

ABOUT OIE | DIVERSITY & INCLUSION | AFFIRMATIVE ACTION | HIRING | REPORTING | TRAINING & EDUCATION | TITLE IX

Diversity Statement

Tulane's Diversity and Inclusive Excellence Statement

Diversity and Inclusive Excellence focuses specifically on fostering greater diversity, equity, inclusion, and accountability at every level of university life. The central premise at Tulane is to intentionally integrate diversity efforts into the core aspects of the institution to maximize success as a Carnegie-designated Research University (very high research activity).

Tulane recognizes diversity as a central component in achieving desired student learning outcomes, and it puts diversity and inclusion efforts at the center of its decision-making. To reach this academic higher ground, diversity, inclusion, and equity initiatives must be fundamentally linked to the educational mission.

By following the tenets of D&IE, Tulane can pursue diversification with greater intentionality and attentiveness in serving the needs of our students, faculty, staff and the community we serve. It demands a shift not in the essence of our work but in how the university approaches and implements it—understanding that diversity is an ongoing commitment rather than an outcome at one point in time. Above all, through D&IE, Tulane is committed to actively managing diversity as a vital asset of collegiate life.

Guiding principles:

- Pursue the ideals of diversity and excellence, which are interconnected and interdependent, concentrating on both increasing compositional diversity and creating learning environments in which students, faculty and staff of all backgrounds can thrive;
- Require a more comprehensive and widespread level of engagement and commitment by the entire community, ensuring that all students fulfill their educational potential and that faculty and staff are fully engaged in this initiative;
- Place the mission of diversity at the center of institutional life so that it becomes a core principle, around which institutional decisions are made;
- Call for close attentiveness to the student experience itself, including the impact of race and ethnicity and the influence of physical ability, sexual orientation, gender expression, socioeconomic background, deferential preparedness, and first-generation status on learning experiences;
- Pro-actively identify, address and monitor inequities.

These principles are designed to foster a diverse and inclusive community that respects and embraces rich differences afforded our community through race, gender, religious beliefs, national origin, ethnicity, age, disability, political beliefs, sexual orientation, gender identity, gender expression, family status, or socio-economic level.

ONLY IN NEW ORLEANS. ONLY AT TULANE.

Quick Links

- Diversity & Inclusive Excellence -
- Diversity Plan -
- Campus Partners -
- Associations -
- Cultural Calendar -

Diversity & Inclusion Committee Charges

The screenshot shows a web page with a blue header. On the left, there is a menu icon and the text "THE LIBRARY". On the right, the "UC San Diego" logo is displayed. Below the header, a breadcrumb trail reads "HOME > About > Who We Are > Diversity & Inclusion". The main content area features the "The Library UC SAN DIEGO" logo on the left and the title "Diversity and Inclusion" in orange. Below the title, there is a sub-header "Library Diversity and Inclusion Committee Charge" and a paragraph explaining the committee's mission. A sidebar on the left contains a vertical menu with items: "Who We Are", "Diversity & Inclusion" (highlighted in orange), "Environmental Sustainability", and "Website Accessibility". At the bottom of the page, there is contact information for UC San Diego, a copyright notice for 2017, and links for "Terms & Conditions" and "Feedback". The "UC San Diego" logo is repeated in the bottom right corner.

THE LIBRARY UC San Diego

HOME > About > Who We Are > Diversity & Inclusion

The Library UC SAN DIEGO **Diversity and Inclusion**

Learn more about the Library Diversity and Inclusion Committee

Library Diversity and Inclusion Committee Charge

The Library Diversity & Inclusion Committee is charged with developing a shared understanding of diversity and inclusion among the staff of the UC San Diego Library, and with helping the Library to create an environment characterized by equal access and respected participation of all groups and individuals regardless of their culture, race, ethnicity, gender, age, religion, language, abilities/disabilities, sexual orientation, socioeconomic status, geographic origin, political views or level of education.

[View the Library commitment to diversity and inclusion.](#)

Who We Are
Diversity & Inclusion
Environmental Sustainability
Website Accessibility

UC San Diego 9500 Gilman Dr. La Jolla, CA 92093 (858) 534-2230
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UC San Diego

UNIVERSITY of DELAWARE
Library

UD Home A-Z Index Maps People My UD

Research Tools ▾ Collections & Services ▾ About the Library ▾ Ask the Library

University of Delaware Library | Research Guides | Library Diversity | Library Diversity Committee

Library Diversity: Library Diversity Committee

Search this Guide Search

Home Initiatives **Library Diversity Committee** People Collections Links & Resources

Charge

The Library Diversity Committee (LDC) is charged to provide leadership in planning and implementing diversity activities for the education and training of all Library staff and to serve as a resource for Library staff. The LDC advances the diversity mission of the University of Delaware Library by providing leadership, support, and development opportunities across all levels of the Library. The LDC has an ongoing, active role in increasing awareness and sensitivity among staff, and promoting the Library as a resource that supports the University of Delaware community.

Past Events


Money Smart Week

The Library Diversity Committee sponsored a series of financial literacy speakers on April 26, 2017 as part of a national [Money Smart Week](#) initiative between the American Library Association and the Federal Reserve Bank (Chicago) to provide financial literacy programming on a variety of topics, with special emphasis on managing student debt, a concern that disproportionately affects students from underrepresented groups.

Banned Books Event

The Library Diversity Committee (LDC) partnered with the English Department and Sigma Tau Delta (the English National Honor Society) to present and publicize a number of Banned Books Week (September 25 – October 1, 2016) programs and exhibits. The Banned Book Read-Out on September 30, 2016 featured students, faculty, and staff reading passages from books that have been banned or challenged. The event also featured a display of challenged books, graphic novels, and films from the University of Delaware Library and the Education Resource Center. The hashtag [#udreads bannedbooks](#) captured tweets on banned books topics throughout the week. In addition, the Library displayed a selection of banned and censored books from its Special Collections as part of an exhibition, *Banned Books*, curated by Alexander Johnston, Senior Assistant Librarian.

Current Committee



From L-R: Kathy Cephas, Holly Gunlefinger, Amy Eyre, Molly Olney-Zide

Current Members

- Kathy Cephas, Multimedia Collections and Services Department, 2017/2019, co-chair 2017/2018
- Amy Eyre, Access Services Department, 2016/2018, co-chair 2017/2018
- Holly Gunlefinger, Access Services Department, 2017/2019
- Molly Olney-Zide, Library Information Technology User Support Department, 2017/2019
- Deborah Ryszka, Metadata Services Department, 2016/2018
- Marie Seymour-Green, Collection Management and Licensed Electronic Content Department, 2016/2018

If you would like to contact the Library Diversity Committee, please email them at lib-diversitycom@udel.edu.

Diversity, Equity, and Inclusion Council Charge

Duke University Libraries Guiding Principle on Diversity:

Diversity strengthens us: We rely on diverse opinions, backgrounds, and experiences to make better decisions and to invigorate our organization. We are inclusive, supportive, and respectful, ensuring that multiple points of view are heard and understood. We seek to reflect the diversity of our patron communities in our services, staff, and spaces. We build, maintain, and provide access to an international and multilingual collection, representing the broadest possible spectrum of cultures, ideas, and information.

Charge

The Diversity, Equity, and Inclusion Council will strengthen relationships, skills, and analysis to promote constructive change within DUL. The Council will propose library-wide goals, devise strategies, make recommendations, and support education and training initiatives that address diversity, equity, and inclusion issues.

Acknowledging that these issues are ever-evolving and that DUL are part of a much larger community, the Council will evaluate the Libraries' strengths and challenges in these areas with the intention to further enhance diversity, equity, and inclusion. To be successful, this work must be collaborative and engage many different aspects and groups within DUL, demonstrating transparency.

Recognizing that diversity initiatives must be embedded within the culture and practices of the Libraries to be truly transformational, the Diversity, Equity and Inclusion Council will work in concert with the Executive Group, Library Human Resources, and appropriate departments and committees to meet its goals.

Diversity: recognizing the value of the perspectives of community members of varying backgrounds and identities including, but not limited to, culture, race, ethnicity, gender, age, religion, language, abilities/disabilities, sexual orientation, socioeconomic status, or geographic origin.

Equity: creating and supporting systems and behaviors that promote equality, fairness and justice.

Inclusion: creating an environment of equal access, belonging, respect, opportunity, and empowerment.

In working to achieve this charge, the Library Diversity, Equity, and Inclusion Council will:

- **Policy/Strategy/Action:** Propose to the Executive Group annual library-wide diversity, equity, and inclusion goals, initiatives, programs, and benchmarks for approval and implementation. At the request of the Executive Group, partner with existing and ad

DUKE UNIVERSITY LIBRARIES
Diversity, Equity, and Inclusion Council Charge

hoc groups within and beyond Duke University Libraries to promote diversity, equity, inclusion and accessibility in our discussions, services, collections, staff, and spaces (physical and virtual).

- **Assessment:** In conjunction with Library Human Resources, coordinate regular workplace assessments and survey current research and scholarship to develop recommendations for short-term and long-term benchmarks for approval by the Executive Group. Monitor progress and report results and recommendations to the Executive Group.
- **Communication:** Routinely communicate to the Duke University Libraries community the Council's work and progress toward goals.

Membership

Members will serve on the Council for two years.¹ The Council will have two Co-Chairs with staggered terms.

The Executive Group, in collaboration with the Council,² will review statements of interest from the Libraries' staff with the goal of appointing 6-8 members who bring deep, broad, and complementary interest and experience. Student representation will also be considered.

The Director of Library Human Resources will serve ex officio on the Council to consult on best practices and current research and to provide continuity as members rotate on and off the Council.

Reporting

The Committee will report directly to the University Librarian.

¹ The first year will have 3-4 staff serving three years, and 3-4 for two years to allow for staggered two year appointments to the council.

² Individuals who helped draft the charge but will not be seeking Council membership can help vet the initial group

KU Libraries: Diversity, Equity & Inclusion Committee

DEI WORKING GROUP CHARGE

This working group will serve as an organized institutional committee aimed at libraries-wide educational efforts and the development of operationalized social justice initiatives to reduce inequalities and inequities. This group will serve as leaders in the libraries and across campus to promote critical thinking and advance the libraries' mission to prioritize a diverse workforce across campus and encourage all ideas and perspectives. As leaders, this working group will provide recommendations to enhance the educational, cultural, social and developmental needs of all libraries' stakeholders.

LSU Libraries Advisory Committee On Diversity

August 9, 2016

Charge

The LSU Libraries Advisory Committee on Diversity is appointed by the Dean of the Libraries, is composed of library employees committed to the goals of diversity. Its main purposes are 1) to foster a positive attitude toward diversity and inclusion within the LSU Libraries; 2) to assist search committees in the recruitment of a diverse pool of candidates for positions at the Libraries; and 3) to establish and maintain a welcoming and respectful environment for all library employees and patrons.

The Chair of the Committee will represent the Libraries on the LSU Academic Affairs Office of Diversity, Academic Diversity Representatives Committee. Attend quarterly meetings and facilitate communication between the Libraries and the Office of Diversity regarding diversity and inclusion issues. The Diversity Committee has an ongoing, active role in performing climate assessment, contributing to strategic and other planning for the Libraries, and recommending policies and programs on diversity and inclusion within the Libraries.

Membership Guidelines

In appointing members, a balance should be sought which reflects a broad representation of the LSU Libraries faculty and staff.

- Members will be appointed by the Dean in consultation with the Diversity Committee
- Committee appointments will be made on the academic calendar
- Committee appointments will be for a minimum of two years (Members are welcome to remain on the committee for longer if they desire.)
- Unexpired terms will be filled as needed

Procedures for Membership Selection: A call for volunteers will be made each summer. The committee will review and make recommendations to the Dean to fill vacancies. New members will join the committee as soon as they are appointed. Members who will be rotating off of the committee will serve until August 15th to provide some transition and overlap.

Outreach & Collaboration

- In conjunction with appropriate Libraries' staff, plan public programming on diversity and inclusion.
- Create opportunities for staff to learn about diversity-related issues and topics using a cultural enrichment discussion series. Encourage exploration and tolerance of individual differences and promote openness to learning from others.
- Offer programs that will address the Libraries' services to individuals with disabilities.

- Promote the Libraries' rich and diverse collections.
- Develop and strengthen partnerships with diversity-related groups and programs on campus.
- Coordinate the Libraries' diversity initiatives with the Office of the Office of Diversity and Office of Multicultural Affairs.
- The Diversity Committee Chair keeps the Deans and ADs informed of activities.

Professional Development

- Participate in professional development activities to educate Committee members as well as share the Libraries' diversity initiatives with the library profession.
- Explore ways to educate Committee members by taking advantage of educational opportunities on campus and in the community. Identify and publicize these opportunities within the Library.

Recruitment

- Assist the Libraries and the library profession in recruiting and retaining a diverse workforce.
- Participate in the administration of the Libraries' Internship/Residency Program.
- Assist search committees in the recruitment of a diverse pool of applicants for positions at the LSU Libraries.

Assessment


- Develop assessment tools to guide measures to improve collegiality and morale and implement needed actions as indicated by those tools.
- Develop assessment tools to determine how library services can best be individualized to meet the diverse needs of students and faculty and implement those customize services.

Reports to: Dean of Libraries and provides regular reports

MASSACHUSETTS INSTITUTE OF TECHNOLOGY LIBRARIES

Committee on the Promotion of Diversity & Inclusion: Committee Charge & Members

<http://libguides.mit.edu/c.php?g=176162&p=1159799>



Committee on the Promotion of Diversity & Inclusion: Committee Charge & Members

Search this Guide

[Home](#) **[Committee Charge & Members](#)** [Upcoming Events](#) [Committee Reports](#) [Past Events](#)

[Links & Resources](#)

Charge

The Libraries' Committee on the Promotion of Diversity and Inclusion (CPDI), which is appointed by and reports to the Director of the MIT Libraries, is composed of library employees committed to promoting an understanding and valuing of diversity and inclusion within the MIT Libraries. Its purpose is to create and maintain a welcoming and respectful environment for all library employees and patrons. The CPDI has an ongoing, active role in performing climate assessment, increasing awareness and sensitivity among staff, and recommending policies and practices that embed diversity and inclusion into all relevant staff programs and library services and activities. The CPDI will work to establish, prioritize, and fulfill goals that increase the diversity and inclusiveness of our workforce and service environment.

Composition

Appointed by the Director of the MIT Libraries, the Libraries' Committee for the Promotion of Diversity and Inclusion is composed of library employees committed to the goals of diversity and inclusion. It consists of at least five members at-large and may be chaired by a single chair or by two co-chairs. Members at-large are full- or part-time Library employees from both administrative and support staffs, serve two-year staggered terms, and may be appointed to one successive term.

The screenshot shows the University of Oregon Libraries website. At the top, there is a green header with the University of Oregon logo and the text "UO Libraries". Below the header is a navigation menu with links for "Research Support", "Services", "Collections", "Library Accounts", "About", and "Ask Us". A search bar is located in the top right corner. The main content area is titled "Library Diversity Committee" and includes a sidebar with a table of contents. The table of contents lists: Overview, Accessibility, Diversity Fund, Library Diversity Committee (highlighted), Open Letter to the UO Community, and Diversity Resource Guides. The main content area contains sections for "Group's Charge", "Team Membership", "Current Library Diversity Committee Members", "Meetings", "Resource People or Groups", and "History".

DIVERSITY AND INCLUSION AT THE UO LIBRARIES

Overview
Accessibility
Diversity Fund
Library Diversity Committee
Open Letter to the UO Community
Diversity Resource Guides

Library Diversity Committee

The Library Diversity Committee (LDC) provides leadership in the area of equity and inclusion by devising overarching strategies, making recommendations, and raising the visibility of the Library's diversity, equity, and inclusion efforts.

Group's Charge

- Provides leadership for the development and assessment of short- and long-term strategies for structure, policies, processes, curricula and engagement in alignment with the [University-wide Diversity Plan](#) and other matters concerning diversity, equity and inclusion;
- Develops activities that promote cultural competency among library employees;
- Advises Library Administration regarding issues related to equity and inclusion;
- Collaborates with individuals and organizations to further diversity-related goals.

Team Membership

This group is made up of appointed individuals with staggered two-year terms, plus the Dean of Libraries and the Human Resources Manager, who serve as *ex officio* members. This is a standing team, with charge and membership to be reviewed by the Administrative Team periodically.

Current Library Diversity Committee Members

- [Adrienne Lim](#), Dean of Libraries (ex officio)
- [Patrick Moore](#), Human Resources Manager (ex officio)
- [Damon Campbell](#), Acquisitions Librarian
- [Mara Chan](#), Student Supervisor
- [Lydia Harlan](#), Acquisitions Receiving Specialist
- [Carolina Hernandez](#), Journalism and Communication Librarian (chair)
- [Jennifer O'Neal](#), Richard & Mary Corrigan Selari University Historian & Archivist
- [Ann Shaffer](#), Music and Dance Librarian
- [Jen Smith](#), Administrative Assistant
- [Samuel Villalobos](#), Administrative Support Specialist

Meetings

- LDC meets monthly.

Resource People or Groups

This refers to people or teams that are available to the group as resources for consultation, but who are not expected to attend every meeting or participate in all tasks. In this case, known resources are: Library Council, campus-level contacts or committees, and other stakeholders as identified by the team.

History

The Library Diversity Committee began as the Library Diversity Task Force, established in October 1996 by George Shipman, then University Librarian, to develop a library-wide diversity program. The initial goal of the task force, associated with [Association of Research Libraries's diversity efforts](#), was to keep diversity in the forefront of library-wide activities. To this end, it sponsored several diversity-related public events and commenced the development of a multicultural resource guide. In March 1998, Shipman created a formal Library Diversity Advisory Group, and the group's name became the Library Diversity Committee in November 2000. The committee's efforts achieved special recognition in 2000 when past and present members were honored with UO's Martin Luther King, Jr. Award.

Group on Library Diversity (GOLD) Charge

Purpose:

The Group on Library Diversity (GOLD) supports the University of Pennsylvania Libraries Diversity Statement, including its commitment to foster and ensure a welcoming and respectful environment for all library staff and users. GOLD provides training and informational programs, assists with the recruitment process, and serves as a resource for raising awareness about diversity.

Mission and Responsibilities:

GOLD works with staff, Administrative Council, and the Libraries' Human Resources Office to promote and support a diverse workforce within the Libraries.

GOLD is charged with the following tasks and objectives:

Recruitment

- Create an online presence for the Libraries' diversity initiatives, including GOLD.
- Assess and make proposals that improve the Libraries' recruitment process, such as: broaden the distribution of position postings; have the Libraries' Affirmative Action Compliance Officer aid search committees in their initial review of applicants; assist with recruitment training that focuses on the benefits of a diverse staff.

Staff Engagement

- Plan programs that reflect the Libraries' commitment to diversity: staff training; guest speakers; highlight the Libraries' collections promoting diversity; community building events.
- Encourage staff engagement in diversity initiatives.
- Collaborate and build coalitions with the University and community groups that support and celebrate diversity.

Assessment

- Establish an annual review process that monitors the progress of GOLD's efforts.
 - Review the Libraries' recruitment, hiring, and retention practices.
 - Review the University's EEO (Equal Employment Opportunity) report on the Libraries.
 - Consult with the Libraries' Affirmative Action Compliance Officer on applicant pools and hiring outcomes.
 - Conduct staff surveys to assess the workplace climate and diversity related topics.
 - Establish a benchmark for tasks and objectives as necessary.

20140603

University Libraries Diversity Council Charter

Description:

The thirteen member University Libraries Diversity Council is a standing group reporting to the Dean of the Libraries. The Council supports Virginia Tech's strategic plan goal to "foster a diverse and inclusive community that supports mutual respect" in the University Libraries and the Virginia Tech community. Council members will:

- Review the library's climate survey results focusing on diversity related items and suggest appropriate actions
- Establish annual goals for the Council at the beginning of each academic year
- Issue an annual report of its activities and progress in achieving stated goals
- Develop strategies to improve recruitment and retention of a diverse workforce in the libraries
- Provide and promote educational opportunities on Inclusion and Diversity in the libraries
- Provide information to InclusiveVT or other campus entities as requested
- Advise the Dean of the Libraries on matters regarding Inclusion and Diversity
- Align Library Diversity Council initiatives with InclusiveVT
- Emphasize inclusion and diversity activities that relate to university programs
- Review the charter annually

Co-Chairs/ Members:

The Council Chair, Vice Chair, and Chair-elect will be elected by the body

The thirteen members will be selected as follows:

- One member will be the Director of Planning & Branch Operations who has been given oversight to Diversity Initiatives in the Library (ineligible to hold office).
- One member will be selected by LSA as their elected representative.
- One member will be selected by LFA as their elected representative.
- The Director of the following departments will each select one representative:
 1. Collections & Technical Services
 2. Digital Strategy and Outreach and Dean's Office
 3. Information Technology Services
 4. Learning
 5. Planning & Branch Operations
 6. Research & Informatics
 7. Special Collections
- One member will be the current Diversity Alliance Residency Librarian (ineligible to hold office).
- The Dean of the Libraries, or his proxy, will select a faculty and a staff member as the two remaining at-large committee members.

Council Member terms are three years alternating and they may volunteer for additional terms.

Meetings:

Council meetings will occur at least six times a year. The Diversity Council will present at the Library Council meeting at least once a year.

Revised June 2016

Mentoring Programs

UNIVERSITY OF LOUISVILLE

Faculty Mentoring

Navigation ▾

- Home
- Mentoring Objectives & Benefits
- Mentoring Roles & Responsibilities
- The Mentoring Process
- School Specific Programs
- Resources for Success
- Frequently Asked Questions
- Faculty Mentoring Resource Book

Mentoring is the all-inclusive description of everything done to support an individual's (mentee) orientation to a professional role and professional development toward successful advancement in an identified field of endeavor. Mentoring is the larger context for learning techniques and other professional and personal skills and insights needed for professional growth. Articulating the roles, process and outcomes/goals of the mentoring process are critical to success of the relationship.

The University of Louisville's Office of the Vice Provost for Faculty Affairs is committed to supporting faculty mentors, mentees, and mentoring environment. This site outlines an organizational model of mentorship within the University of Louisville, defines key terms related to the mentoring process, suggests roles and responsibilities and identifies resources in support of a successful and robust mentoring program.

The screenshot shows the University of Louisville Faculty Mentoring website. At the top, there is a red navigation bar with the University of Louisville logo on the left and links for 'LOUISVILLE.EDU' and 'MY ACCOUNTS' on the right. Below the navigation bar is a search bar with the text 'Search pages, people' and a 'Go' button. The main heading is 'Faculty Mentoring'. Below the heading is a horizontal menu with links: 'Home', 'Mentoring Objectives & Benefits', 'Mentoring Roles & Responsibilities', 'The Mentoring Process', and 'School Specific Programs'. Underneath this menu are three more links: 'Resources for Success', 'Frequently Asked Questions', and 'Faculty Mentoring Resource Book'. The page is titled 'Libraries' in a large, red font. On the left side, there is a sidebar with 'School Specific Programs' and 'Libraries' (highlighted in a red box). The main content area contains three numbered questions and their answers:

- 1. What processes do you use to ensure that all new faculty, especially pre-tenure faculty, are offered a mentor if they want one?**

During the interview for a new faculty member, we talk with candidates about mentoring and typically during the first year or so of working here, we hold a new faculty orientation that covers faculty reviews. At that point, we are mainly focusing on annual reviews (how to prepare a good file, what the Personnel Committee does, etc.) but also relate it to the long term process of preparing for P&T. In that setting, we also talk about the importance of mentoring again, and encourage them to identify someone to fulfill that role. In addition to informally nudging new faculty toward finding a mentor outside of their departments, we also have a somewhat structured program. Every few years, we put out a call to ULF members asking them if they would like to participate in our program which has the sole purpose of providing support for achieving promotion and tenure. We match junior (probationary) faculty members with a tenured faculty member, and ask them to touch base in person or on the phone at least every other month to have a conversation about the progress they have made on research or service initiatives. The mentors offer suggestions, support and accountability to the junior faculty members. We have a brief expectations document that we give to each of the participants, which is attached. A couple of these relationships have continued past tenure and/or include other aspects of the faculty member's development, but our expectation is that P&T remains the primary focus. We expect mentors to commit to a two-year program, however the focus is until the junior faculty member reaches tenure.
- 2. Do you track how many faculty are mentored, and if so how?**

We do not track informal mentoring outside of this program. For the pairs we match, our faculty is small enough that it is relatively easy to track.
- 3. Do you evaluate the success of the program, and if so how?**

After the pairs have been in place for 2-3 years, we surveyed participants and asked them what had worked or not worked for them. Changes were made to the expectations document accordingly and shared with the subsequent groups.

Library Faculty Mentoring Program

Revised January 2015

Purpose of the Mentoring Program

- ◆ To assist untenured, tenure-track librarians in orientation and assimilation into the TAMU library and university culture.
- ◆ To help librarians achieve their potential as library faculty members.
- ◆ To encourage librarians to conduct research, initiate projects, and publish accounts of their work.
- ◆ To assist and advise untenured, tenure-track librarians in moving through the promotion and tenure process.
- ◆ To foster professional activities and growth.

Operation and Management of the Mentoring Program

As stated in the Library Faculty Bylaws, the program is managed by the Library Mentoring Committee (LMC).

- ◆ **Membership:** Three tenured or tenure-track faculty members elected at large from the Library faculty at least two of whom are tenured, and an ex-officio member: the Associate Dean for Administrative and Faculty Services.
- ◆ **Terms:** The Associate Dean for Administrative and Faculty Services serves by virtue of their position and is a non-voting member; elected members serve two year terms. The committee will elect a chair and a secretary.

COMMITTEE RESPONSIBILITIES

The committee will:

- ◆ Make mentoring assignments, update the official Mentor/Protégé Assignment Roster, adjust assignment loads, and track progress of assignments.
- ◆ Coordinate mentoring assignments with the library's Business Office for purposes of ensuring that stipends are properly credited to mentors.
- ◆ Encourage the mutually beneficial partnership by encouraging educational or sharing opportunities.
- ◆ Review and maintain the Mentoring web page on the Intranet.
- ◆ Hold sessions for mentors and/or protégés to develop skills and discuss best practices.
- ◆ Make necessary adjustments to assignments.
- ◆ Conduct annual mentoring assignment assessments.
- ◆ Seek feedback on the mentoring process and communicate this information as appropriate.

MENTOR/ PROTÉGÉ ASSIGNMENT PROCESS

Assignment of Mentors

Mentors will be selected from the tenured faculty.

- ◆ When positions are filled, the LMC will identify potential mentors for new faculty members and will contact those potential mentors to determine their interest in and/or availability to take on the assignments.
- ◆ Newly assigned mentors will be provided contact information for the new faculty members and encouraged to make contact prior to their arrival.
- ◆ If mentoring assignments cannot be made in advance of a faculty member's arrival at work, this process should be completed within the first two weeks of employment.

Mentors

- ◆ Each untenured, tenure-track faculty member will be assigned two mentors taking into consideration job assignment, research and professional service interests.
- ◆ In order to avoid conflict of interest, the primary work administrator will not be assigned as a protégé's mentor, unless explicitly requested by the protégé.
- ◆ Ad Hoc mentors may be utilized by the protégé at any time for special expertise needs.
- ◆ No mentor shall be assigned more than four protégés.

FREEDOM OF CHOICE

- ◆ A protégée may request a change in assigned mentors at any time.
- ◆ A mentor may request reassignment from a particular protégé at any time.
- ◆ Reassignments will be done in consultation with the LMC so that problems/issues/expectations can be addressed in future pairings.
- ◆ All tenured faculty members in good standing are considered available to be assigned as mentors unless they notify the LMC chair of their desire to opt out.
- ◆ A tenured faculty member may be removed from consideration, based on legitimate concerns of effectiveness.

MENTOR RESPONSIBILITIES

Mentors will typically:

- ◆ Initiate the first meeting with a new protégé.
- ◆ Offer to meet with each protégé at least monthly, in any format – formal appointment, lunch, etc.
- ◆ Assist protégé in making plans and setting action steps to achieve goals.

- ◆ Be available on request of the protégé to: brainstorm, review plans, advise on research outlines, read drafts, proofread submission papers, advise on publication venues, and advise on locating specific expertise needed by the protégé such as statistics, survey development, etc.
- ◆ Maintain awareness of current promotion/tenure/evaluation processes and expectations.
- ◆ Provide guidance on professional acculturation.
- ◆ Refer to the appropriate administrative resources regarding professional assignment concerns (ADAFS, Ombuds, etc.).
- ◆ Track progress to allow for accurate and meaningful advising, encouragement, and timely suggestions to meet protégé needs.
- ◆ Attend the protégé's face-to-face annual or mid-term review meeting with CAPT, at the request of the protégé.
- ◆ Notify the chair of the LMC to request a change in assigned protégés.
- ◆ Notify the chair of the LMC to opt out of being formally assigned as a mentor.

PROTÉGÉ RESPONSIBILITIES

Protégés will typically:

- ◆ Consider meeting with the mentor at least monthly, in any format – formal appointment, lunch, etc.
- ◆ Contact the mentor as needed to: brainstorm, review plans, seek advice on research outlines, read drafts, proofread submission papers, seek advice on publication venues, seek advice on locating specific expertise needed by the protégé such as statistics, survey development, etc.
- ◆ Ask questions about concerns, organizational process and climate, professional acculturation and expectations, and be receptive to answers.
- ◆ Contact the mentor for assistance on professional assignment issues.
- ◆ Track progress in order to be mindful of pending issues and to receive accurate and meaningful advising, encouragement, and timely suggestions from mentors.
- ◆ Invite mentors to attend the face-to-face annual and mid-term review meeting with CAPT, if desired.
- ◆ Notify the chair of the LMC to request a change in assigned mentors.

REWARD

- ◆ Each mentor will receive a \$250 stipend for each of the first two assigned protégés with a maximum of \$500 per fiscal year.

MENTOR/ PROTÉGÉ BEST PRACTICES

Faculty

Expectations/roles for faculty involved in the mentoring process include:

- ◆ Be open to new ideas.
- ◆ Communicate effectively and respectfully.
- ◆ Give and receive constructive feedback.
- ◆ Create and work toward a professional goal.
- ◆ Plan and devise action steps to achieve goals.
- ◆ Maintain professional standards.
- ◆ Avoid over-commitment.
- ◆ Stay positive in the face of setbacks.
- ◆ Keep trust levels high through discretion and confidentiality.
- ◆ Share knowledge willingly.
- ◆ Contribute to a collaborative environment
- ◆ Keep an appropriate perspective.
- ◆ Maintain a sense of humor.
- ◆ Appreciate the time constraints of colleagues.
- ◆ Honor your agreements in a timely fashion.

Protégés

In addition to the above, the following expectations/roles apply specifically to protégés:

- ◆ Cultivate multiple mentors depending on need.
- ◆ Ask for and accept help when needed.
- ◆ Show initiative and take responsibility for own learning.
- ◆ Understand that professional growth is a process that takes time.
- ◆ Pay attention to your tenure clock.
- ◆ Initiate meetings.

Mentors

The following expectations/roles apply specifically to mentors:

- ◆ Assist protégés in making plans and setting action steps to achieve goals.
- ◆ Convey genuine interest in helping.
- ◆ Perform gatekeeper function to open doors for protégés.
- ◆ Question accepted practice, including your own.
- ◆ Do not “pull rank”.

Wayne State University Libraries Mentoring Program

- Purpose
 - Enhance growth and development
 - Provide guidance and experience-based wisdom
 - Increase interpersonal competence
 - Understand mentor-mentee power dynamic (I know more and you know less)
 - Mentees are not empty vessels
 - Mentors are entering a mentee's life in mid-stream
 - Where are they coming from?
 - People have the solutions within them; they need the guide on the side
 - Mentees will have times when they need specific advice
 - Generally don't offer suggestions, but remain positive
 - Open ended questions—"why do you think that?"
 - Have the mentee work through the problem on their own
 - Exploring backgrounds and differences helps create a more honest relationship
 - Underrepresented individuals can feel they are not being heard
 - Share about yourself
 - Establish the relationship
 - To mentee: What would you like to get out of the programs? What is your agenda?
 - Match it against expectations and reach consensus
 - Connect mentees to your network—you don't need the solution yourself
- Structure
 - Assignment
 - Associate Dean assigns first mentor—ideally in the same unit
 - EP&T assigns second mentor
 - Goals
 - Mentor
 - Safe person to discuss issues
 - Help with the culture
 - Do you eat at your desk?
 - Is there a group meal?
 - Dress code?
 - Can I leave the building to get some coffee?
 - Protocol for leaving the building for meetings (Email people? Leave note? Calendar?)
 - Emergency closure notifications
 - Context around a building tour—what do your neighbors do?
 - Opportunities for collaboration
 - Topics of conversation
 - Evaluation process
 - Organizational culture and environment
 - Job performance factors with interpretation of expectations of excellence, reliability, initiative, and collaboration
 - Targeted PA and Service opportunities
 - Where are good outlets for presentations?

WAYNE STATE UNIVERSITY LIBRARIES
Wayne State University Libraries Mentoring Program

- Dossier preparation and review of drafts
 - Who are these people, and what do they do? (New librarians have a lot of names thrown at them)
 - Teams
 - Suggest possible ones to join
 - What are expectations for participation?
 - Connection to HR and Business Affairs (travel)
 - What do you need?
 - Bring to meetings (including leadership, instruction, consultations)
 - Review scholarly articles (if any), presentations, grant proposals
 - Goal setting and monitoring progress
 - Difficulty adjusting to a self-directed position
 - "Here are some things you can do"
 - Brainstorming
 - "How can we improve this?"
 - "Am I doing something wrong?"
 - New librarians are concerned that everyone else is busy
 - Discuss career path plan--ask them to sketch out where they would like to be in the libraries in one, five, and ten years
 - EP&T mentor
 - Help with the dossier
 - What activities fall under which categories?
 - How do you distinguish between them?
 - What is community service vs. university service?
 - What is considered worthy of dossier material and what is not?
 - Feedback on the outcome
 - Topics of conversation
 - What does it mean to be in a union?
 - What is shared governance?
 - ESS and promotion
 - What level of work is expected to get ESS?
 - Counterexamples of people who didn't make ESS
 - Factors—professional achievement and service
 - Sponsor dossier workshop
 - Late January/early February
 - Coordinate within EP&T
 - Demystifying dossier
 - What is the purpose of the dossier?
 - How does the EP&T Committee review it?
 - How do we write the annual letter?
 - The process is more human and less bureaucratic
 - Academic calendar: guidance and documentation on elections and timelines
 - Contractual committees—what's expected of the members?
 - What do you need?
- Timeline
 - Ask how frequently the mentee would like to meet
 - One year of a formal program

WAYNE STATE UNIVERSITY LIBRARIES
Wayne State University Libraries Mentoring Program

- Informal afterwards
- Mentorship Malpractice (from Chopra & Saint in March 29, 2017 HBR:
<https://hbr.org/2017/03/6-things-every-mentor-should-do>)
 - Taking credit for your mentees' ideas or usurping lead position on their projects
 - Insisting that your mentees advance your projects rather than allowing them to develop their own work
 - Handcuffing your mentee to your timeline, slowing their own progress when you are slow to get back to them
 - Discouraging your mentees from seeking other mentors, which may stoke your ego but isolate them from broader learning and recognition
 - Allowing mentees to repeat common self-destructive mistakes without reining in such behavior (See <https://goo.gl/ZfsG5J>)
- Assessment
 - Organizational outcomes?
 - Training?
 - Determine success criteria
 - Impact
 - Ongoing need
 - Cost/benefit
 - Satisfaction
 - Formative assessment after six months to capture how the relationship is working
 - Offer an exit ramp
 - Conversation about expectations
 - This isn't working, but we can go away friends
 - Offer to find someone else
 - Are there changes that you would recommend we make?
 - Paul and Rachael conduct the assessment
 - Anonymize the data
 - Share summaries with the associate dean
- Associate Dean tasks
 - Quarterly meetings of librarians who don't have ESS
 - Answer any questions they might have
 - Can be intimidating to ask more experienced librarians
 - Annual meetings of mentors
 - Share best practices
 - Discuss common experiences and problems
 - Help people understand the organization
 - Workshops at various parts of the library system—give people knowledge about other people's job functions
 - Open invitation for everyone
 - Make sure new librarians can attend
 - Anyone else is then free

May 2017

Library Mentorship Program Proposal

Library Mentoring Committee:

The Mentoring Committee will be comprised of 4 volunteers selected by the Associate Director of Administration. They will maintain and expand the mentor list for the General Library System and assign mentees when a new staff member is hired within the first two months of hire.

Role of Library Mentoring Committee:

1. Establish program, documentation, training materials, and maintain web presence
2. Recruit mentors
3. Develop criteria and evaluate the goals and objectives of the participants in order to match mentors and mentees
4. Match mentor and mentees
5. Train new mentors based on program documentation
6. Encourage and support leadership development for staff within GLS
7. Provide discussion points and topics of interests to mentors and mentees as opportunities arise
8. Review end of the year mentor and mentee feedback (survey, report, etc.) for the purpose of program assessment

Library Mentorship Program:

The General Library System Mentorship program provides a method of introducing and encouraging experienced GLS librarians and other library personnel (all employees with year appointments at 50% or greater are eligible) to work together, to network, and to create a supportive GLS organization. Mentors and mentees will communicate throughout the year with the goal of helping mentees learn about the library organization. The Program is designed to help library staff succeed, empower them within the GLS organization, and promote a sense of belonging. Participation in the program is voluntary.

The Library Mentorship Committee will pair mentors with their mentees based on expertise and need. They will facilitate all steps of the introductory process and be available throughout the year for assistance to both the mentees and mentors. All participants are asked to recognize that participating in this program involves a time commitment and a commitment to your mentor/mentee.

What is mentoring?

- Listening
- Volunteering
- Support and Caring
- Developing
- Encouraging
- Partnership
- Networking Assistance for Mentee

What is not mentoring?

- Spending more time than you have
- Just advising
- Criticizing
- Rescuing
- A lengthy and exhausting relationship
- Reserved for experts
- Hard work

UNIVERSITY OF WISCONSIN-MADISON LIBRARIES

Library Mentorship Program Proposal

- **Benefits for Mentees:** Develop supportive relationship with colleague who has varied experiences, skills, and knowledge, and can help navigate the complex structure of the General Library System and UW-Madison. Build communication skills. Network with others from various places and departments.
- **Benefits for Mentors:** Opportunity to share knowledge and experiences. Assist in the growth and education of new staff. Gain insights into new trends/resources. Practice problem solving and listening skills. Meet people with varied experiences, skills, and contacts. Collaborate with mentors/mentees who have similar career goals, interests, and job functions.

Mentor:

A General Library System Mentor is an experienced person who willingly provides professional and useful advice to a new colleague, in order for him/her to develop a successful career. Mentoring involves being a good listener, a thoughtful advisor, and a role model.

Qualifications:

1. 2 years experience within the GLS (not including student employment).
2. Minimum commitment of 1 year with the program. Each mentoring group will work at their own pace as their relationship develops and may continue past the year.
3. Ability to meet in person with mentee once a month for the first six months of the program.
4. Willingness to communicate with mentee regularly to grow the mentor/mentee relationship. There are many ways to communicate: email, telephone, meetings, lunch, etc.
5. Familiarity with general mentorship ideas. Resources are listed at _____.
6. Willingness to provide feedback (meeting, survey, report, etc.) at the end of the year to the Library Mentoring Committee to help improve program. Please remember, this program is a learning experience for all participants.

Mentee:

A General Library System Mentee is a new GLS employee who is seeking professional advice and guidance from an experienced staff member.

Qualifications:

1. New appointment to the GLS for a duration of at least two years.
2. Minimum commitment of one year to the program. Each mentoring group will work at their own pace as their relationship develops and may continue past the year.
3. Ability to meet in person with mentor once a month for the first six months of the program.
4. Willingness to communicate with the mentor regularly. There are many ways to communicate: email, telephone, meetings, lunch, etc.
5. Familiarity with general mentorship ideas. Resources are listed at _____.
6. Willingness to provide feedback (meeting, survey, report, etc.) at the end of the year to the Library Mentoring Committee to help improve program. Please remember, this program is a learning experience for all participants.

Required Activities for Mentors and Mentees:

1. The Mentorship Committee will initiate communication by sending an announcement to the mentor and mentee announcing their pairing and sharing the résumés or work experience summary they have submitted.

UNIVERSITY OF WISCONSIN-MADISON LIBRARIES

Library Mentorship Program Proposal

2. After being matched with a mentor, mentees will initiate contact with email introducing themselves, where they work in the GLS, and any other interests they would like to share.
3. Mentors will respond with a similar introductory email and suggest times to meet within the next few weeks.
4. Develop outline of goals, objectives, and guidelines for your mentorship year. Include important dates to stay on track and how often you plan to meet. Share the outline with your liaison to the Library Mentorship Committee, who is available to assist you as needed.
5. Provide requested feedback (meeting, survey, report, etc.) at the end of the year to the Library Mentoring Committee to help improve program.

Suggested Activities for Mentors and Mentees:

1. Attend campus meetings and events together.
2. Explore professional development opportunities.
3. Discuss perceptions of the campus library community, campus staff issues, instructional opportunities, and professional organizations.
4. Share information about social or entertainment opportunities on campus, insights about the Madison community.

Mentor Application Process:

New hires who meet the criteria for participation in the mentorship program will receive information about the program in their orientation packets from the GLS Administration Office. Interested employees should complete the online survey at: [\[URL for Qualtrics survey\]](#)

UNIVERSITY OF WISCONSIN-MADISON LIBRARIES
Mentorship Program Goals Worksheet

Mentorship Program Goals Worksheet		
Mentor: _____		Date: _____
Mentee: _____		
<hr/>		
<p>Each mentor and mentee should complete this informal worksheet at their first meeting in order to align each person's expectations for the program and create a roadmap to a satisfactory relationship. Please feel free to be as broad or as specific as desired. Once the worksheet is completed, submit a final form to your mentorship committee liaison.</p>		
<hr/>		
Goal	Activities	Timeframe

Research Resources

UNIVERSITY OF DELAWARE LIBRARY
Colored Conventions Project
<http://ccp.lib.udel.edu/>

Search

Conventions Exhibits Tables Maps Teaching Bibliography Symposium Videos About Us Donate

COLORED CONVENTIONS

BRINGING NINETEENTH-CENTURY BLACK ORGANIZING TO DIGITAL LIFE

ABOUT THE COLORED CONVENTIONS

From 1830 until well after the Civil War, free and fugitive Blacks came together in state and national political "Colored Conventions." Before the war, they strategized about how to achieve educational, labor and legal justice at a moment when Black rights were constricting nationally and locally. And after the war, they continued to convene to discuss local, national and international possibilities, problems and challenges.

The delegates to these meetings included the most well-known, if mostly male, writers, organizers, church leaders, newspaper editors, and entrepreneurs in the canon of early African-American leadership—and many whose names and histories have long been forgotten. All that is left of this phenomenal effort are the minutes. Even these materials are rare and can only be accessed through out-of-print volumes.

This project seeks to not only learn about the lives of these male delegates, the places where they met and the social networks that they created but to also account for the crucial work done by Black women in the broader social networks that made these conventions possible.

ColoredConventions.org endeavors to transform teaching and learning about this historic collective organizing effort—and about the many leaders and places involved in it—bringing them to digital life for a new generation of undergraduate and graduate students and researchers across disciplines, for high school teachers, and for community members interested in the history of church, educational and entrepreneurial engagement.

TRANSCRIBE MINUTES

Help transcribe the minutes of the Colored Conventions!

- [Click here for minutes of Conventions held in A.M.E. Churches](#)
- [Click here for minutes of Conventions held in Baptist Churches](#)

FEATURED ITEMS

Video - History Matters: The Colored Conventions Project

This History Matters video features the University of Delaware's interdisciplinary Colored Conventions Project (CCP). CCP digitizes the meeting...

RECENTLY ADDED ITEMS

CCP Receives 2016 MLA Prize for Bibliography, Archive or Digital Project

(Excerpt from the MLA Press Release) New York, NY – 6 December 2016 – The Modern Language Association of America has announced the winner of the...

Benjamin B. Moore in U.S. City Directories

Address

Davis D. Turner in U.S. City Directories



Address

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CCP Receives 2016 MLA Prize for Bibliography, Archive or Digital Project


(Excerpt from the MLA Press Release) New York, NY – 6 December 2016 – The Modern Language Association of America has announced the winner of the...


Park Presbyterian Church on Lafayette Street in Brooklyn, New York




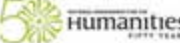
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 UNIVERSITY OF DELAWARE Library

 INTERDISCIPLINARY HUMANITIES RESEARCH CENTER

 50th ANNIVERSARY OF THE DEPARTMENT OF HUMANITIES FIFTY YEARS

STILL RAISING HELL

The Art, Activism, and Archives of James V. Hatch and Camille Billops

For more than 50 years, Camille Billops and James V. Hatch have been stewards of African American history and memory. As artists, activists, and collectors the duo has been at the fore in raising awareness and concern about the "isms" (racism, classism, and ageism) embedded in the complex narratives that have shaped American culture, politics, and identities throughout American history.

[VIEW THE ONLINE EXHIBIT](#)

Emory Libraries

Blog

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EMORY LIBRARIES & INFORMATION TECHNOLOGY

Stuart A. Rose Manuscript, Archives, and Rare Book Library

The screenshot shows the 'Social Justice Resources' guide page from the University of Maryland Libraries. At the top, there is a red header with the University of Maryland logo and the word 'GUIDES'. Below the header, a navigation bar includes 'UMD Libraries', 'LibGuides', 'Library Resources and Research', 'Social Justice Resources', and 'Home'. A search box is located on the right side of the page.

The main content area features a large banner with a circular graphic on the left containing the text 'GROWING SOCIAL JUSTICE FOR THE PUBLIC GOOD' and an image of a hand holding a pen. To the right of the graphic, the title 'Social Justice Resources' is displayed in a large, bold font. Below the title, a paragraph states: 'This site supports the UMD campus community in celebrating Social Justice Day. Faculty research is highlighted and recent additions to the UMD Libraries' collections are presented.'

Below the banner, there is a section titled 'This site highlights research published in the recent years within the following themes:' followed by a bulleted list: 'Immigration in the 21st Century', 'Economic Development and Inequality', 'Environmental Justice', 'Creating Healthy Communities', and 'Media and Inequality'. A short paragraph follows, explaining the purpose of the guide: 'With the creation of this guide, we hope to spark cross disciplinary dialogue on social justice issues and to provide opportunities for future collaboration within and outside the UMD scholarly community.'

At the bottom of the main content area, there is a call to action: 'Follow the conversations in Twitter' with a Twitter icon and the hashtag '#SocialJusticeUMD'.

On the left side of the page, there is a sidebar with a 'Home' button and a list of categories: 'Immigration', 'Economic Development & Inequality', 'Environmental Justice', 'Creating Healthy Communities', 'Media and Inequality', 'Pictures from the day', 'Poster/Art Project', and 'Contact Us'. Below this sidebar, there is a 'Current Events' section with a sub-heading 'Social Justice Day'. The text in this section reads: 'Please join the University of Maryland campus on April 18th, 2017 in the Stamp Student Union to explore diverse topics related to emerging movements for social justice. More'. Below the text is a small graphic for 'SOCIAL JUSTICE DAY' on 'APRIL 18 | 9am - 5pm' in the 'STAMP STUDENT UNION'.

UNIVERSITY OF NEBRASKA-LINCOLN

N LIBRARIES

UNL Libraries | Subject & Course Guides | Diversity Libguide | Home

Diversity Libguide : Home

Updated version of the Diversity Libguide

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Find It

Quick Search is a keyword search for books, images, journal articles and more.


- [See the Classic Catalog.](#)

Library Essential Services

- **EResources**
See all article indexes and other resources
- **Delivery/Interlibrary Loan**
Free scanning and e-delivery of most articles and book chapters. 24 hour delivery of most items from University of Nebraska-Lincoln Libraries Locations
- **Citation Tools**
Style guides and resources to help manage, format, and organize your research
- **University of Nebraska-Lincoln Faculty: Contact your subject librarian**
Request custom Subject and Course Guides; link Guides to Canvas; arrange instruction

Ask Us

Introduction




University of Nebraska-Lincoln Libraries are academic leaders in valuing diversity in the workplace and in meeting the needs of the University's goal to welcome a "diversity of ideas and people" in Nebraska and globally.

Proactive support for diversity is integrated into the operational fabric of University of Nebraska-Lincoln Libraries through our strategic plan priorities and through the University's core values. **This web page provides links to multicultural and diversity research tools, digital and physical collections, programs, and services.**

The Diversity Librarian works closely with the Diversity Committee and other University of Nebraska-Lincoln faculty and staff to support the Institute for Ethnic Studies programs, Women and Gender Studies, including LGBTQ+Sexuality Studies and other related areas of research. In addition, we strive to support and fulfill the information needs of University of Nebraska-Lincoln community members engaged in multicultural and diversity research.

Mission Statement

"University of Nebraska-Lincoln Libraries values diversity and empowers our staff to take active responsibility in developing a supportive diverse environment. We will use our talents, expertise, collections, and services to coordinate with University of Nebraska-Lincoln's effort to embrace diversity" (University of Nebraska-Lincoln University Libraries, 2008).



University Libraries / Research Guides / The Dakota Access Pipeline: Native American Perspectives / Home

The Dakota Access Pipeline: Native American Perspectives

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Home

News and Articles

Historical Background

Tribes and Organizations


Cartoons by Ricardo Cate

Media

Background


This guide aims to provide Native American perspectives on the Dakota Access Pipeline, a 1,700 mile oil pipeline to be built through the land of the Standing Rock Sioux people and across the Missouri River which provides drinking water and water for agriculture for millions of Americans. The tribe was not consulted during the planning or approval of this project though their ancestral lands and sacred sites would be devastated. Protests against the pipeline began with tribal members and more people and organizations are joining the effort. The phrase Mni wiconi is Lakota and means "Water is Life" which is a guiding principle of the protest.

Finding the coverage of this issue lacking Native voices we attempt to share that here. The guide is not meant to be comprehensive but will be updated as we find more sources.



Tribal citizens at the Dakota Access Pipeline construction site near Cannonball, North Dakota. Photo by Arlo Iron Cloud from Indioz.com

Your Librarian



Sarah Kostelecky

Email Me

Schedule Appointment


Contact:
Zimmerman Library,
B32

Subjects:
Education, Native American Studies


Social Media

Indigenous Environmental Network

#NoDAPL



Librarian



Paulita Aguilar

Email Me

VOTE STANDING ROCK

Embed View on Twitter

In The River: A Protest Song by Raye Zaragoza

INLP Program Specialist

Kevin Brown

Email Me

Contact:
Zimmerman Library
Indigenous Nations Library Program
Room 227
(505) 277-7433

Subjects:
Native American Studies


The screenshot shows the 'Economic Privilege' research guide page on the University of Oregon Libraries website. The page has a green header with the 'UO Libraries' logo and a navigation menu with items like 'Research Support', 'Services', 'Collections', 'Library Accounts', 'About', and 'Ask Us'. Below the header, there's a breadcrumb trail: 'Research Guides / UO Libraries Wide / Economic Privilege / Start'. The main title is 'Economic Privilege', followed by a subtitle: 'A beginner's guide to researching economic privilege using resources in the UO Libraries and elsewhere'. On the left, there's a sidebar with a 'Start' button and links for 'Books', 'Articles', and 'Multimedia'. The main content area is divided into sections: 'About this Guide' (explaining the purpose and resources), 'Related Guides' (listing guides like 'Economics Research Guide', 'Heterosexism', 'Transgender Studies & Cisgender Privilege', and 'Male Privilege'), and 'Need Help?' (with icons for chat, email, phone, and text). There's also a 'LibrarySearch' box and a 'Student Supervisor' section for Hana Chan with an 'Email Me' button and contact information. At the bottom, there's a footer with 'Last Updated: Apr 18, 2017 1:16 PM', a URL, a 'Print Page' button, and 'Login to LibApps'. Subject and tag information is also present at the bottom.

The screenshot shows the 'Guides' section of the University of Pennsylvania Libraries website. The page is titled 'Diversity at Penn Libraries: Resources' and is identified as the 'Home site for GOLD'. It features a navigation menu with tabs for Overview, Resources, Video, Blog, and Other Resources, GOLD History and Initiatives, GOLD Events, and Recruitment. The main content is organized into three columns:

- Resources for Students Affected by Sexual Violence, Dating Violence or Stalking:** A text-based resource dated September 21, 2016, regarding a letter from President Gutmann and Provost Price. It includes a link to 'Campus and Community Resources for Students'.
- Area Studies Collections @ Penn:** A section encouraging users to speak to an Area Studies librarian for various regions, accompanied by a world map graphic.
- Databases for Diversity Related Research and Current Events:** A list of databases including:
 - Ethnic NewsWatch, 1959-:** Access to over 200 ethnic, minority, and native press newspapers and magazines.
 - America: History and Life:** History of the United States and Canada from prehistory to the present.
 - Black Literature Index:** A bibliography of over 70,000 citations for fiction, poetry, and literary reviews from 1827-1940.
 - Early American Newspapers, 1690-1900:** A database of newspapers from before the Civil War, including titles like the Philadelphia Inquirer and the Philadelphia Public Ledger.
 - Hispanic American Periodicals Index (HAPI):** Covers Latin America and U.S. Latinos in various languages from 1870 to the present.
 - Proquest History Vault:** Links to historical documents on Black freedom struggles, NAACP papers, and other significant events.
- Library Guides for Diversity Related Services and Research:** A vertical list of related guides such as African Studies, Black Power TV, Community Health Database, Food Studies, French and Haitian Revolutions, Global Communications, Global Health Resources, Health and Society in Africa, History and Sociology of Sexuality, Human Rights Research Guide, Italian American Studies, Japanese American Internment, Korean Studies, Latin America, Latino Studies, Library Services for Penn Students Studying Abroad, Middle East and North African Newspapers: Newbank, Middle East and North African Newspapers: Lexis Nexis, Middle East and North African Newspapers: Library Press, Penn Libraries Global, and Philadelphia Studies.

Inclusion at Penn

Click Video Resources tab for more videos



- » **ArchivesUnbound**
 Collections of documents including: Feminism in Cuba; Federal Surveillance of African Americans; Ralph J. Bunche Oral Histories of the Civil Rights Movement; Papers of Amin Baraka; Republic of New Africa; The West's Response to Jewish Immigration; Federal Response to Radicalism in the 1960s; The American Indian Movement and Native American Radicalism; National Domestic Workers Union; Selected Gay and Lesbian Periodicals and Newspapers; American Indian Correspondence; European Colonialism in the Early 20th Century; Japanese American Relocation Camp Newspapers; Women, War, and Society 1914-1918
- » **Jewish Exponent 1887-1995**
 An historical newspaper fully searchable through Proquest Historical Newspapers. See also JSTOR: Jewish Studies for access to 60 journals ranging in publication dates from 1899 to 2014.
- » **Independent Voices**
 Open access collection of the alternative press of the 1960s, 1970s and 1980s with over 1000 titles from the special collections of over a dozen libraries.

Penn Resource Centers

- » **Affirmative Action and Equal Opportunity**
 Charged with ensuring that the University meets its obligations as an affirmative action and equal-opportunity employer and educational institution.
- » **African American Resource Center**
 Dedicated to enhancing the quality of life of the staff, faculty, and students at the University of Pennsylvania with a particular focus on those of African descent.
 Library contact: [Michelle George](#)
- » **Albert W. Greenfield Intercultural Center**
 Making intercultural connections on Penn.
 Library contact: [Michelle George, IAC Board Member](#)
- » **La Casa Latina**
 Promotes greater awareness of Latinx issues, culture, and identity at UPenn. La Casa allies closely with the Penn community to offer a supportive environment where all students are welcomed and engaged in programs, events, and dialogues that address program issues affecting Latinx students, faculty, staff, and mental health.
 Library contact: [Michelle George](#)
- » **LGBT Center**
 A safe space from which to explore sexual and gender identities and their relation to the University of Pennsylvania, whether you are questioning your identity, in the process of coming out, or proudly identify as LGBT; the center is your space.
 Library contact: [Michelle George](#)
- » **Makos Black Cultural Center**
 The first point for student activities, ideas, outreach, and support aimed to Black culture and the African Diaspora.
 Library contact: [Michelle George](#)
- » **Pan-African American Community House**
 A center where South Asia, East Asia, Southeast Asia, and Pacific Islander cultures are celebrated. PAACH is a community center that develops and implements innovative programs for research, development and community service in close collaboration with Asian American student and community groups.
 Library contact: [Michelle George, PAACH Board Member](#)
- » **Penn Women's Center**
 Meet the staff and for a variety of services from the bookable kitchen to childcare and parenting information to intensive dissertation writing support groups.
 Library contact: [Michelle George](#)

- » **Records of Ante-Bellum Southern Plantations**
- » **Religious Studies**
- » **Shaw Foundation Visual History Archive**
- » **Sociology Research Guide**
- » **South Asian Current Affairs**
- » **Understanding Japanese Studies Resources**
- » **Urban Studies Research Guide**
- » **Women and History**

National Resources

- » **Diversity Inc.**
 Diversity News and Commentary. Diversity Inc. focuses on encouraging best practices for creating and sustaining diverse workplaces.
- » **ATI Diversity Recruiting**
 Links and information regarding Association for Research Libraries fellowships, leadership programs, and more
- » **ALA Office for Diversity**
 Links and information regarding ALA Diversity initiatives, opportunities, and programs

UNIVERSITY of PENNSYLVANIA Penn Libraries: 215-895-7556 | 3420 Walnut St., Philadelphia, PA 19104-6206 | Questions or comments | © University of Pennsylvania

Syracuse University Libraries

Libraries / Research Guides / Human Library / Home

Human Library: Home

Search this Guide Search

Home Human Books 2017 About the Human Library Event Flyer Previous Human Books

Human Library

Syracuse University Libraries' Fourth Annual **Human Library** was held in **Bird Library** on **April 5, 2017** from **noon-4 p.m.** See some of the coverage:

- Photos from the 2017 event
- CitrusTV feature of the 2017 event
- SU news announcement from the 2017 event
- "If These Books Could Talk": A feature on Human Libraries in *American Libraries* (June 2017)

HUMAN LIBRARY

What is a Human Library?

A Human Library is an event that encourages people from different backgrounds to talk with and learn from each other. Human books are volunteers who are willing to share their stories and/or their expertise. Participants can "borrow" human books for up to 20 minutes at a time in order to have a conversation and ask questions about the book's topic.

The library is a safe place to have some positive conversations to challenge stereotypes and prejudices, or just to get to know another individual.

This event is part of a regional Human Library Program with support from the **Central NY Library Resources Council (CLRC)**.

Event Partners

We are excited to have the support of a number of other partners on campus. Partners for our 2017 Human Library include:

- Library and Information Science Student Association (LISSA), School of Information Studies
- Office of Learning Communities
- Office of Multicultural Affairs

Contact Information

For more information, contact Abby Kasowitz-Scheer (akasow@sy.edu) or Tarida Anantachai (tanantac@sy.edu).

Last Updated: Jun 5, 2017 10:25 AM | URL: <http://researchguides.library.syr.edu/humanlibrary> | Print This Page | Login to LibApps

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160 Representative Documents: Research Resources

Job Descriptions



George A. Smathers Libraries
Administrative Services and Faculty Affairs

422 Library West
PO Box 117024
Gainesville, FL 32611-7024
352-273-2595
352-392-4538 Fax
www.uflib.ufl.edu/pers/

POSITION VACANCY ANNOUNCEMENT

POSITION: Instruction and Outreach Librarian

RANK: Assistant or Associate University Librarian

REPORTS TO: Chair, Humanities and Social Sciences Library (Library West)

SALARY: Minimum salary \$50,283 at the Assistant University Librarian rank
Minimum salary \$58,179 at the Associate University Librarian rank
Actual salary will reflect selected professional's experience and credentials

REQUISITION #: 501741

DEADLINE DATE: May 1, 2017 - applications will be reviewed beginning April 5, 2017

Please note that this posting has specific instructions for the submission of application materials - see our website at: <http://web.uflib.ufl.edu/pers/careers.htm> or the APPLICATION PROCESS section below for further details. Failure to submit the required documents may result in the application not being considered.

JOB SUMMARY

The Instruction and Outreach Librarian at the George A. Smathers Libraries is a 12 month, tenure track faculty position, which serves as the instruction, outreach, and student engagement librarian with additional responsibilities supporting Library West's Humanities and Social Sciences (H&SS) reference and collection services. Develops and leads library programs related to student engagement and information literacy instruction. Connects the Libraries with campus-wide initiatives focused on student engagement, success, and academic wellbeing. As the liaison to the University Writing Program, Innovation Academy, the Honors Program, and the Dean of Students Office, develops customized information literacy programming and works with the Assessment Librarian to assess services to undergraduate students. Works closely with and provides training and support for all Library West faculty and staff members who teach. Coordinates all major H&SS instruction initiatives in collaboration with other branch libraries.

The Libraries encourages staff participation in reaching management decisions and consequently the Instruction and Outreach Librarian will serve on various committees and teams. To support all students and faculty, and foster excellence in a diverse and global society, the Instruction and Outreach Librarian will be expected to include individuals of diverse backgrounds, experiences, races, ethnicities, gender identities, sexual orientation, and perspectives in work activities. The Instruction and Outreach Librarian will pursue professional development opportunities, including research, publication, and professional service activities in order to meet library-wide criteria for tenure and promotion.

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RESPONSIBILITIES:

1. Coordinates the Library West undergraduate instruction and information literacy program, including creating and updating instructional materials, videos, course guides, and tutorials using a variety of formats including print, digital, and web-based technologies such as LibGuides and social media.
2. Liaises with the University Writing Program (UWP), Innovation Academy (IA), the Honors Program, and the Dean of Students Office (DSO). Regularly communicates and meets with the departments' staff and faculty; provides specialized assistance to faculty and students. Builds and strengthens established relationships with groups on campus.
3. Actively pursues new humanities and social sciences outreach opportunities on campus; cultivates new constituencies and identifies new services.
4. Co-chairs the Smathers Libraries Instruction Committee and leads instruction and outreach strategies to promote and support library programs, services, and collections. Coordinates H&SS instruction programs with other libraries on campus.
5. Teaches sections of Introduction to Library and Internet Research (LIS2001). Leads the Libraries Instruction Committee in development of new content for LIS2001, supports other LIS instructors, and helps promote and market the course.
6. Provides reference services at the Research Assistance Desk, online via chat and email, and by appointment.
7. Defines goals, establishes objectives, plans and manages budgets, and coordinates collection development activities with other subject specialists and librarians.
8. Participates in appropriate professional development and continuing education endeavors and engages in scholarly research resulting in publication, including digital humanities projects.
9. Participates in planning, policy formation, and department decision-making relating to Library West services, collections, and new technologies.
10. Represents the Libraries in appropriate university, local, state, regional, and national bodies.
11. Participates in Library fundraising efforts.

QUALIFICATIONS

Required:

- Master's degree in Library and/or Information Science from an ALA-accredited program, or equivalent professional experience, plus advanced degree in subject specialty.
- Eight years of relevant, post graduate degree experience for appointment at the Associate University Librarian rank.
- Experience with in person and online instruction.
- Competence with information technologies and demonstrated effectiveness in integrating technology with traditional services and resources, particularly instruction.
- Excellent verbal and written communication skills, as well as strong presentation skills.
- Excellent analytical and organizational skills.
- Ability to work both independently and collaboratively as part of a team within a culturally diverse user community of faculty, students, staff, administrators, and the general public.
- Capacity to thrive in a dynamic environment, respond effectively to shifting needs and priorities of library constituents, and afford a willingness to be flexible with liaison and selector assignments as appointed.
- Flexible and forward-thinking approach to challenges and opportunities.
- Strong potential for meeting the requirements of tenure and promotion outlined at <http://library.ufl.edu/cdh>.

Preferred:

- Advanced degree in a related field in the humanities and/or social sciences, or in curricular design.
- Experience providing instructional services and outreach in an academic or research library environment.

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UNIVERSITY OF FLORIDA LIBRARIES

Instruction and Outreach Librarian

http://library.ufl.edu/pers/documents/instructionoutreachlib_pva_2017_final.pdf

- Experience in provision of online and in person reference assistance to users or experience with public service.
- Experience in the digital humanities.
- Experience managing collections in an academic or research library.
- Record of including individuals of diverse backgrounds, experiences, races, ethnicities, gender identities, sexual orientations, and perspectives in research, teaching, service and other work.

THE UNIVERSITY OF FLORIDA

The University of Florida (UF) is a major, public, comprehensive, land-grant, research university. The state's oldest and most comprehensive university, UF is among the nation's most academically diverse public universities. UF was ranked 9th among public universities in Forbes' "America's Best Employers 2015." UF has a long history of established programs in international education, research and service. It is one of only 17 public, land-grant universities that belong to the [Association of American Universities](#). UF traces its beginnings to a small seminary in 1853 and is now one of the largest universities in the nation, with more than 50,000 students. For more information, please consult the UF homepage at <http://www.ufl.edu>.

UNIVERSITY OF FLORIDA LIBRARIES

The libraries of the University of Florida form the largest information resource system in the state of Florida. The UF Libraries consist of seven libraries on the Gainesville campus and three off-campus facilities; six of the campus libraries, and all of the off-site facilities, are in the system known as the [George A. Smathers Libraries](#) at the University of Florida. The remaining library is the [Lawton Chiles Legal Information Center](#). Collectively, the UF Libraries (the Smathers Libraries and the Legal Information Center) hold or provide access to over 5.45 million print volumes, 8,100,000 microfilms, 1.25 million e-books, over 152,000 full-text electronic journals, over 1100 electronic databases, 1.26 million documents and 1.35 million maps and images.

The UF Libraries have built a number of nationally significant research collections, including the Latin American, Judaica, Florida History, Children's Literature, and Maps and Imagery collections. The UF Libraries are a member of the Association of Research Libraries (ARL), the Center for Research Libraries (CRL), and the Association of Southeastern Research Libraries (ASERL). The library staff consists of more than 300 FTE librarians, technical/clerical staff and student assistants. The organizational chart is available at <http://www.uflib.ufl.edu/orgchart.pdf>.

HUMANITIES AND SOCIAL SCIENCES LIBRARY (Library West)

[The Humanities and Social Sciences Library](#) (Library West) is the largest branch library on the UF campus, with 17 faculty and 13 staff members, seating for 1,600 patrons, and 217 public computers, including iPads and other circulating technologies. Last year, Library West received over 1.2 million visitors. Renovated in 2006, the branch offers 18 group study rooms, a student video production space, faculty and graduate carrels as well as a limited-access floor for graduate students. One classroom is available with 19 computers for hands-on instruction. The Scott Nygren Digital Scholars Studio is a flexible space that allows seats to be arranged for individual or group projects, or auditorium style for presentations/workshops. Within the branch, there are four functional units: Research Assistance, Instruction and Outreach, Collections, and Circulation; these units are managed by coordinators who oversee the daily functions. See the [organizational chart](#) for current structure of the department.

COMMUNITY

Gainesville, Florida and the surrounding community are home to approximately 257,000 people and both the University of Florida and Santa Fe College. Situated just over an hour from the Gulf of Mexico and the Atlantic Ocean, the city is surrounded by over 40 nature parks, including many spring-fed lakes and rivers. In 2015, Gainesville was named the "Best Midsize College City in America" by WalletHub and

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TEMPLE UNIVERSITY LIBRARIES

Resident Librarian

Resident Librarian

Summary of Position

The Temple University Libraries Residency, open to recent graduates (last 1-5 years) of ALA-accredited master's degree programs, offers professional experience and the opportunity to be mentored in a technology-rich, academic research library. The residency program supports the Libraries' commitment to build a diverse staff, and is a member of the ACRL's Diversity Alliance. The two-year residency is designed to meet both the professional goals and interests of the Residents as well as the service and operational priorities of the Libraries. In the first year, the Residents will work in multiple functional areas, reporting up through the department head. With over 20 possible units to select from, areas of focus will be determined mutually by the Residents' interests and the needs of the Libraries. In the second year, the Residents will be expected to plan and execute a major project. Residents will provide service and gain valuable experience in multiple facets of academic librarianship through this process. The Residents will serve on library committees. Performs other duties as assigned.

Essential Functions of Position

*Works in a variety of units of the Libraries contributing to operations and special projects in each area. Each rotation will provide opportunities for exploration and service, helping the Residents to identify areas of interest and strength for future career choices.

*Works under the guidance of senior librarians during rotation assignments. Co-develops responsibilities, expectations, and projects for each rotation assignment with senior librarians and administrators.

*Participates actively in Libraries' committees, councils and task forces.

*Delivers presentations, attends national and regional conferences, and/or writes for professional publications.

*In the second year, the Residents will complete a significant yearlong project in one particular area of the Libraries.

Education & Experience

ALA-accredited Master's degree in Library Science, awarded no later than August, 2017.

Required Skills & Abilities

*Strong interest in the pursuit of a career in academic librarianship.

*General knowledge of print and electronic information resources.

*Ability to work successfully in a collegial team environment.

*An ability to adapt to varying work and management styles is highly desired; this program is designed around an employee working in several departments within the library.

*Interest in lifelong learning and in contributing to the profession through research projects and scholarly communication.

*An interest in professional development, research and scholarship.

TEMPLE UNIVERSITY LIBRARIES

Resident Librarian

- *Excellent oral and written communication skills.
- *Knowledge of current trends in academic libraries
- *MLS received within the last five years.

Preferred Skills and Abilities

- *Demonstrated commitment to principles of diversity
- *Enthusiasm for learning new technologies.
- *Experience in using data to drive decisions in reference, outreach and instruction practice

Compensation

Competitive salary and benefits package, including relocation allowance. Salary will be commensurate with qualifications and experience.

To apply

To apply for this position, please visit www.temple.edu, click on [Careers At Temple](#) at the bottom of the home page, and reference 17001253. For full consideration, please submit your completed electronic application, along with a cover letter and resume. Review of applications will begin immediately and will continue until the position is filled.

Temple University is an Affirmative Action/Equal Opportunity Employer with a strong commitment to cultural diversity.

Selected Resources

Books, Journal Articles, and Reports

- Aguilar, Charlene, Jennifer Bauer, and Khalilah Lawson. "The Critical First Year: What New Chief Diversity Officers Need to Succeed." Oak Brook, IL: Witt/Kieffer, 2017. http://www.wittkieffer.com/file/CDO_Survey_Report_The_Critical_First_Year_Witt_Kieffer.pdf
- Alabi, Jaena. "‘This Actually Happened’: An Analysis of Librarians’ Responses to a Survey about Racial Microaggressions." *Journal of Library Administration* 55, no. 3 (April 2015): 179–91. <http://dx.doi.org/10.1080/01930826.2015.1034040>.
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- Bugg, Kimberley. "The Perceptions of People of Color in Academic Libraries Concerning the Relationship Between Retention and Advancement as Middle Managers." *Journal of Library Administration* 56, no. 4 (May 2016): 428–43. <http://dx.doi.org/10.1080/01930826.2015.1105076>.
- Cooke, Nicole A. *Information Services to Diverse Populations: Developing Culturally Competent Library Professionals*. Santa Barbara, CA: Libraries Unlimited, 2016. <http://www.abc-clio.com/LibrariesUnlimited/product.aspx?pc=A4633P>.
- Cukier, Wendy, and Shelley Smarz. "Diversity Assessment Tools: A Comparison." *International Journal of Knowledge, Culture & Change Management* 11, no. 6 (October 2013): 49–64. <https://doi.org/10.18848/1447-9524/CGP/v11i06/50217>.
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- Freeman Jr., Rodney. "A Snapshot of Indiana's Librarians Leading in Diversity Fellowship Participants After the Program Has Concluded." *Indiana Libraries* 33, no. 1 (2014): 12–15. <https://journals.iupui.edu/index.php/IndianaLibraries/article/view/8845>.
- Hankins, Rebecca, and Miguel Juárez. *Where are all the Librarians of Color? The Experiences of People of Color in Academia*. Sacramento, CA: Library Juice Press, 2016. <http://libraryjuicepress.com/librariansofcolor.php>.
- Hathcock, April. "White Librarianship in Blackface: Diversity Initiatives in LIS." *In the Library with the Lead Pipe*, October 2015. <http://www.inthelibrarywiththeleadpipe.org/2015/lis-diversity/>.
- Jaeger, Paul T., John Carlo Bertot, and Renee E. Franklin. "Diversity, Inclusion, and Underrepresented Populations in LIS Research." *The Library Quarterly* 80, no. 2 (April 2010): 175–81. <https://doi.org/10.1086/651053>.
- Jaeger, Paul T., Nicole A. Cooke, Cecilia Feltis, Michelle Hamiel, Fiona Jardine, and Katie Shilton. "The Virtuous Circle Revisited: Injecting Diversity, Inclusion, Rights, Justice, and Equity into LIS from Education to Advocacy." *The Library Quarterly* 85, no. 2 (April 2015): 150–71. <https://doi.org/10.1086/680154>.
- Kandiuk, Mary. "Promoting Racial and Ethnic Diversity Among Canadian Academic Librarians." *College & Research Libraries* 75, no. 4 (July 2014): 492–556. <https://doi.org/10.5860/crl.75.4.492>.
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Institution Diversity Plans

Cornell University

Towards New Destinations 2016–2017

http://diversity.cornell.edu/sites/default/files/documents/TND_2016-17_FINAL_May_revision.pdf

University of Delaware

Inclusive Excellence: An Action Plan for Diversity

https://sites.udel.edu/diversity/files/2017/01/Diversity_Action_Plan_PDF_R10-2jjcs1e.pdf

University of Illinois at Chicago

A Mosaic for UIC Transformation: Diversity Strategic Plan 2012

http://diversity.uic.edu/files/2016/05/A-Mosaic-for-UIC-Transformation_Accessible.pdf

University of Illinois at Chicago

Through the Lens of Diversity

http://diversity.uic.edu/files/2016/05/Through-the-Lens-of-Diversity_Accessible.pdf

University of Maryland

“Transforming Maryland, Expectations for Excellence in Diversity and Inclusion, 2010–2020”

https://www.provost.umd.edu/Documents/Strategic_Plan_for_Diversity.pdf

National Archives and Records Administration

Diversity and Inclusion Strategic Plan

<https://www.archives.gov/files/about/plans-reports/strategic-plan/diversity-inclusion/diversity-inclusion-plan.pdf>

Tulane University

Embedding Diversity and Inclusive Excellence 2013–2023 Strategic Plan

<https://www2.tulane.edu/equity/diversity-plan.cfm>

University of Waterloo

New Directions: A Strategic Plan for Equity at University of Waterloo

https://uwaterloo.ca/equity/sites/ca.equity/files/uploads/files/c008035-stratplan-eo-sept18_final-s.pdf

Library Diversity Plans

University of California, Irvine Libraries

Diversity Plan for the UC Irvine Libraries

<http://www.lib.uci.edu/diversity-plan>

Indiana University Libraries Bloomington

Indiana University Libraries Diversity Plan

<https://libraries.indiana.edu/file/diversity-strategic-plan-20162017pdf>

University of Michigan Library

U-M Library Diversity, Equity, Inclusion & Accessibility Strategic Plan Overview

https://www.lib.umich.edu/sites/default/files/departments/admin/u-m_library_2016_diversity_plan_overview.pdf

Pennsylvania State University Libraries

A Framework to Foster Diversity at Penn State. University Libraries’ Diversity Strategic Plan 2010–2015

http://equity.psu.edu/updates-10-15/pdf/academic_frmwrkplan/framework_plan/Univ_Lib_plan_10_15.pdf

Texas A & M University Libraries
University Libraries' Diversity Plan
http://library.tamu.edu/assets/pdf/University_Libraries_Diversity_Plan.pdf

Library Diversity Reports

Massachusetts Institute of Technology Libraries
Creating a Social Justice Mindset: Diversity, Inclusion, and Social Justice in the Collections Directorate of the MIT Libraries. Report of the Collections Directorate Diversity, Inclusion, and Social Justice Task Force
<http://tinyurl.com/MITLibDiv>

Rutgers University Libraries
Diversity Task Force Report and Recommendations
http://www.libraries.rutgers.edu/rul/staff/groups/diversity_recruitment/reports/Final_Report_Diversity_Task_Force_May_2010.pdf

University of Wisconsin-Madison Libraries
Diversity Task Force Recommendations Report
<https://www.library.wisc.edu/wp-content/uploads/2014/02/GLS-Diversity-Task-Force-Recommendations-Report-FINAL-20151102.pdf>

Note: All URLs accessed August 25, 2017.