

Diversity and Inclusion

SPEC Survey
Webcast Series
October 11, 2017

ASSOCIATION
OF RESEARCH
LIBRARIES

Introductions



Toni Anaya



Charlene Maxey-Harris

Introduction and Topic Overview

Purpose of the survey & results:

- Survey conducted May 1–June 5, 2017
- 68 libraries responded out of 123 ARL members
- Expanded scope of 2017 survey
 - Inclusion
 - Diversity Recruitment, Retention
 - Programming
 - Funding

Definitions

Diversity: “the condition of having or being composed of differing elements: variety; especially the inclusion of different types of people (such as people of different races or cultures) in a group or organization”

Inclusion: “the act of including; the state of being included”

Diversity Plan Components: definition, values, mission, goals, strategic plans for recruitment/retention, programming focus, assessment plan

"Diversity." Merriam-Webster.com. Accessed October 4, 2017. <https://www.merriam-webster.com/dictionary/diversity>.

"Inclusion." Merriam-Webster.com. Accessed October 4, 2017. <https://www.merriam-webster.com/dictionary/inclusion>.

Definitions continued...

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.

Inclusion: creating an environment of equal access, belonging, respect, opportunity, and empowerment.

<https://library.duke.edu/about/diversity>

Diversity: A View From The Top

- Changes in Leadership
- Libraries: Library Administration, HR, D&I groups
- Partner institution: Senior leadership, e.g., Chief Diversity Officer, VC of Diversity and Inclusion

“Dozens of campuses have created such positions in the past 15 years, often in response to pressure from student activities, but the role is still relevantly new.”

(Brown, Sarah. “College Diversity Officers Face a Demanding Job and Scarce Resources.” *Chronicle of Higher Education*, August 8, 2017)

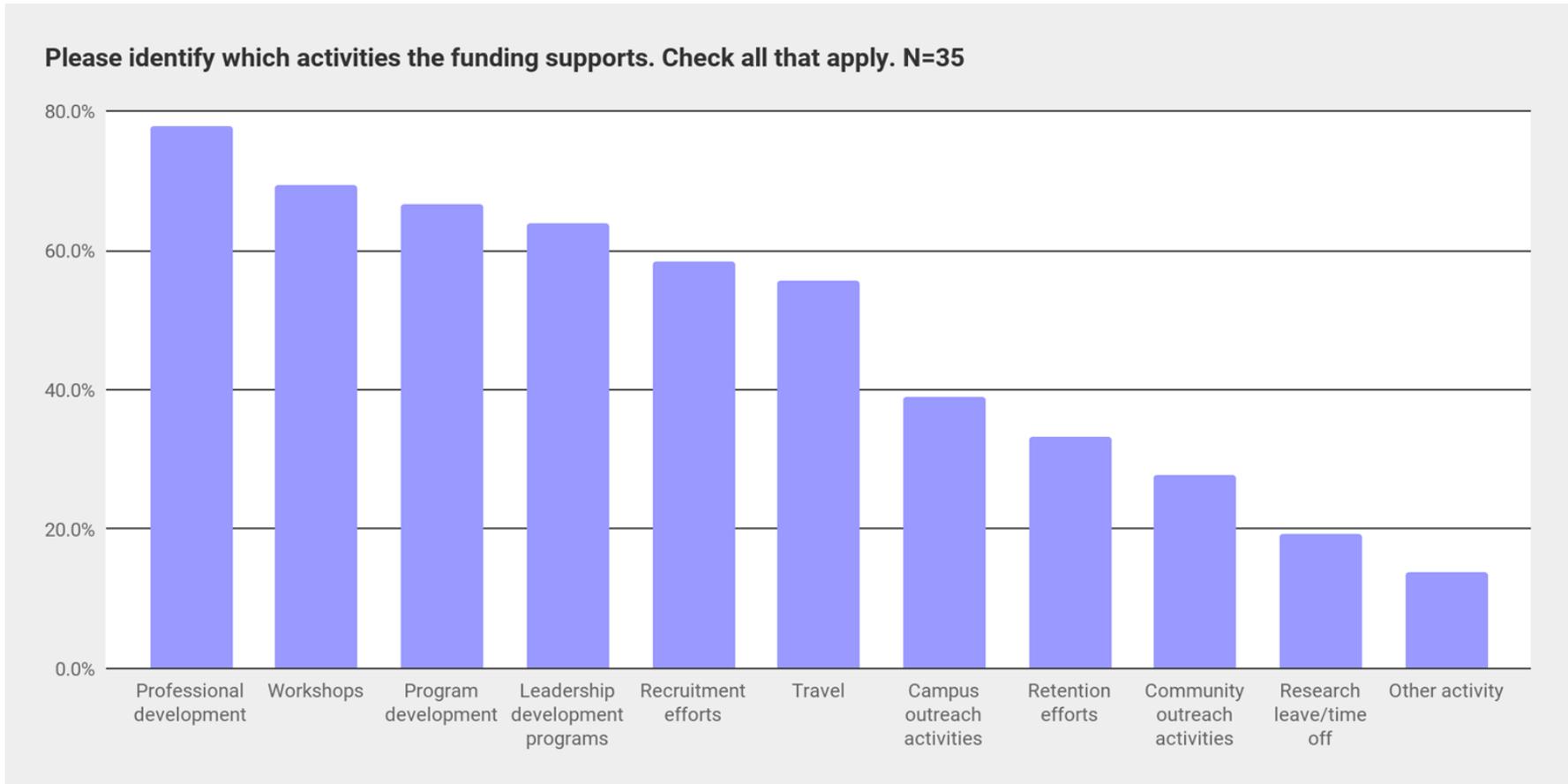
Library-Initiated & Parent Institution Plans

Which entity instigated the development of the plan?

Check all that apply. N=36

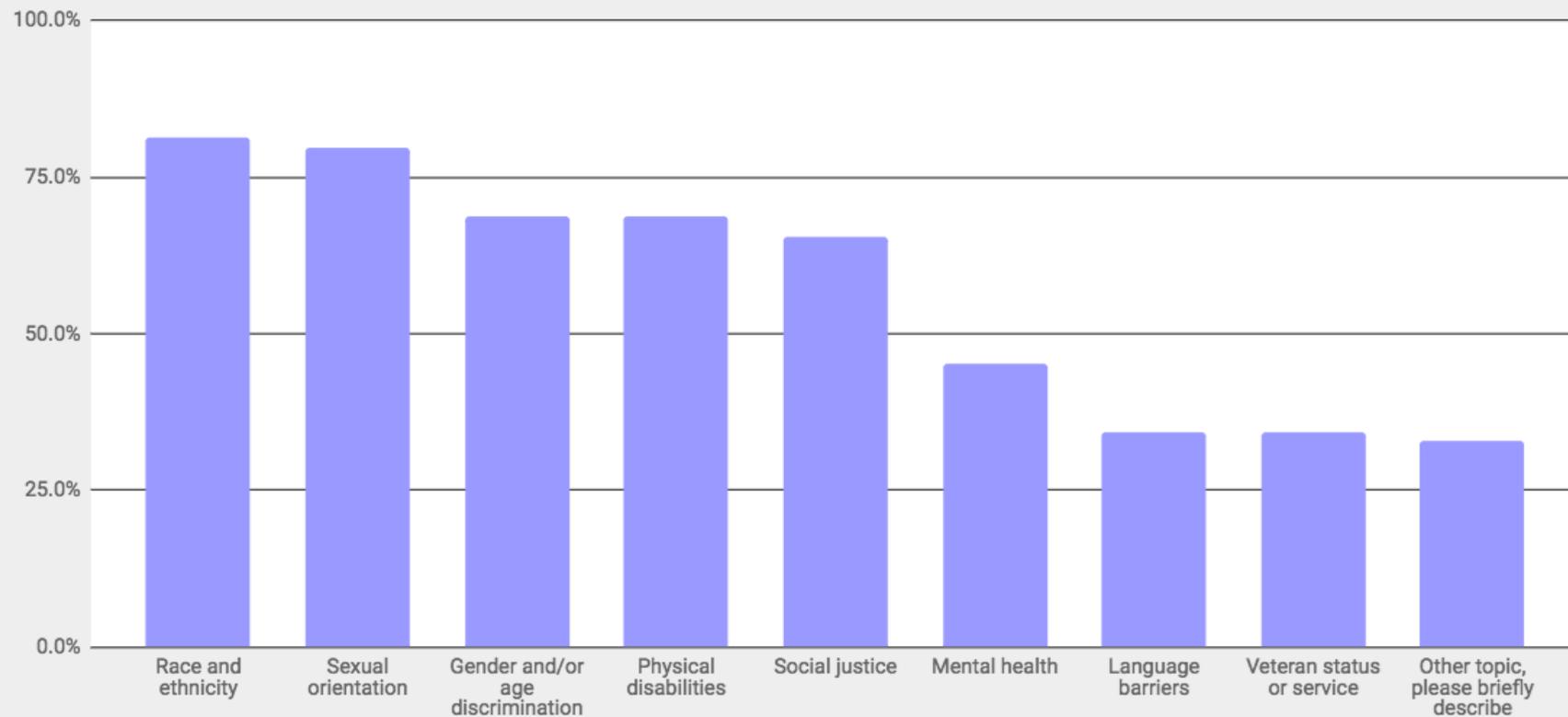
Library administration	67%	24
Parent institution	47%	17
Library Human Resources officer/unit	19%	7
Other entity, please specify	31%	11

Funding



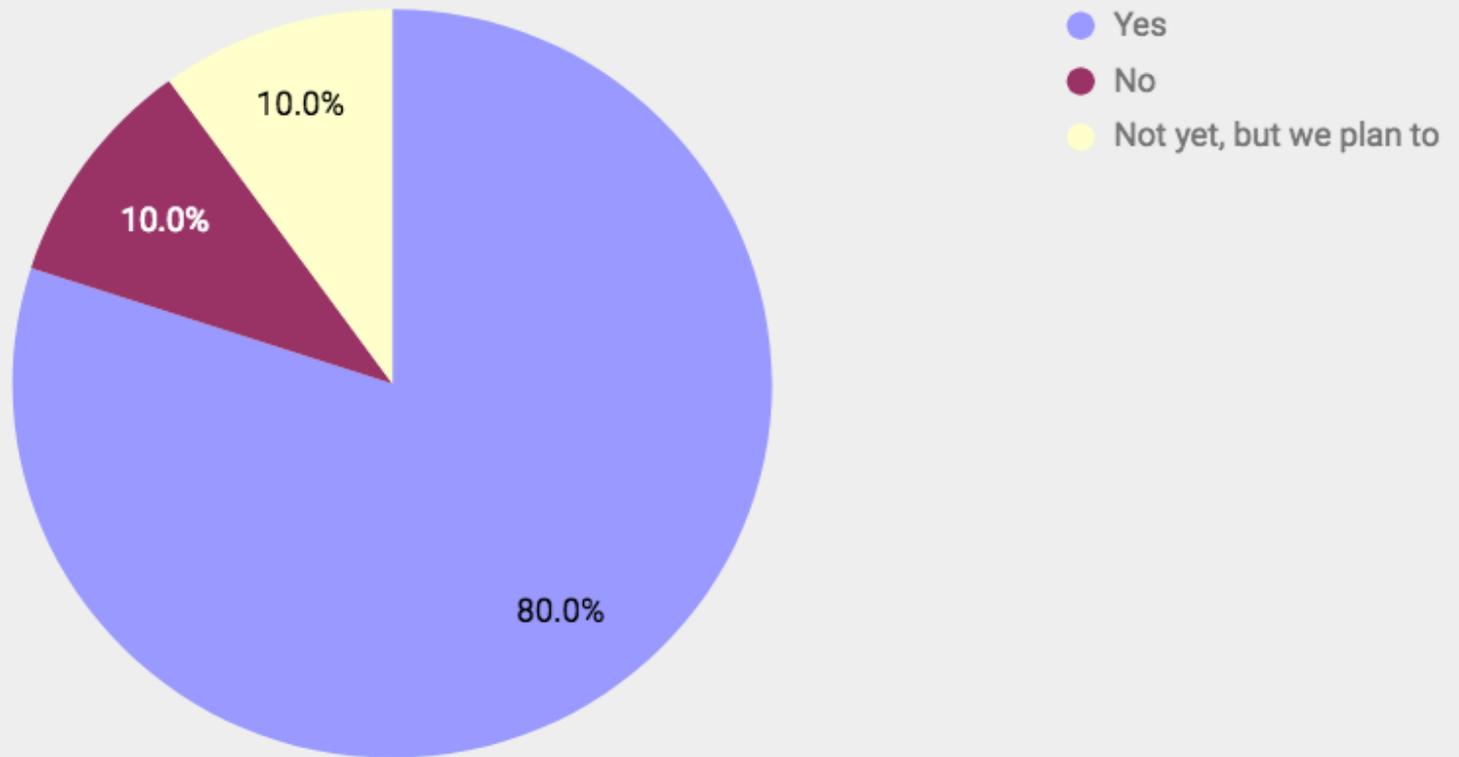
Programming and Events

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



Recruitment

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



Implications for LIS Curriculum

Recruitment to the profession

- targeted recruitment in archives, music, digital humanities
- undergraduate programs at colleges with LIS programs, e.g., Maryland

Retention

Student groups that focus on social justice and equality

Maryland iSchool <http://idiversity.umd.edu/>

Mentoring, Residencies, and Retention

Please indicate which of the following strategies your library has used that assist in the retention of a diverse group of employees. Check all that apply. Also indicate up to three of the strategies the library has used that have been most successful. N=48

Answer Options	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

Research—Our Stories & Voices

“There is a stark need for a corpus of research on the subjects of diversity/multiculturalism: the professional, informational, and digital divide within the library/archival profession.”

[excerpt from *Where Are All of the Librarians of Color* Ed. by Rebecca Hankins & Miguel Juarez (2015)]

Social Media and Social Justice

Impact and Influence

increasing visibility of social issues

networking expanded dialogue—online & in libraries

advocacy from library directors

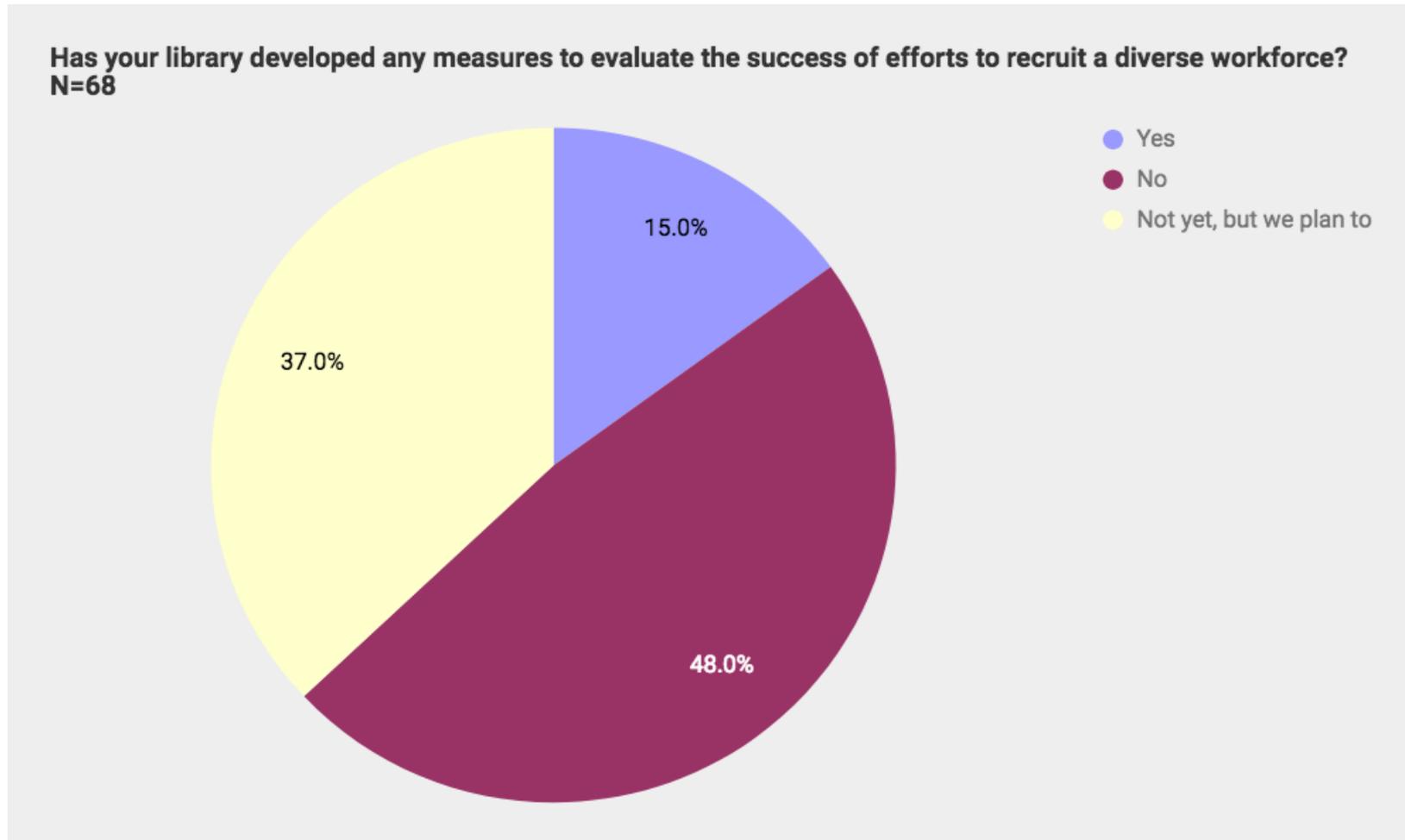


In The Library With The Lead Pipe

An open access, open peer reviewed journal

Evaluation, Assessment & Engagement

It's challenging to define success



Assessment

Assessment still a challenge

- Recruitment: 48% do not have measures developed
- Retention: 59% do not have measures developed
- Workplace climate: 68% HAVE assessed climate while 18% plan to in the near future

Still needed:

- Clear leadership at the parent institution with assessment measures
 - Cornell provides guidance and information

<http://irp.dpb.cornell.edu/university-factbook/diversity>

Next Steps and Future Research

- Create and expand collaborative partnerships for recruitment, retention and assessment not only on campus but through professional organizations
- Create more roads to introduce undergraduates to the profession
- Encourage administration to incorporate diversity & inclusion into the strategic goals of the library
- Continue assessment efforts
- Study the impact of campus-level diversity and inclusion programs, plans and goals on library initiatives
- Study the impact of LIS recruitment programs

Questions & Discussion

Join the conversation by
typing questions in the
chat box in the lower left
corner of your screen

Thank you!

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SPEC Survey Webcast on Diversity and Inclusion

1. Welcome (Lee Anne)

Hello, I am Lee Anne George, coordinator of the SPEC Survey Program at the Association of Research Libraries, and I would like to thank you for joining us for this SPEC Survey Webcast. Today we will hear about the results of the survey on Diversity and Inclusion. These results have been published in SPEC Kit 356.

Announcements (Lee Anne)

Before we begin there are a few announcements:

Everyone but the presenters has been muted to cut down on background noise. So, if you are part a group today, feel free to speak among yourselves.

We do want you to join the conversation by typing questions in the chat box in the lower left corner of your screen. We will answer as many questions as possible at the end of the presentation. I will read the questions aloud before the presenters answer them.

This webcast is being recorded and we will send registrants the slides and a link to the recording in the next week.

2. Introductions (Lee Anne)

Now let me introduce today's presenters from the University of Nebraska-Lincoln Libraries:

Toni Anaya is the Instruction Coordinator, and

Charlene Maxey-Harris is the Research and Instructional Services Chair.

Use the hashtag ARLSPECkit356 to continue the conversation with them on Twitter.

Now, let me turn the presentation over to Toni.

3. Introduction and Topic Overview (Toni)

Thanks Lee Anne and thanks for everyone joining us today. We are excited to discuss our results and hear your questions. So to get us started I wanted to provide some reasoning as to why we proposed this topic. In 2010, Charlene and I published SPEC Kit 319 Diversity Plans and Programs, which focused on changes to diversity plans as well as the recruitment and retention of a diverse workforce since the publications of the 1990 SPEC Kits 165 Cultural Diversity Programming in ARL Libraries and 167 Minority Recruitment and Retention in ARL Libraries. Diversity and inclusion is an area with rapid change and we were interested in learning how diversity programs—as well as recruitment—had changed in the last 7 years.

The scope of this survey not only covered some of the recruitment and retention issues from 2010, but was expanded to take into account the growing definition of diversity, the increased efforts in programming not only for the public but for library employees and explored how libraries funded these efforts. Over the last several years, we have been seeing an increase in published literature and conference programming exploring topics dealing with diversity and inclusion such as cultural competencies, microaggressions, and assessment of diversity issues. Most recently we have been witnessing the inclusion of social justice movements in libraries and on campuses across the United States. This surge in activities really does highlight changes to the diversity and inclusion landscape since 2010.

Sixty-eight of the 123 ARL members responded to our survey, although not everyone responded to all the questions. As a side note, the topic was fairly similar to #319 and we were surprised to see only 22 of the original 49 responding institutions participating in the 2017 survey; however, this does provide the opportunity to see the diversity and inclusion plans of 46 “new” organizations as well as revisit what changes have been made at the original 22.

4. Definitions (Toni)

I want to note that the definition of diversity and inclusion we focused on went beyond the basic definition in traditional venues. The Merriam Webster Dictionary defines diversity and inclusion much more narrowly than we as the authors as well as many others do in a professional setting. Today, diversity is defined beyond racial and ethnic groups and includes a variety of other issues such as gender, sexual

orientation, national origin, and age to name a few factors. And inclusion is much more than just making sure people are seated at the table; it's recognizing, acknowledging, and inviting those differences as well as including and providing the opportunity for topics to be discussed by members of those communities.

For this survey, we provided an overview of components that could be including in a diversity/inclusion plan. We received a variety of representative documents which were included in the SPEC Kit. Many organizations had statements of diversity values or goals for the library, there were descriptions of the strategies for recruiting ethnically/culturally diverse staff to the library and then retaining them once they were hired, outlines of programs created to promote ethnic/cultural sensitivity in the workplace, the use of and subsequent development of programming based off of the results from a workplace climate assessments, and other similar elements.

Speaking of representative documents, I wanted to make sure to thank all the respondents who submitted their materials. It was very challenging to select a sampling of what we received. I also wanted to mention that one of the challenges we faced with this survey in particular was that respondents may have mentioned an initiative or document in a response but did not provide a URL, a copy of the document and for some, we were unable to locate the document. We also had some institutions say "No" we do not have a diversity inclusion plan then went on to discuss *campus* initiatives. When we went and looked at what was available online at these libraries we discovered they had extensive material which guided their programs but chose not to submit those CAMPUS level diversity/inclusion plans. This could have stemmed from the language used in the survey question itself. One comment in particular stood out, which stated, "Our plans don't really fit your questions. We have initiatives and programs but they don't necessarily fit in your categories." We were really interested in discovering what those were.

5. Definitions continued (Toni)

A good example of how institutions are framing the conversation is found at Duke University Library, which does a good job at defining these terms. This example is

representative of the verbiage we found when looking at a variety of other definitions from responding institutions.

Now Charlene will discuss some of the major discoveries we identified in the study.

6. Diversity: A View from the Top (Charlene)

We wanted to start out talking about the survey findings from a broad view. Respondents to the survey reported the most influential factors to diversity/inclusion plans at their institutions are changes in both library and campus administrations. According to a recent article discussing college diversity officers in the *Chronicle of Higher Education*, “Dozens of campuses have created such positions in the past 15 years, often in response to pressure from student activities, but the role is still relevantly new.” These changes to leadership—both in library and on campus—has impacted diversity and inclusion initiatives and were very often spurred by strategic planning and/or in reaction to the demands of students after racially charged incidents on campuses. Based on information collected from the 2010 survey, libraries have taken the lead in focusing on diversity and inclusion issues on campus and continue to be leaders.

One of the biggest shifts we noticed was the increase in the number of diversity plans initiated by parent institutions. This reveals that some plans are now a part of the campus strategic planning document that outlines specific initiatives. These initiatives include components of responsibility and accountability at a broad campus level—often coming directly from high-level campus administrators. More libraries also have reported diversity committees or groups that are working with HR and others in this area.

There is a clear increase in the ways libraries and campuses are looking at and approaching these issues. Examples of this change can be seen in statements from high-level campus administrators such as the provost, chancellor, or president addressing current events related to diversity and inclusion. We also received information about libraries’ HR and D&I groups providing new training not seen in 2010 on implicit bias and microaggressions, or having conducted climate surveys, or appointed committees and groups to work in this area both within the library and campus-wide.

7. Library-Initiated & Parent Institution Plans (Charlene)

There are examples of plans from libraries that stand alone, and parent plans, and the libraries that incorporate campus values, mission, and then develop goals that are unique to libraries. This chart shows that library administration has initiated these plans at 67% of the responding libraries, followed by the campus or parent institutions, 47%, and other entities, at 31%. The comments revealed that grassroots interest groups within the library really took the initiative to develop the plan. Some libraries have moved beyond a separate document for diversity to components interspersed through their strategic plans, e.g., Penn State.

8. Funding (Charlene)

A new question regarding funding was added to determine the investment libraries are making to support and encourage initiatives and programs. Libraries' investment in funding is mainly directed towards professional development. This can be further broken down into these specific areas: workshops (although not well defined, because it is not clear if the workshops are offered to staff or to library users), leadership, outreach, programming, travel, and recruitment. Some library groups have their own budget, but the majority of the funding is supported within the main operating budgets. Overall, 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%). Twelve libraries reported they receive funding from their parent institution. Over the past 5 years, 46% of the responding libraries have increased their funding and 49% claimed funding stayed the same. In the comments, libraries with increases point to the residency or similar programs.

9. Programming and Events (Charlene)

Moving on to Programming, this chart supports there is widespread programming throughout the libraries. New areas noted this year are social justice, mental health, and veteran status. Different in this survey are those planning and delivering these programs, which are the library staff (staff, librarians, and administrators), instead of just the HR or Diversity Librarian. The bottom line, more individuals are taking responsibility and ownership for improving their organization.

The results also show the ways libraries are collaborating with campus partners to offer and host programming on a variety of topics. Moreover, libraries are taking advantage of training opportunities on campus and from national organizations, such as ALA, ACRL, and ARL. If you're looking for great ideas, they are shared in the comments. For example, librarians are hosting poster sessions for women & gender studies and one library has an interesting topic every other week for the Diversi-tea conversations, defining safe zones, focusing on Muslim Americans and civil rights, etc.

Before Toni moves on to recruitment strategies, let's pause to remind participants they can enter questions in the chat box at any time.

10. Recruitment (Toni)

Now I would like to shift our focus to recruitment and retention. 80% of respondents reported they have employed strategies specifically to increase the diversity of their job applicant pools. The most successful strategies mentioned for recruitment are: training search committee members on how to develop a diverse candidate pool, targeting job ads and personal recruiting of participants from diversity enhancement recruitment programs, and—not surprising—supporting ARL diversity initiatives. Many mentioned providing support to diverse employees to attend library school (the grow-your-own model), partnering with area library schools, and changing requirements on job descriptions to encourage early career librarians and recent graduates to apply.

29 of the 55 who answered this question reported they felt their applicant pools have become more diverse but an almost equal amount said they did not.

Challenges in answering this question actually stemmed from a lack of assessment or access to how this information is tracked (if at all), especially when applications are first funneled through campus HR offices.

So overall, when we looked at the challenges expressed to the recruitment of diverse candidates we found the results to be virtually unchanged in the last 7 years. Most identified were geographic barriers (They don't want to live in _____), salary, and a lack of qualified diverse applicants applying for positions. Increased this year were mentions of state politics, campus climate, and high cost of living as barriers.

11. Implications for LIS Curriculum (Toni and Charlene)

Toni: What we have all known and have witnessed is that there aren't many kids who are wanting to grow up to be a librarian and many people actually make librarianship their second profession. Speaking from personal experience, the development of targeted recruitment programs such as ARL's Initiative to Recruit a Diverse Workforce, Knowledge River, and ALA's Spectrum program has served as an avenue for diverse library students to pursue a career in librarianship. These types of programs have expanded to include not only the traditional paths, but also now focus on specialized areas such as archives, music, and digital humanities. Others have continued to support an undergraduate program or offer dual degrees so students can obtain both bachelor's and master's degrees concurrently.

Charlene: More LIS schools are also taking the lead to incorporate curriculum changes and develop more culturally competent students. Most notable are programs at Simmons, Illinois, and Maryland. What we have been seeing is not only is the curriculum changing, but student groups are more actively engaging in diversity and inclusion activities, including hosting student-focused, and often student-organized, conferences and symposia focused on diversity and inclusion issues.

12. Mentoring, Residencies, and Retention (Charlene and Toni)

Charlene: 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.

Formal mentoring programs have increased in the workplace, professional organizations, and have always been present in most scholarship programs. Visibility of these opportunities is limited, compared to the demand for this support. Parent institutions are also providing affinity groups that mentor and build on these skills.

Residencies: There has been a rise and fall of post-MLIS residencies for many years. However, ACRL has revived and organized the ACRL Diversity Alliance Residency program for academic libraries. According to the website, 35 academic libraries are members and the goal is for libraries to create one or more residency positions that will expand the opportunities available to individuals from professionally underrepresented groups to gain the knowledge, skills, and competencies necessary to thrive in an academic context. I particularly like the following goal that articulates that library leaders “are committed to opening doors, sharing their networks, and preparing residents for success in scholarship, professional service, and leadership.”

Toni: Leadership development and training was the second most mentioned retention strategy used in libraries. There are opportunities for all levels of librarians from early career on, with conferences like the Minnesota Institute for Early Career Librarians to the ARL Leadership Fellows program and the Harvard Institute for future senior-level librarians. An area we feel there is space for development in is the mid-career stage. ARL’s Leadership and Career Development Program or LCDP is a program focusing on providing librarians the opportunity to gain new skills and be intentional about seeking promotion in our organizations. However, there seems to be a gap in other opportunities providing support to those librarians who are “stuck in the middle.”

Keep in mind these programs are targeting research libraries, which is a narrow focus of the library profession; however, it is keeping with the purpose of the SPEC survey program and prioritizing the interests of ARL members. We didn’t have time to explore other opportunities for public librarians, other college & university organizations. One commenter summed up their experience with retention success: “Having a diverse staff helps retain a diverse staff.”

13. Research—Our Stories & Voices (Charlene)

We are impressed with the expanding body of research documenting the experiences of marginalized individuals. As our stories are being told, we know that microaggressions are real! These causal, subtle, everyday slights and insults, whether conscious or unconscious actions, speak the health of the organizational

climate and impact recruitment and retention. Librarians are sharing examples of these microaggressions more and more in social media, for others to see. In the “Selected Resources” section of the SPEC Kit you’ll find articles on promotion and tenure issues (Damasco & Hodges), Microaggressions (Alabi) and residency programs (Boyd), just to name a few.

14. Social Media and Social Justice (Charlene)

So, what is trending in libraries? Social Justice. It unites librarians on a totally different level. Social justice, inclusion, and equality are broadening the conversation beyond race and gender, and are more inclusive of groups on the fringe. 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.”

Social media has been an outlet to garner support, share scholarly dialogue, and increase our awareness of movements, issues, and progress throughout the country. It is increasing the visibility of librarianship.

15. Evaluation, Assessment & Engagement (Charlene)

There is the “reality check” of the ongoing challenge to evaluate & assess our engagement. Perhaps this is an area where we can develop a community of practice to evaluate “success” since only 15% of respondents report they have found a way to measure success. We’re hopeful because we don’t have to do this alone, with the number of campuses also defining inclusion as excellence.

There is the ongoing challenge of changing our attitudes about when will we be done, and work towards incorporating diversity and inclusion themes into the organizational climate so it is a part of how we manage our libraries. Therefore, we will never be done. This is our “new normal.” We are not alone because we are working with our parent institutions to determine our success and progress.

If our campus and parent institutions are addressing these values, the assessment will also be built into the process.

Based on new campus leadership in D&I, this is a new era and exciting to see how this information will be used in the future.

16. Assessment (Toni and Charlene)

Toni: When it comes to the evaluation of diversity and inclusion efforts, libraries are still facing challenges on how to define, establish measurable goals, and work with their parent institutions. Responses to this question are very similar to the 2010 SPEC survey where measuring the recruitment and retention of diverse staff continues to fall behind the assessment of workplace climate.

A surprising 86% of respondents have either assessed workplace climate or plan to in the near future. Comments provided examples of ways libraries are collecting data to benchmark efforts, which include hiring assessment coordinators and working with internal library and campus groups to assist with the development of strategic goals around these areas, measureable goals, and assessment strategies.

Charlene: As parent institutions are taking the lead for these efforts, it will be interesting to see what data they are requesting from units and what libraries will collect. Penn State distributes diversity activity forms that are completed for the evaluation process, while Cornell University has a campus lead diversity plan by unit that includes the goals, matrix of goals divided into composition, engagement, inclusion, and achievement for undergraduates, graduates, professional staff, administration, and tenure track faculty. It even extends to the community.

17. Next Steps and Future Research (Toni and Charlene)

Toni: The next steps on this page are not in any order of importance but I personally feel the most important goal is to really work hard as a profession on assessment and developing measurable goals. My most pressing question when reviewing the work people are doing is asking how will we measure success from the campus and unit level? How will our campus measure our success?

Charlene: Another question is how will the library efforts fit into campus diversity and inclusion strategic plans? As some organizations are intentionally transitioning away from a diversity plan by itself, these components are built into the organization's values, missions, and structure to make sure everyone is at the table. In the management literature, inclusive practice is noticing who is not at the table and including their voice. In closing, the ACRL Diversity Standards for Academic Libraries was not often mentioned in the comments to this survey but may serve as a strong starting point to help libraries craft their diversity and inclusion goals.

18. Questions & Discussion (Lee Anne)

We welcome your questions. Please join the conversation by typing questions in the chat box in the lower left corner of your screen. I will read the questions aloud before the presenters answer them.

19. Thank you (Lee Anne)

Thank you all for joining us today to discuss the results of the diversity and inclusion SPEC survey. You will receive the slides and a link to the recording in the next week.