FINAL REPORT
DIVERSITY, EQUITY & INCLUSION TASK FORCE

Cristina Pope, Chair	| UPSTATE Medical University
Cynthia Henderson, Board Liaison	| University of Southern California
Barbara B. Cavanaugh	| University of Pennsylvania
Stephen Kiyoi	| UCSF Library at Zuckerberg San Francisco General
Emily McElroy	| University of Nebraska Medical Center
Sandra Martin	| Wayne State University
Stephanie Swanberg	| Oakland University
	William Beaumont School of Medicine
Martin Wood	| Florida State University, College of Medicine
Letisha Wyatt	| Oregon Health and Science University

TABLE OF CONTENTS

TASK FORCE CHARGE

The charge to the Task Force for Diversity, Equity & Inclusion included:

- Survey AAHSL directors to determine current policies, activities, and needs related to diversity

- Identify AAHSL libraries which have diversity initiatives in progress or significantly participate in diversity initiatives of their parent organization and gather additional information

- Review pertinent policies, programs, and related information from AAMC, ARL, ACRL, MLA, AALL, and other relevant organizations

- Summarize and report the current state of diversity in AAHSL and member libraries

- Recommend a long-term diversity strategy for consideration by the AAHSL board

- Develop a list of initial actions AAHSL can take to meaningfully engage members in conversation and action around diversity, equity, inclusion, and social justice.

SUMMARY

So what does diversity, equity and inclusion mean? It seems like every field has developed their own definition: education, political science. psychiatry, sociology, etc. The University of Oregon's definition, excerpted below, is helpful.

> The concept of diversity encompasses acceptance and respect.
> It means understanding that each individual is unique, and recognizing our individual differences.
> It is the exploration of these differences in a safe, positive, and nurturing environment.
> It is about understanding each other and moving beyond simple tolerance to embracing and celebrating the rich dimension of diversity contained within each individual.

In order to gain insight about the DEI environment in AAHSL members, the Task Force developed and administered a survey to our members. The survey did not ask members to describe demographically their perception of diversity among team members, rather endeavored to gain a better sense of our current awareness; implementation; and need for assistance in the creation and delivery of diversity, equity, and inclusion (DEI) programs, resources and services. 73 members completed the survey. Based on the results, the Task Force presents our recommendations for actions that AAHSL can take to meaningfully engage members in conversation and action around diversity, equity, inclusion and social justice.

The survey results offer many insights into our member DEI environments. The Task Force has selected a few for inclusion here. The complete invitation to participate, the survey instrument and survey data are attached. The Task Force requests that the comments not be shared, as many respondents asked that their comments remain confidential.

25 respondents include DEI-related language in mission, vision, values and goals statements; 7 report having a separate diversity statement; and 27 report not including DEI-related language in any of those statements.

How much money did you allocate for DEI activities in the most recent 12 months? N = 71

While only 8 members report having a dedicated diversity officer/staff member, all but 2 report that they have some number of Librarians (if not all) who incorporate DEI activities into their daily workflow. Examples of activities include: participation in Library or University Diversity Councils; journal clubs; working with underserved populations; staff training & professional development, etc.
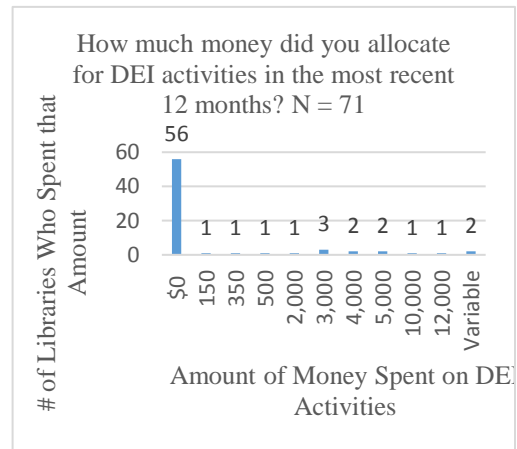
It is therefore not surprising that the majority of respondents report a lack of funding for DEI. In fact, only 7 respondents report having dedicated funding.

Satisfaction with Assessment

Y	10	19
N	27	51
Unsure	16	30

Despite poor funding and few dedicated staff, our libraries report a tremendous amount of DEI activity! Activities include developing DEI mission/vision statements, creating diversity fellowships, outreach to under-represented middle school an high school students, sponsoring lecture series, poverty simulation, art exhibits, partnering in curriculum

development, etc. However, the majority of respondents remain unsatisfied with assessment of these activities.

Respondents contributed many suggestions to us for consideration. In addition to requests for webinars (20%), a DEI speakers' clearinghouse (15%), boiler plate language (15%), and DEI related metrics (13%), our colleagues also asked us to consider developing a community of practice for those working on DEI spaces.

Cristina Pope, Chair, and Cynthia Henderson, Board Liaison, also received funding to participate in the 2018 ARL/ACRL Symposium for Strategic Leadership in Diversity, Equity and Inclusion. Symposium programming discussed suggestions for organizations on creating more equitable, diverse, and inclusive climates. A simple, yet powerful suggestion was offered to promote a culture of belonging, say: "*Hello*."

Hello!

During the symposium, Judith Katz and Fred Miller of the Kaleel Jamison Consulting Group, Inc., led a session and asked us to identify and reflect on the state of our respective organizations' culture of diversity, equity & inclusion. DeRay Mckesson, host of the Pod Save the People podcast, discussed his contributions to the Black Lives Matter movement. He described the injustices associated with being black in America, particularly with respect to law enforcement. We also participated in a discussion led by ITHAKA based on their 2017 report, *Design Thinking for Advancing Diversity, Equity, and Inclusion in Libraries.* The ACRL Diversity Alliance program presented on their fellowship program and, this session was of particular interest to us given the success of the AAHSL Leadership Fellows program.

RECOMMENDATIONS

Survey respondents shared many ongoing initiatives and suggested areas where AAHSL could provide additional Association DEI information and where the Association could provide additional member support.

A. As the 2018 year closes, consider replacing Strategic Plan, item 7 (Enabling a Diverse and Inclusive Association) with the addition of a more robust DEI value statement in either or both AAHSL's Values and Mission statements. Currently, the extent of DEI support in the Mission statement reads, "… and enabling a diverse and inclusive association." A commitment to DEI also should be included in AAHSL's commitment to promoting best practices.
    https://www.aahsl.org/strategic-plan

B. Review and, if appropriate, update the <u>Recruiting and Selecting a Director Guide</u> to incorporate DEI best practices.
    For example, include in the recruitment guide information on eliminating unconscious bias from ads, interviews, and selection processes; include DEI job posting sites for announcing vacancies; include a experience in promoting DEI in the listing of required leadership skills, etc.

C. Add a diversity equity and inclusion tab to the AAHSL webpage: AAHSL: Resources: DEI.
    The survey results suggest that while our membership is interested in incorporating DEI into their operations, there exists a dearth of funding and staff hours to support ongoing programming and resource development. Suggested content includes, but is not limited to: boilerplate mission statements, a speakers' list, DEI-related listservs for recruitment, professional development resources, etc. The Standing Committee for DEI will manage content and keep the page current.

D. Consider DEI in the Leadership Fellows and Mentors selection process.
    The 2017 ITHAKA S R Report, *Inclusion, Diversity, and Equity*, states that over three quarters of librarians are white, non-Hispanic and nearly 90% of these in library leadership roles are white, non-Hispanic. The report also found that less than 50% of Library directors consider the Library community to be inclusive and only 20% consider the Library community to be diverse. The Task Force acknowledges the inclusion of two fellows representing diversity in the 2017 cohort and recommends that the program document and communicate policies and procedures that make explicit AAHSL's commitment to cohort diversity, both fellow and mentor. The Task Force also recommends reviewing the application materials for implicit biases that may create barriers to the application of mentors and fellows representing diversity.

E. Include more diversity & inclusion topics in the Leadership Fellows curriculum.
    The 2017 Leadership Fellows' annual report highlights Mark Puente's discussion on diversity and cross-cultural competence. Without devaluing the inclusion of targeted content, the Task Force recommends that the Leadership Fellows' curriculum integrate DEI learning objectives throughout the learning experience.

F. Investigate diversity pipeline program(s).
    The 2017 ITHAKA report also found that 78% of Directors believe that the primary barrier to the recruitment of diversity occurs in the application pool stage and that only 4% of Directors believe that the reputation of their Library contributes to their ability to attract a diverse pool of candidates. The Task Force recommends investigating whether or not AAHSL should develop a Diversity Fellows

program modeled on the successful Leadership Fellows program. Alternatively, determine whether or not it would be more appropriate to partner with MLA in support of their initiatives. Please note that the Task Force reached out to the ARL Diversity Alliance leadership to discuss collaboration but was not successful in determining a mutually beneficial partnership.

G. Include diversity metrics in the annual statistics survey.
According to the ITHAKA Report: Design Thinking … over three quarter of respondents and nearly 90% of library leadership identify as white, non-Hispanic. Given their data and our members' interest, the Task Force recommends that the Annual Survey incorporate diversity, equity, and inclusion metrics. In addition, survey respondents expressed interest in AAHSL reporting out on the history of representation of diverse groups on the Board and the Leadership Fellows program. The Task Force acknowledges the challenges in collecting these demographic as much of this data is self-reported and many organizations to do not systematically collect data describing the diversity of their employees.

H. Deliver periodic diversity, equity and inclusion professional development opportunities.
With interest in DEI high and funding low in our member libraries, there exists an opportunity for AAHSL to provide and/or co-sponsor professional development opportunities for its members. The Task Force suggests partnering with the P&E committee, MLA, and the RMLS to offer periodic programming. Programming could consist of a combination of webinars, co-sponsorship of programming at MLA, inclusion of programming at the AAHSL annual meeting, etc.

The Task Force received several requests for assistance in how to assess the effectiveness of current DEI initiatives. If possible, the Task Force recommends that the Standing Committee investigate potential speakers and/or webinars for 2019 programming.

I. Include a Land Acknowledgement at all AAHSL sponsored and co-sponsored programs.
The Task Force recommends that a Land Acknowledgement be shared at all AAHSL sponsored programs. Example follows:

We'd like to take a moment to acknowledge that today's Inclusive Libraries Conference is situated upon the Cayuga and Seneca Nations and we give thanks to the Haudenosaunee (Ho-den-o-show-nee) People for the ability to learn and work on their traditional lands. We also recognize the contributions of Indigenous Peoples across Turtle Island and Mother Earth.
Inclusive Libraries Conference, RRLC, Rochester, NY, October 23, 2018 given by Cristina Pope

J. Include diversity, equity, and inclusion provisions in the AAHSL meeting Code of Conduct.
The Task Force recommends that the meeting Code of Conduct be expanded to include diversity, equity & inclusion. Example follows:

The Annual Meeting of the Association of Academic Health Sciences Libraries is dedicated to providing an inclusive, welcoming, and harassment-free experience for everyone, regardless of gender, gender identity and expression, age, sexual orientation, disability, physical appearance, body size, race, ethnicity, national origin and/or religion. We do not tolerate harassment of meeting participants in any form….
excerpted from
ARL/ACRL Symposium for Strategic Leadership in Diversity, Equity, and Inclusion (2018)
https://drive.google.com/drive/folders/1GFT62Ycw-tRl8EKvoa8CFnLlmWr2wOYX

DIVERSITY STATEMENTS (*selected*)
to be available on the AAHSL webpage

The Task Force began the work of identifying and collating a selection of library diversity statements. It is recommended that the Standing Committee continue this work and make these available through the AAHSL webpage to our members who seek to create a diversity statement and/or update a current statement.

For example:

> …. Libraries must serve as welcoming havens of safety, respect, openness, and accessibility to all members of our community. Our doors are open to all who wish to pursue their creativity, research, and learning, no matter their skin color, ethnicity, nationality, religion, gender identity, or disability.
> *excerpted from*
> Syracuse University Libraries
> http://libnews.syr.edu/syracuse-university-libraries-statement-on-commitment-to-diversity-and-inclusion/

> …. The staff and volunteers of the Library believe that every individual brings new knowledge for each of us to work with. We also believe that each of us as human beings has a responsibility to treat others with dignity and respect at all times. Thus, we are committed to encouraging the respectful participation of everyone in our efforts.

> We embrace differences in age, color, ethnicity, family or marital status, gender identity or expression, national origin, physical and mental ability, political affiliation, race, religion, socio-economic status, veteran status, and other characteristics that make human beings unique.
> *excerpted from*
> Kurt Vonnegut Museum and Library
> https://www.vonnegutlibrary.org/diversity-statement/

The Task Force encourages our members to review the literature on the value and pitfalls of diversity statements prior to editing or creating diversity statements. In their July 2018 article in *Academic Medicine*, Carnes, et al suggest that diversity statements be aspirational, emphasize autonomy, and express a value for difference as aspirational statements avoid creating the impression that equity has been achieved.

Carnes, Molly, MD, MS, et al. "Promises and Pitfalls of Diversity Statements," *Academic Medicine*, July 31, 2018
https://journals.lww.com/academicmedicine/Abstract/publishahead/Promises_and_Pitfalls_of_Diversity_Statements__.97851.aspx

DEI RESOURCES (*selected*)
to be available on the AAHSL webpage

The Task Force began the work of identifying and collating a selection of DEI resources. It is recommended that the Standing Committee continue this work and make these available through the AAHSL webpage.

ACRL Diversity Alliance
The program unites academic libraries committed to increasing the hiring pipeline of qualified and talented individuals from underrepresented racial and ethnic groups.
http://www.ala.org/acrl/issues/diversityalliance

ARL/ACRL Symposium for Strategic Leadership in Diversity, Equity & Inclusion, 2018
https://drive.google.com/drive/folders/1GFT62Ycw-tRl8EKvoa8CFnLlmWr2wOYX

Killing Me Softly
A game demonstrating how it feels to suffer micro-aggressions and acculturative stress day after day.
http://fobettarh.github.io/Killing-Me-Softly/

National Diversity in Libraries Conference, 2016
http://ndlc.info/program

Pod Save the People
Organizer and activist DeRay Mckesson explores news, culture, social justice, and politics through deep conversations with influencers and experts, and the weekly news with fellow activists Brittany Packnett and Sam Sinyangwe, and writer Clint Smith.
https://art19.com/shows/pod-save-the-people

Poverty Simulation
Poverty is a reality for many individuals and families. But unless you've experienced poverty, it's difficult to truly understand. The Community Action Poverty Simulation (CAPS) bridges that gap from misconception to understanding.
http://www.povertysimulation.net/about/

Project Implicit
A non-profit organization and international collaboration between researchers who are interested in implicit social cognition – thoughts and feelings outside conscious awareness and control.
https://implicit.harvard.edu/implicit/takeatest.html

Brene Brown on Empathy
https://www.thersa.org/discover/videos/rsa-shorts/2013/12/Brene-Brown-on-Empathy

DEI LISTSERVS (*selected*)
to be available on the AAHSL webpage

The Task Force began the work of identifying and collating DEI programs and their associated listservs. It is recommended that the Standing Committee continue this work and make these available through the AAHSL webpage.

ALA SPECTRUM
  http://www.ala.org/advocacy/spectrum
  Contact Jody Gray, Director, Office of Diversity, Literacy, and Outreach Services, at
  jgray@ala.org

American Indian Library Association (AILA)
  https://ailanet.org/ (members only)
  ailawebsite@gmail.com
  https://ailanet.org/membership/

Asian/Pacific American Librarians Association (APALA)
  http://www.apalaweb.org/ (members only)

Black Caucus of the American Library Association (BCALA)
  https://www.bcala.org/
  BCALA@listserv.kent.edu

Chinese American Librarians Association (CALA)
  https://www.cala-web.org/about
  cala@csd.uwm.edu

The National Association to Promote Library & Information Services to Latinos and the Spanish-speaking (REFORMA)
  http://www.reforma.org/

ARL Diversity Programs Alumni
  Contact Mira Swearer: mira@arl.org

SPEAKERS
to be available on the AAHSL webpage

The Task Force recommends that the Standing Committee continue to develop and curate a list of potential speakers on diversity, equity, inclusion issues. It also is recommended that the list be made available of the AAHSL webage: AAHSL: Resources: DEI: Speakers.

Chris Bourg
Director, MIT Libraries
https://chrisbourg.wordpress.com/2018/06/01/hiatus/
Code4Lib 2018 Keynote, https://www.youtube.com/watch?v=MF-B3uVZwkA
https://chrisbourg.wordpress.com/
NC is a no-go: bathrooms, libraries, and the limits of welcoming,
https://chrisbourg.wordpress.com/2017/07/28/nc-is-a-no-go-bathrooms-libraries-and-the-limits-of-welcoming/

Scott Corley
Associate Professor in History, Philosophy and Social Science
SUNY, Broome County Community College
Racial justice, civic engagement, multi-culturalism, anti-racism, and public deliberation
corleysa@sunybroome.edu | 607.778.5093

Lyle Foster
Missouri State University
https://sociology.missouristate.edu/LyleFoster.aspx
https://education.missouristate.edu/CLSE/alanderson.aspx

April Hathcock
Scholarly Communications Librarian NYU
ah160@nyu.edu (212) 992-6258
Equity & Open Panel, https://www.youtube.com/watch?v=_oAFn-EjLWM
https://aprilhathcock.wordpress.com/

Sharonne Hayes, MD
Mayo Clinic
https://www.mayo.edu/research/faculty/hayes-sharonne-n-m-d/bio-00025912
https://www.youtube.com/watch?v=aDgSLVqQORk

Mia Henry
Director of the Arcus Center for Social Justice Leadership at Kalamazoo (Mich.) College,
https://reason.kzoo.edu/csjl/

DeEtta Jones
DJA Associates
She is a leading voice in shaping contemporary thinking and practice around integrated and sustainable approaches to organizational change, personal transformation, workplace culture, diversity, inclusion and equity.
http://www.deettajones.com/
Speaking http://www.deettajones.com/keynote-speaker/

Calvin K. Lai
Project Implicit, based at Harvard.
Diversity Science Lab, https://calvinklai.wordpress.com/
Peanut Butter, Jelly, and Racism, https://www.nytimes.com/video/us/100000004818663/peanut-butter-jelly-and-racism.html?src=vidm
http://projectimplicit.net/index.html

Jessica Pettitt
https://goodenoughnow.com/
https://www.youtube.com/watch?v=lSXLOacmPpw

Selected Bibliography

Alston, J. K. (2010). Minerva's First Born: My Experiences as UNCG's First Diversity Resident Librarian. *North Carolina Libraries, 68*(1), 14. doi:10.3776/ncl.v68i1.303

Alston, J. K. (2017). *Causes of Satisfaction and Dissatisfaction for Diversity Resident Librarians - A Mixed Methods Study Using Herzberg's Motivation-Hygiene Theory.* (Ph.D.), University of South Carolina, United States -- South Carolina. Retrieved from https://search.proquest.com/docview/1927710830/abstract/C777120EBD104F8CPQ/1

Balter, Roscoe, Chow, Joy, & Jin, Yin (2014) What Diversity Metrics are Best Used to Track and Improve Employee Diversity. Cornell University: ILR School. Digital Commons: https://digitalcommons.ilr.cornell.edu/cgi/viewcontent.cgi?referer=https://www.bing.com/&httpsredir=1&article=1063&context=student

Bayard, L. (2009). Notre Dame's Librarian-in-Residence Program. *Indiana Libraries, 28*(2), 16-19.

Beavers, K. (2001). Becoming the Institution: The Resident Experience. *CONTRIBUTIONS IN LIBRARIANSHIP AND INFORMATION SCIENCE, 94*, 113-118.

Black, W. K., & Leysen, J. M. (2002). Fostering Success. *Journal of Library Administration, 36*(4), 3-27. doi:10.1300/J111v36n04_02

Boyd, A., Blue, Y., & Im, S. (2017). Evaluation of Academic Library Residency Programs in the United States for Librarians of Color. *College & Research Libraries, 78*(4). doi:10.5860/crl.78.4.472

Brewer, J. Post-Master's Residency Programs: Enhancing the Development of New Professionals and Minority Recruitment in Academic and Research Libraries | Brewer | College & Research Libraries. doi: https://doi.org/10.5860/crl.59.6.528

Brewer, J., & Arl, C. (2010). Understanding the Organizational Value of Post–Master's Degree Residency Programs (RLI 273, Oct. 2010).

Brewer, J., & Winston, M. D. Program Evaluation for Internship/Residency Programs in Academic and Research Libraries | Brewer | College & Research Libraries. \

Bright, K., Chaudhuri, J., Keally, J., & Mundava, M. (2005). Seeding the Vision: Designing a Minority Librarian Residency Program - Part 2. *The Southeastern Librarian, 53*(3).

Carnes, Molly MD, MS, Fine, Eve, PhD, Sheridan, Jennifer, PhD (2018) Promises and Pitfalls of Diversity Statements: Proceed with Caution. *Academic Medicine*, July 2018. https://journals.lww.com/academicmedicine/Abstract/publishahead/Promises_and_Pitfalls_of_Diversity_Statements__.97851.aspx

Changing the Faces of Librarianship: The Dr. Henrietta M. Smith Resid…. (2014). *archive.is*.

Cogell, R. V., & Gruwell, C. A. (2001). *Diversity in libraries: academic residency programs*. Westport, Conn.: Greenwood Press.

Dewey, B., & Keally, J. (2008). Recruiting for diversity: strategies for twenty-first century research librarianship. *Library Hi Tech; Bradford, 26*(4), 622-629. doi: http://dx.doi.org/10.1108/07378830810920941

Dewey, B. I. & Parham, L. (2006) Achieving Diversity: A How-to-do-it Manual for Librarians. New York: Neal-Schuman Publishers.

Dewey, B. I., Smith, R. A., & Berray, M. (2015). Penn State Diversity Residency Program Celebrates First Graduates. *Pennsylvania Libraries: Research & Practice, 3*(1), 9-13. doi:10.5195/palrap.2015.95

Donaldson, K. S. (2017). Recruiting diverse librarians: Residency programs as an entry point to the academic librarian profession in the United States. IFLA WLIC 2018, Kuala Lumpur, http://library.ifla.org/2223/1/218-donaldson-en.pdf

Duffus, O. A., Henry, T., Jones, J., & Krim, S. (2016). Diversity from the Inside Out: Eight Years of the UNCG Libraries Diversity Committee. *North Carolina Libraries, 74*(1). doi:10.3776/ncl.v74i1.728

Hankins, R., Saunders, M., & Situ, P. (2003). Diversity initiatives vs. residency programs: Agents of change? *College & Research Libraries News, 64*(5), 308-315.

Hill, K.H. (1994) Diversity and Multiculturalism in Libraries. Greenwich, CT: JAI Press.

Hostuttler, L., Coren, A., Hernandez, L., & Pickens, C. (2016). Considerations on Building a Unique Diversity Residency Program and Professional Partnership. *ASA Annual Conference*.

Hu, S. S., & Patrick, D. E. (2006). Our experience as minority residents: Benefits, drawbacks, and suggestions. *College & Research Libraries News, 67*(5), 297-300. doi:10.5860/crln.67.5.7620

Kim, K.-S., & Sin, S.-C. J. (2008). INCREASING ETHNIC DIVERSITY IN LIS: STRATEGIES SUGGESTED BY LIBRARIANS OF COLOR. *Library Quarterly, 78*(2), 153-177.

Lanier, D., & Henderson, C. L. (1999). Library residencies and internships as indicators of success: evidence from three programs. *Bulletin of the Medical Library Association, 87*(2), 192-199.

Mandernack, S. (2010). Resident's Life: The Libraries Residency Program at Marquette University. *2010 Annual Conference, Library Council of Southeastern Wisconsin*.

McElroy, K., & Diaz, C. (2015). Residency Programs and Demonstrating Commitment to Diversity. *Faculty Publications*.

Miller, Frederick A & Katz, Judith H. (2018) Safe Enough to Soar. Berrett-Kohler Publishers, Inc.: Oakland, California.

Morales, M., Knowles, E. C., & Bourg, C. (2014). Diversity, Social Justice, and the Future of Libraries. *Portal: Libraries and the Academy, 14*(3), 439-451.

Morgan, L. L. (2007). Academic Library Residency Programs: An Avenue of Success for Newly-Minted Librarians. 23-24.

Neely, T. Y. (2009). Assessing Diversity Initiatives: The ARL Leadership and Career Development Program. *Journal of Library Administration, 49*(8), 811-835. doi:10.1080/01930820903396830

Pickens, C., & Coren, A. (2017). Diversity Residency Programs: Strategies for a Collaborative Approach to Development. *Collaborative Librarianship, 9*(2).

Schonfeld, Roger C. and Sweeney, Liam, "Inclsuion, Diversity, and Equity: Members of the Association of Research Libraries: Employee Demographics and Director Perspectives. ITHAKA S+R and the Andrew W. Mellon Foundation. .pdf available here: http://sr.ithaka.org/wp-content/uploads/2017/08/20170830-Mellon-SR-Report-Inclusion-Diversity-Equity-ARL.pdf

Wilson, J. L., Meyer, K. A., & McNeal, L. (2012). Mission and Diversity Statements: What They Do and Do Not Say. *Innovative Higher Education, 37*(2), 125-139. doi:http://dx.doi.org/10.1007/s10755-011-9194-8