LYRASIS 2020 DEI SURVEY REPORT

Understanding the Scope of Diversity, Equity, and Inclusion Activities in United States Libraries

Hannah Rosen, Jill Grogg
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Introduction

Diversity, equity, and inclusion (DEI) as an aggregate concern presents both opportunities and challenges for cultural heritage organizations. In an effort to gauge current policies and practices regarding DEI, LYRASIS surveyed its membership of more than 1,000 galleries, libraries, archives, and museums (GLAM) institutions about their activities in three distinct areas: policy and infrastructure; recruiting, training, and retaining a diverse staff; and maintaining/building diverse collections. Presented herein are the results of that survey, which can be used to benefit the community in at least two key areas.

First, this report provides institutions with an opportunity to see where their efforts fall amongst the activities of their peers, and a potential method for categorizing DEI initiatives. If an organization is in the nascent stages of DEI implementation, the types of activities described by the survey respondents (the majority of which were libraries, with a heavy emphasis on academic libraries) can open avenues for discussion about how to create a more hospitable environment for improved and ongoing DEI across services, people, and collections. If an organization has performed many of the activities, the report allows decision-makers to ascertain if there are gaps in their overall efforts or within specific areas. Through discussions, webinars, and conference presentations, the authors have discovered that the 2019 LYRASIS accessibility report (https://www.lyrasis.org/programs/Pages/Accessibility-Survey-Report.aspx) has been used by libraries in similar ways.

Second, and perhaps more important, once an organization conducts an audit of its internal and external DEI initiatives, it must begin the harder work of assessing whether those initiatives are effective. This is not an easy process, nor will it necessarily provide the kinds of answers that organizations will want to hear. However, upon looking at the demographics of GLAM institutions (libraries in particular) within the United States as a whole, it is clear that more work needs to be done.

Realistically, statistics demonstrate that DEI work has been inconsistently emphasized, often depending on the current socio-cultural climate, and librarianship largely remains homogeneous. The Statistical Abstract of the United States 2020 indicates that across all types of libraries, librarians are 78.5% Female, 6.6% Black, 4.7% Asian, and 8.4% Hispanic or Latinx (Table 641. Employed Civilians by Occupation, Sex, Race, and Hispanic Origin: 2018).

Moreover, the “Ithaka S+R US Library Survey 2019,” published in April 2020 and conducted triennially since 2010, reported that of the demographics for the participants in the survey (library deans and directors), 88% were White; 7% Black or African American; 2% Asian or Asian American; 2% Hispanic or Latinx; 1% Middle Eastern; and less than 1% American Indian or Alaska Native, Native Hawaiian or Other Pacific Islander, and other (https://sr.ithaka.org/publications/ithaka-sr-us-library-survey-2019/).

Another Ithaka S+R survey, “Inclusion, Diversity, and Equity: Members of the Association of Research Libraries,” (https://sr.ithaka.org/publications/inclusion-diversity-and-equity-arl/) published in August 2017, found that 71% of staff in responding ARLs are White, with 8% Black or African American; 8% Asian; 6% Hispanic or Latinx; 5% decline to comment; 1% two or more races; and less than 1% for American Indian or Alaskan Native and Native Hawaiian or Pacific Islander. This particular Ithaka S+R report provides “baseline information about employer
demographics within our largest institutions” and is instructive for any institution assessing its DEI actions or lack thereof.

Statistics are an important metric, but such hard numbers should be evaluated with context; DEI is simply too nuanced a topic. GLAM institutions must make continued, consistent, and dedicated efforts to create and/or expand opportunities for members of underrepresented groups to enter, succeed, and retain leadership positions within libraries. To move the needle, DEI cannot be viewed as a one-time or discrete endeavor. It must be de-siloed and inform all aspects of a library or cultural heritage organization. It must be a bedrock value that becomes a part of any discussion about services, collections, and staff. Furthermore, while outside the scope of this survey, libraries should not bear the burden of DEI alone. Library schools have long grappled with how to recruit minorities to the field itself and must continue their own analyses of their successes and failures.

Ultimately, the authors hope this survey affords libraries a holistic view of the work their counterparts across the United States are conducting in this critical arena, and that the findings in this report will be used to guide assessments of the impact of such work.
Methodology

Survey Design

DEI stands for diversity, equity, and inclusion. Some renditions of the acronym also include an “A” (DEIA) for accessibility. While LYRASIS believes accessibility is a core piece of DEI, it was not covered in this survey for two reasons. First, LYRASIS distributed and reported on a detailed survey covering online accessibility for GLAM (galleries, library, archives, museums) institutions in 2019, which can be found here: https://www.lyrasis.org/programs/Pages/Accessibility-Survey-Report.aspx. Second, the Association of Research Libraries released SPEC Kit 358: Accessibility and Universal Design (https://publications.arl.org/Accessibility-Universal-Design-SPEC-Kit-358/) in May of 2018, which focused on detailed policies for physical and technological infrastructure to improve accessibility.

Between these two publications we feel the area has been extensively covered by recent work, and we decided to turn our attention to other aspects that also merit investigation. Our goal for this survey was to map the landscape of DEI policies and initiatives at cultural heritage organizations across the United States.

The questions throughout the survey were a mixture of multiple choice and open-ended questions (a complete list can be found in Appendix B). During the initial design process, the questions were developed in conjunction with members of the LYRASIS Leaders Circle. The members were more interested in gauging DEI activity than perceived impact, so the questions were carefully designed to avoid evaluation in order to circumvent both negative and positive bias towards the respondents’ institutional policies.

The survey is divided into three sections concerning three different areas of DEI: Policy and Infrastructure; Recruiting, Training and Retaining a Diverse Staff; and Maintaining/Building Diverse Collections.

For the purposes of the survey, the word “institution” signifies the respondent’s individual gallery, library, archives, or museum. “Parent organization,” if applicable, signifies the larger organization under which the respondent’s institution falls, e.g., a university.

Survey Distribution

This survey was conducted between April 13th and June 8th, 2020. It was distributed via two listservs run and maintained by LYRASIS staff and sent via email communication to the LYRASIS membership.

The listservs are as follows:

lyroffers@lyralists.lyrasis.org – This is a LYRASIS members-only listserv run by the Content and Scholarly Communication Initiatives (CSCI) department, which distributes information about new scholarly content vendors and/or offers, discounts, and open access initiatives, as well as other relevant LYRASIS information pertaining to scholarly communication or publishing.

archivpres@lyralists.lyrasis.org – This is a public listserv also run by the CSCI department specifically designed to inform members and non-members about new vendors, discounts, and classes related to archives and preservation.
Due to the possibility of multiple users from a single institution receiving a request for participation, respondents were asked to submit their names and institutions at the beginning of the survey. Respondents were informed that their contact information would be confidential but would be used to identify multiple responses from a single institution. More details concerning multiple survey responses from single institutions are available in the following section.

Survey Results

The survey received two hundred and one (201) total entries. Completely blank responses were eliminated. Responses that indicated the institution did not have a DEI policy and left the rest of the answers blank were also eliminated.

The survey received more than one response from seventeen (17) distinct institutions. If there was no overlap within the survey responses, all entries were maintained for analysis. If there was overlap, the authors looked to see if their responses were similar. If the responses were identical, one entry was kept for that institution. If their responses differed, both entries were removed from the overall survey data in order to avoid affecting the analysis.

After data clean-up, one hundred and fifty-nine (159) distinct survey responses were used for central analysis.

The authors recognize that there may be an element of selection bias present for responding institutions. Those institutions that currently prioritize DEI and develop DEI policies and initiatives may have been more likely to respond to the survey than those who are not as currently engaged in DEI conversations.

Due to the demographic makeup of LYRASIS membership, which is primarily academic libraries, with fewer numbers of public libraries, galleries, archives, and museums, the authors anticipated that the majority of responses would come from academic libraries of various sizes. Subsequently, respondents were asked to identify themselves by Carnegie Classifications within the United States:
### Table 1.

<table>
<thead>
<tr>
<th>Institution Type</th>
<th>Count</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Associate's Colleges: Mixed Transfer/Career &amp; Technical-Mixed</td>
<td>12</td>
<td>8%</td>
</tr>
<tr>
<td>Traditional/Nontraditional</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Baccalaureate College – Arts &amp; Sciences (259)</td>
<td>14</td>
<td>9%</td>
</tr>
<tr>
<td>Baccalaureate College – Diverse Fields (324)</td>
<td>8</td>
<td>5%</td>
</tr>
<tr>
<td>Baccalaureate/Associate's College: Mixed Baccalaureate/Associate's (259)</td>
<td>3</td>
<td>2%</td>
</tr>
<tr>
<td>Master’s College and University: Larger programs (M1)</td>
<td>7</td>
<td>4%</td>
</tr>
<tr>
<td>Master’s College and University: Medium programs (M2)</td>
<td>9</td>
<td>6%</td>
</tr>
<tr>
<td>Master’s College and University: Smaller programs (M3)</td>
<td>12</td>
<td>8%</td>
</tr>
<tr>
<td>Doctoral University – Higher Research Activity (R2)</td>
<td>19</td>
<td>12%</td>
</tr>
<tr>
<td>Doctoral University – Highest Research Activity (R1)</td>
<td>27</td>
<td>17%</td>
</tr>
<tr>
<td>Doctoral University – Moderate Research Activity (R3)</td>
<td>13</td>
<td>8%</td>
</tr>
<tr>
<td>Special Focus Four-Year: Medical Schools &amp; Centers</td>
<td>1</td>
<td>&lt;1%</td>
</tr>
<tr>
<td>I am not employed by an academic institution</td>
<td>31</td>
<td>19%</td>
</tr>
<tr>
<td>Unidentified</td>
<td>3</td>
<td>2%</td>
</tr>
<tr>
<td><strong>Grand Total</strong></td>
<td><strong>159</strong></td>
<td></td>
</tr>
</tbody>
</table>

As Table 1 demonstrates, the survey received a fairly concentrated response from academic institutions, with a heavy emphasis on doctoral universities. Approximately 8% of respondents represented Associate’s or Associate’s dominant colleges, 16% represented Baccalaureate colleges, 18% of respondents represented Master’s colleges and universities, and 37% of respondents represented doctoral universities.

Three (3) respondents chose not to reveal their institution’s names, so they were deemed “unidentified.”

Overall, as the chart demonstrates, this cross section represents every size of academic institution, but skews heavily towards the largest universities.

Of the thirty-one (31) who replied “I am not employed by an academic institution,” the breakdown was as follows:
Table 2.

<table>
<thead>
<tr>
<th>Institution Type</th>
<th>Count</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Independent Archives</td>
<td>1</td>
<td>3%</td>
</tr>
<tr>
<td>Museum</td>
<td>5</td>
<td>16%</td>
</tr>
<tr>
<td>Other (please specify)</td>
<td>11</td>
<td>35%</td>
</tr>
<tr>
<td>Private/Industrial Library</td>
<td>2</td>
<td>6%</td>
</tr>
<tr>
<td>Public Library - 100,001 - 250,000 population served</td>
<td>2</td>
<td>6%</td>
</tr>
<tr>
<td>Public Library - 2,000,001+ population served</td>
<td>1</td>
<td>3%</td>
</tr>
<tr>
<td>Public Library - 250,001 - 500,000 population served</td>
<td>2</td>
<td>6%</td>
</tr>
<tr>
<td>Public Library - 500,001 - 2,000,000 population served</td>
<td>3</td>
<td>10%</td>
</tr>
<tr>
<td>Public Library - up to 100,000 population served</td>
<td>4</td>
<td>13%</td>
</tr>
<tr>
<td><strong>Grand Total</strong></td>
<td>31</td>
<td></td>
</tr>
</tbody>
</table>

For non-academic respondents, the majority (38%) were public libraries, and they represent a range of sizes. Of the remaining respondents, there were five (5) museums, two (2) private/industrial libraries, one (1) independent archives, and eleven (11) respondents who said ‘Other.’

Of those respondents who chose ‘Other,’ two (2) represented independent primary schools, one (1) represented a book center, five (5) represented government libraries, one (1) represented a membership library, one (1) represented a scientific educational institution, and one (1) represented a state consortium.
Analysis and Findings

The survey analysis is organized in accordance with the three sections of the survey to allow for quick access to the areas of the survey that best reflect readers’ primary interests and/or area(s) of decision making: Policy and Infrastructure; Recruiting, Training, and Retaining a Diverse Staff; and Maintaining/Building Diverse Collections.

Policy and Infrastructure

This section of the survey was devoted to understanding how DEI fits into institutional policy, and determining which structures are in place to carry forth those policies.

Does your institution have a DEI strategic plan or a plan that incorporates specific DEI goals and objectives?

Chart 1.

Does your institution have a DEI strategic plan or a plan that incorporates specific DEI goals and objectives?

Other
Informal Policy
Formal Policy
No

The majority of respondents, 47%, appear to have a formal DEI policy within their institution, while 14% have an informal policy. In total, over 61% of all respondents have some form of DEI policy. The conclusions are consistent when broken down across demographic groups.
Under ‘Other,’ seven (7) respondents said they did not know or could not recall while eight (8) respondents said they had a DEI plan under development/currently being revised:

- “We are currently in the middle of creating recruitment, onboarding, and retention policies that have DEI as a primary focus. We also have a code of conduct that highlights DEI issues.”
- “In 2019 the faculty and board of trustees approved a DEI statement and an action plan is under development”

Three (3) respondents said they have plans from higher levels in their organization:

- “abide by parent institutes policy”
- “I’m not sure, but I think there is a formal plan that has goals but possibly not specific goals. (parent org, that is, not the individual institution)”
- “road level, taken from Institutions OEEMA office”

Three (3) respondents said they have strategies, but no formal plan:

- “We do not have a formal plan, but one of our current strategic plan goals is to help "satisfy residents' interest in cultural awareness in a variety of areas such as socio-economic, abilities, race, ethnicity, and community heritage."
- “We have a diversity committee (which I am on), but have had some pushback about formalization -- it's hard to collect the data our faculty want, and we try to be relevant in other ways.”
- “An Office of DEI exists, but no strategic plan”

And one remaining respondent said the survey did not properly define what DEI means.
If you are able to share, what are your main goals and objectives?

This question was left open-ended, and was designed to show a representative sample of DEI goals and objectives. Blank responses or those who wrote “I don’t know” were eliminated. All others have been left unchanged, and are available to be viewed in Appendix A. The authors recommend going through those responses, which provide examples for institutions currently developing or revising their DEI policies.

Several commonalities emerged within the responses. Most institutions strive to create an inclusive and equitable environment for staff and users. Most institutions strive to create opportunities to enhance the diversity of their staff, as well as empower those already employed at the institution. There was also a strong emphasis on providing and highlighting diverse collections that reflect the diversity of users. Three (3) representative answers have been included below:

“For the library: an inclusive environment; a diverse collection (with particular attention to underrepresented groups as both creators and subjects) and one that supports inquiry into questions of equity, inclusion, and representation; hiring practices that support diversity”

“Diversity is a fundamental value of the [REDACTED] Libraries and an integral part of our strategic plan. We seek and provide opportunities to gain experience working and collaborating in diverse, multicultural, and inclusive settings. Our appreciation and dedication for diversity allows us to serve our community with sensitivity and adaptability. We define diversity to include race, sex, gender identity, socioeconomic status, ethnicity, sexual orientation, age, disability, national origin, and religion. We also recognize inequity can accompany diversity. We acknowledge that providing all users with the same level of resources and support is not necessarily an issue of equal access. Our goal of removing barriers that might impede or discourage access and engagement is as important as providing information across space and time to our users.”

“Diversity, Equity, and Inclusion: The Library is dedicated to recognizing and addressing bias and structural inequalities, working towards equity of access to information for all individuals, and valuing the diversity of human experience. This dedication is purposefully embedded in our organizational culture, daily operations, structures, teaching methods, hiring and retention practices, collection development, and daily operations. Performance Indicators Library personnel commit to creating an experience of belonging, inclusive of diverse perspectives, backgrounds, and abilities, for every individual through our physical space, online tools, and in teaching and service delivery. Library personnel are welcomed, through a consistent and personal onboarding process, into a work culture that values and recognizes their unique perspectives and abilities as improving the status quo. Library personnel participate in forward-thinking, inclusive, and equitable hiring, success-supporting, and retention practices. Our explicit goal is to increase the number of Library personnel from underrepresented groups. Library personnel foster a safe work environment by striving to recognize their own biases, holding one another accountable for mutually respectful behavior, and understanding their responsibility in the daily nurturing of an inclusive and diversity-affirming organization.”

The authors also asked one institution, Virginia Commonwealth University, permission to identify them due to the extensive answers they provided. Their open-ended answers indicated a level of thoughtfulness and deep dedication that the authors felt needed to be highlighted.
Their answers will be included in all of the open-ended responses in the body of the report, as well as Appendix A:

“Values: As VCU Libraries employees, we place the VCU community and all it stands for at the forefront of everything we do. We affirm that a great university is built upon a great library, and we commit ourselves to engage our communities and evolve to meet their needs promote, inspire, and support intellectual curiosity and lifelong discovery embrace diversity and inclusion to foster excellence seek new technologies and methods for our communities to convey their discoveries to the world protect unrestricted access to scholarly research, creative expression, and ideas representing all points of view foster the open exchange of ideas and celebrate the richness of an environment shaped by many voices embrace creativity, agility, and energy in all our work value all staff as contributors to the success of the organization adhere to the highest ethical standards, cultivate transparency, and safeguard privacy be accountable to each other and to our communities. Full Framework statement: https://www.library.vcu.edu/about/strategy/”

Does your strategic plan connect to a larger DEI strategic plan from a parent organization, such as a university campus?

Chart 3.

Does your strategic plan connect to a larger DEI strategic plan from a parent organization, such as a university campus?

<table>
<thead>
<tr>
<th></th>
<th>Yes</th>
<th>No</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>50</td>
<td>10</td>
</tr>
</tbody>
</table>

Other (please specify)

This question was largely intended to understand whether academic libraries link their DEI policies with their parent universities, or whether their policies are created independently. Based on the responses, the majority of institutions, 60%, connect their DEI policy to a parent organization’s policy.
Unsurprisingly, when broken down by demographic groups, most academic libraries, regardless of size, connect their DEI strategic plan to a larger one, while the non-academic institutions do not.

Under ‘Other,’ four (4) respondents said they do not know/are not sure, two (2) respondents said that their policy is changing at the moment, and one (1) respondent said they do not think their parent organization has a strategic plan for DEI. One respondent said, “The library would not develop their own plan, we would be under the college’s plan.” Another said, “We make reference to the campus plan, but we have had a campus change of leadership and with that changing priorities.”

If you do not have a DEI strategic plan or strategic plan with DEI goals and objectives, why not?

This question was asked with the goal of determining if institutions might not have DEI strategic plans due to limited resources or other factors. Thirty-nine (39) respondents answered this question.
Thirty-eight percent (38%) of respondents to this question said they do not have the time or resources to devote to a DEI plan, 21% said they adhere to an existing strategic plan, so have no need to make their own, and 41% said ‘Other.’ Split demographically, the response rate is too small to discern any overarching patterns.

Table 3.

<table>
<thead>
<tr>
<th>Institution Type</th>
<th>We Adhere to a DEI Strategic Plan</th>
<th>We Do Not Have the Staff Time or Resources to Devote to Developing Such a Plan</th>
<th>Other (Please Specify)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Associate's College/Associate's Dominant</td>
<td>1</td>
<td>2</td>
<td>0</td>
</tr>
<tr>
<td>Baccalaureate College</td>
<td>2</td>
<td>3</td>
<td>3</td>
</tr>
<tr>
<td>Master's College and University</td>
<td>2</td>
<td>4</td>
<td>3</td>
</tr>
<tr>
<td>Doctoral University</td>
<td>3</td>
<td>2</td>
<td>6</td>
</tr>
<tr>
<td>Other (Including Unidentified Institutions)</td>
<td>0</td>
<td>4</td>
<td>4</td>
</tr>
</tbody>
</table>

Under ‘Other,’ two (2) respondents said they do not have a plan because it is under development, but they are taking cues from their parent organization. Two (2) respondents said they do not have their own strategic plan because they use their parent organization’s plan:

- “We do not develop a strategic plan for our department; we work from the larger institution’s strategic plan.”
- “We participate actively in our parent organization’s development of DEI plans, chairing multiple subcommittees and contributing library goals to that plan as well as incorporating DEI goals in the library’s annual plans.”
Three (3) respondents said that they do not have a DEI plan because it is embedded in their overarching plans:

- “We have DEI goals embedded in policies and operational plans.”
- “We consider DEI to be foundational value for all of the work in the Libraries, and DEI is meant to be part of the foundation for the Libraries overall strategic plan.”
- “EDI commitment in Strategic Plan, initiatives, update on dedicated webpage”

Several respondents said that DEI is not a priority/not a priority that can be funded:

- “It has not been a priority for management and has not been asked of us by our parent organization.”
- “Although we’re philosophically sympathetic to DEI concerns, in the context of our parent organization’s strategy and centralized HR function, developing a DEI strategic plan seems costly in terms of the cost-benefits tradeoff.”
- “It hasn’t been a priority and I don’t know where we’d begin.”
- “This topic has not been regarded as a concern needing its own strategic approach.”
- “Not a priority (per leader of our library)”

And a remaining respondent said, “Our efforts to date have been ad hoc. I think we will focus on putting DEI efforts into our overall library strategic plan rather than having a separate one.”

**Has your institution performed a climate survey of your users (e.g., individuals who come to your institution and use and/or view your materials) to seek input for your DEI initiatives?**

This question and the follow-up question were devoted to a popular practice of conducting an anonymous survey within an institution, to essentially gauge “the climate” of the environment in terms of DEI (e.g., the Association of Research Libraries uses Climate QUAL [http://www.climatequal.org/home](http://www.climatequal.org/home)). During our initial focus groups garnering feedback from our members, many individuals indicated that they performed climate surveys as the first step in understanding where they should focus their efforts, and wanted to know how many other institutions had done the same. We determined that it would be best to ask two separate questions focused on a climate survey for users and a climate survey for staff.
According to the survey, the majority of institutions, 45%, have not performed a climate survey of their users. Twenty-seven percent (27%) have performed a climate survey of their users, and 18% have benefited from a parent entity performing a climate survey that included their users. Eleven percent (11%) said 'Other.'

Under ‘Other,’ seven (7) respondents said they were not sure/could not recall any climate surveys during their time at the institution. One (1) respondent said they are administering one at the moment, and one (1) said that they have done a climate survey of employees but not users.

Two (2) respondents said that they have had surveys done, but not necessarily climate surveys:

- “The DEI initiatives came out of a larger "future of the library" survey”
- “Yes, the campus has done a climate survey of our community, and yes the Library has done a climate survey of our staff, but No, we have not done a climate survey that expressly sought input on our DEI initiatives”

The remaining respondents said:

- “We are taking safe colleges training online”
- “Feedback from attendees at programs and the museum”
Table 4.

<table>
<thead>
<tr>
<th>Institution Type</th>
<th>No, we have not performed a climate survey</th>
<th>Yes, my institution has performed a climate survey of its users</th>
<th>Yes, my parent entity has performed a climate survey of its overall users, of which our institution’s users are included</th>
<th>Other (please specify)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Associate's College/Associate's Dominant</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Baccalaureate College</td>
<td>40%</td>
<td>30%</td>
<td>10%</td>
<td>20%</td>
</tr>
<tr>
<td>Master's College and University</td>
<td>29%</td>
<td>41%</td>
<td>24%</td>
<td>6%</td>
</tr>
<tr>
<td>Doctoral University</td>
<td>46%</td>
<td>12%</td>
<td>23%</td>
<td>19%</td>
</tr>
<tr>
<td>Special Focus</td>
<td>48%</td>
<td>24%</td>
<td>19%</td>
<td>10%</td>
</tr>
<tr>
<td>Other (including Unidentified Institutions)</td>
<td>52%</td>
<td>35%</td>
<td>9%</td>
<td>4%</td>
</tr>
</tbody>
</table>

Broken down by demographic groups, Baccalaureate colleges in the survey appear to be an anomaly – they are more likely to have performed climate surveys of their users than both their academic and non-academic counterparts.

Has your institution performed a climate survey of your staff to seek input for your DEI initiatives?

Chart 7.

Has your institution performed a climate survey of your staff to seek input for your DEI initiatives?

Yes, my parent entity has performed a climate survey of its overall staff, of which our institution’s staff are included

Yes, my institution has performed a climate survey of its staff

Other (please specify)

No, we have not performed a climate survey

The results of the follow-up question mirror the first. The majority of institutions, 43%, have not performed a climate survey of their staff. Thirty-two percent (32%) have performed a climate survey of their staff, and 16% have benefited from a parent entity performing a climate survey that included their staff. Nine percent (9%) said 'Other.'
Under ‘Other,’ two (2) respondents said that they have climate surveys of their staff underway at the moment, while one respondent said, “we are working within the libraries to gain insight and engagement needs.” Three (3) respondents said they have done climate surveys, but they were not necessarily DEI focused:

- “Climate survey, but DEI was not covered. The goal was to improve chances that a current employee would recommend or refer a contact for a job at [REDACTED].”
- “The institution ran ClimateQUAL in 2009, but has explored doing another climate survey since.”
- “As above, YES we have done a climate survey of our staff but NO it was not for the purpose of seeking input for our DEI initiatives”

Three (3) respondents said that they have performed informal staff surveys or garnered feedback in lieu of a climate survey:

- “I did an informal survey of the library personnel. Right now we are doing another more comprehensive workplace survey that folds in diversity, but is not solely about it.”
- “Our staff is too small to have a useful anonymous survey, so we conducted informal gathering of information”
- “Informal staff survey.”

One remaining respondent said, “We (the library) performed a survey several years ago but it never went further. The University ODEI Office has done so.”

The ‘Other’ feedback indicates a slightly higher priority for garnering staff feedback rather than user feedback.

**Do you have a DEI committee within your institution? Please select all that apply.**

- Yes, we have multiple committees within our institution devoted to different areas of DEI
- Yes, we have a committee within our institution devoted to DEI
- Yes, we participate in a DEI committee within our parent entity
- No we do not have a DEI committee
- Other (please specify)
One hundred and eighteen (118) respondents answered this question. Many respondents selected multiple options, since they were not mutually exclusive, making the results more difficult to interpret. The results are also worth examining as broken down by institution type.

Chart 8.

**Do you have a DEI Committee within your institution?**

- Other (please specify)
- No we do not have a DEI committee
- Yes, we participate in a DEI committee within our parent entity
- Yes, we have a committee within our institution devoted to DEI
- Yes, we have multiple committees within our institution devoted to different areas of DEI

Chart 9.

**Do you have a DEI committee within your institution? By Institution Type**

- Other (please specify)
- No we do not have a DEI committee
- Yes, we participate in a DEI committee within our parent entity
- Yes, we have a committee within our institution devoted to DEI
- Yes, we have multiple committees within our institution devoted to different areas of DEI

Legend:
- Associate's College/Associate's Dominant
- Baccalaureate College
- Master's College and University
- Doctoral University
- Special Focus
- Other (including Unidentified Institutions)
Doctoral universities are most likely to have either one or multiple committees within their institutions. This is not surprising, considering their size and level of funding. The doctoral universities are also slightly more likely to participate in a DEI committee within their parent entity, but they are not greatly differentiated from the baccalaureate or masters colleges. The masters colleges and universities and ‘Other’ institutions are most likely to have no DEI committees.

Under ‘Other,’ three (3) respondents said they have groups, but not necessarily committees:

- “We have a task force (a not yet codified temporary committee) but the plan in development may suggest a permanent committee”
- “We have an action item team associated with our strategic planning process. One goal of the team is to form a standing DEI committee.”
- “DEI is a research interest of two of our library faculty and since they are on the library’s Executive Committee they are our informal diversity council”

While one (1) respondent said, “Our faculty has been over-extended on committee memberships within our parent institution, an ad hoc working group decided to wait for hirings to establish a committee.”

**Recruiting, Hiring and Retaining a Diverse Staff**

The goal of this section was to ask questions about strategies not only for acquiring a diverse staff, but also training current staff about attitudes and behaviors that encourage an inclusive workplace, along with any strategies institutions might have for retaining the staff that they have hired.

**Does your institution’s DEI strategic plan (or strategic plan that incorporates specific DEI goals and objectives) include action items for recruiting a diverse staff?**

**Chart 10.**

<table>
<thead>
<tr>
<th>Response</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Yes</td>
<td>70%</td>
</tr>
<tr>
<td>Other (please specify)</td>
<td>20%</td>
</tr>
<tr>
<td>No</td>
<td>10%</td>
</tr>
<tr>
<td>I am not sure</td>
<td>0%</td>
</tr>
</tbody>
</table>
Of the one hundred and eighteen (118) respondents to answer this question, the majority of respondents, 58%, have action items for recruiting diverse staff. Broken down by institution type, the results are consistent across institutions regardless of size.

Chart 11.

Does your institution’s DEI strategic plan include action items for recruiting a diverse staff? By Institution Type

<table>
<thead>
<tr>
<th>Institution Type</th>
<th>Yes</th>
<th>No</th>
<th>I am not sure</th>
</tr>
</thead>
<tbody>
<tr>
<td>Other (including Unidentified institutions)</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Special Focus</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Doctoral University</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Master's College and University</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Baccalaureate College</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Associate's College/Associate's Dominant</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Recruiting a diverse staff is clearly a fundamental directive for GLAM institutions.

Under ‘Other,’ three (3) respondents said that they do not have a formal plan, but they do have the intention of recruiting diverse staff:

- “We do not have a current strategic plan. Our informal plan is to actively recruit diverse staff. This has been effective.”
- “There is no strategic plan, but we do participate in the ACRL Diversity Alliance and hire residents in line the Alliance’s goals”
- “We don’t have a formal strategic plan within the library, but when we have the opportunity to do a search, the process includes action items for recruiting a diverse staff.”

Three (3) respondents said they were in process:

- “A recruitment task force is currently drafting one.”
- “We are working on it. We get so few applications. This was actually what we were taking up when Covid19 hit.”
- “A committee has been formed and will meet within the next month to review diverse faculty hiring”
Two (2) respondents said their parent institution has a strategic plan:

- “The larger institution’s plan does.”
- “We are guided by our University policies and procedures”

Two (2) respondents said they do not have an active strategic plan, whereas one (1) respondent said, “in theory, yes; in practice, not really.”

One respondent said, “We do mention it, but the focus is primarily on supporting programs that aim to diversify the library profession though engaging current undergraduates.”

**What strategies are employed at your institution to improve diversity among new hires? Please select all that apply.**

- Create student/intern diversity residency positions
- Create staff diversity residency position(s)
- Develop and enforce inclusive search and appraisal processes
- Develop and enforce inclusive job description for new opening
- Place job postings in outlets targeting underrepresented groups

**Chart 12.**

What strategies are employed at your institution to improve diversity among new hires?

Ninety-six (96) respondents answered this question. The three options revolving around developing and enforcing inclusive job search processes proved very popular, each receiving over fifty (50) responses. The diversity residencies, both for students and staff, were much less popular options. This could potentially be due to the fact that diversity residencies require extra financial or staff resources, whereas the other options require changes in behavior, but no strain on staff time or financial outputs.
Chart 13.

What strategies are employed at your institution to improve diversity among new hires? By Institution Type

When looking at the strategies by institution type, it becomes clear that the few residency positions for students/interns are more evenly spread across institutions of different sizes, but the residency positions for staff fall mostly within the doctoral universities. This finding, once again, indicates a question of resources.

Under ‘Other,’ two (2) respondents were not sure, one respondent provided a link to their diversity plan, one (1) respondent said they were in process, and one (1) respondent said, “Strategies were under development just prior to the COVID-19 crisis and have since been halted along with all institutional and university hiring.”

Three (3) respondents offered alternative strategies:

- “contacts internal affinity groups”
- “Conduct panel interviews to leverage diverse lenses”
- “training: annual professional development”

And one (1) respondent said, “[REDACTED] Libraries has had three participants from the Association of Research Libraries (ARL) Digital and Inclusive Excellence Fellows program.”

What kind of DEI training is provided to your staff? Please select all that apply.

- Mandatory new hire DEI training
- Mandatory in-person DEI training for all staff
- Mandatory online DEI training for all staff
- Optional in-person DEI training for all staff
- Optional online DEI training for all staff
- Optional literature/reading guides for all staff
- None
- Other (please specify)

Chart 14.

What kind of DEI training is provided to your staff?

Ninety-six (96) respondents answered this question. The most popular forms of DEI training appear to be optional, with optional in-person DEI training strongly leading the way with forty-two (42) responses. Optional DEI literature and optional online DEI training both follow suit before any mandatory training. The most resource-intensive form of training, mandatory in-person DEI training for all staff, was the least popular specified option, with only seventeen (17) responses.

Under ‘Other,’ five (5) institutions indicated various forms of mandatory training, either in development or with more details provided:

- “Both mandatory training is required on an irregular basis. Some years we have one some years we have the other, and other years we do not have any.”
- “Mandatory online DEI training for librarians and leadership”
- “We had a mandatory in-person training scheduled before our presenter pulled out”
- “Our university is working on mandatory training for all personnel”
- “A STAR training with diversity discussion is mandatory for anyone serving on a hiring committee.”

While three (3) institutions described optional forms of training:

- “Our parent institution has training”
- “Various campus opportunities are provided, online opportunities are shared but not required”
- “Safe Spaces training for LGBTQA, optional”
And one (1) respondent described implemented controls in lieu of training: “There are controls in place to limit implicit biases, IE our user/staff database does not include photographs, except to exempted staff members”

Which topics have been covered in your institution’s DEI training? Please select all that apply.

- Sexual harassment
- Implicit bias
- Conflict resolution
- Active bystander training
- Discrimination (racial, gender, religious, or other)
- Other (please specify)

Eighty (80) respondents answered this question. Of those respondents, almost all of them receive training on Sexual harassment (73 responses) and Discrimination (71 responses). The authors speculate that this could be due to the legal penalties associated with the two topics – they represent the main areas where institutions can be liable to litigation from employees, so the emphasis on these topics could be linked to preventative measures. Implicit bias was the third most popular topic with fifty-eight (58) responses, with conflict resolution and active bystander training being the least popular topics.

Under ‘Other,’ four (4) respondents mentioned micro-aggressions or micro triggers as a training topic, and three (3) respondents indicated LGBTQ issues, illuminating two trending focus areas. Three (3) respondents said their parent institution provides one or all of the listed topics. Other topics included ableism, digital accessibility, intersectionality, hiring practices, title IX, a session on international students and “Safe Zone training & Building Blocks.”

Have you implemented any initiatives within your institution to make your physical spaces more welcoming to diverse staff and users, e.g., gender neutral bathrooms?
This question was intended to understand how many libraries had actually made alterations to their physical spaces in order to create a more inclusive environment. As the chart indicates, a majority of respondents, 62%, said they have implemented initiatives within their institutions.

Several of the responses under ‘Other’ unintentionally fall under the following question. Those have been combined with the following question, but there were two (2) responses that stood out:

“Gender neutral bathrooms exist but not as an overture to a self-identified group.”

“Absolutely not. In fact, one dept head got a bathroom repaired by mentioning that we could simply call the remaining bathroom on that floor "gender neutral" The dean immediately got the bathroom repairs going. Our student workforce does not reflect the diversity within our parent org.”

If you are able, please share any initiatives you have implemented to make your physical spaces more welcoming to diverse staff and users.

The majority of responses included gender neutral bathrooms – this could be influenced by the example listed in the previous question, but the authors do believe the volume of responses signify a wide adoption of gender neutral bathrooms and/or solo bathrooms intended to accommodate gender neutral users. The two other notable initiatives that emerged are lactation rooms or pods, and creating/altering wall art to increase a range of representation.

Three (3) representative responses are included below:

“Gender neutral bathrooms are available, usually have been as family or accessible bathrooms are for years. Diverse subjects are represented in the popular spaces of the library, and different events focus on celebrating different populations.”

“Gender-neutral restrooms; power doors; "family rooms"; lactation rooms; Veteran's Lounge.”

“first gender-neutral restroom on campus; first nursing room on campus; dedicated reflection/meditation space to accommodate multiple spiritual practices”
Once again, the authors have included the response from Virginia Commonwealth University:

“In spring 2018, VCU Libraries Gender Inclusive Work Group was formed. The final report included many immediate recommendations as well as long term goals. Restrooms: As Cabell Library already had public inclusive restrooms, one thing was about training staff to always refer to restrooms as the gendered and inclusive restroom locations, not just assuming based on the patrons presentation. For the Tompkins-McCaw Library, staff was encouraged to suggest inclusive public restrooms in nearby facilities, and make sure all staff knew the location of the inclusive staff restroom. Highlight inclusive restrooms on floormaps. Have printed floormaps with restrooms highlighted available at service desks. Continually remind of VCU’s guidelines that anyone may use the restroom of their choice. Began an engineering study for new universal restrooms. Added sanitary receptacles to all restrooms regardless of gender identification. Online systems: With the understanding of how important names are, allow users the opportunity to update their name of use in ILS. Allow internal library staff to update their names in staff directories both internal and external. Updated all forms, both for public and staff, to not autopopulate names. If we need to display a default name on a user interface, display user ID or nothing. Encourage and promote use of ORCID as gender-inclusive identifier. Leveraged connections in central IT to make changes to impact further into the university. Reviewed language on site to remove references to “she/he” and make “they.” Staff training: In addition to service culture on directing to restrooms, we have taken other measures. An external facilitator provided trans inclusive language training. We provide space in regular staff meetings to discuss gender inclusive practices and to answer questions. Encourage staff to take campus-wide trainings such as Safe Zone (LGBTQ), Green Zone (military), and other similar trainings that cover a spectrum of groups. Encourage inclusive language use. Other: Added menstrual products to the office supply vending machine, providing access to anyone in need. Increase awareness of lack of privacy in group study rooms. The full Gender Inclusive Work Group Report is available online. https://go.vcu.edu/gender-inclusive

In addition to the above, we conducted a Physical Accessibility Survey in 2016. Some of those items were also addressed in the Gender Inclusive Work Group. This group focused mostly on physical spaces. When we built the new Cabell Library, one major element for patron access was installing information desk “pods.” These three pods were designed for easy access to viewing screens for both patrons and library staff as well as having one pod at table height. Information Desk “pods” to aid in patron accessibility. We will soon be installing an Adaptive Technology station at Cabell Library to replace our current Adaptive Technology Room. At the request of users, this station will be in a public area, with adaptive software and a large screen.”

If you are able, please share any successful strategies you have implemented/are attempting to implement to improve diverse staff retention.

As mentioned in the Methodology section, the survey was carefully designed to avoid questions pertaining to evaluation in order to circumvent both negative and positive bias towards the respondents’ institutional policies. This question, however, does provide a little more flexibility in describing initiatives deemed successful in retaining diverse staff. Not surprisingly, the difficulty in evaluating staff retention led to more personal evaluations of initiatives; several respondents cast doubt on their ability to evaluate the impact on, or retention of staff from underrepresented groups. The most common thread woven through the responses was in-person support for staff members, either through regular support groups, or mentoring opportunities.
Three (3) representative responses have been included below:

“The College has a number of DEI initiatives going including support groups for students and faculty/staff of color.”

“We have implemented an informal discussion group for librarians of color, which provides a formal structure for getting the group together for building community, professional development needs, supporting one another, discussing issues and specific readings”

“Currently implementing various DEI trainings for existing staff. No measurement of success with retention at this time.”

Virginia Commonwealth University:

“The items listed as the answer to question 17 are also impactful to retention of staff and librarians, something that came out in the Gender Inclusive Work Group Report. PHAST report: we cannot guarantee these things lead to retention, but we assume that library staff and librarians see this as an indicator that the library is an inclusive space.”

Maintaining/Building Diverse Collections

The last section of the survey was designed to focus on methods for improving the diversity, inclusivity, and equity of the actual content, either acquired or created, within the respondents’ institutions.

Does your institutional collection policy for both print and digital materials (not including archives and special collections) contain a DEI directive?

This question was assumed to pertain mostly to libraries, with the focus on general collections (e.g., print books and journals, electronic books and journals, databases).

Chart 17.

**Does your institutional collection policy for both print and digital materials contain a DEI directive?**

- Yes, an informal directive
- Yes, a formal directive
- Other (please specify)
- No
- I don’t know
Table 5.

<table>
<thead>
<tr>
<th>Does your institutional collection policy for both print and digital materials contain a DEI directive?</th>
<th>Count</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>I don’t know</td>
<td>9</td>
<td>8%</td>
</tr>
<tr>
<td>No</td>
<td>36</td>
<td>33%</td>
</tr>
<tr>
<td>Other (please specify)</td>
<td>11</td>
<td>10%</td>
</tr>
<tr>
<td>Yes, a formal directive</td>
<td>19</td>
<td>18%</td>
</tr>
<tr>
<td>Yes, an informal directive</td>
<td>33</td>
<td>31%</td>
</tr>
</tbody>
</table>

Of the one hundred and eight (108) responses to this question, only 18% of respondents have a formal directive, while 31% of respondents have an informal directive. That means slightly less than half of the respondents have a DEI directive within their general collections.

Chart 18.

**DEI Directive by Institution Type and Percentage**

![Bar chart showing DEI directive by institution type and percentage](chart.png)

When broken down by institution type, the larger doctoral universities were more likely to have a higher percentage of respondents with formal or informal directives. Masters colleges and universities had the highest percentage of institutions with no directives, whereas the baccalaureate and associates colleges were more evenly distributed. The non-academic respondents were split more closely between informal directives or nothing.

Under ‘Other,’ several respondents said that there is an emphasis on DEI, even if they did not define it as an informal or formal directive:
● “It’s not a directive, but the first statement in our published collections policy. We partner with the Office of Multicultural Affairs to curate a DEI-related collection.”
● “Archives’ collection development policies have emphasized diversity for over 50 years”
● “Our overarching Guidelines for Collections (under the Collection Management heading) contains a statement entitled, “A Collection of Diversity.” It is meant to “…foster a university environment characterized by a spirit of open inquiry and discussion and to reflect the University community’s diversity…””
● “It articulates a meeting needs of a ‘diverse academic community’”
● “The current policy includes an, ‘intellectual freedom statement’ that states ‘The Libraries will not exclude materials because of the race; gender; nationality; religious affiliation; sexual orientation; or social, cultural, or political views of the author or the content of the work’”
● “I know that our IT contracts must address it”

Others said that directives were under development:
● “No, but it should (and editing is underway)”
● “Collections policy is in revisions. It will contain a directive.”
● “It has been informal for years, but this is being revised to include a formal directive. We are also thinking of implementing a review board for challenged or challenging materials.”

The remaining respondents either said they did not know or it was not under their job purview.

**What DEI strategies are included in your collection policy for print and digital materials (not including archives and special collections)? Please select all that apply.**

- Purposefully acquiring works written by authors of diverse backgrounds
- Purposefully acquiring works written by women
- Purposefully acquiring works written in languages other than English
- Purposefully acquiring news media from other countries
- Purposefully acquiring works reflecting the demographics of the student body/user base
- Other (please specify)
Chart 19.

What DEI strategies are included in your collection policy for print and digital materials?

![Chart showing DEI strategies]

Only sixty-five (65) respondents answered this question. The most popular strategies were also the most broad – acquiring works written by authors of diverse backgrounds, and acquiring works reflecting the demographics of the student body/user base. The third most popular option was purposefully acquiring works written by women. The two least popular options, purposefully acquiring works written in languages other than English and acquiring news media from other countries, reflected more international content. The authors have speculated that for the purposes of collection policies, U.S. institutions prioritize DEI strategies that are more nationally versus internationally focused.

Under ‘Other,’ six (6) additional strategies emerged:

- “Purposefully acquiring materials reflecting the demographics of the region, which is much more diverse than the student body.”
- “A separate initiative to provide diverse family collections”
- “Purposefully acquiring Native American publications”
- “Additional diversity budget for any purchases beyond the individual departmental collection budgets”
- “Insuring that vendor content is accessible before renewing licenses”

Four (4) respondents indicated that selection strategies were tied to meeting instructional needs:

- “Faculty select much of the collection for the curriculum.”
- “Purposely supporting the needs of the institution’s programs in race and ethnic studies areas as well as gender and women's studies”
- “Responsive to acquiring works of diversity when requested.”
- “Our collection strategy does not specifically address DEI issues, but most of the above acquisition types are implicit in our support for a diverse liberal arts curriculum.”

Virginia Commonwealth University responded:
“Our practice encompasses all of the above strategies and is reflected by what has been collected. The “Collection of Diversity” statement mentioned in the answer to Question #19 is one that guides all collections librarians in their selection of materials. That statement was written and added to our Guidelines several years ago. VCU and VCU Libraries have diversity, equity, and inclusion as part of their mission and values and part of the purpose of the Collection Analysis and Investment Department is to adhere to those mission and values, as stated in our Guidelines. CAI has a culture that strongly supports all aspects of diversity.”

Does your institutional collection policy for unique items (special collections/archival materials) contain a DEI directive?

Unlike the previous section, the following questions pertain to unique materials.

Chart 20.

Table 6.

<table>
<thead>
<tr>
<th>Does your institutional collection policy for unique items contain a DEI directive?</th>
<th>Count</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>I don’t know</td>
<td>15</td>
<td>14%</td>
</tr>
<tr>
<td>No</td>
<td>44</td>
<td>41%</td>
</tr>
<tr>
<td>Other</td>
<td>8</td>
<td>7%</td>
</tr>
<tr>
<td>Yes, a formal directive</td>
<td>12</td>
<td>11%</td>
</tr>
<tr>
<td>Yes, an informal directive</td>
<td>28</td>
<td>26%</td>
</tr>
</tbody>
</table>

Only 11% of respondents had a formal directive for unique items, fewer than for general collections, and also 26% of respondents had an informal directive for unique items, also fewer than for general collections.
When broken down by institution type, Doctoral universities were more likely to have some form of policy than nothing, but the rest of the demographic groups had a higher percentage with no policies for unique items.

Under ‘Other,’ like the previous question, three (3) respondents, including Virginia Commonwealth University, said that there is an emphasis on DEI, even if they did not define it as an informal or formal directive:

- “No directive; it’s baked in to what we collect”
- “A formal DEI directive is not included in the Special Collections and Archives’ collection development guidelines but is specified in its collecting areas. --There is also an overarching directive in our Strategic Framework: ‘Invest strategically in research-level collections and technologies to ensure the representation of the diverse interests and population of our communities.’” [Virginia Commonwealth University]
- “Our collection policy for unique items does not contain a DEI directive, but we have several MOUs with local organizations to actively collect collections by and about diverse communities.”

One (1) respondent clarified, “Yes for rare books. We do not have a CD policy for archives and manuscripts,” while another respondent said it is “Informal now but will write it into our policy.”

What DEI strategies are included in your collection policy for unique items?

- Purposefully acquiring collections representing/created by minority communities
- Purposefully acquiring collections represented/created by women or other underrepresented gender groups
- Purposefully acquiring collections representing/created by LGBTQIA communities
- Community archiving initiatives
- Other (please specify)

Chart 22.

What DEI strategies are included in your collection policy for unique items?

Only fifty-eight (58) respondents answered this question. Purposefully acquiring collections representing/created by minority communities and women or other gender groups represented the two most popular strategies for collection policy, followed by acquiring collections representing LGBTQIA communities, and community archiving initiatives.

Under ‘Other,’ the two responses that stuck out were:

- “These strategies are not stated in our collection policy for unique items, but we do have MOUs with local organizations that focus on collections representing/created by minority communities and LGBTQIA communities.”
- “Acquire collection post-community archiving initiatives in order to ensure their survival.”

Is your institution implementing any of the following strategies surrounding metadata creation for collections? Please select all that apply.

- Adjusting/re-examining standard descriptive practices to avoid cultural insensitivities
- Editing/adjusting legacy metadata to remedy outdated or inappropriate vocabulary and perspectives
- Incorporating community-created metadata
- None
- Other (Please specify)
This question was designed to include various parts of the library, with the understanding that metadata creation is required for all kinds of materials.

Chart 23.

<table>
<thead>
<tr>
<th>Strategy</th>
<th>Responses</th>
</tr>
</thead>
<tbody>
<tr>
<td>Adjusting/re-examining standard descriptive practices to avoid cultural insensitivities</td>
<td>45</td>
</tr>
<tr>
<td>Incorporating community-created metadata</td>
<td>35</td>
</tr>
<tr>
<td>None</td>
<td>30</td>
</tr>
<tr>
<td>Editing/adjusting legacy metadata to remedy outdated or inappropriate vocabulary and perspectives</td>
<td>25</td>
</tr>
<tr>
<td>Other (please specify)</td>
<td>10</td>
</tr>
</tbody>
</table>

One hundred and one (101) respondents answered this question. Of those respondents who answered this question, adjusting/re-examining standard descriptive practices and adjusting legacy metadata were the two most popular responses. The third most popular response was ‘None,’ followed by incorporating community-created metadata.

Under ‘Other,’ additional strategies include:

- “In instructions on software use, we will sometimes adjust language. For example, we use ‘anonymous review’ to describe journal workflows rather than, ‘blind reviews.’”
- “Providing contextual information for culturally offensive historical materials.”
- “We are currently examining legacy metadata for a variety of out-moded vocabularies. We are also introducing a sensitivity/explanatory note for collections. os /Also”

And several respondents said they are in process:

- “A recently hired cataloger is enthusiastic about all of the above and I expect we will be implementing all of these.”
- “Investigating many of these, but no implementation yet”
- “We started looking into metadata updates this year. It’s a project we’re examining for the coming year.”
- “Our Technical Services Librarian serves on a working group for ethics description & access, which is helping her to stay informed about ‘adjusting/re-examining standard
descriptive practices to avoid cultural insensitivities,’ but we are still in the information gathering and planning stages, rather than implementation.”

● “We are just implementing a digital repository, so these things are good to keep in mind as we proceed.”

Looking at the above responses combined with the popularity of the ‘None,’ answer, it appears that DEI work surrounding metadata creation may have been a lower priority in the past, but is gaining traction across the GLAM landscape.

What kind of programming has your institution developed to celebrate diverse collections or items? Please select all that apply.

- Exhibits
- Events/Series
- Outside Speakers
- Publications highlighting collections
- Other (please specify)

Chart 24.

What kind of programming has your institution developed to celebrate diverse collections or items?

One hundred and seven (107) respondents answered this question. The majority of respondents display exhibits celebrating diverse collections or items, with event/series following, and then outside speakers. Publications highlighting collections were the least popular form of programming.

Under ‘Other,’ several respondents mentioned social media and blog posts as a current avenue for highlighting collections. Other ideas include staff members’ outreach and participation in outside programs, displays, curated collections (virtual and physical).

Virginia Commonwealth University responded:

“-- VCU’s Common Book Program: VCU Libraries supports the campus-wide Common Book Program in numerous ways. First, three librarians participate on the selection committee, seeking to find books that support the goals of the program and also diverse in theme and
content. Second, librarians write a research guide aimed at all readers - students, staff and faculty. Third, VCU Libraries circulates 150 copies of the book to students, staff and faculty on both campuses. All aspects of this program have a DEI focus. — VCU’s Themed Reading Program: VCU Libraries supports the Themed Reading Program by producing a research guide to support first-year students and faculty. VCU Libraries also circulates a smaller number of books to the students, staff, and faculty via the Reserves program at Cabell Library. All aspects of this program have a DEI focus. — Support of the Humanities Research Center: VCU Libraries has been providing the Humanities Research Center with financial support, as well as free use of our lecture hall and events support, largely to help with their extensive programming efforts. Most of the programs touch explicitly upon diversity and inclusion. For example, fall 2019 programming included a talk by performance by gender-nonconforming artist Alok Vaid-Menon, a talk by scholar Christina Sharpe on the history of slavery in Virginia, and a talk by scholar Elizabeth Pryor on the use of racially charge language in the classroom. — Other standalone or one-off programs related to our collections appear throughout the year as opportunities present themselves. Diversity and inclusion are built into all our program design, as we aim to bring a wide variety of speakers to campus: people from different racial or ethnic backgrounds, people of different genders and sexual orientations, people from different educational or professional backgrounds, people with different specialties.”

If you are able, please take a moment to describe the selection process for DEI programming.

This last question was left open-ended, and designed to understand how libraries make decisions, or if there is even a process, regarding DEI programming. The majority of respondents have a diversity committee with some or a lot of influence over programming, but do not necessarily maintain a formal process for determining programming. There are a variety of strategies, including working across departments, working with student groups, having individuals nominate speakers, or even using the calendar to influence programming. Three (3) representative responses are listed below:

“Usually prompted by the D&I Committee. Programming may originate with the committee or be a suggestion from a student organization or faculty member that goes through the D&I Committee”

“Most of our programming relates to the various Monthly celebrations, focusing on LGBTQ, Women, African-American, and Native Americans, and include popup exhibits and speakers.”

“Our library does not specifically organize DEI programming, but DEI is considered when developing all programming. Informal strategies are used to ensure programming includes diverse voices and collections throughout, whether within a single event/program or across an entire series.”

Virginia Commonwealth University:

“GENERAL PROGRAMMING: We receive programming suggestions from library employees, community members, advisory boards, campus units, and community organizations. For some programming, individual library departments decide upon events, exhibits, etc. and then work with the library events office. For other programming, the events office itself decides. This decentralized approach is important for keeping programming eclectic and broad in scope. Partnerships with campus units and community organizations are how many of our programs
originate. Partnerships offer access to additional mailing lists, which helps us to reach different audiences, and they also help keep our programs from falling into the narrow patterns they can easily fall into when an organization generates all of its programming ideas itself. Sometimes, we actively seek out partnerships, but more often, partners come to us, because we’ve developed a reputation not only for putting on quality programs, but for our willingness to try new things and to give the stage to underrepresented voices. We have programs that deal explicitly with diversity/inclusion as a topic, and we also have programs that feature a wide variety of people and subjects. OUTREACH PROGRAMMING with DEI Focus, both campuses: When planning outreach programs, our goal is to be as inclusive as possible. The list below is representative of our outreach programming and is not intended to fully outline every DEI program at VCU Libraries. -- Cabell Library: - Development of a pop-up course for students (with the VCU Division of Inclusive Excellence) focused on global inequities in access to information and how to promote more inclusive practices in research and scholarship - Incorporating Feminist Practices into Your Research webinarDuring the 2020 Spring semester, a librarian was invited to be a member of the Age-Friendly Committee intended to provide certification to become an "Age-Friendly University". The committee is scanning, gathering, and reviewing inclusive age-friendly practices all across the University. - There was a showing and discussion of “A Fantastic Woman” as part of the Questioning Cinema series in April 2019 (in collaboration with VCU Libraries Inclusion and Diversity Committee). There have been other films with a DEI focus - VCU Libraries representative served on Task ISB (Taskforce on Individual, Institutional and Systemic Bias), an initiative to research and recommend resolutions to two dozen problem situations identified by VCU faculty, staff and students. - VCU Libraries co-sponsored The Future of Transgender and Non Binary People (March 2018) and the 2nd Annual Trans and Non Binary Policy Forum (March 2019), a forum focused on how public policies affect transgender and non-binary people. -THATCamp New South 2018, a user-generated “unconference” exploring the point(s) at which technology intersects with social justice, history and society, activism, and the sharing of hidden voices, especially in the modern American South. - VCU Libraries partnered with the Department of Gender, Sexuality and Women’s Studies to hold Access4All (April 2019), a student led symposium and interactive presentation space focused on accessibility solutions. -The Real Life Film Series is a collaboration between VCU Libraries and University Student Commons and Activities, team members review and discuss film topics of interest to the student body and make recommendations for films to screen as part of the series. - Programs speakers to support the National Library of Medicine traveling exhibits have involved collaborations with internal VCU partners from VCU Health, VCU School of Business, and VCU School of Social Work. The library has also worked with community partners to develop programs to support the traveling displays. -- Tompkins-McCaw Library: The Real Life Film Series: A collaboration between VCU Libraries and University Student Commons and Activities, this series invites students, faculty, staff and health professionals to screen engaging documentaries on health sciences topics followed by discussions about how the subject matter relates to current work at VCU and impacts global health. Many of the films are included because they emphasize diversity, equity, and inclusion topics that relate to health or health sciences research. For more on the most recent film series, visit https://www.library.vcu.edu/about/events/archive/2019-20-archive/real-film-2019-20.html - Book displays: Each month the Tompkins-McCaw Library features a display of books and information on a timely or relevant topic. Display topics have included Black History and Pride months. -- UNC National Equity Research Webcast Screening: For the past several years the Tompkins-McCaw Library hosted access to UNC”s National Health
Equity Research webcasts. These annual webcasts explore issues related to public health and inequality. Some of the webcasts viewed were Structural Racism; School to Prison Pipeline: From Perceptions to Solutions and Political Power, Policy and Health Equity. - MLK Day Display: To commemorate Martin Luther King’s birthday the Tompkins-McCaw Library displayed books about and by Martin Luther King. A film excerpt of his I Have A Dream Speech was shown in a continuous loop on and before MLK Day holiday. - Rare Disease Day Workshop: On or around Rare Disease Day (annually February 28 or 29, depending on a leap year) the Health and Wellness Librarian provides a workshop focused on rare disease health information and resources. This workshop is open to the VCU and VCU Health Community. — LGBTQ Resources Workshop: Provided by librarians at the Health and Wellness Library this special program was designed to provide patients and providers with increased awareness of library resources, including two new resource guides, focused on LGBTQIA health. — National Library of Medicine Traveling Exhibits: On loan from the National Library of Medicine, these displays feature information in a historical context about topics relevant to diversity, equity, and inclusion today. The displays are placed in prominent locations at the library and additional resources from the library collection are gathered and placed nearby for user access or check out. In addition, the library creates learning programming opportunities related to the topics, usually featuring guest speaker presentations. Examples include:
https://www.library.vcu.edu/about/events/archive/2019-20-archive/meal-costs.html;
https://www.library.vcu.edu/about/events/archive/2018-19-archive/nlm-exhibit-violence.html;
https://www.library.vcu.edu/about/events/archive/2018-19-archive/nlm-exhibit-wounds.html

DEI Web series: To support DEI training for library staff, library administrators have encouraged attendance and provided group viewing opportunities for the National Network of Libraries of Medicine web series: Diversity, Equity, and Inclusion: Nine Conversations that Matter to Health Sciences Librarians with Jessica Pettitt. Staff are provided with time to attend group viewing and access to recordings and supplementary materials. This web series is underwritten by the Association of Academic Health Sciences Libraries, the Medical Library Association, and the NNLM. The Tompkins-McCaw Library for the Health Sciences is a member in good standing of each of these organizations.”
Conclusion

The above survey responses demonstrate that libraries appear to be widely and actively thinking about DEI, at least insofar as the overwhelming majority have some sort of plan that incorporates specific DEI goals and objectives. The DEI plan often connects to a larger, parental organization DEI plan. DEI committees of some type are common, as are some efforts to recruit, train, and retain diverse staff. Libraries are committed to collecting items from and about diverse populations, and they invest time, effort, and space for diverse programming.

Upon deeper investigation, excavating the responses and carefully examining the nuances of open-ended questions, libraries are not necessarily doing the more difficult work to move the needle to a truly more diverse, inclusive, and equitable environment. For example, to recruit diverse staff, a majority indicated they post jobs to underrepresented groups, but a significant minority are investing staff resources for more time-intensive initiatives such as minority residencies. Training is available on topics such as sexual harassment, implicit bias, conflict resolution, active bystander, and discrimination, but most of it is optional rather than required. Relatively few respondents are conducting the types of climate surveys (e.g., ClimateQUAL, https://www.climatequal.org/home), which can reveal systemic issues.

This is not to denigrate these efforts. Most certainly, a DEI plan with specific goals and objectives is necessary, but how often are these plans reviewed, and how are included goals and objectives assessed for their effectiveness? With optional training reported as the most popular form of training, how many people have attended? Is the available training creating a more inclusive environment or does self-selection limit impact? Are libraries doing the same things over and over and expecting different results?

Access to resources such as staff time and money is a critical factor in an organization’s ability to focus on DEI efforts, and leaders at all levels within an organization have tremendous influence over whether DEI initiatives are pursued.

As evidenced by the statistics presented in the introduction, librarianship remains very white. If DEI is viewed as a discrete set of tasks to accomplish, libraries set themselves up for less than successful results. DEI is not a checklist. Creating inclusive job descriptions, having gender neutral bathrooms, and inviting minority speakers to campus during Black History Month is not enough. To be sure, these activities are important, but they are the starting point, not the finish line.

In truth, there is no finish line regarding DEI, just as there is no finish line in the evolution of libraries and the collections and services they provide. When libraries first faced collection digitization, it began as a discrete undertaking, an additional service. It quickly became clear that the paradigm shift from tangible to electronic could not be successfully navigated unless it became part of the fundamental mission statement, part of the library’s raison d’etre. Libraries had to make tough decisions to devote staff time and resources away from some services in order to remain relevant and provide the services demanded by their constituents.

The same applies to DEI. To move that persistent needle, we must lean into the uncomfortable. We at LYRASIS are not an exception: we face the same issues as our member libraries, and we do not have all the answers. What we do have is the ability to provide a space to have the conversation.
Acknowledgements

The authors would first like to thank the LYRASIS members who participated in the focus group, subsequent feedback sessions and question reviews that formed this survey. We would also like to thank all of the practitioners who contributed to this survey. Without their willingness to complete the survey with honest, open answers, this report would not be possible.

Finally, we would like to thank Virginia Commonwealth University for allowing us to identify their responses within the report. We believe their dedication to this important work provides ample guidance for those of us seeking to improve our own institutions.
## Appendix A: Complete Responses to Open-Ended Questions

If you are able to share, what are your main goals and objectives?

<table>
<thead>
<tr>
<th>Committed to becoming “a living laboratory of campus-wide commitment to justice, courage, integrity, respect and responsibility.” Our goal is to “develop a more inclusive campus community that provides all members with avenues for participation and voice” and to “cultivate knowledge of and respect for diversity as key ingredients for educational excellence.”</th>
</tr>
</thead>
<tbody>
<tr>
<td>To increase, support, and fully value diversity in all of its forms.</td>
</tr>
<tr>
<td>1. Provide access and equity. 2. Increase diversity learning throughout overall curricula. 3. Create a visibly inclusive campus. 4. Increase diversity learning for faculty, staff, and administration.</td>
</tr>
<tr>
<td>Hiring practices that attempt to ensure a diverse applicant pool, maintaining/building diverse collections within the institutional mission of supporting the curriculum</td>
</tr>
<tr>
<td>One of the founding principles of [REDACTED] is a strong commitment to social justice. The Library provides equitable access to Library collections, services, and staff expertise. The Library invests in physical and virtual spaces that are accessible, multifunctional, and inclusive. In the [REDACTED] spirit, diversity and equity are foundational in our thinking as we create learning and research environments that support the various needs of the entire [REDACTED] community.</td>
</tr>
<tr>
<td>A commitment to retain a diverse and inclusive workforce</td>
</tr>
<tr>
<td>Collaboration with Native artists, etc. as well as growing our collections of women’s history and hispanic history.</td>
</tr>
<tr>
<td>Youth services, life skills and creating libraries that bring the most impact to the communities they serve.</td>
</tr>
<tr>
<td>equity and inclusion are listed as a main goal in the museum's strategic plan but that document is confidential and is only shared internally</td>
</tr>
<tr>
<td>For the library: an inclusive environment; a diverse collection (with particular attention to underrepresented groups as both creators and subjects) and one that supports inquiry into questions of equity, inclusion, and representation; hiring practices that support diversity</td>
</tr>
<tr>
<td>For the parent org, I believe the main goals are something like: attract and retain diverse faculty and staff.</td>
</tr>
<tr>
<td>One of our tenants: &quot;Openness: We value diversity of thought and provide resources that represent multiple perspectives and divergent points of view; encourage open scholarship in service to equitable access to information for all; and strive to create a safe, respectful, and inclusive space for our community.&quot;</td>
</tr>
<tr>
<td>Create a systemic and pervasive college culture and practice of DEIG per the new [REDACTED] Mission, Vision and Tenets; Invest in, converge and coordinate [REDACTED]'s DEIG efforts for optimal services and impact; Enliven the Mission promise of “Thrive with Baltimore” and “Make the World We Imagine”; Activate student agency; Strengthen shared governance; and Lay the groundwork for DEIG innovation to enable the campus community to do work that will distinguish [REDACTED] with its DEIG approach and establish a model for the field.</td>
</tr>
<tr>
<td>Goal 4 - Promote the success of underserved and underrepresented faculty, staff, and students by enhancing support for inclusion and equity</td>
</tr>
</tbody>
</table>
• Providing collections which recognize and educate about cultural awareness/bias, and
develop programming that supports various cultures and family types to aid our community in
open communication and discussion. • Designing engaging opportunities to reflect and honor
diverse voices and cultural histories. • Engaging existing multi-cultural resources—both within
and beyond our local area—to help inform, provide programs, and resources to supplement
library services.

Increase diversity in hiring of library staff.

To promote diversity and inclusion at all occupational levels of State government’s workforce
through equal employment opportunity (EEO) workforce planning initiatives.

The mission statement is here [REDACTED]: [REDACTED] plays a crucial role in ensuring
that Florida’s one million college and university students have the resources and tools they
need to succeed.

Diversity is a fundamental value of the [REDACTED] Libraries and an integral part of our
strategic plan. We seek and provide opportunities to gain experience working and
collaborating in diverse, multicultural, and inclusive settings. Our appreciation and dedication
for diversity allows us to serve our community with sensitivity and adaptability. We define
diversity to include race, sex, gender identity, socioeconomic status, ethnicity, sexual
orientation, age, disability, national origin, and religion. We also recognize inequity can
accompany diversity. We acknowledge that providing all users with the same level of
resources and support is not necessarily an issue of equal access. Our goal of removing
barriers that might impede or discourage access and engagement is as important as
providing information across space and time to our users.

Equal access to all, regardless of location in the county

We have 6 Priority Areas, and each area has multiple goals. This is the goal specific to DEI:
Cultivate a multicultural library faculty and staff through increased recruitment of
underrepresented library professionals, development of cultural competency skills, and an
inclusive workplace climate that supports each individual’s personal growth and well-being.

Helping library staff improve their awareness of issues surrounding Diversity, Equity and
Inclusion. Creating programming for external audiences with DEI themes.

The [REDACTED] Libraries value diversity in its staff, patrons and collections. We provide
quality human resources services and support, and promote both ethics and diversity,
ensuring employees to better serve the university and community. The [REDACTED]
Libraries serve the university community by providing collections and services that reflect the
diversity of our community and raise cultural awareness."

To create an environment that values and promotes diversity, equity, and inclusion (DEI)
through action and engagement. The University Library actively supports and continues to
enhance the advancement and recognition of DEI in the library system through our diverse
collections, inclusive programming, responsive services offered, and other means.

Diversity, Equity, and Inclusion: The Library is dedicated to recognizing and addressing bias
and structural inequalities, working towards equity of access to information for all individuals,
and valuing the diversity of human experience. This dedication is purposefully embedded in
our organizational culture, daily operations, structures, teaching methods, hiring and retention
practices, collection development, and daily operations. Performance Indicators Library
personnel commit to creating an experience of belonging, inclusive of diverse perspectives,
backgrounds, and abilities, for every individual through our physical space, online tools, and
in teaching and service delivery. Library personnel are welcomed, through a consistent and
personal onboarding process, into a work culture that values and recognizes their unique
perspectives and abilities as improving the status quo. Library personnel participate in
forward-thinking, inclusive, and equitable hiring, success-supporting, and retention practices.
Our explicit goal is to increase the number of Library personnel from underrepresented
groups. Library personnel foster a safe work environment by striving to recognize their own biases, holding one another accountable for mutually respectful behavior, and understanding their responsibility in the daily nurturing of an inclusive and diversity-affirming organization.

Getting records to the people
1. Through training, thoughtful conversation, and programming, learn the language and terms of diversity.
2. Engage with diverse student organizations to learn more about them and better meet their learning needs.
3. Include diversity training for student employees at their fall retreat.
4. Perform a diversity audit and work with Assessment Librarian to explore options for assessing the diversity climate within the libraries.
5. Contact the campus Disability Resources office to partner to see how campus libraries can support students and other members of the [REDACTED] community with disabilities.
6. Encourage faculty, students, and staff to suggest electronic and print materials that represent as well as contribute to diverse perspectives, cultures, and issues.

Develop LTS staff and Refine Internal LTS Operations
Promote diversity and inclusion within our organization and across the campus. Diversity and Inclusion: LTS will ensure that all of our interactions with faculty, students, staff, and visitors are professional, inclusive, respectful, and courteous. This initiative, guided by the LTS Diversity and Inclusion Committee, will create diversity training and mentorship opportunities for staff and student employees, offer Inclusive Teaching and Mentorship workshops for faculty and graduate students, and continually reaffirm our organization’s commitment to Lehigh’s “Principles of Our Equitable Community.”

Equal access to materials in the library; diverse staff
Goal I: Promote a campus climate that models respect for differences, recognizes the value of diversity in achieving organizational and academic excellence, and fosters success for all members of the learning community. Goal II: Increase the enrollment and graduation rate of minority and female students. Goal III: Increase the employment of minorities and females in administration, faculty and staff. Goal IV: Enhance the overall curriculum by infusion of content that enhances multicultural awareness and understanding. Goal V: Increase the use of minority professionals, contractors, and other vendors.

Innovation and learning
Combat the racism inherent in higher education and librarianship; educate colleagues and university about issues of race and how they affect higher education; create a welcoming environment in the library.

Hiring & Recruitment  Retention & Promotion  Diversity in Leadership  Inclusive Organizational Culture  Access and Accessibility
"We are committed to encourage and create opportunities for diverse internal and external candidates who will strengthen our inclusive organization. All employees will have access to tools, knowledge, and data to continually strengthen diverse, equitable and inclusive policies and practices in their departments. They will experience even more clearly that they are valued and respected at work at The Library, regardless of status or social identity."

Creating a more diverse, inclusive workforce including wider array of voices and ideas in mission work of organization
1. Enhance the Customer Experience; • Our approach to outreach reflects the diversity of those we serve.
2. Advance our Community; • We are part of an ecosystem of service providers and advocates for marginalized and undeserved communities, eliminating barriers and strengthening support for those who need us most.
3. Engage our Team; Our staff is increasingly diverse, ensuring a more innovative and inclusive culture and meaningful impact in the communities we serve.
1. Increase DEI strategies in library hiring and retention practices
2. Develop policies to make the libraries a more inclusive and welcoming space
3. Routinize professional development for DEI awareness

I. Promote awareness of and expand diversity-related collections
II. Improve support for diverse students, faculty, and staff
III. Promote and support diversity and inclusion among [REDACTED] Libraries staff members

Mission: The [REDACTED] Library is a learning center that enhances the success of students, faculty, and San Juan County residents by facilitating access to quality information through assistance and instruction.

Create inclusive leadership, better inclusive and diverse (in all ways) decision making, better value propositions from bottom to top

(Plan is currently undergoing visioning process)

Our emphasis is on our people and creating an environment where everyone can contribute and achieve. We recognize, value and affirm that diversity contributes richness to the [REDACTED] community, benefits the [REDACTED]'s scientific contributions, and enhances the quality of life for individuals and groups. At [REDACTED], we embrace our differences, which contribute to the excellence, passion and innovation we bring to our nation's scientific and technological challenges. At [REDACTED], we are diverse in community, united in science. -From our Diversity page of Human Resources

Goals in 4 "focus areas" -- student experience; collective impact in research, scholarship, and creative achievement; innovative curriculum and pedagogy; and community and extended connections

Under the goal of "Enable the Evolving Workforce," a recently added strategy states "Increase an equitable, diverse, and inclusive workplace" with three tactics including establishing a DEI council, promoting professional development, and incorporates DEI principles in recruitment and hiring

GOAL 1: Increase students, faculty, and staff experience of inclusiveness, equity and respect incrementally each year over the next five years. GOAL 2: Develop and maintain a web-based list of diversity resources accessible via the University Libraries web pages. GOAL 3: Ensure that diversity issues are represented in the Libraries’ collections and that these collections are promoted to the campus community and others. GOAL 4: Provide and maintain services, facilities, and—for library personnel—a workplace that are equitable and accessible to all users. GOAL 5: Increase and retain the numbers of faculty, staff, and administrators (supervisors and above) who are minorities, women, people with disabilities and veterans over the next five years. GOAL 6: Cultivate mutually beneficial community-university partnerships that further the mission of the University to serve Toledo, to include historically and currently underserved communities. GOAL 7: Assess the progress of the Diversity Plan of the University Libraries

The [REDACTED] and the community can forge a stronger relationship over the next five years with strategic, cooperative, and results-oriented action in the following areas, ranked by priority: 1. Jobs and Wages 2. Affordable/Workforce Housing 3. Public/Equitable Healthcare 4. Youth/Education

The Working Group identified these ranked priorities through a three-pronged approach. We drew on decades of research and reports, were informed by our own experience, and were guided ultimately by the results of a multi-faceted public engagement effort outlined below. Further, we offer three recommendations for creating the best long-term structure for developing solutions in these priority areas in the near term and strengthening the University-community relationship over the long term: 1. Ensure significant University investments to support collaborative action in partnership with affected communities that reduces inequities in jobs and wages, housing, healthcare, and youth education 2. Establish a new Vice President of Community Partnership (VPCP), overseeing
a newly-established Office of Community Partnerships and Social Impact (OCPSI) 3. Found the Equity Institute to infuse principles of accountability and responsible community partnership throughout the University.

Driving Excellence, Inspiring Students, Impacting Communities, High-performing University

Build cross-cultural knowledge and skills of library staff through continuous learning opportunities. Articulate professional and organizational values of DEI. Promote workforce diversity in the library profession. Provide leadership in campus and professional DEI initiatives.

Strategic plan: Objective 2.3: Promote initiatives that reflect the ideals and values of the library profession and higher education. Strategy 2.3.1: Advance broader professional diversity, equity, and inclusion internally through library and campus employee programs and externally through fellowships or programs to engage with MLIS students and recent graduates.

We are dedicated to hiring a workforce that reflects the rich diversity of the communities we serve.

**STRATEGIC GOAL #1: A WELCOMING, SUPPORTIVE & INCLUSIVE LIBRARY**

Objective: Provide a welcoming supportive and inclusive environment for all library users that reflects a global community. **STRATEGIC GOAL #2: DEVELOPING DIVERSITY PROGRAMS & OUTREACH**

Objective: Provide support for diversity programming, outreach and understanding of University Libraries, across campus, and in the profession. **STRATEGIC GOAL #3: SUPPORTING DIVERSITY IN CURRICULUM & COLLECTIONS OUTREACH AND EDUCATION**

Objective: Support diversity in our collections, in the curriculum and in other areas across campus. **STRATEGIC GOAL #4: ENSURING DIVERSE LIBRARY ENVIRONMENT**

First Objective: Ensure a Library environment that is receptive to staff diversity. Second Objective: Ensure all employees feel the Libraries are a welcoming and supportive environment, regardless of position or place within the organizational hierarchy. Third Objective: Recruit and retain a diverse workforce. Fourth Objective: Continue our Diversity Resident Librarian Program for a recent MLS graduate who is from an underrepresented group. The Resident will expect to have projects related to services to diverse groups within [REDACTED]. Fifth Objective: Ensure that LIS students from underrepresented populations are offered equal access to practicums and internships within University Libraries. **STRATEGIC GOAL # 5: PROVIDE RESOURCES TO PREPARE STUDENTS FOR A DIVERSE WORLD**

Objective: Host programming that will support the goals of the campus Quality Enhancement Plan (QEP) "Global Engagement." Partner with International Programs for library displays that will emphasize the Libraries’ collection that relates to global issues. **STRATEGIC GOAL # 6: DEVELOP A COMPREHENSIVE DIVERSITY & INCLUSIVE PLAN**

Objective: Create a communication plan that promotes the understanding and celebration of differences as well as similarities.

Excellence, student-centeredness, diversity inclusiveness, integrity and civility, engagement, pride, and financial empowerment.

Values: As VCU Libraries employees, we place the VCU community and all it stands for at the forefront of everything we do. We affirm that a great university is built upon a great library, and we commit ourselves to engage our communities and evolve to meet their needs promote, inspire, and support intellectual curiosity and lifelong discovery embrace diversity and inclusion to foster excellence seek new technologies and methods for our communities to convey their discoveries to the world protect unrestricted access to scholarly research, creative expression, and ideas representing all points of view foster the open exchange of ideas and celebrate the richness of an environment shaped by many voices embrace creativity, agility, and energy in all our work value all staff as contributors to the success of
the organization adhere to the highest ethical standards, cultivate transparency, and safeguard privacy. Be accountable to each other and to our communities. Full Framework statement: [https://www.library.vcu.edu/about/strategy/](https://www.library.vcu.edu/about/strategy/)

If you are able, please share any initiatives you have implemented to make your physical spaces more welcoming to diverse staff and users.

<table>
<thead>
<tr>
<th>Gender neutral restroom improvements are on hold due to the Coronavirus.</th>
</tr>
</thead>
<tbody>
<tr>
<td>We have physical equipment for disabilities. For example, there is a desk that is wheelchair accessible, and a chair for very large people. One of my informal roles is that if furniture is being replaced or swapped out, the manager for the physical facilities will sometimes store the big chair in my office when people come to swap out furniture, so that it isn't accidentally surplussed. I know that retaining any physical equipment for disabilities is something we actively do. Regarding websites we host, [REDACTED] centrally will do ADA training. There is an intranet resource that is pretty good with practical steps to test navigation and contrast, and it's possible to request a 4 session workshop to the department where the person who wrote it works through showing the tools and having participants use tools to look at websites.</td>
</tr>
<tr>
<td>Gender neutral bathrooms for staff. Nursing mother's room and a new quiet room</td>
</tr>
<tr>
<td>varied throughout all our buildings, should be done institution wide, needs some attention and focus</td>
</tr>
<tr>
<td>The library has had gender neutral restrooms for both the public and staff for many years</td>
</tr>
<tr>
<td>Gender neutral restrooms, Spanish-language brochures, personal pronouns stated in meetings, increased LGBTQ+ book collections</td>
</tr>
<tr>
<td>Lactation rooms have been made available within the library and across campus to accommodate the needs of new mothers; a dedicated student lounge has been designated for students who are military veterans.</td>
</tr>
<tr>
<td>Librarians LGBTQ training -library called as a &quot;safe place&quot; and gender-neutral/unisex bathrooms.</td>
</tr>
<tr>
<td>Child changing rooms in both restrooms, safe space sign in archives</td>
</tr>
<tr>
<td>Gender neutral bathrooms</td>
</tr>
<tr>
<td>Campus has gender neutral bathrooms and maps of Spanish speakers have been created for online access</td>
</tr>
<tr>
<td>Gender neutral bathrooms</td>
</tr>
<tr>
<td>Seating area without ethnic wall art display. Area is not cultural specific.</td>
</tr>
<tr>
<td>The museum has gender neutral bathrooms and accessible bathrooms. The library has gender neutral bathrooms. There is an access and community department that works with diverse communities within and external to the museum. Visitors can contact Access to request accommodations for specific needs such as borrowing chairs or wheelchairs.</td>
</tr>
<tr>
<td>Gender neutral restrooms in all buildings</td>
</tr>
<tr>
<td>Nothing, I do not wish to have poor annual reviews.</td>
</tr>
<tr>
<td>Gender neutral bathrooms, removal of portraits, etc. that largely represented slave-owning white men</td>
</tr>
<tr>
<td>Safe spaces throughout the campus with signage.</td>
</tr>
<tr>
<td>Gender neutral bathrooms</td>
</tr>
<tr>
<td>Gender neutral bathrooms; diversity museum exhibitions</td>
</tr>
</tbody>
</table>
Gender neutral bathroom; wide representation of diversity among student body in marketing posters throughout the campus

Art, including photographs, that include a diversity of individuals. We do not control our building and capital budget so we are limited in what other changes could be made.

Book displays

In the 5 years I’ve been in the [REDACTED] office, we haven’t done this. We also have only hosted about 3 events in the office. I think this would be done on demand, and if there were more events in the office, or any employee with a need for equipment, or if we were open to the public, then this would be addressed as needed. I genuinely do feel that [REDACTED] would purchase whatever physical office equipment were needed or do renovations to make physical spaces accessible, if a problem emerged, and that the physical space is modern with wide enough halls, handicap restrooms, etc.

Gender neutral bathrooms, Diversity Burrow (reading nook), diversity and inclusion displays and programming in the physical spaces

There is no need to implement diversity where I work.

We carry books out to the patrons car!

I was directly involved in establishing gender neutral bathrooms, a parental space for taking care of babies, small children in the Library, and on the DEI visioning and begin of the DEI committee in the Libraries. Also liaised with administrative offices at the university level to communicate and develop trainings within the Libraries.

First gender-neutral restroom on campus; first nursing room on campus; dedicated reflection/meditation space to accommodate multiple spiritual practices

Mix of furniture to accommodate larger body types, wheel-chair height counters, computer stations, consultation areas. Address "whiteness" of art on walls.

Gender neutral bathrooms, welcoming spaces, decorations and art that underscore DEI, regrading all entrances and walkways to compliance.

We regularly have exhibits or displays that feature diversity/inclusive topics ranging from women scientists to maps of where our international students come from.

Implemented gender-inclusive restrooms in the library; installed more inclusive artwork in the building; paid attention to using inclusive terminology and graphics in our signage and publications, etc.

All gender restrooms; lactation rooms; we have considered but not yet implemented prayer spaces

There are still some areas on the campuses that do not have gender neutral bathrooms. The cost of creating these new bathrooms is of concern.

We’re currently seeking to place a lactation pod in our building in support of breastfeeding mothers on campus.

Through our art gallery (Exhibits)

Gender Neutral bathrooms, more library programs with Diversity committees and Gender and Equity Offices

Baby changing stations in all public restrooms

Gender Neutral Restrooms Designated Nursing Locations Accessible Parking, Tram Services, Maps Induction Loops in Public Customer Service Areas Accessible Signs in various formats (Braille, Various Languages, Universal Symbol Icons)

Providing a nursing room for mothers returning to work Quiet room for mental/physical challenged employees Sight and hearing enhanced facilities and equipment\ Multi-sensory room Assistive hearing devices in Theater and Auditorium Assistive technology on public computers – ZoomText; JAWS; OPTELEC BCR partnership with AbleSC - business owners and job seekers Children’s room training for people with mental health conditions
We're looking for ways we can make these spaces more inclusive but haven't taken these steps yet.

Our new library was designed to have two single bathrooms in the 24 hour space as well as a lactation room.

Safe Zone training and stickers displayed on office areas.

There are gender neutral bathroom in new buildings.

Gender Neutral Bathrooms, use of pronouns in signatures, PD opportunities centered on DEI, regular evening Community conversations surrounding DEI topics.

Holidays across all spectrums are mentioned. Groups are welcomed no matter anything.

Gender neutral bathrooms

Gender neutral bathrooms; art installations that feature underrepresented groups and artists; exhibitions that feature underrepresented groups and authors

We do offer single person bathrooms, but they aren't handicapped accessible. We have a Family Room - a study space where students may work on research while also caring for their children. We have a Lactation Room.

During our recent renovation, we added single-user, gender inclusive restrooms on our newly renovated floors.

Gender neutral bathrooms across campus

Welcome signage in multiple languages.

gender inclusive restrooms

Gender neutral/family bathrooms, lactation room

Gender neutral bathrooms

Gender-neutral restrooms; power doors; "family rooms"; lactation rooms; Veteran's Lounge

Gender neutral bathrooms are available, usually have been as family or accessible bathrooms are for years. Diverse subjects are represented in the popular spaces of the library, and different events focus on celebrating different populations.

Gender inclusive restrooms. Diverse representation via exhibits and displays, including a "Story of our identities" community-created art project that now hangs in the library. Furniture acquisition and arrangement to enhance distraction-free study options.

Gender neutral bathrooms

We have gender neutral bathrooms

Working on how to diversify portraits in our reading room. Interdisciplinary exhibits that have highlighted issues of diversity

Increase in the number of gender neutral restrooms and improvement to signs for these restrooms

All service desks under design and construction will be desk height--not counter height. At least one solo/unisex rest room on each floor.

Diversity in our collections

Welcoming signage in various languages representing difference cultures

In spring 2018, VCU Libraries Gender Inclusive Work Group was formed. The final report included many immediate recommendations as well as long term goals. Restrooms: As Cabell Library already had public inclusive restrooms, one thing was about training staff to always refer to restrooms as the gendered and inclusive restroom locations, not just assuming based on the patrons presentation. For the Tompkins-McCaw Library, staff was encouraged to suggest inclusive public restrooms in nearby facilities, and make sure all staff knew the location of the inclusive staff restroom. Highlight inclusive restrooms on floor maps.
Have printed floor maps with restrooms highlighted available at service desks. Continually remind of VCU’s guidelines that anyone may use the restroom of their choice. Began an engineering study for new universal restrooms. Added sanitary receptacles to all restrooms regardless of gender identification. Online systems: With the understanding of how important names are, allow users the opportunity to update their name of use in ILS. Allow internal library staff to update their names in staff directories both internal and external. Updated all forms, both for public and staff, to not autopopulate names. If we need to display a default name on a user interface, display user ID or nothing. Encourage and promote use of ORCID as gender-inclusive identifier. Leveraged connections in central IT to make changes to impact further into the university. Reviewed language on site to remove references to “she/he” and make “they.” Staff training: In addition to service culture on directing to restrooms, we have taken other measures. An external facilitator provided trans inclusive language training. We provide space in regular staff meetings to discuss gender inclusive practices and to answer questions. Encourage staff to take campus-wide trainings such as Safe Zone (LGBTQ), Green Zone (military), and other similar trainings that cover a spectrum of groups. Encourage inclusive language use. Other: Added menstrual products to the office supply vending machine, providing access to anyone in need. Increase awareness of lack of privacy in group study rooms. The full Gender Inclusive Work Group Report is available online. https://go.vcu.edu/gender-inclusive-library In addition to the above, we conducted a Physical Accessibility Survey in 2016. Some of those items were also addressed in the Gender Inclusive Work Group. This group focused mostly on physical spaces. When we built the new Cabell Library, one major element for patron access was installing information desk “pods.” These three pods were designed for easy access to viewing screens for both patrons and library staff as well as having one pod at table height. Information Desk “pods” to aid in patron accessibility. We will soon be installing an Adaptive Technology station at Cabell Library to replace our current Adaptive Technology Room. At the request of users, this station will be in a public area, with adaptive software and a large screen.

If you are able, please share any successful strategies you have implemented/are attempting to implement to improve diverse staff retention.

| The College has a number of DEI initiatives going including support groups for students and faculty/staff of color. |
| Making common areas in the library free of cultural art and expressions, including language-specific charts. |
| We are implementing ARGs. |
| I have not worked on a DEI |
| I support and coach a faculty member of an underrepresented group, and work to protect them from various attempts to bully them. |
| Extensive DEI training for myself. |
| The university housing [REDACTED] does some kind of check on the applicants for any position to ensure that each applicant pool for each job has a level of diversity. I don't know specifically what they check for. |
| The Libraries Diversity Inclusion Committee will be working with the [REDACTED] Center for IDEAs: Inclusion, Diversity, Education, and Advocacy on initiatives to improve diverse staff retention. |
"Treat everyone the way you want to be treated" - Jesus

We are fair to all.

Support for library staff and faculty through a reading and discussion group, in implementing goals formulated through ClimateQual survey findings.

Welcomed and personally and actively mentored diverse interns and student employees over several years; championed (unsuccessfully) a policy for hiring international staff who bring diversity to our team (it's complicated)

We have not been successful in retaining diverse staff

Creation of post-bac position that demonstrates commitment at the College and within the profession to advance DEI priorities. On campus, having a DEI campus leadership position; top priority of current President with initiatives clearly articulated and inclusively developed.

This is very difficult. Our rural republican location makes it hard for people outside of that culture to find a niche to fit in. We do informal mentoring and social mentoring in the first couple of years if it seems warranted. This usually helps, but not always. Helping people meet like minded groups/people/activities is the most successful way to integrate them into our community. This is usually accomplished by inviting the employee to go along to various activities.

We have implemented an informal discussion group for librarians of color, which provides a formal structure for getting the group together for building community, professional development needs, supporting one another, discussing issues and specific readings

targeted hiring; Diversity Scholars Program (student employees); ongoing all staff DEI training

Early-career professional mentoring

Advertise position in a wide variety of journals and publications that serve diverse and under-represented class professionals.

Be cognizant of inclusion of staff into committees, leading committees and empowering individuals to take on more meaningful roles in the libraries

Document is being drafted, but we are suggesting reorganization of the library structure, continued DEI trainings, and mentorship programs to encourage new employees' engagement outside of their library departments

Invite staff from various departments to participate in an Accessibility Committee and DEI Committee that are responsible in developing and implementing policies and goals in DEI and Access.

Company-wide DEI training (in person and online) Conducting a full-day offsite "Race Matters" session for all staff Partnership with AbleSC to conduct disability awareness training for staff and customers Invest and provide technology training for employees and customers to access learning; Multi-sensory room, computer technology for sight improvement, dedicated auditoriums and meeting rooms have hearing assistive technology.

We’ve just recently formed our DEI Committee and are still developing future strategies, so nothing yet!

Our campus is already very diverse and we most of our employees are minorities.

BIPOC Affinity group

None

The College has a diversity group that meets monthly; my staff of color are invited to participate in student focused events and activities; our Chief Diversity Officer is very warm and welcoming to all including the library staff.

We offer many professional development training opportunities. We try to openly communicate. We support for-fee professional development. We have a Diversity Resident Librarian, and we have two fellows working on our digital collections focusing on race.
We have developed a professional development series within the Libraries on a monthly basis that employees can choose to attend to learn more about DEI issues and ways of applying what they have learned to create a more inclusive workplace.

<table>
<thead>
<tr>
<th>Support group within the larger organization</th>
</tr>
</thead>
<tbody>
<tr>
<td>Simply asking about a commitment to diversity during the job interview process is very useful for identifying compatible values and boundaries that support a diverse workplace.</td>
</tr>
<tr>
<td>Currently implementing various DEI trainings for existing staff. No measurement of success with retention at this time.</td>
</tr>
<tr>
<td>This is an ongoing issue and challenge.</td>
</tr>
<tr>
<td>The gender neutral bathrooms are well received</td>
</tr>
<tr>
<td>Encourage and support DEI trainings for staff</td>
</tr>
<tr>
<td>No. HR has not taken action on this initiative.</td>
</tr>
<tr>
<td>The Diversity and Inclusion committee is looking into ARGs, preferred pronouns on badges and other initiatives.</td>
</tr>
<tr>
<td>1) Since 2007, we have had an active Library Diversity Committee. 2) We collaborated with the Library and Information Studies Dept. for the IMLS Grant funded ACE Scholars programs to recruit from underrepresented communities in the U.S.</td>
</tr>
<tr>
<td>The items listed as the answer to question 17 are also impactful to retention of staff and librarians, something that came out in the Gender Inclusive Work Group Report. PHAST report: we cannot guarantee these things lead to retention, but we assume that library staff and librarians see this as an indicator that the library is an inclusive space.</td>
</tr>
</tbody>
</table>

If you are able, please take a moment to describe the selection process for DEI programming.

<table>
<thead>
<tr>
<th>Community - and student-driven</th>
</tr>
</thead>
<tbody>
<tr>
<td>Exhibits, events, and outside speakers have been hosted by the library to honor racial and religious minorities.</td>
</tr>
<tr>
<td>Serendipitous- many from Alumni interest</td>
</tr>
<tr>
<td>There isn’t a single, defined process; programming is developed primarily based on staff and library member recommendations; programs often focus on Boston &amp; New England history, within that subject area we look for opportunities to share diverse narratives.</td>
</tr>
<tr>
<td>We are working to bring in outside voices to tell diverse stories on their own terms.</td>
</tr>
<tr>
<td>Institution has a display committee. All displays must be approved by the dean. Attempts at DEI programming (such as Friends events), are not approved.</td>
</tr>
<tr>
<td>It is often externally driven, we have folks come to us with suggestions or questions. We also build on questions we receive during classes and develop DEI programming based on those interactions.</td>
</tr>
<tr>
<td>We do not currently have a process</td>
</tr>
<tr>
<td>DEI programming ideas come from the Libraries Diversity and Inclusion Committee, Erase Hate Working Group, Libraries staff and faculty, patrons, the University, and community partners. After approval from the Libraries leadership, the Libraries External Relations staff collaborate with the event organizers to promote and coordinate the programming.</td>
</tr>
<tr>
<td>It’s very well-rounded</td>
</tr>
<tr>
<td>Check out reviews.</td>
</tr>
</tbody>
</table>
Our DEI committee has a large role in this, but this is also a major interest on the part of our Libraries’ Dean. So she initiates many events, things and follows development of DEI work at other major university library systems.

A team develops programs each year.

Our library does not specifically organize DEI programming, but DEI is considered when developing all programming. Informal strategies are used to ensure programming includes diverse voices and collections throughout, whether within a single event/program or across an entire series.

We have an exhibits and events committee in our library that has as a goal to offer more programming around DEI themes. For instance, we just completed a reading program entitled Reading Without Walls, designed for people to experience authors writing about experiences outside of their own.

Student, faculty, and community based / developed programs that include exhibitions, lectures, and performances.

We definitely hook a lot of exhibits to whichever national _____ month it is. We also look to what the larger community is doing, for instance Pride. And we use [REDACTED]’s annual event's and news sources for other things such as Anniversary’s of Martin Luther King Jr.’s famous speech.

We partner with various campus groups, including the multicultural student affairs unit, to develop some of our DEI programming. For staff development, we seek speakers to address areas of known interest and/or need, based on staff feedback and

Working collaboratively with Academic departments we have brought in different voices - women of color and other speakers from different countries and cultures

Displays go along with national events, like Black History Month.

Programming that integrates non-academic persons, older people, non-African American people, foreign language and non-Christian people

Selection process is not done by us, but by events staff and many criteria are involved. We have however promoted speakers to them.

The library has a diverse programming committee to review and select ongoing programming. Events include showcasing talent in our exhibit space, speakers, entrepreneur in residence, artist in residence, and community discussions i.e. Race to the Table.

Usually prompted by the D&I Committee. Programming may originate with the committee or be a suggestion from a student organization or faculty member that goes through the D&I Committee

We work closely with the Native American Center on campus when we host Native programming at the library.

We work with the school’s student engagement coordinator and just... Put up our own ideas. This is the first year we've done it and response has been nothing but positive.

Unknown, at least within the archives and library. There is a campus speaker series that highlights diverse speakers

One thing we like to do is invite speakers who have used our unique collections in their research to come back and talk about the process with the [REDACTED] community. Our fellows provide webinars or in-person sessions to talk about their projects. Librarians and staff in the Libraries highlight specific collections and archival materials.

We try to partner with other units on campus. We stress inclusiveness--all programming is open to the public.

Most of our programming relates to the various Monthly celebrations, focusing on LGBTQ, Women, African-American, and Native Americans, and include popup exhibits and speakers.

It is informal, but we keep it in mind as we develop programming.
This has largely been episodic and driven by opportunity and individual action. Informal. Usually an individual takes the initiative and gets support to champion the programming idea.

Exhibits only.

GENERAL PROGRAMMING: We receive programming suggestions from library employees, community members, advisory boards, campus units, and community organizations. For some programming, individual library departments decide upon events, exhibits, etc. and then work with the library events office. For other programming, the events office itself decides. This decentralized approach is important for keeping programming eclectic and broad in scope. Partnerships with campus units and community organizations are how many of our programs originate. Partnerships offer access to additional mailing lists, which helps us to reach different audiences, and they also help keep our programs from falling into the narrow patterns they can easily fall into when an organization generates all of its programming ideas itself. Sometimes, we actively seek out partnerships, but more often, partners come to us, because we’ve developed a reputation not only for putting on quality programs, but for our willingness to try new things and to give the stage to underrepresented voices. We have programs that deal explicitly with diversity/inclusion as a topic, and we also have programs that feature a wide variety of people and subjects. OUTREACH PROGRAMMING with DEI Focus, both campuses: When planning outreach programs, our goal is to be as inclusive as possible. The list below is representative of our outreach programming and is not intended to fully outline every DEI program at VCU Libraries. - Cabell Library: -Development of a pop-up course for students (with the VCU Division of Inclusive Excellence) focused on global inequities in access to information and how to promote more inclusive practices in research and scholarship -Incorporating Feminist Practices into Your Research webinarDuring the 2020 Spring semester, a librarian was invited to be a member of the Age-Friendly Committee intended to provide certification to become an "Age-Friendly University". The committee is scanning, gathering, and reviewing inclusive age-friendly practices all across the University. -There was a showing and discussion of “A Fantastic Woman” as part of the Questioning Cinema series in April 2019 (in collaboration with VCU Libraries Inclusion and Diversity Committee). There have been other films with a DEI focusVCU Libraries representative served on Task ISB (Taskforce on Individual, Institutional and Systemic Bias), an initiative to research and recommend resolutions to two dozen problem situations identified by VCU faculty, staff and students. - VCU Libraries co-sponsored The Future of Transgender and Non Binary People (March 2018) and the 2nd Annual Trans and Non Binary Policy Forum (March 2019), a forum focused on how public policies affect transgender and non-binary people. - THATCamp New South 2018, a user-generated “unconference” exploring the point(s) at which technology intersects with social justice, history and society, activism, and the sharing of hidden voices, especially in the modern American South. - VCU Libraries partnered with the Department of Gender, Sexuality and Women's Studies to hold Access4All (April 2019), a student led symposium and interactive presentation space focused on accessibility solutions. - The Real Life Film Series is a collaboration between VCU Libraries and University Student Commons and Activities, team members review and discuss film topics of interest to the student body and make recommendations for films to screen as part of the series. - Programs speakers to support the National Library of Medicine traveling exhibits have involved collaborations with internal VCU partners from VCU Health, VCU School of Business, and VCU School of Social Work. The library has also worked with community partners to develop programs to support the traveling displays. -Tompkins-McCaw Library: -
The Real Life Film Series: A collaboration between VCU Libraries and University Student Commons and Activities, this series invites students, faculty, staff and health professionals to screen engaging documentaries on health sciences topics followed by discussions about how the subject matter relates to current work at VCU and impacts global health. Many of the films are included because they emphasize diversity, equity, and inclusion topics that relate to health or health sciences research. For more on the most recent film series, visit https://www.library.vcu.edu/about/events/archive/2019-20-archive/real-film-2019-20.html - Book displays: Each month the Tompkins-McCaw Library features a display of books and information on a timely or relevant topic. Display topics have included Black History and Pride months. - UNC National Equity Research Webcast Screening: For the past several years the Tompkins-McCaw Library hosted access to UNC’s National Health Equity Research webcasts. These annual webcasts explore issues related to public health and inequality. Some of the webcasts viewed were Structural Racism; School to Prison Pipeline: From Perceptions to Solutions and Political Power, Policy and Health Equity. - MLK Day Display: To commemorate Martin Luther King’s birthday the Tompkins-McCaw Library displayed books about and by Martin Luther King. A film excerpt of his I Have A Dream Speech was shown in a continuous loop on and before MLK Day holiday. - Rare Disease Day Workshop: On or around Rare Disease Day (annually February 28 or 29, depending on a leap year) the Health and Wellness Librarian provides a workshop focused on rare disease health information and resources. This workshop is open to the VCU and VCU Health Community. - LGBTQ Resources Workshop: Provided by librarians at the Health and Wellness Library this special program was designed to provide patients and providers with increased awareness of library resources, including two new resource guides, focused on LGBTQIA health. - National Library of Medicine Traveling Exhibits: On loan from the National Library of Medicine, these displays feature information in a historical context about topics relevant to diversity, equity, and inclusion today. The displays are placed in prominent locations at the library and additional resources from the library collection are gathered and placed nearby for user access or check out. In addition, the library creates learning programming opportunities related to the topics, usually featuring guest speaker presentations. Examples include: https://www.library.vcu.edu/about/events/archive/2019-20-archive/meal-costs.html; https://www.library.vcu.edu/about/events/archive/2018-19-archive/nlm-exhibit-violence.html; https://www.library.vcu.edu/about/events/archive/2018-19-archive/nlm-exhibit-wounds.html - DEI Web series: To support DEI training for library staff, library administrators have encouraged attendance and provided group viewing opportunities for the National Network of Libraries of Medicine web series: Diversity, Equity, and Inclusion: Nine Conversations that Matter to Health Sciences Librarians with Jessica Pettitt. Staff are provided with time to attend group viewing and access to recordings and supplementary materials. This web series is underwritten by the Association of Academic Health Sciences Libraries, the Medical Library Association, and the NNLM. The Tompkins-McCaw Library for the Health Sciences is a member in good standing of each of these organizations.