



# Representative Documents

# Library Diversity Goals, Values, Statements

<http://about.library.ubc.ca/work-with-us/why-work-with-us/#diversity-4>

62 Representative Documents: Library Diversity Goals, Values, Statements

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Diversity & Inclusion

Library Commitment to Diversity & Inclusion



Diversity & Inclusion

## Library Commitment to Diversity & Inclusion

The UC San Diego Library is committed to nurturing and maintaining a supportive and inclusive environment in which diversity and fairness are valued and respected. This commitment builds on the UC San Diego [Principles of Community](#), reaffirmed regularly by the Chancellor, which provide a framework for diversity, fairness, and inclusion on campus and place a high value on the unique contributions of each member of the UC San Diego community.

The Library Diversity & Inclusion Committee works to build, foster, and maintain a climate that respects: equal access and participation of all groups and individuals, regardless of their culture, race, ethnicity, gender, age, religion, language, abilities/disabilities, sexual orientation, socioeconomic status, or geographic origin. To accomplish this, the committee members collaborate with Library staff, students, and campus partners to develop, advise, and implement various programs and processes.

The Library Diversity & Inclusion Committee activities include:

- Working with members of the Library Administration and Library Council to articulate the Library's expectations of its staff for cultural competence, in keeping with the University of California Diversity Statement ([University of California Diversity Statement](#));
- Working with the Library's Training Coordinator to provide diversity-related educational opportunities for Library staff;
- Creating opportunities and venues for discussion of diversity/equity issues within the Library;
- Advising Library Administration and Library Council members on policy issues related to diversity and inclusion;
- Forming partnerships and sharing information and best practices with relevant groups on campus, including the Diversity Council, student groups, and others as appropriate;
- Collaborating with various Library programs to support and celebrate diversity and inclusion activities.

[View Diversity and Inclusion Events for Campus/Public.](#)

UC San Diego 9500 Gilman Dr. La Jolla, CA 92093 (858) 534-2230

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UC San Diego

# UNIVERSITY OF COLORADO AT BOULDER LIBRARIES

## Inclusive Excellence Plan for the University Libraries

### **Inclusive Excellence Plan for the University Libraries**

Prepared by: University Libraries Diversity Task Force

**Members:**

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

Date: July 1, 2016

### **Inclusive Excellence at the University Libraries**

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

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

### **Current Strategies for Inclusive Excellence at the University Libraries**

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

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

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

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

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

#### **University Libraries Goals for Enhancing Inclusive Excellence**

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

George A. Smathers Libraries  
PO Box 117000  
Gainesville FL 32611-7000  
(352) 273-2505

[www.uflib.ufl.edu](http://www.uflib.ufl.edu)



## GEORGE A. SMATHERS LIBRARIES



# STRATEGIC DIRECTIONS

October 2014



## UNIVERSITY OF FLORIDA LIBRARIES

### George A. Smathers Libraries Strategic Directions

<http://www.uflib.ufl.edu/Strategic-directions.pdf>

#### UF Mission

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

#### Smathers Libraries Mission

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

#### Smathers Libraries Vision

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



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

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

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

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

#### The Smathers Libraries have identified four strategic directions:

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



Cover photo © UF Photography - Eric Zamora




# FLORIDA STATE UNIVERSITY LIBRARIES

## Values for FSU Libraries

<https://www.lib.fsu.edu/values>

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By the Numbers


Values

## Values for FSU Libraries

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

### Values

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

Ask a Librarian

About The Florida State University Libraries

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

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Giving to the Libraries

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# UNIVERSITY OF KANSAS LIBRARIES

## Mission, Vision & Values

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

The screenshot displays the University of Kansas Libraries website. The header includes the KU logo and navigation links such as 'Find Resources', 'Services', 'Help', 'Locations and Hours', and 'About'. The main content area is titled 'Mission, Vision & Values' and features a sidebar with a 'Strategic Plan' menu. The 'Vision' section states that KU Libraries will be a strategic institutional asset. The 'Mission' section describes the library's role in advancing discovery and learning. The 'Values' section lists seven core values: Leadership, Accountability, Communication, Agility, Collaboration, Service, Innovation, and Diversity. The right sidebar contains contact information for Courtney Foell, related links, and a 'Show Your Support' section. The footer provides contact details for the libraries, social media links, and a search bar.

**University of Kansas Libraries**

**Mission, Vision & Values**

**Vision**

KU Libraries will be a strategic institutional asset that develops and delivers new methods of creating and supporting knowledge resources. We will enrich teaching and learning and fuel research at KU and worldwide.

**Mission**

KU Libraries advance discovery, innovation and learning for KU, for the state of Kansas and for a rapidly expanding community of world scholars. We equip our students for a knowledge-driven, global society, and we support research and scholarly communication through collaborative opportunities at KU and beyond.

**Values**

- **Leadership:** We bring a unique perspective and vision from the heart of the scholarly enterprise as expert partners and as scholars in librarianship.
- **Accountability:** We create measurable positive outcomes for our stakeholders.
- **Communication:** We foster transparent dialogue in our organization and among our partners and those we serve.
- **Agility:** We anticipate and respond to user needs.
- **Collaboration:** We respect the knowledge and skills of others as we bring together the best minds to pursue creative endeavors.
- **Service:** We strive to provide the very best ideas, people, facilities and technologies.
- **Innovation:** We employ creative solutions to address our users' needs.
- **Diversity:** We seek a diverse workforce and encourage all ideas and perspectives.

**Contact Libraries**

785-864-8983

University of Kansas Libraries  
1425 Jayhawk Blvd  
Lawrence, Kansas 66045

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## UNIVERSITY OF KANSAS LIBRARIES

Diversity, Equity & Inclusion

<https://lib.ku.edu/diversity>

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KU

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### Diversity, Equity & Inclusion




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

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

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

Resources

- KU Libraries Guide to Social Justice Resources
- KU Libraries Diversity, Equity & Inclusion Work Group Blog
- KU Libraries' Strategic Plan



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

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KU Today

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



**Kevin L. Smith, dean of KU Libraries.**

Relevant writings from the desk of the dean.

**Remarks from the dean.**

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

**Lowering barriers.**

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

**Fairness breeds complexity.**

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

**Diversity, Equity & Inclusion working group.**

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

**Contact Libraries**

☎ 785-864-8983

University of Kansas Libraries  
1425 Jayhawk Blvd  
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## LOUISIANA STATE UNIVERSITY LIBRARIES

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

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

LSU Libraries Strategic Plan 2012 | 3

#### MISSION

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

#### VISION

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

We will

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

#### VALUES

Pursuing our mission, we will value and promote

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



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

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

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

**Strategies:**

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

**Performance Indicators:**

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

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

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

**Strategies:**

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

## UNIVERSITY OF MARYLAND LIBRARIES

Diversity and Inclusion Strategic Plan 2016–2018

[http://libi.lib.umd.edu/sites/default/files/UMD Libraries Diversity and Inclusion Strategic Plan 2016-2018\\_REVISED\\_1\\_9\\_17\\_0.pdf](http://libi.lib.umd.edu/sites/default/files/UMD_Libraries_Diversity_and_Inclusion_Strategic_Plan_2016-2018_REVISED_1_9_17_0.pdf)

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

#### **Mission**

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

#### **Vision**

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

#### **Values**

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

#### **Goals and Objectives**

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

##### **Goal 1: Define Diversity/Inclusion:**

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

##### **Goal 2: Organizational Commitment:**

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



## UNIVERSITY OF MARYLAND LIBRARIES

Diversity and Inclusion Strategic Plan 2016–2018


[http://libi.lib.umd.edu/sites/default/files/UMD Libraries Diversity and Inclusion Strategic Plan 2016-2018\\_REVISED 1\\_9\\_17\\_0.pdf](http://libi.lib.umd.edu/sites/default/files/UMD_Libraries_Diversity_and_Inclusion_Strategic_Plan_2016-2018_REVISED_1_9_17_0.pdf)

### Goal 3: Outreach/Awareness


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

### Goal 4: Education and Training




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




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

A statement from the director

By Chris Bourg on November 18, 2016 in [All news](#)

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

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

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

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

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

Chris Bourg  
Director

## UNIVERSITY OF NEBRASKA-LINCOLN LIBRARIES

### Mission Statement

<http://libraries.unl.edu/diversity>


UNIVERSITY OF NEBRASKA-LINCOLN

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# DIVERSITY IN IDEAS AND PEOPLE

### Mission Statement

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

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

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

#### Committee Chair

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

### Work For Us

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## NUL SHARED VISION STATEMENT

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

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

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

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

Culture Change Initiative

February 20, 2014

## NORTHWESTERN UNIVERSITY LIBRARY

This is your library

### **Northwestern University Libraries**

This is your library.

Your library serves the diversity of the Northwestern community.

Your library welcomes all learners and scholars.

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

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

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

Your library is here to help.


This is your library.

Welcome!

## OHIO UNIVERSITY LIBRARIES

### Diversity Program Mission

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



OHIO UNIVERSITY

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> Diversity Program

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

> Previous Culture Showcase Programs

**Today's Hours**

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

All Hours

**Recent News**

Ohio University Libraries Joins Open Textbook Network

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


Alden Library Hosts OhioDIG July 12

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

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

## Diversity Program Mission

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




We seek to do the following:

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

Questions? Contact Eileen Theodore-Shusta.





UNIVERSITY OF OREGON

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DIVERSITY AND INCLUSION AT THE UO LIBRARIES

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Accessibility

Diversity Fund




Library Diversity Committee

Open Letter to the UO Community

Diversity Resource Guides

Diversity and Inclusion at the UO Libraries

The University of Oregon Libraries is committed to providing a culturally inclusive environment where diversity of thought and expression is valued and respected. With a more global outlook and a focus on equity in service, we strive to create a powerful learning community, a welcoming space where all Library patrons can access the information necessary to achieve their personal and professional goals.

Within UO Libraries

Accessibility

Diversity Fund

Library Diversity Committee

Open Letter to the UO Community

Diversity Resource Guides

Diversity Research

Economic Privilege

Heterosexism

Language Tools

Male Privilege

Transgender Studies & Cisgender Privilege

White Privilege

UO Related Resources

Bias Education and Response Team

Division of Equity & Inclusion

LGBTQIA+

Many Nations Longhouse

Respect

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

November 15, 2016

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

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

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

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

Yours respectfully,

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



### **University of Pennsylvania Libraries Diversity Statement**

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

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

### **University of Pennsylvania Nondiscrimination Statement**

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

20140113

### **Group on Library Diversity (GOLD) Road Map**

#### **Year 1**

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

#### **Year 2**

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

#### **Year 3**

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

#### **Year 4**

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

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## Message from the Dean on Diversity

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### DIVERSITY

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[University Libraries Civility Statement and Guidelines](#)

### CONTACT

**Libraries Administration Deans Office**

510 Paterno Library  
 University Park, PA 16802-1812  
 ☎ 814-865-0401  
 📠 814-865-3665 (fax)  
 ✉ UL-DEANS-  
 OFFICE@lists.psu.edu

## Message from the Dean on Diversity

The University Libraries are committed to creating a welcoming environment for all, respecting individual contributions to academics, providing equal access to information resources, fostering diversity in the workplace and the campus, and promoting civility and mutual respect.

The Libraries promote these goals through a variety of programs, resources, services, exhibits, speakers, policies, survey methods, and the recruitment and retention of a committed faculty and staff. Please join us in these worthy endeavors!

—Barbara I. Dewey, Dean of University Libraries and Scholarly Communications


[Dean's Administrative Office](#)

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Human Resources

511 Paterno Library

University Park, PA 16802-1812

814-863-4949

814-863-5592 (fax)

UL-HUMAN-

RESOURCES@lists.psu.edu

University Libraries Civility Statement and Guidelines

Within the University Libraries, civility comprises a conscious demonstration of mutual respect – for people, for their roles, for their knowledge and expertise. Civility requires cooperation, tolerance, acceptance, inclusiveness, kindness, courtesy, and patience. It is expressed not only in the words we choose, but in our tone, demeanor, and actions. All members of the University Libraries community are responsible for and expected to exemplify and promote civility.

The University Libraries is committed to creating and maintaining a positive learning and working environment. While it is understood that disagreement will, and should, occur in a collegiate setting, open communication, intellectual integrity, mutual respect for differing viewpoints, freedom from unnecessary disruption, and a climate of civility are important values that we embrace.

**Examples of civility include:**

- Respect and courtesy in language, demeanor, and actions
- Respectful acknowledgement of individual differences
- Empathy and patience
- Refraining from insulting, disrespectful, dismissive, or humiliating language and/or actions

All employees deserve to be treated with dignity and respect at their place of work. They deserve to work in an environment free from incivility, harassment, or bullying. Actions must be evaluated not only in light of what the actor intended, but also by what the recipient felt, i.e., impact as well as intent is important.


The University Libraries management is ultimately responsible for creating a positive work climate, and will deal with civility concerns in a timely manner. If you believe you have been treated inappropriately.

**What to do about Uncivil Treatment**

Each University Libraries employee and community member is expected to treat others with civility and respect. If you feel that you have been treated in a manner that is inconsistent with these expectations, you have several options:

- Approach the other person and share your feelings about what happened. Think about this: What would you want a coworker to do if they were offended by something you said or did? Often making the other person aware of how his conduct affected you is sufficient. Few people are deliberately hurtful.
- Discuss the matter with your supervisor. Your supervisor may be able to advise you, make suggestions, or if necessary, intervene.
- If you feel you cannot discuss it with your immediate supervisor, it may be appropriate to escalate your concern through your management chain.
- Consult Libraries Human Resources. LHR can provide advice and help facilitate a solution.
- If you are a faculty member, speak to your Ombudsperson. For staff, Libraries HR fulfills the role of Ombudsperson.
- If your concern can't be resolved within the Libraries, you can contact the Employee Relations Division of the University's Office of Human Resources for help.

Any indication of retaliation for concerns about civil and respectful treatment that are raised in good faith will not be tolerated and will be investigated by the Libraries Administration.



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## Discover the *Volunteer Difference* at the Libraries

UNIVERSITY OF TENNESSEE LIBRARIES STRATEGIC PLAN, 2017-2022

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### Mission

The University of Tennessee Libraries enrich and advance our community, the nation, and the world by providing expertise and leadership in accessing, creating, disseminating, and preserving knowledge.

### Guiding Principles

In order to achieve our mission, the UT Libraries' faculty and staff commit to:

- Serve our users with excellence and compassion;
- Encourage innovation, creativity and strategic risk-taking;
- Foster a diverse and inclusive environment marked by integrity and civility;
- Act as a good steward of our collections, resources, and space;
- Ensure equitable access to information; and
- Build partnerships that advance learning, scholarship, and community.

### Vision Statement

The University of Tennessee Libraries is an indispensable partner to every member of the Volunteer community as they discover and advance knowledge, engage with society, and strive for excellence.



## **University of Tennessee VolVision 2020 Strategic Priorities**

**PRIORITY ONE: Undergraduate Education**

*Recruit, enrich, and graduate undergraduate students who are prepared to enter the global community as lifelong learners and authentic leaders*

**PRIORITY TWO: Graduate Education**

*Strengthen graduate education through an emphasis on excellence and improvement of the graduate student experience*

**PRIORITY THREE: Research, Scholarship, Creative Activity, and Engagement**

*Strengthen our capacity, productivity, and recognition across our total portfolio of research, scholarship, creative activity, and engagement*

**PRIORITY FOUR: Faculty and Staff**

*Attract, retain, and recognize stellar faculty and staff who strive for excellence and proudly embody Volunteer values*

**PRIORITY FIVE: Resources and Infrastructure**

*Develop a resource base for the future; continue transformation of campus infrastructure*

**PRIORITY SIX: Diversity and Inclusion**

*Enhance diversity and inclusion to benefit our campus*

Full version of VolVision 2020 and other key planning documents  
available at <http://top25.utk.edu/category/key-documents/>



## **Five Areas of Strategic Emphasis**

### ***Teaching, Learning & Innovation***

Teaching, learning, and innovation occur when the right environment inspires intellectual curiosity and fosters creativity. The Libraries provides the spaces, technology, and expertise to encourage study, reflection, and exploration. Librarians are dedicated partners in a shared quest for transformative learning and champions for faculty and student success.

#### **Goals**

- Provide spaces, technology, and support for the development of new pedagogical models
- Collaborate with campus and community partners to strengthen experiential learning
- Be a campus leader in furthering graduate student success
- Ensure excellence in library instruction in the classroom, online, and one on one
- Create inspiring individual and collaborative learning spaces
- Develop effective engagement with at-risk populations

**Aligns with VolVision 2020 Strategic Priorities 1, 2, 5, 6**





### **Five Areas of Strategic Emphasis, continued**

#### ***Empowering Research***

Through investigation and creativity, scholars generate ideas and discoveries that improve our community, our region, and lives around the world. Librarians, as information specialists and stewards of the scholarly record, recognize the power inherent in scholarship and are crucial partners in its creation and dissemination.

#### **Goals**

- Educate and collaborate with the campus community on emerging forms of scholarly discovery, knowledge management, and research dissemination
- Lead the university in identifying holistic measures of excellence in research, scholarship, creative activity, and engagement
- Advance the responsible conduct of research
- Promote the power of open research, open science, and open systems to advance the public good

**Aligns with VolVision 2020 Strategic Priorities 1, 2, 3, 4**



### Five Areas of Strategic Emphasis, continued

#### ***Collaborative Collections***

The Libraries develops and maintains outstanding collections; continuously improves access to—and the accessibility of—those collections; and creates opportunities for collaboration and the sharing of materials across institutions. The Libraries advances these objectives through application of best practices and utilization of the latest discovery platforms and other technologies.

#### **Goals**

- Make discovery of information intuitive for our users
- Implement an evidence-based model to inform collection decisions
- Strategically build unique special collections to levels of global significance
- Use best practices to effectively share our local collections with a global audience
- Invest in cooperative partnerships to provide greater access to the cultural and scholarly record
- Implement strategies for best stewardship of physical and digital collections

**Aligns with VolVision 2020 Strategic Priorities 3, 5, 6**



### **Five Areas of Strategic Emphasis, continued**

#### ***Organizational Excellence***

Within the Libraries, the pursuit of organizational excellence is an ongoing process. Collectively, we value and promote excellence, and we welcome diverse ideas for attaining our common goals. We are individuals working together to meet shared goals in a culture that promotes trust, value, and inclusion.

#### **Goals**

- Support and encourage continuous learning, exploration, mentorship, and professional growth for individuals and teams
- Identify and implement effective and efficient internal communication practices
- Advance a culture of trust, diversity, respect, and inclusivity
- Provide the spaces and tools necessary to support the activities of our faculty and staff

**Aligns with VolVision 2020 Strategic Priorities 4, 5, 6**



### Five Areas of Strategic Emphasis, continued

#### ***Sharing Our Story***

Communication is not a one-time activity but rather an initiative that requires ongoing dedication. It encompasses listening as well as telling. Effective communication demands that we weave our users' range of experiences into what each of us does and how we convey it. In this way, we do more than share experiences. We create a shared experience.

#### **Goals**


- Use two-way communication and assessment to create an extraordinary user experience
- Cultivate private support of the Libraries
- Increase awareness of library services and resources
- Create and promote consistent best practices for external communication
- Publicize the Libraries' accomplishments throughout campus—and beyond

**Aligns with VolVision 2020 Strategic Priorities 1, 2, 5, 6**

## UNIVERSITY OF WISCONSIN-MADISON LIBRARIES

### Our Commitment to Diversity and Inclusion


<https://www.library.wisc.edu/about/administration/commitment-to-diversity-and-inclusion/>




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## Our Commitment to Diversity and Inclusion

Libraries are dedicated to the principles and practices of social justice, diversity, and equality among our staff, collections, and services. As part of the efforts to further and enable the opportunities for education, benefit the good of the public, and inform citizens, the University of Wisconsin-Madison Libraries commit ourselves to doing our part to end the many forms of discrimination that plague our society. In coordination with campus efforts, the Libraries are moving forward with the approved recommendations for action that were developed as part of the UW-Madison General Library System's [Diversity Task Force Recommendations Report](#), November 2, 2015.

The UW-Madison Libraries will continue to look for ways to eliminate undue hardship for the patrons who use our collections, services, and facilities. We will continue to work to ensure we provide welcoming and inclusive surroundings for all who wish to take advantage of our spaces and services. Actions meant to hurt, alienate, or divide this community will not be tolerated. We strive to create a safe, welcoming, and inclusive work place.

"The library staff at UW-Madison will continue to work with each other, as well as campus partners, to encourage practices that promote education, equality, diversity, and social justice. It's not only important that the UW-Madison Libraries provide a welcoming environment for patrons, but that our practices are seen as a positive contribution to the community as a whole," said Ed Van Gemert, UW-Madison Vice Provost for Libraries and University Librarian. "Ongoing efforts and outcomes include: being aware of own personal biases and unconscious bias; refining our capacity to directly address culturally insensitive actions and statements, and learning how to set the tone and lead in a culturally competent manner."


The UW-Madison Libraries abide by and support the American Library Association's (ALA) [Bill of Rights](#). The ALA affirms that all libraries are forums for information and ideas, and that [six basic policies](#) should guide their services. A history of the Library Bill of Rights is found in the latest edition of the [Intellectual Freedom Manual](#).

Although the Articles of the Library Bill of Rights are unambiguous statements of basic principles that should govern the service of all libraries, questions do arise concerning application of these principles to specific library practices. See the documents designated by the Intellectual Freedom Committee as [Interpretations of the Library Bill of Rights](#).

For additional information or to contact the Libraries, you are encouraged to [email](#) or call 608-262-3193.


The following pages include the signatures of individuals offering their support for this statement, including the General Library System's Executive Group and the Library Coordinating Council (LCC).

# Institution Diversity Goals, Values, Statements



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### 2016–2019 Diversity Strategic Action Plan

#### CWRU Diversity Strategic Action Plan Calls for Collaboration and Accountability To Reach Inclusion & Diversity Goals


The 2016–2019 Case Western Reserve University Diversity Strategic Action Plan (DSAP) calls for increased visibility, accountability and collaboration as the university strives to fulfill its inclusion, diversity and equity goals. The plan, entitled *Advancing Diversity and Inclusion: A Roadmap for Excellence at Case Western Reserve University*, is available online at [case.edu/diversity/](http://case.edu/diversity/). It continues to focus on the three goals outlined in the university's first Diversity Strategic Action Plan, released in 2012.

The three DSAP goals are:

- 1) Improved campus climate
- 2) Increased retention and recruitment of faculty, students and staff from underrepresented groups
- 3) Enhanced leveraging of university resources to advance diversity and inclusion

"The second plan ...identifies how best to advance the work we still need to do to enhance inclusion, diversity and equal opportunity at our university," said University President Barbara Snyder in introducing the publication. "I look forward to working with our campus community as we embrace the work ahead of us."

The Office for Inclusion, Diversity and Equal Opportunity (OIDE) spearheaded the development of the new DSAP. The process began with an evaluation of the 2012–2015 plan through a diversity audit of the campus and a review by members of the CWRU Diversity Leadership Council (DLC) to determine the status of previous action steps taken to achieve diversity goals. In addition, an assessment was conducted through focus groups by an external review team, which examined the state of diversity, inclusion and equity at CWRU. Finally, members of the CWRU campus community provided feedback and suggestions for the DSAP at campus open forums. The information gathered through these various processes was utilized by the DLC to create the 2016–2019 DSAP.



ADVANCING DIVERSITY AND INCLUSION  
A ROADMAP FOR EXCELLENCE AT CASE WESTERN RESERVE UNIVERSITY  
UNIVERSITY STRATEGIC ACTION PLAN  
2016-2019

"The new plan stresses visibility because we know our campus community wants changes that are transparent," said Vice President for Inclusion, Diversity and Equal Opportunity Marilyn S. Mobley, PhD. "In addition, the plan stresses accountability because we know that results are critical and that members of our campus community want to know, at every step, who is accountable for the change we want to see." In addition, Mobley said greater collaboration across campus would increase coordination among programs, avoid duplication of efforts and make better use of collective resources.

The new DSAP outlines specific actions that offices, departments and administrators should take in an effort to move the university forward in reaching its diversity and inclusion goals. Goals included in the plan include:

- establish a diversity certificate program for faculty and staff to provide incentives for annual diversity training
- develop curricular offerings to support cross-cultural understanding and skills in working with diverse individuals and groups
- develop diversity workshops through graduate programs and professional schools to increase recruitment and retention of women and underrepresented faculty, staff and students.
- provide institutional financial support for faculty diversity recruitment and retention
- appoint a diversity leader for each CWRU school to assist deans and oversee diversity and inclusion programs, projects and initiatives
- require an annual review, assessment and progress reports on performance metrics for CWRU schools and UGEN (university general) divisions. UGEN refers to CWRU administrative offices, such as Office of Finance, General Counsel, Human Resources and others.

The DSAP can be downloaded here: [2016-2019 Diversity Strategic Action Plan](#)

For questions or additional information about the DSAP, contact Assistant Vice President and Director of Equity Christopher Jones, [cj173@case.edu](mailto:cj173@case.edu).

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# Toward New Destinations 2016-2017

## APPENDIX: University Goals Structures

1. University Diversity Goals
2. Diversity Goals Summary (Matrix Format)
3. Measurement and Standards

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## 1. University Diversity Goals

The structure below provides the broader context of University Diversity Goals, which represent the full reach of Cornell’s commitment to diversity. Each item in the Menu of Annual Initiatives identifies a specifically focused means of advancing one of these broader University Diversity Goals. The Diversity Goals Summary that follows repeats—in a condensed matrix format—these University Diversity Goals.

### Core Diversity Principles

The University Diversity Goals are defined according to the four Core Diversity Principles—COMPOSITION, ENGAGEMENT, INCLUSION, and ACHIEVEMENT:

- composition refers to the demographic make-up of the unit or institution;
- engagement reflects personal, social, and professional commitment to institutional goals and activities;
- inclusion comprises climate and interpersonal relations; and
- achievement reflects levels of attainment for underrepresented individuals or groups.

### Constituency Areas

Cornell’s diversity goals are organized according to the seven constituency areas:

- undergraduate students;
- graduate and professional students;
- postdocs and academic professionals (those with terminal degrees who have responsibilities in research, teaching, or the libraries, but are not included in the tenure-track ranks);
- tenure-track faculty (including tenured and non-tenured faculty);

- administration (including academic administration) and non-academic staff;
- off-campus constituents—vendors/ businesses and local community organizations and institutions; and
- Cornell's extended community—parents, alumni, donors, and friends of Cornell.

## Diversity Goals

### I. COMPOSITION

undergraduate students	Achieve a diverse demographic composition that matches the comparison population.
graduate & professional students	Achieve a diverse demographic composition that matches the comparison population.
postdocs & academic professionals	Achieve a diverse demographic composition that matches the comparison population.
tenure-track faculty	Achieve a diverse demographic composition that matches the comparison population.
administration & non-academic staff	Achieve a diverse demographic composition that is consistent with institutional diversity goals.
off-campus constituents	Cultivate partnerships with the widest spectrum of off-campus entities and include a fully diverse range of off-campus participants in Cornell's events, contracts, services, and initiatives.
extended community	Not applicable.

### II. ENGAGEMENT

undergraduate students	Nurture and expand a culture in which students of all identities and backgrounds experience the full range of dynamic and stimulating exchange across difference with others in all facets of their Cornell experience.
------------------------	---

graduate & professional students	Nurture and expand a culture in which students of all identities and backgrounds participate in the full range of Cornell programs and activities that promote professional, intellectual, social, cultural, and personal development and exchange.
postdocs & academic professionals	Nurture and expand a culture in which postdocs and academic professionals of all identities and backgrounds experience the full range of dynamic and stimulating exchange across difference with others in all of their Cornell activities and responsibilities, and social, cultural, and personal development and exchange.
tenure-track faculty	Nurture and expand a culture in which faculty of all identities and backgrounds experience the full range of dynamic and stimulating exchange across difference with others in their research and teaching, their outreach and institutional service activities, and their social, cultural, and personal development and exchange.
administration & non-academic staff	Nurture and expand a culture in which administrators and non-academic staff members of all identities and backgrounds participate fully in professional activities, events and programs, institutional initiatives and conferences, and social, cultural, and personal development and exchange.
off-campus constituents	Nurture and expand a culture in which those we serve, contract and engage with, and purchase from participate in Cornell-sponsored events and programs.
extended community	Nurture a culture in which the extended community is enabled to experience the dynamic and stimulating exchange across difference available at Cornell.

### III. INCLUSION

undergraduate students	Provide and cultivate an environment free of bias in which students of all identities and backgrounds feel welcomed, included, and at home in the full range of Cornell's academic and co-curricular opportunities and services.
graduate & professional students	Provide and cultivate an environment free of bias in which students of all identities and backgrounds successfully take part in the full range of Cornell's academic and co-curricular opportunities and services.
postdocs & academic professionals	Provide and cultivate an environment free of bias in which postdocs and academic professionals of all identities and backgrounds successfully take part in the full range of activities and services available to them.
tenure-track faculty	Provide and cultivate an environment free of bias in which faculty of all identities and backgrounds successfully take part in Cornell's full range of academic and collegial activities, committee and governance assignments, and services.

administration & non-academic staff	Provide and cultivate an environment free of bias in which individuals of all identities and backgrounds take part in the full range of Cornell's departmental and university-sponsored programming.
off-campus constituents	Provide a business and outreach environment in which the broad spectrum of those we serve, contract and engage with, and purchase from report satisfaction with their relationship with Cornell.
extended community	Provide and cultivate an environment free of bias in which individuals and families of all identities and backgrounds are welcome and able participate fully in available university-sponsored programs, events, and activities.

#### IV. ACHIEVEMENT

undergraduate students	Provide and extend a context in which students of all identities and backgrounds are represented equitably at the highest levels of academic, co-curricular, and extra-curricular accomplishment, and in honors and awards on and off campus.
graduate & professional students	Provide and extend a context in which students of all identities and backgrounds are represented equitably in regard to attrition and completion rates, time to degree and career outcomes, as well as in successful participation in research, publications, presentations, external fellowships, and honors and awards on and off campus.
postdocs & academic professionals	Provide and extend a context in which postdocs and academic professionals of all identities and backgrounds are represented equitably at all the levels of responsibility, and in all the honors, awards, and collegial opportunities available to them on and off campus.
tenure-track faculty	Provide and extend a context in which faculty of all identities and backgrounds are represented equitably at all ranks and levels of responsibility, and in all honors, awards, and professional opportunities on and off campus.
administration & non-academic staff	Provide and extend a context in which individuals of all identities and backgrounds are represented equitably in leadership programs, professional development opportunities, and promotions.
off-campus constituents	Provide and extend a context in which Cornell's commitment to diversity leads to an increase in the efforts to address diversity and inclusion among those we serve, contract and engage with, and purchase from.
extended community	Not applicable.

**2. Diversity Goals Summary (Matrix Format for University Diversity Goals)**

CORE DIVERSITY PRINCIPALS				
CONSTITUENTS	COMPOSITION	ENGAGEMENT	INCLUSION	ACHIEVEMENT
undergraduate students	Achieve a diverse demographic composition that matches the comparison population.	Nurture and expand a culture in which students of all identities and backgrounds experience the full range of dynamic and stimulating exchange across difference with others in all facets of their Cornell experience.	Provide and cultivate an environment free of bias in which students of all identities and backgrounds feel welcomed, included, and at home in the full range of Cornell's academic and co-curricular opportunities and services.	Provide and extend a context in which students of all identities and backgrounds are represented equitably at the highest levels of academic, co-curricular, and extra-curricular accomplishment, and in honors and awards on and off campus.
graduate & professional students	Achieve a diverse demographic composition that matches the comparison population.	Nurture and expand a culture in which students of all identities and backgrounds participate in the full range of Cornell programs and activities that promote professional, intellectual, social, cultural, and personal development and exchange.	Provide and cultivate an environment free of bias in which students of all identities and backgrounds successfully take part in the full range of Cornell's academic and co-curricular opportunities and services.	Provide and extend a context in which students of all identities and backgrounds are represented equitably in regard to attrition and completion rates, time to degree and career outcomes, as well as in successful participation in research, publications, presentations, external fellowships, and honors and awards on and off campus.
postdocs & academic professionals	Achieve a diverse demographic composition that matches the comparison population.	Nurture and expand a culture in which postdocs and academic professionals of all identities and backgrounds experience the full range of dynamic and stimulating exchange across difference with others in all of their Cornell activities and responsibilities, and social, cultural, and personal development and exchange.	Provide and cultivate an environment free of bias in which postdocs and academic professionals of all identities and backgrounds successfully take part in the full range of activities and services available to them.	Provide and extend a context in which postdocs and academic professionals of all identities and backgrounds are represented equitably at all the levels of responsibility, and in all the honors, awards, and collegial opportunities available to them on and off campus.
tenure-track faculty	Achieve a diverse demographic composition that matches the comparison population.	Nurture and expand a culture in which faculty of all identities and backgrounds experience the full range of dynamic and stimulating exchange across difference with others in their research and teaching, their outreach and institutional service activities, and their social, cultural, and personal development and exchange.	Provide and cultivate an environment free of bias in which faculty of all identities and backgrounds successfully take part in Cornell's full range of academic and collegial activities, committee and governance assignments, and services.	Provide and extend a context in which faculty of all identities and backgrounds are represented equitably at all ranks and levels of responsibility, and in all honors, awards, and professional opportunities on and off campus.
administration & non-academic staff	Achieve a diverse demographic composition that is consistent with institutional diversity goals.	Nurture and expand a culture in which administrators and non-academic staff members of all identities and backgrounds participate fully in professional activities, events and programs, institutional initiatives and conferences, and in social, cultural, and personal development and exchange.	Provide and cultivate an environment free of bias in which individuals of all identities and backgrounds take part in the full range of Cornell's departmental and university-sponsored programming.	Provide and extend a context in which individuals of all identities and backgrounds are represented equitably in leadership programs, professional development opportunities, and promotions.
off-campus constituents	Cultivate partnerships the widest spectrum of off-campus entities and include a fully diverse range of off-campus participants in Cornell's events, contracts, services, and initiatives.	Nurture and expand a culture in which those we serve, contract and engage with, and purchase from participate in Cornell-sponsored events and programs.	Provide a business and outreach environment in which the broad spectrum of those we serve, contract and engage with, and purchase from report satisfaction with their relationship with Cornell.	Provide and extend a context in which Cornell's commitment to diversity leads to an increase in the efforts to address diversity and inclusion among those we serve, contract and engage with, and purchase from.
extended community		Nurture a culture in which the extended community is enabled to experience the dynamic and stimulating exchange across difference available at Cornell.	Provide and cultivate an environment free of bias in which individuals and families of all identities and backgrounds are welcome and able to participate fully in available university-sponsored programs, events, and activities.	

### **3. Measurements and Standards**

#### **Assumptions and Standards**

- The concept of “diversity” extends well beyond race and sex, and the university is committed to collecting and disseminating a greater variety of diversity data in addition to these categories, but in reflection of our legal obligations to collect and report data about race and sex, metrics relating to these specific concepts are very commonly used.
- While it may be important to describe the actions a unit has undertaken pursuant to a given diversity initiative, assessment should rely primarily on data *from or about* constituent populations.
- Wherever possible, the efficacy of diversity initiatives should be assessed in light of centrally-maintained institutional data and widely-accepted definitions of key concepts, systematically measured and contextualized. This practice facilitates internal comparisons (such as across units at Cornell) and external bench-marking (such as with peer universities).
- In most cases, comparisons should be made as percentages and with reference to the populations and pools most relevant to a given constituency.

#### **Institutional Support and Unit Responsibility**

- The public Diversity Dashboard and the secured-access Executive Diversity Dashboard are resources that facilitate the examination of diversity by sex and race/ethnicity among Cornell constituencies.
- While there are centralized resources (such as Institutional Research & Planning and the Department of Inclusion & Workforce Diversity) that may



be able to help units with measurement, units are ultimately responsible for the assessment of their own initiatives.

- Data drawn from university records and other centralized data sources can be supplemented, when necessary, with other kinds of data collected from or about diverse populations. The use of qualitative data sources, such as focus group or structured interviews, used in conjunction with quantitative measures can provide a fuller assessment.

FLORIDA STATE UNIVERSITY

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Diversity & Inclusion

About Us

Diversity & Inclusion Initiatives

Diversity & Inclusion Learning Opportunities

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At The Florida State University, we recognize that every competitive advantage begins with people. By valuing, celebrating and leveraging the differences and similarities of our students, faculty and staff, we inspire an environment of innovation and passion - one that enables us to create a teaching, research and service environment that better reflects the needs of our students, faculty, staff, customers, constituents, communities and other key stakeholders. [Read more ...](#)

Florida State University spotlighted in the January/February 2016 edition of *Insight into Diversity* magazine. The article provides a great overview of our efforts and progress regarding diversity and inclusion. [INSIGHT into Diversity | January/February 2016 - FSU Spotlight](#)

Florida State University's continuing efforts to move diversity and inclusion to the forefront of the university mission received national recognition as the institution earned *INSIGHT into Diversity's* 2015 "Higher Education Excellence in Diversity" (HEED) Award. [Read more ...](#)

FSU Recognized as "Diversity Champion" by *Insight into Diversity*

FSU Receives National Award for Excellence in Diversity

Job Opportunities

Dept Rep Resources

Calendars

Forms Wizard

HR Forms

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Policies & Procedures

Hot Topics

CONTACT US

Florida State University  
A6200 University Center  
PO Box 3062410  
Tallahassee, FL 32306-2410  
t. 850-644-7950  
hr-diversity@fsu.edu  
Unit Contact List

Diversity Resources

Affinity Groups  
FSU College of Medicine Council on Diversity and Inclusion  
FSU NHMFL Diversity Committee  
FSU Institutional Research  
Florida Diversity Council  
Diversity Reading List  
Diversity Hot Topics

Office of Human Resources

280 Champions Way  
A6200 University Center  
Tallahassee, Florida 32306

Phone: (850) 644-8034  
Fax: (850) 645-9908  
Email: [hr@fsu.edu](mailto:hr@fsu.edu)  
Location map

KNOWMORE

2015

INSIGHT into Diversity

Higher Education Excellence in Diversity Award

FSU

2015

INSIGHT into Diversity

Higher Education Excellence in Diversity Award

F&A

A Division of Finance & Administration

108 Representative Documents: Institution Diversity Goals, Values, Statements

# UNIVERSITY OF KANSAS

## Diversity Action Plan — Call for Comments

<https://provost.ku.edu/diversity-and-inclusion-action-steps>

The University of Kansas

myKU Email Blackboard Enroll & Pay KU Directory

KU

Office of the Provost

People About Units/Departments Strategic Plan Resources Strong Ties

Org Charts eNews Memos Policy Library Appearance Request Diversity Action Items Information Mgmt Program News

Submit Feedback

Action Items By Category

Diversity and Inclusion Action Items - Feedback

### Diversity Action Plan - Call for Comments

Developing a diversity and inclusion planning framework that contains both specific action items and accountability metrics is underway.

We will not wait to act on items we know we can and should address now. Listed below are specific action items KU is committed to completing. The items are arranged into four themes and, within each theme, by timeframe. You will see ideas related to Communication and Accountability, Education and Training, Recruitment and Retention, and Campus-wide Strategic Framework.

#### Action Items

##### I. COMMUNICATION AND ACCOUNTABILITY

###### Recently Completed

1. The Diversity, Equity and Inclusion Advisory Group, co-chaired by Clarence Lang, chair of the Department of African & African-American Studies and Sheahon Zenger, athletics director (reporting to the interim provost and executive vice chancellor) was formed to investigate and pursue issues raised at the November 11th town hall meeting. The first meeting was held in December 2015. This group will have independence and flexibility to identify and report new and rising concerns.

###### Plans for Spring 2016

2. Expand the ability for Institutional Opportunity and Access (IOA) to investigate reports of discrimination and sexual harassment. Responsibility: Associate vice provost for human resource management.
3. Develop unit specific diversity action items to address areas of concerns, opportunities, and strengths within units. Report action items to provost. Responsibility: Deans and vice provosts with assistance from the vice provost for diversity and equity.
4. Develop a tracking mechanism to inventory existing resources and programs in units across campus. A comprehensive list of resources and activities will be located on the [Diversity and Equity website](#). Responsibility: Unit diversity contact and vice provost for diversity and equity.
5. Develop an online training module for reporting discrimination. Responsibility: Associate vice provost for human resource management.
6. Develop a position description for a cultural competency position in the Office of Multicultural Affairs and seek funding for this position as well as increased funding for the Emily Taylor Center for Women and Gender Equity. Responsibility: Vice provost for diversity and equity, director of OMA, and director of the ETC.

#### Office of the Provost

There are no upcoming events.

[See all events »](#)

#### Diversity, Equity, and Inclusion

Several initiatives are furthering efforts to ensure KU offers a welcoming and supportive environment for all to learn, live, work, and discover.

- [Diversity, Equity, and Inclusion Advisory Group](#)
- [Diversity Action Steps](#)
- [KU Climate Study](#)

#### Safety at KU

[Safety at KU Overview](#)

[Concealed Carry](#)

Beginning soon. Please join in person at Alderson Auditorium or online. <https://t.co/3hdkTumQC9K>

[Follow us on Twitter »](#)

#### Announcements

- [Faculty Searches](#)
- [Provost Office Searches](#)

SPEC Kit 356: Diversity and Inclusion

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## II. EDUCATION AND TRAINING

### Recently Completed

- The provost hosted an all-day social justice and diversity training session on January 14, 2016 for all deans and vice provosts, facilitated by the Office of Multicultural Affairs (OMA). The chancellor was also in attendance.
- The permanent director of the OMA was hired.
- The vice provost for diversity and equity convened a planning group for education and training to recommend a framework under which all diversity and inclusion training will be designed, assessed, and coordinated.
- Vice provost for faculty development and faculty fellow held a workshop for department chairs on faculty mentoring.
- The Center for Teaching Excellence (CTE) posted and shared resources for faculty on [inclusive teaching](#).

### Plans for Spring 2016

- Hold the 2nd Annual Cultural Competency Conference on March 10 and 23. Hosted by: Vice provost for diversity and equity and the associate vice provost for human resource management.
- Provide a diversity workshop for department chairs. Responsibility: Vice provost for faculty development and the vice provost for diversity and equity.
- Ensure that staff in the office of Institutional Opportunity and Access (IOA) receive diversity training. Responsibility: Associate vice provost for human resource management and vice provost for diversity and equity.
- Recommend ways to increase capacity on campus to offer diversity and inclusion programs including mandatory training. Responsibility: Vice provost for diversity and equity.

### Plans for 2016–2017 Academic Year

- Implement education plans developed.
- Incorporate CTE resources into new faculty orientation.
- Incorporate diversity training into new chair orientation.
- Continue to develop training and implement programs as finalized.

## III. RECRUITMENT AND RETENTION

### Recently Completed

- New director of the Office of Institutional Opportunity and Access (IOA) interviews were completed on January 12.
- Developed the Sexual Assault Prevention and Education Center (SAPEC) and hired its first director, Jennifer Brockman. Two new educator positions in the SAPEC will be hired shortly.
- The new director of Accessibility and ADA Education, Catherine Johnson, was hired.
- Assistant vice provost and director of first year experience and the vice provost of diversity and equity established a workgroup to increase retention rates for first-generation, low-income and students of color.
- OMA extended the Hawk Link program to include the spring semester to increase academic support for first-generation, low-income and students of color throughout the year.
- Vice provost for faculty development and the vice provost for diversity and equity began review of KU faculty mentoring and support programs to ensure these programs reflect best practices and meet the needs of underrepresented faculty.

### Provost Office News

August 8, 2017  
[Colombo to lead Office of Research](#)

July 27, 2017  
[KU volunteers needed for move-in, first days of class](#)

June 29, 2017  
[Campus experience leads to distinctive role for associate dean](#)


June 20, 2017  
[School of Education staff member named KU's first adviser of the year](#)

June 8, 2017  
[On July 1, two KU offices move away from cash for in-person payments](#)

[Read more »](#)

### Policy Library Search

[Visit the Policy Office for more information.](#)



## UNIVERSITY OF KANSAS

### Diversity Action Plan — Call for Comments

<https://provost.ku.edu/diversity-and-inclusion-action-steps>

26. Vice provost for diversity and equity formed a workgroup to examine and evaluate the MU Advising Corps model for recruiting and supporting the success of more first generation, low income, and students of color.

#### Plans for Spring 2016

27. Consider a leadership program to help students from underrepresented populations connect and be successful. Responsibility: Vice provost for diversity and equity in cooperation with academic and student support units.
28. Review and develop processes to attract diverse applicant pools in all faculty, staff, and administrative hires. Responsibility: Vice provost for faculty development and associate vice provost for human resource management.
29. Implement comprehensive set of strategies and tactics designed to attract an academically qualified, diverse applicant and admit pool. Responsibility: Vice provost for enrollment management and director of admissions.
30. Create clear and timely transfer pathways. Responsibility: Vice provost for enrollment management, director of admissions and vice provost for academic affairs.
31. Complete review of KU faculty mentoring programs and develop models to support underrepresented faculty success. Responsibility: Vice provost for faculty development and vice provost for diversity and equity in cooperation with deans and department chairs.
32. Complete diversity and equity workgroup's evaluation of the MU Advising Corps model as a means for KU to recruit more first-generation, low-income and students of color to KU and set them up for success. Responsibility: Diversity and equity workgroup.

#### Plans for 2016–2017 Academic year

33. Continue to expand participation in the Multicultural Scholars Program (MSP). The provost office has provided funding to double the number of students who were served in 2014.
34. Implement processes to attract diverse applicant pools in all faculty, staff, and administrative hires.
35. Implement a mentoring program in Hawk Link to increase student success. Responsibility: Office of Multicultural Affairs
36. Implement faculty mentoring programs.
37. University Innovation Alliance (UIA) and the U.S. Department of Education's First in the World (FITW) advising initiative is underway for 2016-2019, and involves KU students. The project analyzes gaps in attainment and offers proactive advising.
38. Conduct a search to fill two new positions in Counseling and Psychological Services (CAPS) to better serve underrepresented students.

#### IV. CAMPUS-WIDE STRATEGIC FRAMEWORK

##### Recently completed

33. Started KU Climate Study. Responsibility: Vice provost for diversity and equity, and associate vice provost for human resources

##### Plans for Spring 2016

40. Host the 4th Annual Diversity Symposium on April 12. Responsibility: Vice provost for diversity and equity and the diversity leadership council.
41. Develop a diversity framework that includes action steps and metrics that can integrate into KU's next strategic plan. Responsibility: Deans and vice provosts.
42. Ensure that the diversity initiatives put forth in *Bold Aspirations* are prioritized and addressed. Responsibility: Provost.

## UNIVERSITY OF KANSAS

### Diversity Action Plan — Call for Comments

<https://provost.ku.edu/diversity-and-inclusion-action-steps>

#### Plans for 2016-2017 Academic year

43. Complete KU Climate Study information gathering and analysis.
44. Develop action steps to integrate climate study data into the diversity framework and campus strategic plan to improve KU's living, learning and working environment.
45. Consider a leadership program to help students from underrepresented populations connect and be successful.

#### Signed

**Sara Rosen**, interim provost and executive vice chancellor

**Dave Cook**, vice chancellor of the Edwards Campus

**Jim Tracy**, vice chancellor for research

**Stuart Day**, acting senior vice provost for academic affairs

**Diane Goddard**, vice provost for administration and finance

**Nate Thomas**, vice provost for diversity and equity

**Matt Melvin**, vice provost for enrollment management

**Mary Lee Hummert**, vice provost for faculty development

**Tammara Durham**, vice provost for student affairs

**DeAngela Burns-Wallace**, vice provost of undergraduate studies

**Mahesh Daas**, dean of the School of Architecture Design & Planning

**Neeli Bendapudi**, dean of the School of Business

**Carli Lejuez**, dean of the College of Liberal Arts & Sciences

**Rick Ginsberg**, dean of the School of Education

**Michael Branicky**, dean of the School of Engineering

**Michael Roberts**, dean of Graduate Studies

**Ann Brill**, dean of the School of Journalism & Mass Communications

**Kent Miller**, interim co-dean of KU Libraries

**Mary Roach**, interim co-dean of KU Libraries

**Stephen Mazza**, dean of the School of Law

**Robert Walzel**, dean of the School of Music

**Ken Audus**, dean of the School of Pharmacy

**Paul Smokowski**, dean of the School of Social Welfare



The screenshot shows the MIT ICEO website with a header featuring the MIT logo and the text "ICEO / Institute Community & Equity Office". Below this is the main heading "Diversity • Equity • Inclusion •" and a navigation menu with links: Home, About, Events, Diversity, Resources, MLK Programs, Get Involved, News, and Blog. A search icon is also present.

The main content area features a dark blue banner with four circular portraits of diverse individuals. To the right of the portraits, the text reads: "MIT students recognized for co-founding Data for Black Lives (D4BL) to mobilize scientists to use data science to fight racial bias in real estate, finance, criminal justice, and other areas." Below this text is a "Read more" link with a right-pointing arrow.

Below the banner, a white box contains the text: "Advancing a respectful and caring community that embraces diversity and empowers everyone to learn and do their best at MIT." Below this box is a horizontal line and the text "Of Note".

Below the "Of Note" section are three teal-colored boxes, each with a title and a "Read more" link:

- Exceptional Individuals honored at the 2017 MIT Excellence Awards and Collier Medal ceremony**  
Read more
- Check out the list of MIT Officers, Directors, Managers, and Diversity Representatives**  
Every community member can play a role in advancing a respectful and caring community.  
Read more
- Preparing for Unconscious Bias Education**  
Read the blog by Ed Bertschinger, Institute Community and Equity Officer (ICEO)  
Read more

On the right side of the page, there is a section titled "Upcoming Events" with a list of events:

- THE STONEWALL UPRISING**  
August 17 @ 6:00 pm - 7:30 pm
- FRI ME(DIA) RESPONSE: SELF-AWARENESS AND ACTIVISM THROUGH ART-MAKING | PART 1: MAKING A STATEMENT**  
August 18 @ 12:00 pm - 2:00 pm
- THE STONEWALL UPRISING**  
August 31 @ 6:00 pm - 7:30 pm
- SEP LET THE FIRE BURN**  
September 7 @ 6:00 pm - 7:30 pm

Below the list of events is a "View More..." link.



# NATIONAL ARCHIVES AND RECORDS ADMINISTRATION

## Diversity and Inclusion Program

<https://www.archives.gov/eo/policy/diversity-inclusion-policy-statement.html>

The screenshot displays the National Archives and Records Administration website. At the top, the header includes the National Archives logo, a search bar, and navigation links: "RESEARCH OUR RECORDS", "VETERANS' SERVICE RECORDS", "EDUCATOR RESOURCES", "VISIT US", and "AMERICA'S FOUNDING DOCUMENTS". Below the header, a red banner reads "Equal Employment Opportunity Program" with a sub-link: "Home > EEO-Equal Employment Opportunity (EEO) > National Archives EEO Policy > Diversity and Inclusion Program".

The main content area is titled "Diversity and Inclusion Program". On the left, a sidebar lists links: "Equal Employment Opportunity (EEO)", "EEO Policy", "Diversity/Affirmative Employment Program (ADP)", "Anti-Harassment Policy", "EEO Complaint Process", and "Special Emphasis Observations".

The main text begins with the goal: "To reach our goal of 'Building our Future Through our People,' NARA commits itself to attracting and retaining a diverse and inclusive workforce—one that mirrors the public that we serve." It then states: "We will recruit, select, develop, promote, and retain employees of differing viewpoints, backgrounds, experience, education, socioeconomic status, occupations, and geographic locations." The text continues: "NARA is strongly committed to the principles of diversity and inclusion and embraces the diversity that our employees bring. We believe that this diversity inspires innovation, encourages respect, and promotes unlimited success. We further commit ourselves to a workplace where we welcome the views and perspectives of all employees and recognize and appreciate their talents, skills, and abilities." It then states: "It is NARA's policy to develop and maintain a workplace that values these individual differences, because the benefits derived from a diverse and inclusive workforce are unlimited. For that reason, we must strive to ensure that all of our employees receive the tools they need to expand the multidisciplinary knowledge, requisite skills, training, and development to accomplish our present and future mission objectives." The text concludes: "All executives, managers, supervisors, and employees should be role models who embrace acceptance, inclusion, and accountability. Each one of us bears the responsibility to ensure a diverse and inclusive workplace. Together, all of us can play a part in making NARA an employer of choice, where all are welcome and treated with dignity and respect as part of our day to day work. September 2013"


Below the main text, a small note reads: "© This page was last reviewed on August 25, 2016. Contact us with questions or comments."




The footer section, titled "Archives.gov", contains several columns of links: "Information For..." (Citizen Archivists, Federal Employees, Genealogists, Members of Congress, Preservation, Records Managers, The Press), "Publications" (Federal Register, Prologue Magazine, Purchase Publications, Subscribe to Email Newsletters, More...), "Orgs. & Offices" (Center for Legislative Archives, Federal Records Center, Office of the Inspector General, Presidential Libraries, More...), "About Us" (What is the National Archives?, Doing Business with Us, Plans and Reports, Open Government, Our Plain Language Activities), "I Want To..." (Get My Military Record, Plan a Research Visit, Visit the Museum, View Online Exhibits, Apply for a Grant), and "Participate" (Attend an Event, Donate to the Archives, Work at the Archives, Volunteer at the Archives).

Below the footer, a section titled "Resources" includes links: "A-Z Index", "America's Founding Docs", "Contact Us", "En Español", "FAQs", and "Forms". A "Shop Online" section includes links: "Visit the National Archives Store", "Order National Archives Prints", "Buy Reproductions and Microfilm", "Order Still Picture Reproductions", and "Order Video Reproductions".

At the bottom, a "CONNECT WITH US" section features social media icons for Facebook, Twitter, YouTube, LinkedIn, and Instagram. Below this, a footer line reads: "Contact Us | Accessibility | Privacy Policy | Freedom of Information Act | No FEAR Act | USA.gov". The final line of the footer reads: "The U.S. National Archives and Records Administration 1-86 NARA NARA or 1-866-370-4273".

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National Institutes of Health  
Office of Equity, Diversity, and Inclusion


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Articulating rights and responsibilities consistent with current law.

### POLICY

At the heart of our program is our policy development. We work closely with our NIH stakeholder community on the development of agency policy in the civil rights and diversity and inclusion areas. Through committees consisting of partners at our Institutes and Centers, our office leadership and staff, we harness the ideas and perspectives needed to develop legally sound policy for the agency. Each year the NIH Director issues a policy statement to the workforce, underscoring its commitment to a workplace free of discrimination and declaring a value proposition for diversity and inclusion. To uphold that commitment, our committees and the policies we develop serve to articulate the rights and responsibilities of every manager, supervisor, and employee and are consistent with current law. Our equity, diversity, and inclusion experts conduct comprehensive research and stay abreast of changes in statutes, regulations, Executive Orders, new guidance from the Equal Employment Opportunity Commission and the Office of Personnel Management, in order to ensure that our NIH policies remain current and that our workforce understands these changes.

### MOVING FORWARD







We recognize that strong and robust policies in civil rights as well as diversity and inclusion are critical to agency employees to understanding their rights and responsibilities. Under new leadership, EDI is on the cusp of developing a new portfolio of policy for NIH. We think this is so important that we restructured our organization to support a Senior Policy Advisor position that reports directly to the Director of EDI. This Policy Advisor will be responsible for leading the development of policies in a variety of civil rights and diversity and inclusion areas. We will not develop policy in a vacuum. Rather, we will work closely with our partners to help develop this policy portfolio over time. At the National Institutes of Health all program policies are documented in the NIH Manual Chapters. Working closely with the Office of Management Assessment, we will follow the proper protocol to get EDI policies published in the NIH Manual Chapters. These will be the official policies for our program portfolio.

### EXISTING POLICY

Each year, the agency Director signs an EEO Policy Statement. These policy statements, signed over the many NIH Director terms, will serve as an annual reflection of the NIH commitment to these important civil rights and diversity matters. Some of the historical policy statements appear below. We would encourage you to check back from time to time to see how we are progressing in developing policy.

POLICY	POLICY STATEMENTS	EEOC MANAGEMENT DIRECTIVES
NIH Policy on Section 508 and Accessibility of Technology	EO & Diversity & Inclusion Policy Statement - January 4, 2017	MD 715
NIH Reasonable Accommodation Policy & Procedures Manual - 2012	EO & Diversity & Inclusion Policy Statement - January 7, 2016	MD 116
National Institutes of Health Anti-Harassment Policy - March 16, 2012	Equal Employment Opportunity & Diversity Policy Statement - December 19, 2016	
NIH Manual Chapter 2201: Equal Employment Opportunity Sensitive Data Access	Equal Employment Opportunity Policy Statement - October 31, 2012	
	Policy Statement on Required Training on the Prevention of Sexual Harassment - June 11, 2008	
	Policy Statement on Retrial - June 22, 2004	


National Institutes of Health  
Office of Equity, Diversity, and Inclusion

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## Our Core Values & Beliefs

### Our Core Values

In 2006, the University of Nebraska-Lincoln adopted its Core Values. The University community contributed to the development of these core values, which reflect our commitment to the ideals of a leading land-grant, comprehensive research university.

We value:

- Learning that prepares students for lifetime success and leadership;
- Excellence pursued without compromise;
- Achievement supported by a climate that celebrates each person's success;
- Diversity of ideas and people;
- Engagement with academic, business, and civic communities throughout Nebraska and the world;
- Research and creative activity that inform teaching, foster discovery, and contribute to economic prosperity and our quality of life;
- Stewardship of the human, financial, and physical resources committed to our core.

We demonstrate these values when we strive to assure that each individual is able to work and learn in an atmosphere of dignity, equity and inclusion.


As we enter the 2016-17 academic year, we ask that all members of the University community be especially mindful of our responsibility to create an environment that is welcoming to all, where each person feels accepted, valued and safe. To that end, we are providing the following belief statements to enhance and clarify our conviction to this principle.

### Beliefs on Diversity and Inclusion

At the University of Nebraska, we strive for excellence in all that we do. True excellence requires that each individual be able to work and learn in an atmosphere of respect, dignity, and acceptance. Our commitment to diversity and inclusion requires each of us to continuously ensure our interactions be respectful, protect free speech and inspire academic freedom.

At the University of Nebraska:

- We value equity, inclusion, and dignity for all.
- We strive for excellence and recognize that our differences make us stronger. We respect and seek out inclusion of differences, realizing we can learn from each other.
- We insist on a culture of respect, and recognize that words and actions matter. The absence of action and words also matter.
- We believe in the freedom of speech, and encourage the civil and respectful expression of ideas and opinions.
- We all share in the responsibility to create a positive culture and to safeguard equity, inclusion, dignity, and respect for all. Each member of the University community—faculty, staff and students—should be a role model for others.
- We take action when we observe someone being treated unfairly or in a demeaning manner.



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Office of the President - President's Statement on Diversity and Inclusion

## President's Statement on Diversity and Inclusion

Diversity, inclusion, respect, and civility are among the University of Toronto's fundamental values. Outstanding scholarship, teaching, and learning can thrive only in an environment that embraces the broadest range of people and encourages the free expression of their diverse perspectives. Indeed, these values speak to the very mission of the University. They spark education, discovery, and understanding and so take their place among humanity's greatest forces for good.

In this context, a reported encounter near College and Spadina involving a Muslim student from U of T, and similar incidents across the region, are extremely disturbing. The incidents come amid growing ethnic and religious tensions in Western society and around the world. And they are completely unacceptable.

Scapegoating or targeting individuals or groups based on their religion, ethnic or cultural heritage, country of origin, skin colour, gender, age, or any other identity is intolerable.

Such actions are reprehensible and antithetical to the fundamental values of our academic community. Instead, our institution reaffirms its commitment to be a safe and welcoming place for the widest breadth of communities – and their perspectives, ideas, and debates.

The principles of free expression and free inquiry are cornerstones of the academy. No university embracing those principles can retreat from them. By their very nature, diversity, inclusion, respect, and civility are not in tension with academic freedoms. On the contrary, they ground such freedoms.

In closing, I am acutely aware that in the face of intolerance and discrimination, no statement from the administration, however forceful, is a substitute for the public and private commitment, kinship, and professionalism demonstrated so abundantly by students, faculty, and staff across our three campuses.

It is a tremendous privilege to serve as President of this University.

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[Contact the Office of the President](#) | [Office of the President](#)

## UNIVERSITY OF TORONTO

Statement on Equity, Diversity, and Excellence

<http://www.governingcouncil.utoronto.ca/Assets/Governing+Council+Digital+Assets/Policies/PDF/ppdec142006.pdf>



# UNIVERSITY OF TORONTO

University of Toronto  
Governing Council

## **Statement on Equity, Diversity, and Excellence**

December 14, 2006

To request an official copy of this policy, contact:

The Office of the Governing Council  
Room 106, Simcoe Hall  
27 King's College Circle  
University of Toronto  
Toronto, Ontario  
M5S 1A1

Phone: 416-978-6576

Fax: 416-978-8182

E-mail: [governing.council@utoronto.ca](mailto:governing.council@utoronto.ca)

Website: <http://www.governingcouncil.utoronto.ca/>

Statement on Equity, Diversity, and Excellence

December 14, 2006

## Statement on Equity, Diversity, and Excellence

The purposes of this statement are to express the University's values regarding equity and diversity, and relate these to the institution's unwavering commitment to excellence in the pursuit of our academic mission.

### Equity and Human Rights

At the University of Toronto, we strive to be an equitable and inclusive community, rich with diversity, protecting the human rights of all persons, and based upon understanding and mutual respect for the dignity and worth of every person. We seek to ensure to the greatest extent possible that all students and employees enjoy the opportunity to participate as they see fit in the full range of activities that the University offers, and to achieve their full potential as members of the University community.

Our support for equity is grounded in an institution-wide commitment to achieving a working, teaching, and learning environment that is free of discrimination and harassment as defined in the *Ontario Human Rights Code*. In striving to become an equitable community, we will also work to eliminate, reduce or mitigate the adverse effects of any barriers to full participation in University life that we find, including physical, environmental, attitudinal, communication or technological.

### Diversity and Inclusiveness

Our teaching, scholarship and other activities take place in the context of a highly diverse society. Reflecting this diversity in our own community is uniquely valuable to the University as it contributes to the diversification of ideas and perspectives and thereby enriches our scholarship, teaching and other activities. We will proactively seek to increase diversity among our community members, and it is our aim to have a student body and teaching and administrative staffs that mirror the diversity of the pool of potential qualified applicants for those positions.

### Excellence

We believe that excellence flourishes in an environment that embraces the broadest range of people, that helps them to achieve their full potential, that facilitates the free expression of their diverse perspectives through respectful discourse, and in which high standards are maintained for students and staff alike. An equitable and inclusive working and learning environment creates the conditions for our diverse staff and student body to maximize their creativity and their contributions, thereby supporting excellence in all dimensions of the institution.

Excellence at the University of Toronto is predicated on core freedoms that are at the heart of every university's mission --- freedom of speech and expression, academic freedom and freedom of research.

### Responsibility

The creation of an equitable community, one that is diverse as well as inclusive and that is respectful and protects the human rights of its members, requires the work of every member of the community, across all of our sites and campuses, including students, teaching staff, administrative staff, visitors, alumni and guests.

For its part, the University will strive to make considerations of equity a part of the processes of setting policies, developing procedures, and making decisions at all levels of the institution. While for governance purposes, responsibility for the Statement resides with the Vice-President of Human Resources and Equity, daily responsibility for ensuring that the values expressed in this Statement live and breathe throughout the University will also rest with the President, the Vice-President and Provost, the Vice-Presidents and Vice-Provosts, and each Principal, Dean, Chair and Manager, within the scope of each person's role in the University.

## UNIVERSITY OF TORONTO

### Statement on Equity, Diversity, and Excellence

<http://www.governingcouncil.utoronto.ca/Assets/Governing+Council+Digital+Assets/Policies/PDF/ppdec142006.pdf>

Statement on Equity, Diversity, and Excellence

December 14, 2006

The University is committed to its internal policies on issues related to equity, and also operates in compliance with all legislation that bears on equity and human rights.<sup>1</sup>

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<sup>1</sup> The applicable policies and legislation include: Statement of Institutional Purpose, Code of Behaviour on Academic Matters, Policies and Procedures: Sexual Harrassment, Employment Equity Policy, Statement of Commitment Regarding Persons with Disabilities, Statement on Protection of Freedom of Speech, the Ontario Human Rights Code, and any current or future guideline or procedure dealing with equity issues. Links to websites for the existing documents are listed in an Appendix to this Statement.



## UNIVERSITY OF TORONTO

### Statement on Equity, Diversity, and Excellence

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Statement on Equity, Diversity, and Excellence

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## Appendix

Statement of Institutional Purpose

<http://www.utoronto.ca/govcncl/pap/policies/mission.pdf>

Code of Behaviour on Academic Matters:

<http://www.utoronto.ca/govcncl/pap/policies/behaveac.pdf>

Policies and Procedures: Sexual Harassment:

<http://www.utoronto.ca/govcncl/pap/policies/sexual.pdf>

Employment Equity Policy:

<http://www.utoronto.ca/govcncl/pap/policies/emequity.pdf>

Statement of Commitment Regarding Persons with Disabilities:


<http://www.utoronto.ca/govcncl/pap/policies/disabled.pdf>

Statement on Protection of Freedom of Speech:

<http://www.utoronto.ca/govcncl/pap/policies/frspeech.pdf>

Ontario *Human Rights Code*:

[http://www.e-laws.gov.on.ca/DBLaws/Statutes/English/90h19\\_e.htm](http://www.e-laws.gov.on.ca/DBLaws/Statutes/English/90h19_e.htm)




Institutional Equity

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Diversity Statement



### Tulane's Diversity and Inclusive Excellence Statement

Diversity and Inclusive Excellence focuses specifically on fostering greater diversity, equity, inclusion, and accountability at every level of university life. The central premise at Tulane is to intentionally integrate diversity efforts into the core aspects of the institution to maximize success as a Carnegie-designated Research University (very high research activity).

Tulane recognizes diversity as a central component in achieving desired student learning outcomes, and it puts diversity and inclusion efforts at the center of its decision-making. To reach this academic higher ground, diversity, inclusion, and equity initiatives must be fundamentally linked to the educational mission.

By following the tenets of D&IE, Tulane can pursue diversification with greater intentionality and attentiveness in serving the needs of our students, faculty, staff and the community we serve. It demands a shift not in the essence of our work but in how the university approaches and implements it—understanding that diversity is an ongoing commitment rather than an outcome at one point in time. Above all, through D&IE, Tulane is committed to actively managing diversity as a vital asset of collegiate life.

Guiding principles:

- Pursue the ideals of diversity and excellence, which are interconnected and interdependent, concentrating on both increasing compositional diversity and creating learning environments in which students, faculty and staff of all backgrounds can thrive;
- Require a more comprehensive and widespread level of engagement and commitment by the entire community, ensuring that all students fulfill their educational potential and that faculty and staff are fully engaged in this initiative;
- Place the mission of diversity at the center of institutional life so that it becomes a core principle, around which institutional decisions are made;
- Call for close attentiveness to the student experience itself, including the impact of race and ethnicity and the influence of physical ability, sexual orientation, gender expression, socioeconomic background, deferential preparedness, and first-generation status on learning experiences;
- Pro-actively identify, address and monitor inequities.

Those principles are designed to foster a diverse and inclusive community that respects and embraces rich differences afforded our community through race, gender, religious beliefs, national origin, ethnicity, age, disability, political beliefs, sexual orientation, gender identity, gender expression, family status, or socio-economic level.

### Quick Links

- [Diversity & Inclusive Excellence »](#)
- [Diversity Plan »](#)
- [Campus Partners »](#)
- [Associations »](#)
- [Cultural Calendar »](#)


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# Diversity & Inclusion Committee Charges

## UNIVERSITY OF CALIFORNIA, SAN DIEGO LIBRARY


Library Diversity and Inclusion Committee Charge

<https://library.ucsd.edu/about/who-we-are/diversity-and-inclusion/index.html>

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## Diversity and Inclusion

Who We Are

Diversity & Inclusion

Environmental Sustainability

Website Accessibility

Learn more about the Library Diversity and Inclusion Committee

### Library Diversity and Inclusion Committee Charge


The Library Diversity & Inclusion Committee is charged with developing a shared understanding of diversity and inclusion among the staff of the UC San Diego Library, and with helping the Library to create an environment characterized by equal access and respected participation of all groups and individuals regardless of their culture, race, ethnicity, gender, age, religion, language, abilities/disabilities, sexual orientation, socioeconomic status, geographic origin, political views or level of education.

[View the Library commitment to diversity and inclusion.](#)

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**Charge**

The Library Diversity Committee (LDC) is charged to provide leadership in planning and implementing diversity activities for the education and training of all Library staff and to serve as a resource for Library staff. The LDC advances the diversity mission of the University of Delaware Library by providing leadership, support, and development opportunities across all levels of the Library. The LDC has an ongoing, active role in increasing awareness and sensitivity among staff, and promoting the Library as a resource that supports the University of Delaware community.

**Current Committee**


From L-R: Kathy Cephas, Holly Gunlefinger, Amy Eyre, Molly Olney-Zide

**Past Events**

**Money Smart Week**

The Library Diversity Committee sponsored a series of financial literacy speakers on April 26, 2017 as part of a national [Money Smart Week](#) initiative between the American Library Association and the Federal Reserve Bank (Chicago) to provide financial literacy programming on a variety topics, with special emphasis on managing student debt, a concern that disproportionately affects students from underrepresented groups.

**Banned Books Event**

The Library Diversity Committee (LDC) partnered with the English Department and Sigma Tau Delta (the English National Honor Society) to present and publicize a number of Banned Books Week (September 25 – October 1, 2016) programs and exhibits. The Banned Book Read-Out on September 30-2016 featured students, faculty, and staff reading passages from books that have been banned or challenged. The event also featured a display of challenged books, graphic novels, and films from the University of Delaware Library and the Education Resource Center. The hashtag [#udreadsbannedbooks](#) captured tweets on banned books topics throughout the week. In addition, the Library displayed a selection of banned and censored books from its Special Collections as part of an exhibition, *Banned Books*, curated by Alexander Johnston, Senior Assistant Librarian.

**Current Members**

- Kathy Cephas, Multimedia Collections and Services Department, 2017/2019, co-chair 2017/2018.
- Amy Eyre, Access Services Department, 2016/2018, co-chair 2017/2018
- Holly Gunlefinger, Access Services Department, 2017/2019
- Molly Olney-Zide, Library Information Technology User Support Department, 2017/2019
- Deborah Ryska, Metadata Services Department, 2016/2018
- Marie Seymour-Green, Collection Management and Licensed Electronic Content Department, 2016/2018

If you would like to contact the Library Diversity Committee, please email them at [lib-diversitycom@udel.edu](mailto:lib-diversitycom@udel.edu).

### Diversity, Equity, and Inclusion Council Charge

#### Duke University Libraries Guiding Principle on Diversity:

**Diversity strengthens us:** We rely on diverse opinions, backgrounds, and experiences to make better decisions and to invigorate our organization. We are inclusive, supportive, and respectful, ensuring that multiple points of view are heard and understood. We seek to reflect the diversity of our patron communities in our services, staff, and spaces. We build, maintain, and provide access to an international and multilingual collection, representing the broadest possible spectrum of cultures, ideas, and information.

#### Charge

The Diversity, Equity, and Inclusion Council will strengthen relationships, skills, and analysis to promote constructive change within DUL. The Council will propose library-wide goals, devise strategies, make recommendations, and support education and training initiatives that address diversity, equity, and inclusion issues.

Acknowledging that these issues are ever-evolving and that DUL are part of a much larger community, the Council will evaluate the Libraries' strengths and challenges in these areas with the intention to further enhance diversity, equity, and inclusion. To be successful, this work must be collaborative and engage many different aspects and groups within DUL, demonstrating transparency.

Recognizing that diversity initiatives must be embedded within the culture and practices of the Libraries to be truly transformational, the Diversity, Equity and Inclusion Council will work in concert with the Executive Group, Library Human Resources, and appropriate departments and committees to meet its goals.

**Diversity:** recognizing the value of the perspectives of community members of varying backgrounds and identities including, but not limited to, culture, race, ethnicity, gender, age, religion, language, abilities/disabilities, sexual orientation, socioeconomic status, or geographic origin.

**Equity:** creating and supporting systems and behaviors that promote equality, fairness and justice.

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

In working to achieve this charge, the Library Diversity, Equity, and Inclusion Council will:

- **Policy/Strategy/Action:** Propose to the Executive Group annual library-wide diversity, equity, and inclusion goals, initiatives, programs, and benchmarks for approval and implementation. At the request of the Executive Group, partner with existing and ad

hoc groups within and beyond Duke University Libraries to promote diversity, equity, inclusion and accessibility in our discussions, services, collections, staff, and spaces (physical and virtual).

- **Assessment:** In conjunction with Library Human Resources, coordinate regular workplace assessments and survey current research and scholarship to develop recommendations for short-term and long-term benchmarks for approval by the Executive Group. Monitor progress and report results and recommendations to the Executive Group.
- **Communication:** Routinely communicate to the Duke University Libraries community the Council's work and progress toward goals.

#### **Membership**

Members will serve on the Council for two years.<sup>1</sup> The Council will have two Co-Chairs with staggered terms.

The Executive Group, in collaboration with the Council,<sup>2</sup> will review statements of interest from the Libraries' staff with the goal of appointing 6-8 members who bring deep, broad, and complementary interest and experience. Student representation will also be considered.

The Director of Library Human Resources will serve ex officio on the Council to consult on best practices and current research and to provide continuity as members rotate on and off the Council.

#### **Reporting**

The Committee will report directly to the University Librarian.

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<sup>1</sup> The first year will have 3-4 staff serving three years, and 3-4 for two years to allow for staggered two year appointments to the council.

<sup>2</sup> Individuals who helped draft the charge but will not be seeking Council membership can help vet the initial group



## **KU Libraries: Diversity, Equity & Inclusion Committee**

### **DEI WORKING GROUP CHARGE**

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

LSU Libraries Advisory Committee On Diversity

August 9, 2016

**Charge**

The LSU Libraries Advisory Committee on Diversity is appointed by the Dean of the Libraries, is composed of library employees committed to the goals of diversity. Its main purposes are 1) to foster a positive attitude toward diversity and inclusion within the LSU Libraries; 2) to assist search committees in the recruitment of a diverse pool of candidates for positions at the Libraries; and 3) to establish and maintain a welcoming and respectful environment for all library employees and patrons.

The Chair of the Committee will represent the Libraries on the LSU Academic Affairs Office of Diversity, Academic Diversity Representatives Committee. Attend quarterly meetings and facilitate communication between the Libraries and the Office of Diversity regarding diversity and inclusion issues. The Diversity Committee has an ongoing, active role in performing climate assessment, contributing to strategic and other planning for the Libraries, and recommending policies and programs on diversity and inclusion within the Libraries.

**Membership Guidelines**

In appointing members, a balance should be sought which reflects a broad representation of the LSU Libraries faculty and staff.

- Members will be appointed by the Dean in consultation with the Diversity Committee
- Committee appointments will be made on the academic calendar
- Committee appointments will be for a minimum of two years (Members are welcome to remain on the committee for longer if they desire.)
- Unexpired terms will be filled as needed

**Procedures for Membership Selection:** A call for volunteers will be made each summer. The committee will review and make recommendations to the Dean to fill vacancies. New members will join the committee as soon as they are appointed. Members who will be rotating off of the committee will serve until August 15th to provide some transition and overlap.

**Outreach & Collaboration**

- In conjunction with appropriate Libraries' staff, plan public programming on diversity and inclusion.
- Create opportunities for staff to learn about diversity-related issues and topics using a cultural enrichment discussion series. Encourage exploration and tolerance of individual differences and promote openness to learning from others.
- Offer programs that will address the Libraries' services to individuals with disabilities.

- Promote the Libraries' rich and diverse collections.
- Develop and strengthen partnerships with diversity-related groups and programs on campus.
- Coordinate the Libraries' diversity initiatives with the Office of the Office of Diversity and Office of Multicultural Affairs.
- The Diversity Committee Chair keeps the Deans and ADs informed of activities.

**Professional Development**

- Participate in professional development activities to educate Committee members as well as share the Libraries' diversity initiatives with the library profession.
- Explore ways to educate Committee members by taking advantage of educational opportunities on campus and in the community. Identify and publicize these opportunities within the Library.

**Recruitment**

- Assist the Libraries and the library profession in recruiting and retaining a diverse workforce.
- Participate in the administration of the Libraries' Internship/Residency Program.
- Assist search committees in the recruitment of a diverse pool of applicants for positions at the LSU Libraries.

**Assessment**


- Develop assessment tools to guide measures to improve collegiality and morale and implement needed actions as indicated by those tools.
- Develop assessment tools to determine how library services can best be individualized to meet the diverse needs of students and faculty and implement those customize services.

**Reports to:** Dean of Libraries and provides regular reports

## MASSACHUSETTS INSTITUTE OF TECHNOLOGY LIBRARIES

### Committee on the Promotion of Diversity & Inclusion: Committee Charge & Members

<http://libguides.mit.edu/c.php?g=176162&p=1159799>



Committee on the Promotion of Diversity & Inclusion:  
Committee Charge & Members

[Home](#) [Committee Charge & Members](#) [Upcoming Events](#) [Committee Reports](#) [Past Events](#)


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#### Charge

The Libraries' Committee on the Promotion of Diversity and Inclusion (CPDI), which is appointed by and reports to the Director of the MIT Libraries, is composed of library employees committed to promoting an understanding and valuing of diversity and inclusion within the MIT Libraries. Its purpose is to create and maintain a welcoming and respectful environment for all library employees and patrons. The CPDI has an ongoing, active role in performing climate assessment, increasing awareness and sensitivity among staff, and recommending policies and practices that embed diversity and inclusion into all relevant staff programs and library services and activities. The CPDI will work to establish, prioritize, and fulfill goals that increase the diversity and inclusiveness of our workforce and service environment.

#### Composition

Appointed by the Director of the MIT Libraries, the Libraries' Committee for the Promotion of Diversity and Inclusion is composed of library employees committed to the goals of diversity and inclusion. It consists of at least five members at-large and may be chaired by a single chair or by two co-chairs. Members at-large are full- or part-time Library employees from both administrative and support staffs, serve two-year staggered terms, and may be appointed to one successive term.

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## Library Diversity Committee

The Library Diversity Committee (LDC) provides leadership in the area of equity and inclusion by devising overarching strategies, making recommendations, and raising the visibility of the Library's diversity, equity, and inclusion efforts.

### Group's Charge

- Provides leadership for the development and assessment of short- and long-term strategies for structure, policies, processes, curricula and engagement in alignment with the [University-wide Diversity Plan](#) and other matters concerning diversity, equity and inclusion;
- Develops activities that promote cultural competency among library employees;
- Advises Library Administration regarding issues related to equity and inclusion;
- Collaborates with individuals and organizations to further diversity-related goals.

### Team Membership

This group is made up of appointed individuals with staggered two-year terms, plus the Dean of Libraries and the Human Resources Manager, who serve as *ex officio* members. This is a standing team, with charge and membership to be reviewed by the Administrative Team periodically.

### Current Library Diversity Committee Members

- [Adrienne Lim](#), Dean of Libraries (ex officio)
- [Patrick Moore](#), Human Resources Manager (ex officio)
- [Damon Campbell](#), Acquisitions Librarian
- [Hana Chan](#), Student Supervisor
- [Lydia Harlan](#), Acquisitions Receiving Specialist
- [Carolina Hernandez](#), Journalism and Communication Librarian (chair)
- [Jennifer O'Neal](#), Richard & Mary Corrigan Selan University Historian & Archivist
- [Ann Shaffer](#), Music and Dance Librarian
- [Jon Smith](#), Administrative Assistant
- [Samuel Villalobos](#), Administrative Support Specialist

### Meetings

- LDC meets monthly.

### Resource People or Groups

This refers to people or teams that are available to the group as resources for consultation, but who are not expected to attend every meeting or participate in all tasks. In this case, known resources are: Library Council, campus-level contacts or committees, and other stakeholders as identified by the team.

### History

The Library Diversity Committee began as the Library Diversity Task Force, established in October 1996 by George Shipman, then University Librarian, to develop a library-wide diversity program. The initial goal of the task force, associated with [Association of Research Libraries's diversity efforts](#), was to keep diversity in the forefront of library-wide activities. To this end, it sponsored several diversity-related public events and commenced the development of a multicultural resource guide. In March 1998, Shipman created a formal Library Diversity Advisory Group, and the group's name became the Library Diversity Committee in November 2000. The committee's efforts achieved special recognition in 2000 when past and present members were honored with UO's Martin Luther King, Jr. Award.

### Group on Library Diversity (GOLD) Charge

#### **Purpose:**

The Group on Library Diversity (GOLD) supports the University of Pennsylvania Libraries Diversity Statement, including its commitment to foster and ensure a welcoming and respectful environment for all library staff and users. GOLD provides training and informational programs, assists with the recruitment process, and serves as a resource for raising awareness about diversity.

#### **Mission and Responsibilities:**

GOLD works with staff, Administrative Council, and the Libraries' Human Resources Office to promote and support a diverse workforce within the Libraries.

GOLD is charged with the following tasks and objectives:

#### **Recruitment**

- Create an online presence for the Libraries' diversity initiatives, including GOLD.
- Assess and make proposals that improve the Libraries' recruitment process, such as: broaden the distribution of position postings; have the Libraries' Affirmative Action Compliance Officer aid search committees in their initial review of applicants; assist with recruitment training that focuses on the benefits of a diverse staff.

#### **Staff Engagement**

- Plan programs that reflect the Libraries' commitment to diversity: staff training; guest speakers; highlight the Libraries' collections promoting diversity; community building events.
- Encourage staff engagement in diversity initiatives.
- Collaborate and build coalitions with the University and community groups that support and celebrate diversity.

#### **Assessment**

- Establish an annual review process that monitors the progress of GOLD's efforts.
  - Review the Libraries' recruitment, hiring, and retention practices.
  - Review the University's EEO (Equal Employment Opportunity) report on the Libraries.
  - Consult with the Libraries' Affirmative Action Compliance Officer on applicant pools and hiring outcomes.
  - Conduct staff surveys to assess the workplace climate and diversity related topics.
  - Establish a benchmark for tasks and objectives as necessary.

20140603

### University Libraries Diversity Council Charter

#### Description:

The thirteen member University Libraries Diversity Council is a standing group reporting to the Dean of the Libraries. The Council supports Virginia Tech's strategic plan goal to "foster a diverse and inclusive community that supports mutual respect" in the University Libraries and the Virginia Tech community. Council members will:

- Review the library's climate survey results focusing on diversity related items and suggest appropriate actions
- Establish annual goals for the Council at the beginning of each academic year
- Issue an annual report of its activities and progress in achieving stated goals
- Develop strategies to improve recruitment and retention of a diverse workforce in the libraries
- Provide and promote educational opportunities on Inclusion and Diversity in the libraries
- Provide information to InclusiveVT or other campus entities as requested
- Advise the Dean of the Libraries on matters regarding Inclusion and Diversity
- Align Library Diversity Council initiatives with InclusiveVT
- Emphasize inclusion and diversity activities that relate to university programs
- Review the charter annually

#### Co-Chairs/ Members:

The Council Chair, Vice Chair, and Chair-elect will be elected by the body

The thirteen members will be selected as follows:

- One member will be the Director of Planning & Branch Operations who has been given oversight to Diversity Initiatives in the Library (ineligible to hold office).
- One member will be selected by LSA as their elected representative.
- One member will be selected by LFA as their elected representative.
- The Director of the following departments will each select one representative:
  1. Collections & Technical Services
  2. Digital Strategy and Outreach and Dean's Office
  3. Information Technology Services
  4. Learning
  5. Planning & Branch Operations
  6. Research & Informatics
  7. Special Collections
- One member will be the current Diversity Alliance Residency Librarian (ineligible to hold office).
- The Dean of the Libraries, or his proxy, will select a faculty and a staff member as the two remaining at-large committee members.

Council Member terms are three years alternating and they may volunteer for additional terms.

#### Meetings:

Council meetings will occur at least six times a year. The Diversity Council will present at the Library Council meeting at least once a year.

Revised June 2016



# Mentoring Programs

UNIVERSITY OF  
LOUISVILLE



## Faculty Mentoring

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Mentoring is the all-inclusive description of everything done to support an individual's (mentee) orientation to a professional role and professional development toward successful advancement in an identified field of endeavor. Mentoring is the larger context for learning techniques and other professional and personal skills and insights needed for professional growth. Articulating the roles, process and outcomes/goals of the mentoring process are critical to success of the relationship.

The University of Louisville's Office of the Vice Provost for Faculty Affairs is committed to supporting faculty mentors, mentees, and mentoring environment. This site outlines an organizational model of mentorship within the University of Louisville, defines key terms related to the mentoring process, suggests roles and responsibilities and identifies resources in support of a successful and robust mentoring program.

UNIVERSITY OF LOUISVILLE

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# Faculty Mentoring

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School Specific Programs

Libraries

## Libraries

**1. What processes do you use to ensure that all new faculty, especially pre-tenure faculty, are offered a mentor if they want one?**

During the interview for a new faculty member, we talk with candidates about mentoring and typically during the first year or so of working here, we hold a new faculty orientation that covers faculty reviews. At that point, we are mainly focusing on annual reviews (how to prepare a good file, what the Personnel Committee does, etc.) but also relate it to the long term process of preparing for P&T. In that setting, we also talk about the importance of mentoring again, and encourage them to identify someone to fulfill that role. In addition to informally nudging new faculty toward finding a mentor outside of their departments, we also have a somewhat structured program. Every few years, we put out a call to ULF members asking them if they would like to participate in our program which has the sole purpose of providing support for achieving promotion and tenure. We match junior (probationary) faculty members with a tenured faculty member, and ask them to touch base in person or on the phone at least every other month to have a conversation about the progress they have made on research or service initiatives. The mentors offer suggestions, support and accountability to the junior faculty members. We have a brief expectations document that we give to each of the participants, which is attached. A couple of these relationships have continued past tenure and/or include other aspects of the faculty member's development, but our expectation is that P&T remains the primary focus. We expect mentors to commit to a two-year program, however the focus is until the junior faculty member reaches tenure.

**2. Do you track how many faculty are mentored, and if so how?**

We do not track informal mentoring outside of this program. For the pairs we match, our faculty is small enough that it is relatively easy to track.

**3. Do you evaluate the success of the program, and if so how?**

After the pairs have been in place for 2-3 years, we surveyed participants and asked them what had worked or not worked for them. Changes were made to the expectations document accordingly and shared with the subsequent groups.

## Library Faculty Mentoring Program

*Revised January 2015*

### Purpose of the Mentoring Program

- ◆ To assist untenured, tenure-track librarians in orientation and assimilation into the TAMU library and university culture.
- ◆ To help librarians achieve their potential as library faculty members.
- ◆ To encourage librarians to conduct research, initiate projects, and publish accounts of their work.
- ◆ To assist and advise untenured, tenure-track librarians in moving through the promotion and tenure process.
- ◆ To foster professional activities and growth.

### Operation and Management of the Mentoring Program

As stated in the Library Faculty Bylaws, the program is managed by the Library Mentoring Committee (LMC).

- ◆ **Membership:** Three tenured or tenure-track faculty members elected at large from the Library faculty at least two of whom are tenured, and an ex-officio member: the Associate Dean for Administrative and Faculty Services.
- ◆ **Terms:** The Associate Dean for Administrative and Faculty Services serves by virtue of their position and is a non-voting member; elected members serve two year terms. The committee will elect a chair and a secretary.

### COMMITTEE RESPONSIBILITIES

The committee will:

- ◆ Make mentoring assignments, update the official Mentor/Protégé Assignment Roster, adjust assignment loads, and track progress of assignments.
- ◆ Coordinate mentoring assignments with the library's Business Office for purposes of ensuring that stipends are properly credited to mentors.
- ◆ Encourage the mutually beneficial partnership by encouraging educational or sharing opportunities.
- ◆ Review and maintain the Mentoring web page on the Intranet.
- ◆ Hold sessions for mentors and/or protégés to develop skills and discuss best practices.
- ◆ Make necessary adjustments to assignments.
- ◆ Conduct annual mentoring assignment assessments.
- ◆ Seek feedback on the mentoring process and communicate this information as appropriate.

## **MENTOR/ PROTÉGÉ ASSIGNMENT PROCESS**

### **Assignment of Mentors**

Mentors will be selected from the tenured faculty.

- ◆ When positions are filled, the LMC will identify potential mentors for new faculty members and will contact those potential mentors to determine their interest in and/or availability to take on the assignments.
- ◆ Newly assigned mentors will be provided contact information for the new faculty members and encouraged to make contact prior to their arrival.
- ◆ If mentoring assignments cannot be made in advance of a faculty member's arrival at work, this process should be completed within the first two weeks of employment.

### **Mentors**

- ◆ Each untenured, tenure-track faculty member will be assigned two mentors taking into consideration job assignment, research and professional service interests.
- ◆ In order to avoid conflict of interest, the primary work administrator will not be assigned as a protégé's mentor, unless explicitly requested by the protégé.
- ◆ Ad Hoc mentors may be utilized by the protégé at any time for special expertise needs.
- ◆ No mentor shall be assigned more than four protégés.

## **FREEDOM OF CHOICE**

- ◆ A protégée may request a change in assigned mentors at any time.
- ◆ A mentor may request reassignment from a particular protégé at any time.
- ◆ Reassignments will be done in consultation with the LMC so that problems/issues/expectations can be addressed in future pairings.
- ◆ All tenured faculty members in good standing are considered available to be assigned as mentors unless they notify the LMC chair of their desire to opt out.
- ◆ A tenured faculty member may be removed from consideration, based on legitimate concerns of effectiveness.

## **MENTOR RESPONSIBILITIES**

Mentors will typically:

- ◆ Initiate the first meeting with a new protégé.
- ◆ Offer to meet with each protégé at least monthly, in any format – formal appointment, lunch, etc.
- ◆ Assist protégé in making plans and setting action steps to achieve goals.

- ◆ Be available on request of the protégé to: brainstorm, review plans, advise on research outlines, read drafts, proofread submission papers, advise on publication venues, and advise on locating specific expertise needed by the protégé such as statistics, survey development, etc.
- ◆ Maintain awareness of current promotion/tenure/evaluation processes and expectations.
- ◆ Provide guidance on professional acculturation.
- ◆ Refer to the appropriate administrative resources regarding professional assignment concerns (ADAFS, Ombuds, etc.).
- ◆ Track progress to allow for accurate and meaningful advising, encouragement, and timely suggestions to meet protégé needs.
- ◆ Attend the protégé's face-to-face annual or mid-term review meeting with CAPT, at the request of the protégé.
- ◆ Notify the chair of the LMC to request a change in assigned protégés.
- ◆ Notify the chair of the LMC to opt out of being formally assigned as a mentor.

#### **PROTÉGÉ RESPONSIBILITIES**

Protégés will typically:

- ◆ Consider meeting with the mentor at least monthly, in any format – formal appointment, lunch, etc.
- ◆ Contact the mentor as needed to: brainstorm, review plans, seek advice on research outlines, read drafts, proofread submission papers, seek advice on publication venues, seek advice on locating specific expertise needed by the protégé such as statistics, survey development, etc.
- ◆ Ask questions about concerns, organizational process and climate, professional acculturation and expectations, and be receptive to answers.
- ◆ Contact the mentor for assistance on professional assignment issues.
- ◆ Track progress in order to be mindful of pending issues and to receive accurate and meaningful advising, encouragement, and timely suggestions from mentors.
- ◆ Invite mentors to attend the face-to-face annual and mid-term review meeting with CAPT, if desired.
- ◆ Notify the chair of the LMC to request a change in assigned mentors.

#### **REWARD**

- ◆ Each mentor will receive a \$250 stipend for each of the first two assigned protégés with a maximum of \$500 per fiscal year.

#### **MENTOR/ PROTÉGÉ BEST PRACTICES**

##### **Faculty**

Expectations/roles for faculty involved in the mentoring process include:

- ◆ Be open to new ideas.
- ◆ Communicate effectively and respectfully.
- ◆ Give and receive constructive feedback.
- ◆ Create and work toward a professional goal.
- ◆ Plan and devise action steps to achieve goals.
- ◆ Maintain professional standards.
- ◆ Avoid over-commitment.
- ◆ Stay positive in the face of setbacks.
- ◆ Keep trust levels high through discretion and confidentiality.
- ◆ Share knowledge willingly.
- ◆ Contribute to a collaborative environment
- ◆ Keep an appropriate perspective.
- ◆ Maintain a sense of humor.
- ◆ Appreciate the time constraints of colleagues.
- ◆ Honor your agreements in a timely fashion.

#### **Protégés**

In addition to the above, the following expectations/roles apply specifically to protégés:

- ◆ Cultivate multiple mentors depending on need.
- ◆ Ask for and accept help when needed.
- ◆ Show initiative and take responsibility for own learning.
- ◆ Understand that professional growth is a process that takes time.
- ◆ Pay attention to your tenure clock.
- ◆ Initiate meetings.

#### **Mentors**

The following expectations/roles apply specifically to mentors:

- ◆ Assist protégés in making plans and setting action steps to achieve goals.
- ◆ Convey genuine interest in helping.
- ◆ Perform gatekeeper function to open doors for protégés.
- ◆ Question accepted practice, including your own.
- ◆ Do not “pull rank”.



## Wayne State University Libraries Mentoring Program

- Purpose
  - Enhance growth and development
  - Provide guidance and experience-based wisdom
  - Increase interpersonal competence
  - Understand mentor-mentee power dynamic (I know more and you know less)
    - Mentees are not empty vessels
      - Mentors are entering a mentee's life in mid-stream
      - Where are they coming from?
    - People have the solutions within them; they need the guide on the side
      - Mentees will have times when they need specific advice
      - Generally don't offer suggestions, but remain positive
      - Open ended questions—"why do you think that?"
      - Have the mentee work through the problem on their own
    - Exploring backgrounds and differences helps create a more honest relationship
      - Underrepresented individuals can feel they are not being heard
      - Share about yourself
    - Establish the relationship
      - To mentee: What would you like to get out of the programs? What is your agenda?
      - Match it against expectations and reach consensus
    - Connect mentees to your network—you don't need the solution yourself
- Structure
  - Assignment
    - Associate Dean assigns first mentor—ideally in the same unit
    - EP&T assigns second mentor
  - Goals
    - Mentor
      - Safe person to discuss issues
      - Help with the culture
        - Do you eat at your desk?
        - Is there a group meal?
        - Dress code?
        - Can I leave the building to get some coffee?
        - Protocol for leaving the building for meetings (Email people? Leave note? Calendar?)
        - Emergency closure notifications
        - Context around a building tour—what do your neighbors do?
        - Opportunities for collaboration
      - Topics of conversation
        - Evaluation process
        - Organizational culture and environment
        - Job performance factors with interpretation of expectations of excellence, reliability, initiative, and collaboration
        - Targeted PA and Service opportunities
          - Where are good outlets for presentations?

- Dossier preparation and review of drafts
    - Who are these people, and what do they do? (New librarians have a lot of names thrown at them)
    - Teams
      - Suggest possible ones to join
      - What are expectations for participation?
    - Connection to HR and Business Affairs (travel)
    - What do you need?
  - Bring to meetings (including leadership, instruction, consultations)
  - Review scholarly articles (if any), presentations, grant proposals
  - Goal setting and monitoring progress
    - Difficulty adjusting to a self-directed position
    - "Here are some things you can do"
    - Brainstorming
    - "How can we improve this?"
    - "Am I doing something wrong?"
    - New librarians are concerned that everyone else is busy
  - Discuss career path plan--ask them to sketch out where they would like to be in the libraries in one, five, and ten years
  - EP&T mentor
    - Help with the dossier
      - What activities fall under which categories?
        - How do you distinguish between them?
        - What is community service vs. university service?
      - What is considered worthy of dossier material and what is not?
      - Feedback on the outcome
    - Topics of conversation
      - What does it mean to be in a union?
      - What is shared governance?
      - ESS and promotion
        - What level of work is expected to get ESS?
        - Counterexamples of people who didn't make ESS
      - Factors—professional achievement and service
      - Sponsor dossier workshop
        - Late January/early February
        - Coordinate within EP&T
        - Demystifying dossier
        - What is the purpose of the dossier?
        - How does the EP&T Committee review it?
        - How do we write the annual letter?
        - The process is more human and less bureaucratic
      - Academic calendar: guidance and documentation on elections and timelines
      - Contractual committees—what's expected of the members?
      - What do you need?
- Timeline
  - Ask how frequently the mentee would like to meet
  - One year of a formal program

- Informal afterwards
- Mentorship Malpractice (from Chopra & Saint in March 29, 2017 HBR:  
<https://hbr.org/2017/03/6-things-every-mentor-should-do>)
  - Taking credit for your mentees' ideas or usurping lead position on their projects
  - Insisting that your mentees advance your projects rather than allowing them to develop their own work
  - Handcuffing your mentee to your timeline, slowing their own progress when you are slow to get back to them
  - Discouraging your mentees from seeking other mentors, which may stoke your ego but isolate them from broader learning and recognition
  - Allowing mentees to repeat common self-destructive mistakes without reining in such behavior (See <https://goo.gl/ZfsG5J>)
- Assessment
  - Organizational outcomes?
  - Training?
  - Determine success criteria
    - Impact
    - Ongoing need
    - Cost/benefit
    - Satisfaction
  - Formative assessment after six months to capture how the relationship is working
    - Offer an exit ramp
    - Conversation about expectations
    - This isn't working, but we can go away friends
    - Offer to find someone else
    - Are there changes that you would recommend we make?
  - Paul and Rachael conduct the assessment
    - Anonymize the data
    - Share summaries with the associate dean
- Associate Dean tasks
  - Quarterly meetings of librarians who don't have ESS
    - Answer any questions they might have
    - Can be intimidating to ask more experienced librarians
  - Annual meetings of mentors
    - Share best practices
    - Discuss common experiences and problems
  - Help people understand the organization
    - Workshops at various parts of the library system—give people knowledge about other people's job functions
      - Open invitation for everyone
      - Make sure new librarians can attend
      - Anyone else is then free

May 2017

## Library Mentorship Program Proposal

### Library Mentoring Committee:

The Mentoring Committee will be comprised of 4 volunteers selected by the Associate Director of Administration. They will maintain and expand the mentor list for the General Library System and assign mentees when a new staff member is hired within the first two months of hire.

#### Role of Library Mentoring Committee:

1. Establish program, documentation, training materials, and maintain web presence
2. Recruit mentors
3. Develop criteria and evaluate the goals and objectives of the participants in order to match mentors and mentees
4. Match mentor and mentees
5. Train new mentors based on program documentation
6. Encourage and support leadership development for staff within GLS
7. Provide discussion points and topics of interests to mentors and mentees as opportunities arise
8. Review end of the year mentor and mentee feedback (survey, report, etc.) for the purpose of program assessment

### Library Mentorship Program:

The General Library System Mentorship program provides a method of introducing and encouraging experienced GLS librarians and other library personnel (all employees with year appointments at 50% or greater are eligible) to work together, to network, and to create a supportive GLS organization. Mentors and mentees will communicate throughout the year with the goal of helping mentees learn about the library organization. The Program is designed to help library staff succeed, empower them within the GLS organization, and promote a sense of belonging. Participation in the program is voluntary.

The Library Mentorship Committee will pair mentors with their mentees based on expertise and need. They will facilitate all steps of the introductory process and be available throughout the year for assistance to both the mentees and mentors. All participants are asked to recognize that participating in this program involves a time commitment and a commitment to your mentor/mentee.

#### What is mentoring?

- Listening
- Volunteering
- Support and Caring
- Developing
- Encouraging
- Partnership
- Networking Assistance for Mentee

#### What is not mentoring?

- Spending more time than you have
- Just advising
- Criticizing
- Rescuing
- A lengthy and exhausting relationship
- Reserved for experts
- Hard work

- **Benefits for Mentees:** Develop supportive relationship with colleague who has varied experiences, skills, and knowledge, and can help navigate the complex structure of the General Library System and UW-Madison. Build communication skills. Network with others from various places and departments.
- **Benefits for Mentors:** Opportunity to share knowledge and experiences. Assist in the growth and education of new staff. Gain insights into new trends/resources. Practice problem solving and listening skills. Meet people with varied experiences, skills, and contacts. Collaborate with mentors/mentees who have similar career goals, interests, and job functions.

**Mentor:**

A General Library System Mentor is an experienced person who willingly provides professional and useful advice to a new colleague, in order for him/her to develop a successful career. Mentoring involves being a good listener, a thoughtful advisor, and a role model.

Qualifications:

1. 2 years experience within the GLS (not including student employment).
2. Minimum commitment of 1 year with the program. Each mentoring group will work at their own pace as their relationship develops and may continue past the year.
3. Ability to meet in person with mentee once a month for the first six months of the program.
4. Willingness to communicate with mentee regularly to grow the mentor/mentee relationship. There are many ways to communicate: email, telephone, meetings, lunch, etc.
5. Familiarity with general mentorship ideas. Resources are listed at \_\_\_\_\_.
6. Willingness to provide feedback (meeting, survey, report, etc.) at the end of the year to the Library Mentoring Committee to help improve program. Please remember, this program is a learning experience for all participants.

**Mentee:**

A General Library System Mentee is a new GLS employee who is seeking professional advice and guidance from an experienced staff member.

Qualifications:

1. New appointment to the GLS for a duration of at least two years.
2. Minimum commitment of one year to the program. Each mentoring group will work at their own pace as their relationship develops and may continue past the year.
3. Ability to meet in person with mentor once a month for the first six months of the program.
4. Willingness to communicate with the mentor regularly. There are many ways to communicate: email, telephone, meetings, lunch, etc.
5. Familiarity with general mentorship ideas. Resources are listed at \_\_\_\_\_.
6. Willingness to provide feedback (meeting, survey, report, etc.) at the end of the year to the Library Mentoring Committee to help improve program. Please remember, this program is a learning experience for all participants.

**Required Activities for Mentors and Mentees:**

1. The Mentorship Committee will initiate communication by sending an announcement to the mentor and mentee announcing their pairing and sharing the résumés or work experience summary they have submitted.

## UNIVERSITY OF WISCONSIN-MADISON LIBRARIES

### Library Mentorship Program Proposal

2. After being matched with a mentor, mentees will initiate contact with email introducing themselves, where they work in the GLS, and any other interests they would like to share.
3. Mentors will respond with a similar introductory email and suggest times to meet within the next few weeks.
4. Develop outline of goals, objectives, and guidelines for your mentorship year. Include important dates to stay on track and how often you plan to meet. Share the outline with your liaison to the Library Mentorship Committee, who is available to assist you as needed.
5. Provide requested feedback (meeting, survey, report, etc.) at the end of the year to the Library Mentoring Committee to help improve program.

#### **Suggested Activities for Mentors and Mentees:**

1. Attend campus meetings and events together.
2. Explore professional development opportunities.
3. Discuss perceptions of the campus library community, campus staff issues, instructional opportunities, and professional organizations.
4. Share information about social or entertainment opportunities on campus, insights about the Madison community.

#### **Mentor Application Process:**

New hires who meet the criteria for participation in the mentorship program will receive information about the program in their orientation packets from the GLS Administration Office. Interested employees should complete the online survey at: [\[URL for Qualtrics survey\]](#)

UNIVERSITY OF WISCONSIN-MADISON LIBRARIES  
Mentorship Program Goals Worksheet

<b>Mentorship Program Goals Worksheet</b>		
Mentor: _____		Date: _____
Mentee: _____		
<hr/> <p>Each mentor and mentee should complete this informal worksheet at their first meeting in order to align each person's expectations for the program and create a roadmap to a satisfactory relationship. Please feel free to be as broad or as specific as desired. Once the worksheet is completed, submit a final form to your mentorship committee liaison.</p> <hr/>		
<b>Goal</b>	<b>Activities</b>	<b>Timeframe</b>



# Research Resources

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## COLORED CONVENTIONS

BRINGING NINETEENTH-CENTURY BLACK ORGANIZING TO DIGITAL LIFE

### ABOUT THE COLORED CONVENTIONS

From 1830 until well after the Civil War, free and fugitive Blacks came together in state and national political "Colored Conventions." Before the war, they strategized about how to achieve educational, labor and legal justice at a moment when Black rights were constricting nationally and locally. And after the war, they continued to convene to discuss local, national and international possibilities, problems and challenges.

The delegates to these meetings included the most well-known, if mostly male, writers, organizers, church leaders, newspaper editors, and entrepreneurs in the canon of early African-American leadership—and many whose names and histories have long been forgotten. All that is left of this phenomenal effort are the minutes. Even these materials are rare and can only be accessed through out-of-print volumes.

This project seeks to not only learn about the lives of these male delegates, the places where they met and the social networks that they created but to also account for the crucial work done by Black women in the broader social networks that made these conventions possible.

ColoredConventions.org endeavors to transform teaching and learning about this historic collective organizing effort—and about the many leaders and places involved in it—bringing them to digital life for a new generation of undergraduate and graduate students and researchers across disciplines, for high school teachers, and for community members interested in the history of church, educational and entrepreneurial engagement.

### TRANSCRIBE MINUTES

[Help transcribe](#) the minutes of the Colored Conventions!

- [Click here for minutes of Conventions held in A.M.E. Churches](#)
- [Click here for minutes of Conventions held in Baptist Churches](#)

### FEATURED ITEMS

Video - History Matters: The Colored Conventions Project

This History Matters video features the University of Delaware's Interdisciplinary Colored Conventions Project (CCP). CCP digitizes the meeting...

PROCEEDING OF THE CONVENTION OF COLORED IN DOVER, DEL. JANUARY

### RECENTLY ADDED ITEMS

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(Excerpt from the MLA Press Release) New York, NY – 6 December 2016 – The Modern Language Association of America has announced the winner of the...

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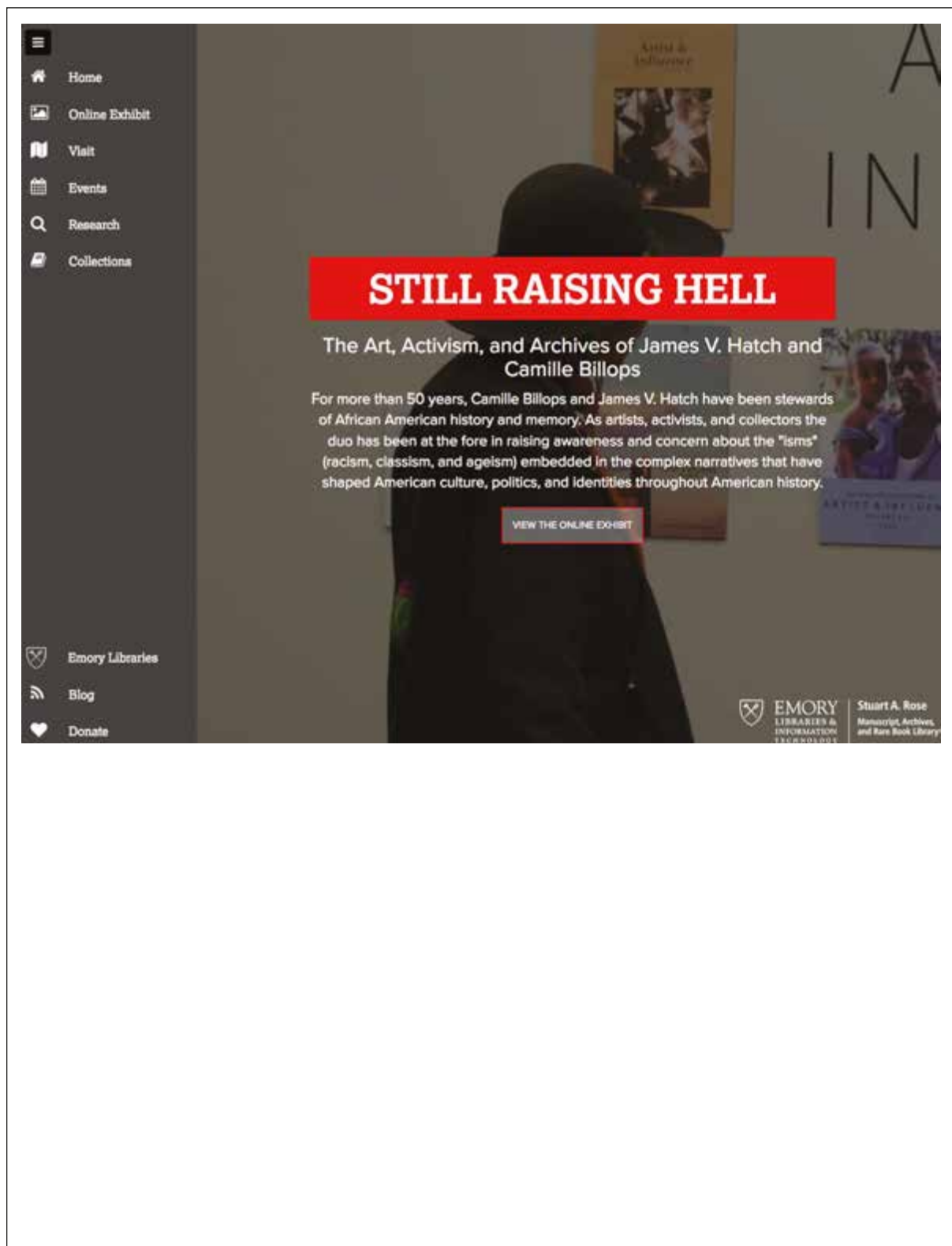
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## Social Justice Resources

This site supports the UMD campus community in celebrating the Social Justice Day on April 18th, 2017.

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Economic Development & Inequality

Environmental Justice

Creating Healthy Communities

Media and Inequality

Pictures from the day

Posterize Art Project

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Current Events

• Social Justice Day

Please join the University of Maryland campus on **April 18th, 2017** in the Stamp Student Union to explore diverse topics related to energizing movements for social justice. [More](#)



Home



## Social Justice Resources

This site supports the UMD campus community in celebrating Social Justice Day. Faculty research is highlighted and recent additions to the UMD Libraries' collections are presented.

This site highlights research published in the recent years within the following themes:

- Immigration in the 21st Century
- Economic Development and Inequality
- Environmental Justice
- Creating Healthy Communities
- Media and Inequality

With the creation of this guide, we hope to spark cross disciplinary dialogue on social justice issues and to provide opportunities for future collaboration within and outside the UMD scholarly community.

Follow the conversations in Twitter




#SocialJusticeUMD

# UNIVERSITY OF NEBRASKA-LINCOLN LIBRARIES

Diversity Libguide: Home

<http://unl.libguides.com/c.php?g=51698&p=334120>

UNIVERSITY OF NEBRASKA-LINCOLN



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Diversity Libguide : Home

Updated version of the Diversity Libguide

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Introduction



University of Nebraska-Lincoln Libraries are academic leaders in valuing diversity in the workplace and in meeting the needs of the University's goal to welcome a "diversity of ideas and people" in Nebraska and globally.


Proactive support for diversity is integrated into the operational fabric of University of Nebraska-Lincoln Libraries through our strategic plan priorities and through the University's core values. **This web page provides links to multicultural and diversity research tools, digital and physical collections, programs, and services.**

The Diversity Librarian works closely with the Diversity Committee and other University of Nebraska-Lincoln faculty and staff to support the Institute for Ethnic Studies programs, Women and Gender Studies, including LGBTQ+Sexuality Studies and other related areas of research. In addition, we strive to support and fulfill the information needs of University of Nebraska-Lincoln community members engaged in multicultural and diversity research.

Mission Statement

"University of Nebraska-Lincoln Libraries values diversity and empowers our staff to take active responsibility in developing a supportive diverse environment. We will use our talents, expertise, collections, and services to coordinate with University of Nebraska-Lincoln's effort to embrace diversity" (University of Nebraska-Lincoln University Libraries, 2008).





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## The Dakota Access Pipeline: Native American Perspectives

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[News and Articles](#)  
[Historical Background](#)  
[Tribes and Organizations](#)  
[Cartoons by Ricardo Cate](#)  
[Media](#)

### Background


This guide aims to provide Native American perspectives on the Dakota Access Pipeline, a 1,700 mile oil pipeline to be built through the land of the Standing Rock Sioux people and across the Missouri River which provides drinking water and water for agriculture for millions of Americans. The tribe was not consulted during the planning or approval of this project though their ancestral lands and sacred sites would be devastated. Protests against the pipeline began with tribal members and more people and organizations are joining the effort. The phrase Mni wiconi is Lakota and means "Water is Life" which is a guiding principle of the protest.

Finding the coverage of this issue lacking Native voices we attempt to share that here. The guide is not meant to be comprehensive but will be updated as we find more sources.



Tribal citizens at the Dakota Access Pipeline construction site near Cannonball, North Dakota. Photo by Arlo from Cloud from Indiana.com

### Your Librarian



**Sarah Kostecky**


[Email Me](#)

[Schedule Appointment](#)

**Contact:**  
 Zimmerman Library,  
 B32

**Subjects:**  
 Education, Native American Studies

### Librarian



**Paulita Aguilar**

[Email Me](#)

### Social Media

• [Indigenous Environmental Network](#)

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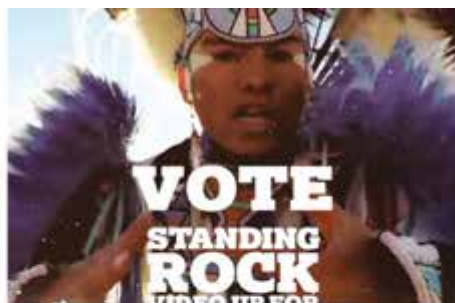
**TATM News** @TATMNews  
 "Water truly is life, and that's the message we have to carry forward." ~ @ChaseIronEyes #NoDAPL #MniWiconi facebook.com/TruthAgainstTh...



## UNIVERSITY OF NEW MEXICO LIBRARIES

The Dakota Access Pipeline: Native American Perspectives

<http://libguides.unm.edu/c.php?g=556186&p=3824062>



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**Contact:**

Zimmerman Library  
2nd Floor in INLP Suite  
Room 234  
277-4243

**Subjects:**

[American Studies](#), [Anthropology & Archeology](#), [Native American Studies](#)

### INLP Program Specialist



[Kevin Brown](#)


[Email Me](#)

**Contact:**

Zimmerman Library  
Indigenous Nations Library Program  
Room 227  
(505) 277-7433

**Subjects:**

[Native American Studies](#)



UNIVERSITY OF  
OREGON

UO Libraries

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Research Guides / UO Libraries Wide / Economic Privilege / Start

Economic Privilege

A beginner's guide to researching economic privilege using resources in the UO Libraries and elsewhere

Start

Books

Articles

Multimedia

About this Guide

Please browse the links to your left for a selection of resources on economic privilege.





These resources include books, videos, and articles available from the University of Oregon Libraries, Summit, and InterLibrary Loan, as well as resources from around the Internet.

If you require additional assistance, please visit the Reference Desk or contact the appropriate [Subject Specialist](#) for help with resources in a specific subject area.


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[Hana Chan](#)  
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Contact:

Knight Library  
541-346-0753

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158 Representative Documents: Research Resources


# UNIVERSITY OF PENNSYLVANIA LIBRARIES

## Diversity at Penn Libraries: Resources

[http://guides.library.upenn.edu/Penn\\_Libraries\\_Diversity/gold\\_resources](http://guides.library.upenn.edu/Penn_Libraries_Diversity/gold_resources)

### Inclusion at Penn

Click Video Resources tab for more videos



- Archives Unbound  
Collections of documents including: Feminism in Cuba; Federal Surveillance of African Americans; Ralph J. Bunche Oral Histories of the Civil Rights Movement; Papers of Amiri Baraka; Republic of New Afrika; The West's Response to Jewish Immigration; Federal Response to Radicalism in the 1960s; The American Indian Movement and Native American Radicalism; National Domestic Workers Union; Selected Gay and Lesbian Periodicals and Newspapers; American Indian Correspondence; European Colonialism in the Early 20th Century; Japanese American Relocation Camp Newspapers; Women, War, and Society 1914-1918
- Jewish Exponent 1887-1995  
An historical newspaper fully searchable through Proquest Historical Newspapers. See also JSTOR: Jewish Studies for access to 60 journals ranging in publication dates from 1899 to 2014.
- Independent Voices  
Open access collection of the alternative press of the 1960s, 1970s and 1980s with over 1000 titles from the special collections of over a dozen libraries.

### Penn Resource Centers

- Affirmative Action and Equal Opportunity  
Charged with ensuring that the University meets its obligations as an affirmative action and equal-opportunity employer and educational institution.
- African American Resource Center  
Dedicated to enhancing the quality of life of faculty, staff, and students at the University of Pennsylvania with a particular focus on those of African descent.  
Library contact: [David George](#)
- Albert W. Greenfield Intercultural Center  
Building intercultural communities on campus  
Library contact: [David George](#), [ARC Board Member](#)
- La Casa Latina  
Promotes greater awareness of Latinx issues, culture, and identity at UPenn. La Casa Latina works closely with the Latin community to offer a supportive environment where all students are welcomed and engaged in programs, events, and dialogue that address important issues affecting Latinx communities: identity, nationality, and internationality.  
Library contact: [David George](#)
- LGBT Center  
A safe space for people for sexual and gender minorities and their allies at the University of Pennsylvania, whether you are questioning your identity, in the process of coming out, or proudly identify as LGBTQ, this is your space.  
Library contact: [David George](#)
- Makhu Black Cultural Center  
The best place for student activities, ideas, discussion, and support based on Black culture and the African Diaspora.  
Library contact: [David George](#)
- Pan-African American Community House  
A center where South Asian, East Asian, Southeast Asian, and Pacific Islander cultures are celebrated. PAACH is a community center that develops and implements innovative programs for research, development and community service in close collaboration with Asian American student and community groups.  
Library contact: [David George](#), [PAACH Board Member](#)
- Penn Women's Center  
Visit the Web site for a variety of services from the bookable to help in collecting and providing information to enhance development and support groups.  
Library contact: [David George](#)




- Records of Ante-Bellum Southern Plantations
- Religious Studies
- Shoah Foundation Visual History Archive
- Sociology Research Guide
- South Asian Current Affairs
- Understanding Japanese Studies Resources
- Urban Studies Research Guide
- Women and History

### National Resources

- Diversity Inc.  
Diversity News and Commentary. Diversity Inc. focuses on encouraging best practices for creating and sustaining diverse workplaces.
- AAU Diversity Recruiting  
Links and information regarding Association for Research Libraries fellowships, leadership programs, and more
- ALA Office for Diversity  
Links and information regarding ALA Diversity initiatives, opportunities, and programs

UNIVERSITY of PENNSYLVANIA

Penn Libraries: 215-895-7556 | 3420 Walnut St., Philadelphia, PA 19104-6206 | Questions or comments | © University of Pennsylvania



## SYRACUSE UNIVERSITY LIBRARIES

Human Library: Home

<http://researchguides.library.syr.edu/c.php?g=258461&p=1725044>

# Syracuse University Libraries

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## Human Library: Home

[Home](#) [Human Books 2017](#) [About the Human Library](#) [Event Flyer](#) [Previous Human Books](#)

### Human Library

Syracuse University Libraries' Fourth Annual **Human Library** was held in **Bird Library** on **April 5, 2017** from **noon-4 p.m.** See some of the coverage:

- [Photos from the 2017 event](#)
- [CitrusTV feature of the 2017 event](#)
- [SU news announcement from the 2017 event](#)
- ["If These Books Could Talk": A feature on Human Libraries in American Libraries \(June 2017\)](#)

## HUMAN LIBRARY

### What is a Human Library?

A Human Library is an event that encourages people from different backgrounds to talk with and learn from each other. Human books are volunteers who are willing to share their stories and/or their expertise. Participants can "borrow" human books for up to 20 minutes at a time in order to have a conversation and ask questions about the book's topic.

The library is a safe place to have some positive conversations to challenge stereotypes and prejudices, or just to get to know another individual.

This event is part of a regional Human Library Program with support from the [Central NY Library Resources Council \(CLRC\)](#).

### Event Partners

We are excited to have the support of a number of other partners on campus. Partners for our 2017 Human Library include:

- [Library and Information Science Student Association \(LISSA\), School of Information Studies](#)
- [Office of Learning Communities](#)
- [Office of Multicultural Affairs](#)

### Contact Information

For more information, contact Abby Kasowitz-Scheer ([akasow@syrr.edu](mailto:akasow@syrr.edu)) or Tarida Anantachai ([tanantac@syrr.edu](mailto:tanantac@syrr.edu)).

**Last Updated:** Jun 5, 2017 10:25 AM | **URL:** <http://researchguides.library.syr.edu/humanlibrary> | [Print This Page](#) | [Login to LibApps](#)

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# Job Descriptions

## UNIVERSITY OF FLORIDA LIBRARIES

Instruction and Outreach Librarian

[http://library.ufl.edu/pers/documents/instructionoutreachlib\\_pva\\_2017\\_final.pdf](http://library.ufl.edu/pers/documents/instructionoutreachlib_pva_2017_final.pdf)



George A. Smathers Libraries  
Administrative Services and Faculty Affairs

422 Library West  
PO Box 117024  
Gainesville, FL 32611-7024  
352-273-2595  
352-392-4538 Fax  
[www.uflib.ufl.edu/pers/](http://www.uflib.ufl.edu/pers/)

### POSITION VACANCY ANNOUNCEMENT

**POSITION:** Instruction and Outreach Librarian

**RANK:** Assistant or Associate University Librarian

**REPORTS TO:** Chair, Humanities and Social Sciences Library (Library West)

**SALARY:** Minimum salary \$50,283 at the Assistant University Librarian rank  
Minimum salary \$58,179 at the Associate University Librarian rank  
Actual salary will reflect selected professional's experience and credentials

**REQUISITION #:** 501741

**DEADLINE DATE:** May 1, 2017 - applications will be reviewed beginning April 5, 2017

**Please note that this posting has specific instructions for the submission of application materials - see our website at: <http://web.uflib.ufl.edu/pers/careers.htm> or the APPLICATION PROCESS section below for further details. Failure to submit the required documents may result in the application not being considered.**

#### JOB SUMMARY

The Instruction and Outreach Librarian at the George A. Smathers Libraries is a 12 month, tenure track faculty position, which serves as the instruction, outreach, and student engagement librarian with additional responsibilities supporting Library West's Humanities and Social Sciences (H&SS) reference and collection services. Develops and leads library programs related to student engagement and information literacy instruction. Connects the Libraries with campus-wide initiatives focused on student engagement, success, and academic wellbeing. As the liaison to the University Writing Program, Innovation Academy, the Honors Program, and the Dean of Students Office, develops customized information literacy programming and works with the Assessment Librarian to assess services to undergraduate students. Works closely with and provides training and support for all Library West faculty and staff members who teach. Coordinates all major H&SS instruction initiatives in collaboration with other branch libraries.

The Libraries encourages staff participation in reaching management decisions and consequently the Instruction and Outreach Librarian will serve on various committees and teams. To support all students and faculty, and foster excellence in a diverse and global society, the Instruction and Outreach Librarian will be expected to include individuals of diverse backgrounds, experiences, races, ethnicities, gender identities, sexual orientation, and perspectives in work activities. The Instruction and Outreach Librarian will pursue professional development opportunities, including research, publication, and professional service activities in order to meet library-wide criteria for tenure and promotion.

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**RESPONSIBILITIES:**

1. Coordinates the Library West undergraduate instruction and information literacy program, including creating and updating instructional materials, videos, course guides, and tutorials using a variety of formats including print, digital, and web-based technologies such as LibGuides and social media.
2. Liaises with the University Writing Program (UWP), Innovation Academy (IA), the Honors Program, and the Dean of Students Office (DSO). Regularly communicates and meets with the departments' staff and faculty; provides specialized assistance to faculty and students. Builds and strengthens established relationships with groups on campus.
3. Actively pursues new humanities and social sciences outreach opportunities on campus; cultivates new constituencies and identifies new services.
4. Co-chairs the Smathers Libraries Instruction Committee and leads instruction and outreach strategies to promote and support library programs, services, and collections. Coordinates H&SS instruction programs with other libraries on campus.
5. Teaches sections of Introduction to Library and Internet Research (LIS2001). Leads the Libraries Instruction Committee in development of new content for LIS2001, supports other LIS instructors, and helps promote and market the course.
6. Provides reference services at the Research Assistance Desk, online via chat and email, and by appointment.
7. Defines goals, establishes objectives, plans and manages budgets, and coordinates collection development activities with other subject specialists and librarians.
8. Participates in appropriate professional development and continuing education endeavors and engages in scholarly research resulting in publication, including digital humanities projects.
9. Participates in planning, policy formation, and department decision-making relating to Library West services, collections, and new technologies.
10. Represents the Libraries in appropriate university, local, state, regional, and national bodies.
11. Participates in Library fundraising efforts.

**QUALIFICATIONS**

***Required:***

- Master's degree in Library and/or Information Science from an ALA-accredited program, or equivalent professional experience, plus advanced degree in subject specialty.
- Eight years of relevant, post graduate degree experience for appointment at the Associate University Librarian rank.
- Experience with in person and online instruction.
- Competence with information technologies and demonstrated effectiveness in integrating technology with traditional services and resources, particularly instruction.
- Excellent verbal and written communication skills, as well as strong presentation skills.
- Excellent analytical and organizational skills.
- Ability to work both independently and collaboratively as part of a team within a culturally diverse user community of faculty, students, staff, administrators, and the general public.
- Capacity to thrive in a dynamic environment, respond effectively to shifting needs and priorities of library constituents, and afford a willingness to be flexible with liaison and selector assignments as appointed.
- Flexible and forward-thinking approach to challenges and opportunities.
- Strong potential for meeting the requirements of tenure and promotion outlined at <http://library.ufl.edu/cdh>.

***Preferred:***

- Advanced degree in a related field in the humanities and/or social sciences, or in curricular design.
- Experience providing instructional services and outreach in an academic or research library environment.

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## UNIVERSITY OF FLORIDA LIBRARIES

Instruction and Outreach Librarian

[http://library.ufl.edu/pers/documents/instructionoutreachlib\\_pva\\_2017\\_final.pdf](http://library.ufl.edu/pers/documents/instructionoutreachlib_pva_2017_final.pdf)

- Experience in provision of online and in person reference assistance to users or experience with public service.
- Experience in the digital humanities.
- Experience managing collections in an academic or research library.
- Record of including individuals of diverse backgrounds, experiences, races, ethnicities, gender identities, sexual orientations, and perspectives in research, teaching, service and other work.

### THE UNIVERSITY OF FLORIDA

The University of Florida (UF) is a major, public, comprehensive, land-grant, research university. The state's oldest and most comprehensive university, UF is among the nation's most academically diverse public universities. UF was ranked 9<sup>th</sup> among public universities in Forbes' "America's Best Employers 2015." UF has a long history of established programs in international education, research and service. It is one of only 17 public, land-grant universities that belong to the [Association of American Universities](#). UF traces its beginnings to a small seminary in 1853 and is now one of the largest universities in the nation, with more than 50,000 students. For more information, please consult the UF homepage at <http://www.ufl.edu>.

### UNIVERSITY OF FLORIDA LIBRARIES

The libraries of the University of Florida form the largest information resource system in the state of Florida. The UF Libraries consist of seven libraries on the Gainesville campus and three off-campus facilities; six of the campus libraries, and all of the off-site facilities, are in the system known as the [George A. Smathers Libraries](#) at the University of Florida. The remaining library is the [Lawton Chiles Legal Information Center](#). Collectively, the UF Libraries (the Smathers Libraries and the Legal Information Center) hold or provide access to over 5.45 million print volumes, 8,100,000 microfilms, 1.25 million e-books, over 152,000 full-text electronic journals, over 1100 electronic databases, 1.26 million documents and 1.35 million maps and images.

The UF Libraries have built a number of nationally significant research collections, including the Latin American, Judaica, Florida History, Children's Literature, and Maps and Imagery collections. The UF Libraries are a member of the Association of Research Libraries (ARL), the Center for Research Libraries (CRL), and the Association of Southeastern Research Libraries (ASERL). The library staff consists of more than 300 FTE librarians, technical/clerical staff and student assistants. The organizational chart is available at <http://www.uflib.ufl.edu/orgchart.pdf>.

### HUMANITIES AND SOCIAL SCIENCES LIBRARY (Library West)

[The Humanities and Social Sciences Library](#) (Library West) is the largest branch library on the UF campus, with 17 faculty and 13 staff members, seating for 1,600 patrons, and 217 public computers, including iPads and other circulating technologies. Last year, Library West received over 1.2 million visitors. Renovated in 2006, the branch offers 18 group study rooms, a student video production space, faculty and graduate carrels as well as a limited-access floor for graduate students. One classroom is available with 19 computers for hands-on instruction. The Scott Nygren Digital Scholars Studio is a flexible space that allows seats to be arranged for individual or group projects, or auditorium style for presentations/workshops. Within the branch, there are four functional units: Research Assistance, Instruction and Outreach, Collections, and Circulation; these units are managed by coordinators who oversee the daily functions. See the [organizational chart](#) for current structure of the department.

### COMMUNITY

Gainesville, Florida and the surrounding community are home to approximately 257,000 people and both the University of Florida and Santa Fe College. Situated just over an hour from the Gulf of Mexico and the Atlantic Ocean, the city is surrounded by over 40 nature parks, including many spring-fed lakes and rivers. In 2015, Gainesville was named the "Best Midsize College City in America" by WalletHub and

*The Foundation for The Gator Nation*

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## TEMPLE UNIVERSITY LIBRARIES

### Resident Librarian

#### **Resident Librarian**

##### **Summary of Position**

The Temple University Libraries Residency, open to recent graduates (last 1-5 years) of ALA-accredited master's degree programs, offers professional experience and the opportunity to be mentored in a technology-rich, academic research library. The residency program supports the Libraries' commitment to build a diverse staff, and is a member of the ACRL's Diversity Alliance. The two-year residency is designed to meet both the professional goals and interests of the Residents as well as the service and operational priorities of the Libraries. In the first year, the Residents will work in multiple functional areas, reporting up through the department head. With over 20 possible units to select from, areas of focus will be determined mutually by the Residents' interests and the needs of the Libraries. In the second year, the Residents will be expected to plan and execute a major project. Residents will provide service and gain valuable experience in multiple facets of academic librarianship through this process. The Residents will serve on library committees. Performs other duties as assigned.

##### **Essential Functions of Position**

\*Works in a variety of units of the Libraries contributing to operations and special projects in each area. Each rotation will provide opportunities for exploration and service, helping the Residents to identify areas of interest and strength for future career choices.

\*Works under the guidance of senior librarians during rotation assignments. Co-develops responsibilities, expectations, and projects for each rotation assignment with senior librarians and administrators.

\*Participates actively in Libraries' committees, councils and task forces.

\*Delivers presentations, attends national and regional conferences, and/or writes for professional publications.

\*In the second year, the Residents will complete a significant yearlong project in one particular area of the Libraries.

##### **Education & Experience**

ALA-accredited Master's degree in Library Science, awarded no later than August, 2017.

##### **Required Skills & Abilities**

\*Strong interest in the pursuit of a career in academic librarianship.

\*General knowledge of print and electronic information resources.

\*Ability to work successfully in a collegial team environment.

\*An ability to adapt to varying work and management styles is highly desired; this program is designed around an employee working in several departments within the library.

\*Interest in lifelong learning and in contributing to the profession through research projects and scholarly communication.

\*An interest in professional development, research and scholarship.

## TEMPLE UNIVERSITY LIBRARIES

Resident Librarian

- \*Excellent oral and written communication skills.
- \*Knowledge of current trends in academic libraries
- \*MLS received within the last five years.

### **Preferred Skills and Abilities**

- \*Demonstrated commitment to principles of diversity
- \*Enthusiasm for learning new technologies.
- \*Experience in using data to drive decisions in reference, outreach and instruction practice

### **Compensation**

Competitive salary and benefits package, including relocation allowance. Salary will be commensurate with qualifications and experience.

### **To apply**

To apply for this position, please visit [www.temple.edu](http://www.temple.edu), click on [Careers At Temple](#) at the bottom of the home page, and reference 17001253. For full consideration, please submit your completed electronic application, along with a cover letter and resume. Review of applications will begin immediately and will continue until the position is filled.

Temple University is an Affirmative Action/Equal Opportunity Employer with a strong commitment to cultural diversity.