



## **SURVEY RESULTS**



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## EXECUTIVE SUMMARY

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### Introduction

In 1990, ARL published SPEC Kit 165 *Cultural Diversity Programming in ARL Libraries* and SPEC Kit 167 *Minority Recruitment and Retention in ARL Libraries*. Both of these documents provided a wealth of information about library programs and services that addressed the needs of a diverse user group, minority staff recruitment and retention strategies, and approaches to managing an ethnically/culturally diverse workforce. While survey results in those SPEC Kits indicated that progress had been made since the 1960s, respondents indicated they thought there was much more to do to ensure that academic and research library staff are representative of all cultural, ethnic, religious, and racial groups, as well as those who have been discriminated against for their gender, sexual orientation, age, or disability.

Over the past ten years, several libraries have obtained funding to support recruitment strategies aimed at increasing the number of librarians from ethnically/culturally underrepresented groups in academic and research libraries, as well as promoting advancement within the organization. Libraries have also begun to put into practice policies and procedures to create more inclusive workplaces incorporating diverse staff, programs, and services. National recruitment initiatives, such as the ARL Initiative to Recruit a Diverse Workforce and the Leadership & Career Development Program, have been created to address the need to recruit minority librarians to the profession and advance them into leadership positions in ARL member libraries. During that time, the number of diversity or multicultural groups at the

local, state, and national levels also appears to have increased.

The main purpose of this survey was to explore what other progress has been made in ARL member libraries to recruit and retain a diverse workforce and to identify the existence and content of diversity plan documents; the strategies they use to increase the number of ethnically/culturally diverse librarians in the profession and in their libraries; the elements of programs that successfully support an inclusive workplace; the people, groups, and/or committees responsible for overseeing the programs; and how libraries are assessing the effectiveness and success of such programs. The survey was conducted between March 15 and April 28, 2010. Forty-nine of the 124 ARL member institutions completed the survey for a response rate of 40%. All but one of the respondents is from an academic library.

### Diversity Plans

A diversity plan may include a statement of diversity values or goals for the library, a description of strategies for recruiting ethnically/culturally diverse staff to the library and retaining them once they are hired, an outline of programs that promote ethnic/cultural sensitivity in the workplace, results from a work climate assessment, and other similar elements. It may be a stand-alone document or part of a broader document, such as a library strategic plan or an institution-wide diversity document. Thirty-six of the responding libraries (73%) stated they have a diversity plan as described above. Some of these documents pull to-

gether all of the activities related to diversity into one strategic plan.

Of these 36 respondents, 13 reported that their parent institutions were responsible for initiating the development of the plan. In 11 cases, the parent institution and the library were jointly responsible. At the other 12 institutions, the library administration and/or human resources unit initiated plan development. In addition, two libraries identified the initiators as the parent institution affirmative action office/department and a system-wide request originating with central university administration. Other comments suggest the initiative came from a staff committee within the library.

Slightly more than a third of the diversity plans (13 or 37%) are stand-alone documents. Almost an equal number (12 or 34%) are part of a broader parent institution document such as a strategic plan, annual report, or an affirmative action or equal employment opportunity (EEO) report. Four are part of a library strategic plan. Based on the comments, a few library plans are stand-alone but are based on an institution-wide document.

The components of diversity plans vary among the responding organizations, but the majority of the plans contain

- Goals and strategies
- Mission or values statements
- Definition of diversity
- Organizational responsibility/accountability

Some diversity plans include a diversity-related committee charge (34%), a description of diversity programs (29%), and other elements such as assessment strategies, and policies and procedures (i.e., EEO, affirmative action) related to search committees.

Clearly, research institutions have been working to create a more culturally diverse organization, but apparently few have had a plan that guided their activities. Prior to 1990, only two of the 30 responding libraries had a diversity plan. Within the ten-year span 1990 to 1999, only four others developed a document. The rate of development has begun to change, though. Between 2000 and 2004, six more libraries developed a plan. Since 2005, seventeen libraries (57%) have

developed a diversity plan; six of those within the last year. The creation of such a plan indicates a strong commitment to diversity within the organization.

A major factor in the success of a diversity plan is its implementation. Survey results show that responsibility for implementation is often shared by human resources officers and a diversity committee or a related group (16 responses or 44%). In several cases, they are joined by a diversity officer, staff development officer, or multicultural librarian. At ten libraries, the human resources officer has primary responsibility, but works with other administrators and various library committees. At four others, the diversity committee takes charge of implementation. In a few cases, implementation is at the campus level, such as the vice provost for equal opportunity, president's office, campus human resources, and search committees.

Implementing a diversity plan sets the course for progress, but may be inadequate without a process to review its effectiveness and update its contents as goals and strategies change. Eighty-one percent of the survey respondents periodically review their plans, typically on an annual cycle. A few report a review cycle between two and five years. Some libraries indicated that their reviews were on hold and are currently waiting for more information from the parent institution.

Creating a diversity plan implies an intention to distribute it to stakeholders. Survey results indicate diversity plans are disseminated to library staff and the university community in a multitude of ways. At least half of the responding libraries share their plan through the library Web site and/or include it in a university document. Twenty-five percent discuss the library's vision for diversity during new employee orientation. Three libraries (8%) incorporate this information into the library staff handbook. Other methods include posting the diversity plan or vision on an internal staff webpage or wiki. Diversity forums and discussions are also used to disseminate information. In contrast, one library only submits their diversity document to the library administration. Some libraries submit their information as a report to the parent institution's EEO or affirmation action policy office and rely on that office to inform employees through

presentations, internal brochures and memorandums, and posters.

### **Diversity Librarian**

Twenty years after the creation of positions focused on fostering diversity in libraries, one would expect the number of these types of positions to have increased. In 1990, SPEC Kit 165 included six position descriptions that contained diversity-related duties and expectations. Responses to the current survey show only a slight increase: three multicultural librarians and seven diversity officers were reported. These results are supported by Lori Mestre's recent research into positions that primarily focus on diversity and multicultural issues in academic libraries. She found there were "only 14 out of 107 ARL libraries in the US" that had a full-time dedicated diversity librarian, even when she expanded her search for job titles to include "diversity librarians, multicultural librarians, outreach librarian for multicultural services, Ethnic Studies librarian, and similar titles." (Mestre, 2010, p. xiv)

### **Diversity Committees**

While there are few "diversity librarians," the survey results indicate that more than half of the responding libraries have a diversity-related committee. These committees provide library staff an opportunity to work towards creating a more inclusive workplace. Human resources officers often lead or are at least an ex-officio member of the committee. At the majority of libraries, the committee and HR officer share the responsibility for developing and implementing the diversity plan, and planning and delivering ongoing programs to promote an inclusive work environment. It became apparent when reviewing the documents submitted by survey respondents that in the 21<sup>st</sup> century the role of diversity committees has moved beyond these original roles to advising library and university administration on diversity issues, creating recruitment plans, and assisting with training of search committees.

### **Programs to Promote an Inclusive Workplace**

Approximately half of the responding libraries have ongoing presentations and/or workshops on issues relevant to promoting an inclusive workplace. Another

seven (14%) have had at least one-time presentations and eight plan to develop programs. Ten others (20%) have not developed any workshops or programming, yet. The number of programs ranges from 1 to 20 a year with an average of four per year. In some cases, library programs are open to the campus community.

Topics addressed during these programs and/or workshops include race and ethnicity (78%), physical disabilities (66%), sexual orientation (53%), language barriers (50%), and gender and/or age discrimination (47%). Other topics that have been addressed either within the library or through the university system are cross- or inter-cultural communication, cultural competencies, religion, affirmative action or equal opportunity, and social economics issues. Examples of large events that libraries have initiated include a sign language forum and an international party.

In addition to HR officers and diversity committees, staff development officers, diversity officers, and multicultural librarians are also involved with planning and delivering programs for library staff. Libraries also utilize the resources of the parent institution, taking advantage of programs that are open to all staff at the institution. Individuals and departments involved in planning and delivering diversity programming at the campus level include administrators, LGBTQA centers, offices of disability services, and social justice programs.

### **Diversity Web Sites**

Library Web sites are the face of the organization. This is the entryway for individuals to see what is important to the organization. It was refreshing to see the number of Web sites submitted for the survey that have information about diversity values and initiatives. A review of several sites revealed a wealth of information about diversity-related committees, goals and objectives, diversity plans, and resources that support multicultural research.

### **Recruitment Strategies**

In 1990, SPEC Kit 167 asked recruitment questions about hiring activities, advertising available positions, and barriers to recruitment. At that time, active recruitment and rewriting job descriptions "so that minority applicants will not be discouraged" were

identified as specific strategies to increase the diversity of job applicant pools.

Today, there are a wider variety of strategies. Of the libraries responding to this survey, 82% have employed strategies to specifically increase the pool of ethnically/culturally diverse job applicants. The top three most frequently reported strategies are targeting job ads to participants in ALA and ARL diversity recruitment programs (68%), supporting ARL diversity initiatives (60%), and training search committees to develop a diverse candidate pool (60%). Although 40 of the responding libraries have used a range of strategies to specifically increase the diversity of job applicant pools, only 21 found any of them particularly successful. Offering post-MLIS residency opportunities and recruiting from the five ALA ethnic caucuses are among the effective strategies. Other specific ways libraries are recruiting minority librarians include building alliances with the University of Arizona's Knowledge River Program, Hispanic Association of Colleges and Universities (HACU), Historically Black Colleges and Universities (HBCU), and LIS Access Midwest Program (LAMP), and attending local career fairs.

Eleven libraries identified particularly successful job advertising venues to increase the diversity of the applicant pool. Among the most effective and widely used method is advertising in publications and on electronic discussion lists targeted to ethnically and culturally diverse individuals, including the ALA ethnic caucus lists.

Along with successful strategies for the recruitment process, 44% of respondents identified recruitment barriers. The library's geographic location was the most common barrier to attracting a diverse pool of candidates, as were lack of qualified applicants and a general perception of a lack of diversity in the profession. Other barriers include obtaining racial and ethnic information from applicants and the lack of diverse students in MLIS programs interested in academic library positions.

### **Mentoring Programs**

Though many ARL member libraries have mentoring programs, only four reported having a program that is specifically intended to help ethnically/culturally

diverse librarians to attain advancement or tenure. Another five (10%) are planning to develop such a program. Mentoring within the ARL diversity initiatives and other leadership programs also provides support for these librarians outside their current positions.

### **Evaluation & Assessment**

Only 11 respondents (22%) have developed any measures to evaluate the success of their efforts to recruit an ethnically/culturally diverse workforce, though nine (18%) plan to develop such measures in the future. Only three respondents have any measures to evaluate the success of retention efforts, but 11 intend to develop such measures.

To assess their recruitment efforts, some of the libraries are using the information in the affirmative action or EEO plan reports. At least one library is involved in a multi-year longitudinal study to investigate the efficacy of the current recruitment sponsored by ARL. Another library is targeting their recruitment efforts to MLIS programs with larger graduation rates by underrepresented students. An increase in the number of applicants from targeted schools will be the measure of success.

### **Workplace Climate**

Just under half of the responding institutions have completed an assessment of the library climate; an additional eight (17%) are planning a climate assessment in the future. Most often, the assessment instrument was a survey developed by the library. Other surveys were developed by the parent institution or by outside vendors such as Gallup, ClimateQUAL™, and Towers Watson International Survey Research.

When asked if the assessment information was used to change the diversity plan or programs, 14 respondents (32%) reported they have used this information to provide guidance in their planning, though the majority (22 or 50%) has not used the information in this fashion. Two report that the university implements the survey and it is not library specific.

### **Conclusion**

Successful diversity management requires a variety of tactics and strategies. Patricia Kreitz's research on diversity "best practices" centered on discovering

organizations that have been working to define and assess progress. She found that the more levels of commitment within the organization, the stronger the commitment is to change the organization and to recognize the benefits. According to her findings, successful diversity initiatives require both top management leadership and employee commitment. The responses to this survey show there is strong support for diversity by both library and university administration at ARL member institutions. This inspires confidence that there will be a change in the workplace dynamics.

Lori Mestre argues there is a gap of services and responsibility without a full-time individual to oversee diversity outreach, collection development, reference and instruction, programming, and liaison responsibilities. However, many other levels of support and commitment are necessary to carry out the diversity plan and a committed leadership team at the institution level and within the library guarantees a strong, effective plan for diversity.

This survey indicates there has been a significant increase in the number of groups and committees formed to address diversity or inclusive workplace goals in the past ten years. Human resource officers share the responsibility of leading these committees and implementing diversity plans with diversity officers, staff development officers, multicultural librarians, and other library staff. Even without the presence of a primary, full-time individual responsible for diversity and multicultural activities, these endeavors are achieved when the library administration makes diversity everyone's responsibility.

In 2006, Courtney Young explored the presence of diversity Web information in the Committee on Institutional Cooperation (CIC), a small subset of large academic research libraries. Her research also looked at whether diversity information was located on top- or lower-level pages. Because only two of 13 libraries had top-level links to the diversity-related pages and very few had information about the diversity collections, she made several recommendations for libraries, including: place a link for diversity or multicultural topics in the top level page, provide contact information for the diversity individual or group, publicize diversity programs, and highlight information for persons with disabilities. While there

is evidence that libraries are moving in this direction, more libraries should follow this advice since the willingness to publicly share their diversity plan and strategies via the Web site suggests a welcoming, inclusive environment in which to work, study, and be successful.

Recruiting and retaining a diverse workforce continues to be a challenge for libraries. It is evident that research libraries are committed to actively recruit librarians from underrepresented ethnic/racial groups and have employed specific strategies to increase the diversity of applicant pools. What is not known is how many of the open searches have resulted in new hires of minority librarians. At this point, it is difficult to acknowledge strides that might have been made because of the lack of recruitment assessment tools.

Very few libraries are designing mentoring programs specifically for librarians from underrepresented ethnic or cultural groups. Many of the libraries responding to this survey have informal or formal mentoring programs for all librarians but rely on external professional development programs, such as those sponsored by the ALA ethnic caucuses, to provide mentoring opportunities for librarians from underrepresented groups. They also turn to skill building opportunities offered by the University of Minnesota Training Institute for Early Career Librarians and ARL's Leadership & Career Development Program for training to advance these librarians to leadership positions.

As libraries continue to move forward in diversity activities, more statistics need to be mined from reports such as the *ARL Annual Salary Survey* and *ALA Diversity Counts* to actually validate the efforts of the recruiting and hiring of staff and librarians from underrepresented racial, ethnic, and cultural groups. The development of more assessment tools will be crucial to provide supporting evidence of change. Academic libraries are also looking forward to the development of guidelines for cultural competencies by the Association of College and Research Libraries Racial and Ethnic Diversity Committee. These guidelines will extend the inclusion of skills and behaviors necessary to support a working environment that acknowledges the strength in having multicultural and diverse individuals in the organization.





## SURVEY QUESTIONS AND RESPONSES

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The SPEC survey on Diversity Plans and Programs was designed by **Toni Anaya**, Multicultural Studies Librarian, and **Charlene Maxey-Harris**, Diversity Librarian, University of Nebraska-Lincoln. These results are based on data submitted by 49 of the 124 ARL member libraries (40%) by the deadline of April 28, 2010. The survey's introductory text and questions are reproduced below, followed by the response data and selected comments from the respondents.

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In 1990, ARL published SPEC Kit 165 *Cultural Diversity Programming in ARL Libraries* and SPEC Kit 167 *Minority Recruitment and Retention in ARL Libraries*. Both of these documents provided a wealth of information about library programs and services that addressed the needs of a diverse user group, minority staff recruitment and retention strategies, and approaches to managing an ethnically/culturally diverse workforce. While the survey results indicated that progress had been made since the 1960s, respondents indicated they thought there was much more to do to ensure that academic and research library staff are representative of all cultural, ethnic, religious, and racial groups, as well as those who have been discriminated against for their gender, sexual orientation, age, or disability.

Since 1990, several libraries have obtained funding to support strategies, such as post-LIS diversity residencies, to increase the number of minority librarians in academic and research librarians and promote their advancement within the organization. ARL also started programs, such as the Initiative to Recruit a Diverse Workforce and the Leadership & Career Development Program, to address the need to recruit minority librarians to the profession and advance them into leadership positions in ARL libraries. During that time the number of diversity or multicultural groups at the local, state, and national levels also appears to have increased.

The main purpose of this survey is to explore what other progress has been made in ARL member libraries to recruit and retain a diverse workforce and to identify:

- the existence and content of diversity plan documents in ARL member libraries;
- the strategies they use to increase the number of ethnically/culturally diverse librarians in the profession and in their libraries;
- the elements of programs that successfully support an inclusive workplace;
- the people, groups, and/or committees responsible for overseeing the programs;
- and how libraries are assessing the effectiveness and success of such programs.

The survey will also gather documentation about ARL member libraries' diversity plans and programs, and provide another benchmark for progress towards diversity goals.

## DIVERSITY PLAN

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

1. Does your library have a diversity plan as described above to guide recruitment and retention efforts? N=49

Yes	36	73%
No	13	27%

If you answered Yes, please answer the following questions.

If you answered No, please skip to the Recruitment Strategies section of the survey.

2. If yes, who instigated the development of the plan? Check all that apply. N=36

Parent institution	24	67%
Library administration	22	61%
Library Human Resources officer/unit	7	19%
Other	7	19%

Please specify other instigator.

Faculty and Staff Affirmative Action Office.

Feedback from staff members led to creation of Library Diversity Council in 2006.

Joint Committee on Affirmative Action.

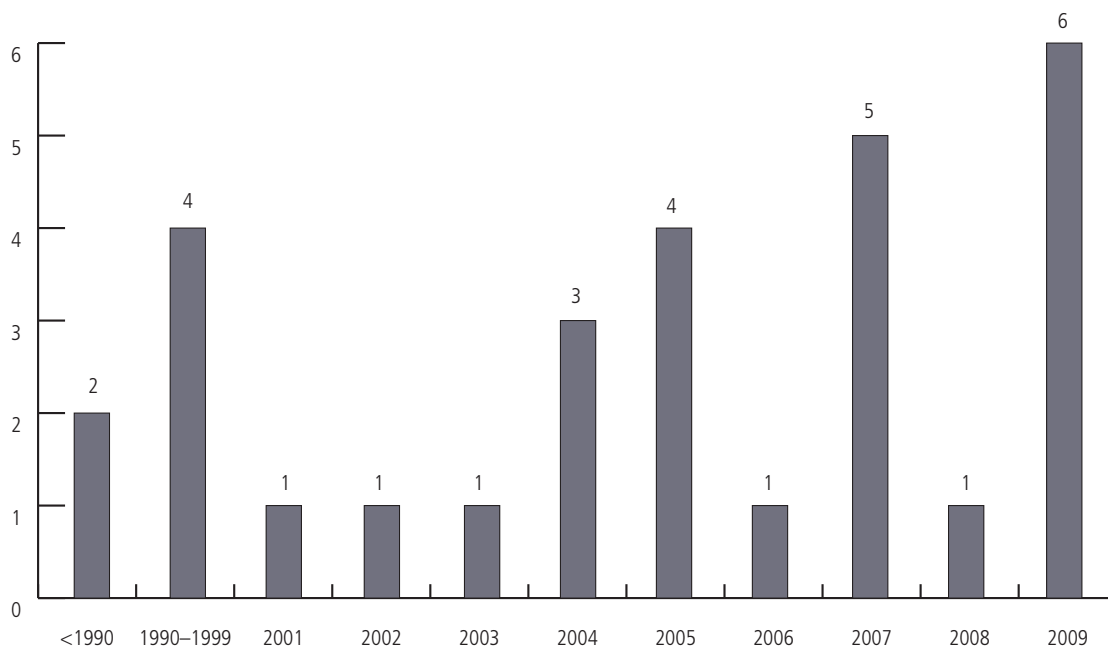
Millennium Report Oversight Committee.

The university maintains Affirmative Action Compliance Plans.

The university system and the campus have diversity statements.

Working with the Diversity Committee, the HR Librarian developed guidelines for efforts at recruitment and retention for professional staff.

3. In which year was the diversity plan developed? N=30



4. Is the plan a stand-alone document or part of a broader document? N=35

Stand-alone document	13	37%
Part of a broader parent institution document	12	34%
Part of a broader library document	4	11%
Other	6	17%

Please describe the other document.

Employment Equity Policy No. 2; Advertising of Position Vacancies Policy No. 20 ; Statement on Respectful Environment for Students, Faculty, and Staff.

Encompassed by the parent institution's policy: Overview of Equity Procedures.

It is a stand-alone document that is based on a university-wide document, titled University Wide Diversity Plan.

It stand alone, but it articulates a institutional strategic plan: University Strategic Diversity Plan.

The following is included in position descriptions for the university faculty: Texas Tech is an Affirmative Action /Equal Opportunity Employer. We strongly encourage applications from women, minorities, and veterans, and we consider the needs of dual career couples.

We are governed by the university diversity plan: Department of Institutional Diversity Program/Goals.

If the plan is part of a broader document, please identify the title of that document.

**Part of a broader parent institution document**

- Annual EEO/Diversity Profile: Utilization Analysis.
- Diversity Action Plan for the University.
- Diversity Annual Report.
- Diversity statement.
- University Affirmative Action Report.
- University Equal Opportunity Plan; University Diversity Strategic Plan.
- Path to Prominence: Strategic Plan for the University.
- Strategic Plan; University Plan--Principles of Community.
- The university maintains Affirmative Action Compliance Plans.
- The University Diversity Statement; University Strategic Plan for Diversity; University's Principles of Community.
- There is currently a Principal's Task Force on Diversity Excellence and Community Engagement.
- University EEO Policy and Procedures; Library System - Vision, Mission Statement; Council of Librarians - Code specifically in relation to Search and Screening Committees.

**Part of a broader library document**

- Libraries Strategic Plan
- Libraries' Strategic Plan
- Library Strategic Plan, 2006
- University Library In Pursuit of Our Strategic Vision 2005–2010

**Stand-alone document**

- Not part of the university plan, but follows from the university initiative and 2006 report of the System-Wide Academic Task Force: Diversity.

**5. Is this plan reviewed and/or updated periodically? N=36**

Yes	29	81%
No	2	6%
Not yet, but it will be	5	14%

If the plan is or will be reviewed periodically, please describe the frequency of review and revision.  
N=29

### **Reviewed periodically**

Annually (12 responses)

5-year cycle (2 responses)

As determined by Board of Governors.

Created in 2006, updated in 2008–09, plan to revisit every 2 years going forward.

Each plan is for a five-year period. A mid-term progress report and a final progress report are prepared for every plan period.

It has been reviewed once in three years, but the plan is to review it every year at the university level.

Review is within the parent institutions' processes.

So far it has been updated in March 2009 and August 2009.

The Affirmative Action Compliance plans are reviewed and updated annually.

The Diversity Action Plan is a living document. It has been widely reviewed, revised and will continue to undergo improvement. The Libraries' Millennium Report Oversight Committee reviews plan annually.

The Diversity Committee reviews and revises our plan annually.

The plan is reviewed and revised on a yearly basis.

The report is distributed annually from Human Resources and reviewed with the Dean of each school to discuss progress and efforts related to diversity.

Uncertain, done by university administration.

### **Not yet, but it will be**

Ideally the plan will be updated every 3–4 years.

The current diversity goals were created for a 5-year time period (2007–2012).

We will conduct a local review every other year, with our first year beginning July 2010.

### **Comments**

Library Strategic Plan and Library Mission, Vision, Values both refer to Respect.

See: The Path to Prominence through Diversity: University of Delaware Diversity Task Force Final Report. (February 2009) <http://www.udel.edu/aboutus/diversity-finalreport.pdf>

The goals need to be revised this coming year. There is an aim to integrate these goals with the library's next 5-year strategic plan.

The library looks at/reviews it annually and as needed to guide our work in diversity.

The university, under the leadership of the president, announced in February 2010 that he was forming a Council on Diversity and Inclusion with a new Associate Provost to be appointed Spring 2010.

There are many resources available on the University Diversity Web pages.

We did not update the plan in 2008/2009 because the university will be requiring diversity plans and we want to make sure ours follows those requirements. We are also involved in the Library Scorecard Pilot and want to see how that fits.

**6. Please identify the elements that are included in the plan, such as statement of values, recruitment goals and/or strategy, description of diversity programs, etc. Check all that apply. N=35**

Goals & Strategies	30	86%
Mission or Values Statement	25	71%
Diversity definition	24	69%
Organization responsibility & accountability	20	57%
Committee charge	12	34%
Description of diversity programs for library staff	10	29%
Other element	7	20%

**Please describe the other element(s) in the plan.**

Assessment strategies and timeline.

Compliance plan for the university, i.e.; EEO policies.

Partnerships with other university departments and programs.

Reference to related policies.

Texas Tech is an Affirmative Action/Equal Opportunity Employer. We Strongly encourage applications from women, minorities, and veterans, and we consider the needs of dual career couples.

The document is focuses mainly on a utilization analysis and goals for diversity. The plan has components but is not a fully structured plan.

The intent is stated within the Diversity Program. The Code for the Council of Librarians describes the responsibility of the chairperson of any librarian searches in regards to diversity and EEO compliance. The Mission and Vision Statement for the library system states our value of diversity.

7. What group/individual is responsible for implementing the diversity plan? Check all that apply.  
N=36

HR/Personnel officer	26	72%
Diversity Committee or other related group	20	56%
Diversity officer	7	19%
Staff Development officer	4	11%
Multicultural Librarian	3	8%
Other individual or group	22	61%

**Please describe the other individual or group.**

Academic Programs division of the library (largest division, core collections and services responsibilities), libraries leadership from all areas.

All library leadership, as well as managers/supervisors are responsible for demonstrating and leading diversity and inclusion in their organizations, reflected in performance management and recognition processes, as well as the library's promotion review process.

Campus HR, library HR, and library administration. All department heads are aware of diversity efforts.

Council of Librarians and all supervisors in selection process are tasked with ensuring that a diverse pool of candidates is considered.

Dean, Library Directors, Department Heads.

Director for Administrative Services; Diversity Task Force of 2010.

Director of Libraries and associate directors.

Employment Equity Director.

Every search committee for an academic position.

Individual directors.

Liaison to Diversity Team.

Libraries administration plays an active role, as well as the Diversity Committee.

Library Affirmative Action Representative.

President's office as well as search committees.

The Chancellor, together with her cabinet members, have delegated responsibility to all supervisory personnel, both faculty and administrative, to carry out the university's equal opportunity /affirmative action programs. However, overall responsibility rests with the Chancellor, through the Vice President of Human Services and the Associate Vice President, Chief Human Resources Officer.

There are elements to the plan to require the involvement of many Libraries' staff for successful implementation. Those are noted on the plan where appropriate.

University campus-level HR managers, deans/directors, department managers.

University Librarian.

University Diversity Advisory Board.

Various library committees, department heads along with other library administrative staff.

Vice Provost and May Morris Director of Libraries (this is the full title of the library dean position).

Vice Provost for Equal Opportunity, Vice Provost for Diversity and Inclusion, Academic Personnel Librarian, Assistant Director for Organizational Design and Learning.

## Comments

Also support and partnership from University Office for Equity and Diversity.

Librarians Association of the University of California - Riverside division has a Committee on Diversity that also participates in carrying out the objectives of the Plan.

The AA representative is responsible for ensuring that appointments committees have an AA representative and that the AA plan is followed throughout the hiring process. Ultimately, however, the Office of the University Librarian is responsible for decanal oversight of the appointment process.

The HR Librarian serves as ex officio as chair for the Diversity Committee.

The HR officer chairs the Diversity Committee.

## 8. How does the library disseminate the diversity plan? Check all that apply. N=36

Posted on library Web site	19	53%
Included in a parent institution document	18	50%
Discussed/distributed during new employee orientation	9	25%
Included in information for job recruits	8	22%
Included in library staff handbook	3	8%
Other method(s)	15	42%

### Please describe the other method(s) used to disseminate the plan.

Annual Memorandum from the Librarian of Congress to all LOC staff.

Disseminated through discussions with the Libraries executive committee and department heads.

Diversity forums are conducted with the dean's participation.

E-mail.



Included as part of the search process.

It is a document that was reviewed and approved by our faculty.

Posted on host institution's Web site.

Posted on library staff wiki.

Posted on library's internal Intranet.

Posted on the staff wiki, which serves as the staff handbook.

Posted on university Web site and distributed to libraries' leadership team.

Statement goes with job descriptions.

Submitted to EVC and Chancellor with UL evaluation on an annual basis.

The university has brought and will continue to bring its Equal Employment Opportunity (EEO) Policy to the attention of its employees, where applicable and appropriate. Further, all necessary steps will be taken to ensure that the university's personnel, management, and other appropriate individuals are fully apprised of the university's EEO Policy and the existence of this Affirmative Action Plan (AAP). The AAP will be discussed and reviewed in supervisory and management meetings. Periodic reviews with the university's supervisory, managerial, and other employees, as appropriate, will be conducted to determine the effectiveness of various aspects of this AAP. EEO posters will remain placed in conspicuous locations.

Through system-wide and campus Web sites.

## Comments

Candidates who apply for librarian positions are made aware of the Employment Equity Policy and they are asked to self-identify.

Library does not distribute its own diversity plans except to upper level library administration. It builds on the campus plan.

The methods, relevant to the university, by which the EEO Policy is internally disseminated have been examined and those currently in effect are referenced below:

- Information that covers the progress and activities of the Affirmative Action Program is regularly disseminated and is posted on the Office of Human Resources Web site.
- The Office of Human Resources continually offer seminars and instructional programs designed to familiarize each individual in a supervisory role with various Federal guidelines and statutes governing Equal Opportunity and Affirmative Action.
- The Associate Vice President, Chief Human Resources Officer, and the Director of Diversity and Resolution Processes make regular presentations related to the mission of Affirmative Action to various sectors of the university community.
- Each administrator and supervisor is notified and held accountable for compliance with the Affirmative Action Program, and each must inform supervising personnel of the AAP goals and requirements, thus monitoring their own departmental compliance.
- The university has informed and continues to inform all employees, management, and others that it does not tolerate or sanction harassment of any employee because of race, color, religion, age, sex, disability, veteran status, marital status, national origin, sexual orientation, or sexual identity.
- Union representatives have been informed of the EEO Policy.
- Nondiscrimination clauses have been included in all university collective bargaining agreements. These provisions are reviewed periodically to ensure compliance.
- The university posts its EEO Policy in the Administrative Personnel Manual and on the university's Web site and will continue to do so in the future.
- Internal university brochures, manuals, etc., will depict minorities, non-minorities, and females.
- The university encourages employees

to bring questions, comments, or complaints regarding its EEO Policy and AAP to the Office of Human Resources. Specifically, questions, comments, or complaints should be directed to the Director, Diversity and Resolution Processes.

## RECRUITMENT STRATEGIES

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### 9. Has your library employed any strategies specifically to increase the pool of ethnically/culturally diverse job applicants? N=49

Yes	40	82%
No	7	14%
Not yet, but we plan to	2	4%

If you answered Yes, please answer the following questions.

If you answered No or Not yet, please skip to the Programs to Promote an Inclusive Workplace section of the survey.

### 10. Please indicate which of the following strategies your library has used. Check all that apply. N=40

Targets job ads to participants in programs such as Spectrum, ARL Initiatives, etc.	27	68%
Supports ARL initiatives intended to attract ethnically/culturally diverse individuals to the profession	24	60%
Trains search committee members on how to develop an ethnically/culturally diverse candidate pool	24	60%
Partners with professional, local, or student organizations to aide in the recruitment of ethnically/culturally diverse individuals to the profession	14	35%
Offers a post-LIS residency program for ethnically/culturally diverse individuals	12	30%
Partners with LIS program to offer a practicum experience to ethnically/culturally diverse individuals	8	20%
Provides financial support to ethnically/culturally diverse staff to attend LIS programs	5	13%
Supports LIS scholarships intended to attract ethnically/culturally diverse individuals to the profession	4	10%
Offers a pre-LIS fellowship or internship program for ethnically/culturally diverse individuals	4	10%
Other strategy	14	35%

**Please describe the other strategy.**

Advertises in the five minority caucus newsletters and job lists.

Note that any state-funded programs cannot be restricted to only ethnically/culturally diverse individuals.

Previously had a pre-LIS internship program, but this has been redesigned and become the post-LIS residency program.

Search committee members contact colleagues at other institutions, call prospective candidates to encourage application, and register positions with the university system's applicant clearinghouse.

Send job announcements to minority caucuses of ALA job sites and library schools.

Specifically targeting minority venues for advertising vacancies.

Sponsors & conducts Leadership Institute for Early Career Librarians from Under-Represented Groups; hires high school students in city's summer Step Up program; participates in ALA social, committee and educational activities.

Targets job ads to specific communities.

Targets listservs and publications reviewed mainly by ethnically/culturally diverse individuals.

Tuition reimbursement is available to all staff members; targeted recruiting to student groups and minority listservs; participation with ARL diversity events at ALA and hosted luncheon; International Associates Program (residency); local community outreach to increase awareness of profession (Family & Community Archives Project with Co-op High School and Manuscripts & Archives staff; Medical Library with Career High School). In the past, we have participated in events such as NAACP career fair in NYC and hosted Librarians in Residence and fellows mentored by the University Librarian.

University's Target of Opportunity Plan: Libraries identify outstanding diverse professionals and university provides multi-year financial support for their hire.

Use of Web sites and listservs targeted to diverse populations are used to post open positions.

Utilizes alliance with the Hispanic Association of Colleges and Universities (HACU) for direct recruitment. Assessing/ reviewing diversity in applicant pool in agency merit selection processes.

We are currently participating in a broad survey of ARL libraries re: recruitment efforts to attract diverse pools of qualified applicants.

**11. Have any of these strategies been particularly successful for increasing the pool of ethnically/culturally diverse job applicants? N=37**

Yes	21	57%
No	16	43%

**If yes, please briefly describe the more successful strategies.**

Advertising.

Assessing applicant pool diversity in selection process and HACU.

Broader and targeting advertising, advertising internally. Have seen increased diversity in applicant pool, and also notice that there is more diversity in the early career professional population, so difficult to attribute causal relationship to one approach or another.

Current recruitment for cataloger with Japanese language required and Korean language preferred yielded a large number of culturally diverse applicants.

Making sure the search committee members are aware of the goals and actively push this information out. Training is also helpful.

Our post-LIS residency program has a hiring rate double the ARL overall rate for ethnic/cultural diversity.

Participation in ARL Leadership and Career Development Program; Recruiting from LIS programs known for diversity (e.g., Knowledge River).

Post LIS Fellowship Program has been successful for over 25 years in the recruitment and retention of ethnically/diverse librarians. Program has been a model for academic libraries throughout the country. Search committees have been strong allies in making sure candidate pools are diverse and that committees follow affirmative action guidelines.

Post-LIS residency increases our diversity profile. I am in the process of acquiring data to determine if other strategies have resulted in increases in the diversity of applicant pools. Pre-LIS program resulted in hiring 3 tenure-track hires.

Successful recruitment of a minority librarian from the ALA Black Caucus publicity (she was also a Spectrum scholar).

Support of ARL initiatives, particularly partnership with ARL Initiative to Recruit a Diverse Workforce which provides participants with a behind-the-scenes look at an academic research library during a two-day onsite visit with costs fully covered by the library.

Target of Opportunity has helped us to hire one librarian and we have plans for several more.

Targeted advertising, especially listservs, and working with the library school on our campus to recruit diverse candidates to academic libraries.

The library currently has two Resident Librarians from underrepresented population.

The Pauline A. Young Residency is a 2-year, post-LIS minority recruitment program that offers a breadth of professional experience in a highly automated academic research library setting. The 2-year residency is designed to meet both the professional goals and interests of the resident as well as the service and operational priorities of the University of Delaware Library. In the first year, the resident works with librarians in several key areas of the library, gaining broadly based experience. In the second year, the resident selects an area of responsibility that builds on this foundation and furthers his or her specific professional goals. See <http://www2.lib.udel.edu/personnel/residency/index.html> for more information.

We believe that the use of the various listserves has provided an opportunity for a broader applicant pool as well as our own staff's outreach in recruiting efforts. Listservs used are listjobs@drexel.edu, listjobs, ILI-L@ala.org.

We were able to hire several of the post-LIS residency individuals.

12. Has your library encountered any perceived barriers to increasing the pool of ethnically/culturally diverse candidates? N=39

Yes	17	44%
No	22	56%

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

As a profession, we are not diverse across a number of measures. We are working with the library school on our campus to recruit diverse LIS students to the school and to academic libraries through a competitive two-year associates program for students working in the library.

Geographic location is a particular issue. Being located in central Pennsylvania away from major metropolitan centers sometimes makes it difficult to attract a diverse candidate pool.

Geographical barrier - our city is sometimes perceived as an environment in which ethnically/culturally diverse candidates may not want to live. We try to counter that perception by offering tours of the area, contacts with campus faculty and staff who are ethnically/culturally diverse, and allowing for return visits to the area.

Hiring freezes. Geography - not urban. Predominantly white institution. Lack of exit interview data.

Just a limit in the number of diverse candidates interested in academic librarianship.

Location/climate.

Louisville, KY may not have a reputation for diversity that would attract a diverse pool of applicants for open positions. Having the National Diversity in Libraries Conference here in 2008 helped to change that perception.

Many candidates who apply do not meet the minimum qualifications, especially around having an MLS or one that is accredited by ALA.

Most applicants opt not to report ethnicity data. To date, we've not overcome that issue.

Not hiring much right now; reduced benefits for managerial & professional staff starting in July 2010. Current economic environment limits funding for fee-based outreach, advertising, or travel, sponsoring paid interns or fellows, etc.

Our larger community is not very diverse at all. We are currently seeking input from minority professionals about ways to overcome this barrier.

Reluctance to consider living and working in a small city. Bringing participants in ARL Initiatives to Recruit a Diverse Workforce to visit library has resulted in applications from participants.

Salary ranges.

Staff resistance to thinking of importance of diversity within pools.

The cost of living in this region can be quite a barrier across the board. This remains difficult to overcome.

The pool of professional librarians for certain positions, Asian language specialists, is limited.

Unfortunately, the total percentage of diverse graduates from LIS programs has not increased.

13. Has your library discovered any particularly successful job advertising venues for increasing the pool of ethnically/culturally diverse job applicants? N=38

Yes	11	29%
No	27	71%

If yes, please identify the venue(s).

- Advertise in all a large number of diverse publications, listservs, etc. such as BCALA, CALA, APALA, Reforma, etc.
- ALA minority caucus job sites.
- Community newspaper postings.
- Diversity-L.(listserve of LLAMA Diversity Officers Discussion Group), ARL initiatives, Spectrum.
- Minority Caucuses.
- Our current Libraries faculty and staff who are ethnically/culturally diverse have been instrumental in our efforts to increase our pools.
- Spectrum e-mail list is very useful for recruiting the residency position.
- Student organizations, minority listservs of existing professional organizations (like SAA), IFLA, Canadian library schools, more urban library schools and alumni lists (Wayne State) although we try to reach most library schools with e-mail jobs lists.
- Targeted listservs.
- Targeted Publications and Web sites.
- The University Office of Diversity posts all open positions on different cultural/ethnic Web sites. The library posts at different churches, local organizations and clubs that have an ethnic and culturally diverse membership.

**PROGRAMS TO PROMOTE AN INCLUSIVE WORKPLACE**

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14. Has your library developed any presentations, workshops, programs, etc. for staff to promote an inclusive workplace? N=49

Yes, we have an ongoing program of presentations, workshops, etc.	24	49%
Yes, we have had one-time presentations, workshops, etc.	7	14%
No	10	20%
Not yet, but we plan to	8	16%

If you answered Yes, please answer the following questions.

If you answered No or Not yet, please continue to the Mentoring section of the survey.

15. Please indicate which of the following topics have been addressed in the presentations, workshops, programs, etc. Check all that apply. N=32

Race and ethnicity	25	78%
Physical disabilities	21	66%
Sexual orientation	17	53%
Language barriers	16	50%
Gender and/or age discrimination	15	47%
Other topic(s)	12	38%

**Please describe the other topic(s).**

Cross-cultural communication workshop for library staff.

Cultural competencies in the workplace. Campus Climate Initiatives. Micro-aggressions.

Employment equity policy.

Facilitation skills workshops, aimed at library managers, supervisors, librarians and other employees: the value of a wide variety of perspectives in group discussions; seek to have all employees participate in group discussions; specific tools to manage discussions and make decisions.

Intercultural communication, targeted at working with international students.

Intercultural Competence.

Neurodiversity sicism.

Regionalisms (human geography, Appalachian culture), Rites of passage (anthropology).

Religion, Classism/rankism.

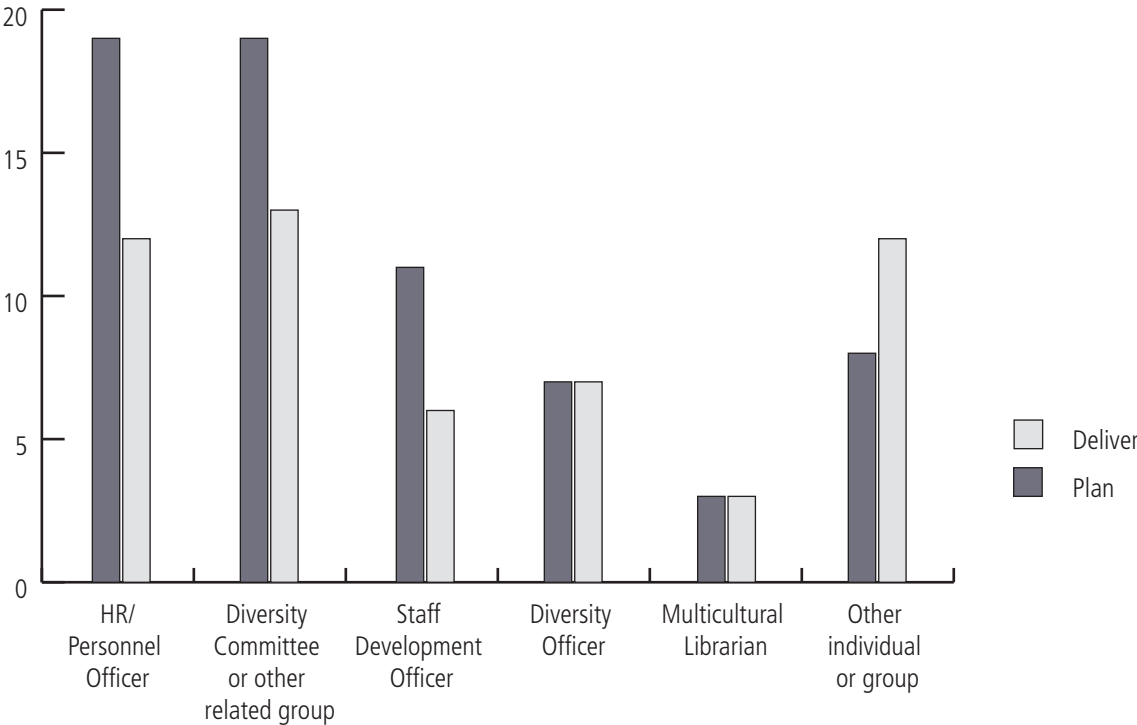
Religion, working styles, socio-economic, class distinction in the workplace.

Student veterans, learning styles, gender communication styles.

The answer was "No" above, but there are various trainings and presentations on campus that promote an inclusive workplace.

16. What group/individual is responsible for planning and/or delivering these programs? Check all that apply. N=33

	Plan	Deliver	N
HR/Personnel officer	19	12	21
Diversity Committee or other related group	19	13	19
Staff Development officer	11	6	11
Diversity officer	7	7	9
Multicultural Librarian	3	3	3
Other individual or group	8	12	14
<b>Number of responses</b>	<b>31</b>	<b>27</b>	



Please briefly describe the other individual or group and their role.

Academic Personnel Librarian serves ex-officio to Diversity Committee to provide guidance and support.

Administrative Director (planning).

Campus Partners: Office of Equal Opportunity and Access; Office of Inclusion and Intercultural Relations; School of Social Work, LGBT Center (delivery).



Campus-level units charged with planning and delivering diversity initiatives.

Coordinator for Services for Persons with Disabilities (delivery).

Delivery is by campus personnel or external presenters.

Director for Administrative Services, Diversity Committee.

Hired consultants or speakers (delivery).

Library administration provides planning and financial support, and actively participates in diversity forums.

One member of our staff, currently involved with the university's staff affairs committee, who developed a program and resource guide relating to physical disabilities (both a relating to co-workers and library users).

Some is planned and delivered out of the president's office, some out of campus Quality Service.

The university has a number of centralized services with advocacy and support responsibilities.

University HR/Training/Diversity and outside vendors (Cambridge Hill Partners, Global Lead Management Consulting). Library piloted training and materials that later became part of university-wide training curriculum. In addition to Library Diversity Council, we also have a Library Disability Services Committee. University-wide affinity groups have been useful for both recruiting and retention, well received by current and potential staff.

University Office for Equity and Diversity (delivery).

## Comments

At this time, we have already offered this program to all our professional staff. We are planning to complete with the rest of our staff, then to repeat the operation and maybe add more parts to our program. We are working with Human Resources Management to develop the program.

Examples of large events: Sign Language Forum, International Party.

Our Diversity Task Force is in a rebuilding phase and will focus on other issues in 2010/11.

Programs are delivered by the university, not specifically through the library.

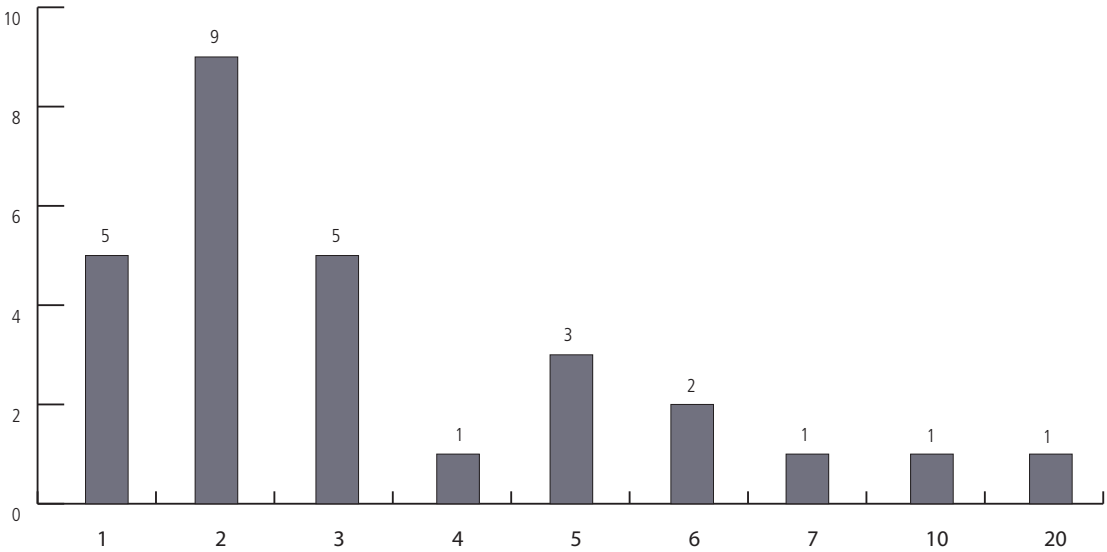
Since 2004, the library has offered facilitation skills workshops twice yearly on average. The workshops are designed to help library managers, supervisors, librarians and other employees to: seek to include a wide variety of perspectives and opinions in group discussions and decision-making; ensure that everyone participates in group discussions; teach employees how to use specific tools in managing discussions and making decisions.

The deliver piece really depends on the nature of the program. We have turned often to outside experts to deliver programs.

The Staff Development Librarian serves on the Diversity Advisory Committee (DAC) ex-officio. There are programs Staff Development offers that address some of the interests of the DAC and vice versa.

We have a full program of workshops available at the university level through the Office for Equity and Diversity.

17. How many diversity programs for staff does the library typically offer in a year? N=28



Minimum	Maximum	Mean	Median	Std Dev
1	20	3.79	2.50	3.83

**MENTORING PROGRAM**

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18. Does your library provide a mentoring program specifically to help ethnically/culturally diverse librarians to attain advancement and/or tenure? N=49

Yes	4	8%
No	40	82%
Not yet, but we plan to	5	10%

**Comments**

**Answered Yes**

The program we have is specifically designed for the Diversity Resident. All other librarians may participate in the general mentoring program.

### Answered Not yet

We hope to create a librarian mentoring program for all newly hired librarians to assist with on-boarding and the promotion process.

### Answered No

Formal mentoring program available to all professional staff. Informally, staff from underrepresented groups meet and support each other.

Have existing mentoring program available to all library staff members.

Mentoring is provided to all tenure-track librarians.

Provide a mentoring program for all librarians.

The mentor program is open to all faculty.

Varies by department. No agency-wide program currently exists.

We do have a mentoring program for our librarians, but it is not specifically to help ethnically/culturally diverse librarians.

We have a mentoring program for all new librarians and it is not restricted by ethnicity.

We mentor all probationary librarians as needed and diverse librarians would be included. They are not given different or special treatment.

We offer a mentoring program for all librarians "as they participate in the procedures outlined in the Librarian Personnel Code. The program is designed to support an environment within the University Libraries where librarians can achieve success in their careers and contribute to the overall mission of the University Libraries and the University." (Libraries LAPC charge)

We offering a mentoring program for all new employees, but the focus is on acculturation, not advancement.

## EVALUATION AND ASSESSMENT

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19. Has your library developed any measures to evaluate the success of efforts to recruit an ethnically/culturally diverse workforce? N=49

Yes	11	22%
No	29	59%
Not yet, but we plan to	9	18%

If yes, please briefly describe those measures.

Annual diversity report to the University Office of Affirmative Action and Multicultural Programs.

Annual reports on diversity results and reports to Congress.

Campus Affirmative Action Office compiles reports.

Demographic analysis of applicant pool for each open position, demographic analysis of Libraries' workforce.

Each year as part of the campus budget report, each department, including the library is asked to look at hiring practices and recent hires from the last fiscal year, as well as projected hires and goals for the upcoming fiscal year.

Equal Opportunity Plan Annual Report.

Our plan lists several related initiatives and each initiative has outcome measures aligned with it. For example, a winter reception for international students will result in more international students using library services. Many of these outcomes, unfortunately, have not been measured yet.

Review of applicant pools for entry-level positions focus on the LIS program the applicant attended. These programs are compared against reports of minority graduation rates. Our goal is to target schools with statistically significant minority graduation rates; a measure of success would be to receive applications from those schools.

We have measures but again, low self-reporting of ethnicity offsets the measures in place.

We keep precise records of where we advertise each position and the type of response we receive. We are also in Phase II of a multi-year longitudinal study to investigate the efficacy of the current recruitment strategies employed by the Association of Research Libraries. These strategies include advertising job vacancies and soliciting applications from a broad spectrum of applicants, with the purpose of recruiting traditionally underrepresented groups in the academic library workforce.

We note progress in this area as part of our annual review of all Libraries' goals and objectives.

**20. Has your library developed any measures to evaluate the success of efforts to retain an ethnically/culturally diverse workforce? N=49**

Yes	3	6%
No	35	71%
Not yet, but we plan to	11	22%

**If yes or planning to, please briefly describe those measures.**

Basic underutilization statistical analyses conducted by the campus HR office.

Demographic analysis of Libraries' workforce, semi-annual analysis of turnover and exit interviews.

Equal Opportunity Plan Annual Report.

Historically we have very low turnover, so our efforts have mostly been directed to recruitment. However, we hope that developing the mentoring program will assist with retention and promotion.

We have had several preliminary discussions about this. At this point we have very few diverse folks to retain.

## 21. Has your library assessed the workplace climate? N=48

Yes	22	46%
No	18	38%
Not yet, but we plan to	8	17%

### If yes, which method(s) has the library used? Check all that apply. N=22

Survey developed by the library	12	52%
Survey developed by the parent institution	7	30%
ClimateQUAL™	6	26%
Other method	10	44%

### Please describe the other assessment method(s).

As part of university-wide climate survey in 2008.

ClimateQUAL™ is an outgrowth of a U of MD developed climate assessment.

Gallup Climate Surveys.

Survey developed by an external contractor.

Survey developed by consultations but administered within the library. Assessed general climate, not specifically diversity.

Survey developed by the Office of Personnel Management (OPM).

Survey developed by the parent institution, Other; ODLC conducted a High Performing Organization Survey (Ken Blanchard product) at the library in 2007; 2008, 2010 – university-wide Towers Watson (formerly Towers-Perrin) International Survey Research (Global Workforce Study). Both have been used to inform the efforts of the Diversity Council.

The university conducts an annual workplace climate assessment, the PULSE survey. The library receives university-wide and library results.

The University of Florida is preparing full-fledged Diversity Plan which will include a workplace climate survey.

Two climate surveys were administered to the Libraries employees in the spring of 2007. The MROC Climate Survey was the first survey, created by the Libraries' Millennium Report Oversight Committee (MROC) but conducted by the university's Office of Institutional Research and Evaluation (OIRE) for the MROC. The second survey given was the Organizational Climate and Diversity Assessment (OCDA), a library climate survey developed by the University of Maryland Libraries to pilot with five academic libraries as a standardized instrument which could measure the "healthiness" of an organization. The OCDA was developed to collect information concerning employee "perceptions of how well the libraries were doing in achieving a healthy organization climate along the principles of diversity."

22. Has your library used the results of these or any other assessment efforts to change the diversity plan and/or diversity programs? N=44

Yes	14	32%
No	22	50%
Not yet, but we plan to	8	18%

**Additional comments about assessment.**

**Answered Yes**

Diversity Council submitted recommendations and proposed goals to the Library Executive Committee in September 2009.

Future assessment will be used to make adjustments to the plan and training.

Held a year-long diversity video and discussion series in response to climate survey results.

One concern revealed by our most recent survey was the impact on gender and salary due to recent retirements. This 'reveal' will be used to inform hiring practices and salary reviews.

Specific plans are developed by departments and/or units to address climate issues.

Surveys show significant acceptance of the Libraries' diversity initiatives and indicate that we have an open, welcoming climate. Libraries' Administration works with the Diversity Committee to focus on survey results that indicate concerns or areas needing further work.

**Answered Not yet**

Plans to implement an assessment tool in winter, 2010. The diversity committee is currently considering ClimateQUAL™ or a survey developed by a peer institution.

We are just to start the implementation phase of the recommendations that were made by the library committee that reviewed and worked to understand our ClimateQUAL™ results.

We plan on holding a series of focus group meetings this summer with our staff to assess what programs/initiatives we should consider in our programming efforts that will enhance the inclusiveness and diversity of our culture.

**Answered No**

The library has not assessed the workplace climate, however, the university does via a survey developed by the university.

While the library has not performed any assessments, the university has.

## ADDITIONAL COMMENTS

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### 23. Please enter any additional information about your library's efforts to recruit and retain a diversity workforce that may assist the authors in accurately analyzing the results of this survey.

All of our job ads have the following statement: The University of Alberta hires on the basis of merit. We are committed to the principle of equity in employment. We welcome diversity and encourage applications from all qualified women and men, including persons with disabilities, members of visible minorities, and Aboriginal persons.

Campus diversity resource office and dean of students office provide 20–25 programs per year dealing with race and ethnicity, sexual orientation, gender and/or age discrimination, physical disabilities, language barriers, religion, and other aspects of diversity. Library encourages staff participation by providing information, release time, and fees (if any).

From the University Employment Equity Web site: The University conducts a self-identification survey. Aggregate results are provided to the Employment Equity Officer, so they may identify gaps in representation. Qualitative data is gathered from the under-represented groups to ascertain what factors are linked to under representation. Plans are then created in partnership with unions and management to close identified gaps in representation.

Many of our librarians participate in the university-wide minority mentoring program. Though this is not specifically a library program it is a program supported by the Dean of Libraries.

Oklahoma State University has an excellent Institutional Diversity department. We use their program, policies, etc. within the library.

The Library Diversity Committee Web page is not available to the public so it is not possible to share program information related to diversity.

The library is seen as a leader in diversity and inclusion efforts for systemic changes across Yale's campus. The Library Diversity Council partners closely with the Chief Diversity Officer, Human Resources, and Yale's affinity groups for staff members. While the current economic/budget climate has limited funding for some outreach activities, we do see a growing pipeline of diversity candidates in library school and early career demographics.

The Library of Congress has recently established a redesigned Office of Inclusiveness and Compliance (OIC), which has responsibility for oversight of this issue and related functions.

The University has recently approved the Aboriginal strategic plan to coincide with the University strategic plan. The following may be applicable: Educator's toolkit: Global Citizenship: an educator's toolkit <http://www.gc.tag.ubc.ca/>

The University Library recruits librarians from diverse backgrounds through a Targeted Opportunity Program (TOPS), which is a program run by the Provost's Office. The University Library also supports the LIS Access Midwest Program (LAMP), an IMLS funded recruitment program by offering a paid-internship to one of the LAMP scholars each summer. The Outreach Librarian for Multicultural Services also serves on the LAMP organizing committee.

We are currently accepting applications for an Academic Librarian Diversity Internship. This is the culmination of several years of work to put something like this in place.

We have recently joined the LAMP program (LIS Access Midwest Program), and will be offering an Undergraduate Minority Internship opportunity this summer. We hope to host two interns a year.

## RESPONDING INSTITUTIONS

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University at Albany, SUNY	University of Massachusetts Amherst
University of Alberta	University of Miami
University of Arizona	University of Minnesota
Brigham Young University	University of Missouri
University of British Columbia	Université de Montréal
University at Buffalo, SUNY	University of Nebraska—Lincoln
University of Calgary	University of North Carolina at Chapel Hill
University of California, Irvine	North Carolina State University
University of California, Los Angeles	Northwestern University
University of California, Riverside	Ohio University
University of California, Santa Barbara	Oklahoma State University
University of Delaware	Pennsylvania State University
University of Florida	Purdue University
George Washington University	Rice University
University of Georgia	University of Rochester
University of Illinois at Urbana-Champaign	Rutgers University
University of Iowa	Syracuse University
Iowa State University	Texas Tech University
Kent State University	Virginia Tech
Library of Congress	University of Washington
University of Louisville	Washington University in St. Louis
McGill University	University of Waterloo
McMaster University	Yale University
University of Manitoba	York University
University of Maryland	