

Dickinson College

Dickinson Scholar

Faculty and Staff Publications By Year

Faculty and Staff Publications

9-2020

Diversity, Equity, and Inclusion in Action: Planning, Leadership, and Programming

Christine Bombaro
Dickinson College

Follow this and additional works at: https://scholar.dickinson.edu/faculty_publications



Part of the [Library and Information Science Commons](#)

Recommended Citation

Bombaro, Christine. *Diversity, Equity, and Inclusion in Action: Planning, Leadership, and Programming*. Chicago: ALA Editions, 2020.

This article is brought to you for free and open access by Dickinson Scholar. It has been accepted for inclusion by an authorized administrator. For more information, please contact scholar@dickinson.edu.

DIVERSITY, EQUITY, AND INCLUSION IN ACTION

PLANNING, LEADERSHIP,
AND PROGRAMMING

EDITED BY
CHRISTINE BOMBARO

ALA 
Editions
CHICAGO 2020

alastore.ala.org

CHRISTINE BOMBARO is an associate director at Dickinson College, where she develops and manages the Waidner-Spahr Library's multiple award-winning information literacy programs. She is the author of the textbook *Finding History: Research Methods and Resources for Students and Scholars* and is the coauthor of *Forgotten Abolitionist: John A. J. Creswell of Maryland*. Her work on research pedagogy has been featured in numerous edited books and journals, such as *Reference Services Review*, and she presents regularly at conferences and workshops on topics related to information literacy. Bombaro is an alumna of the Harvard Graduate School of Education's Leadership Institute for Academic Libraries and the Association of College and Research Libraries' Information Literacy Immersion program. She earned her bachelor's degree in history and secondary teaching certification from Dickinson College and her master's degree in library science from Drexel University.

© 2020 by Christine Bombaro

Extensive effort has gone into ensuring the reliability of the information in this book; however, the publisher makes no warranty, express or implied, with respect to the material contained herein.

ISBNs

978-0-8389-4759-3 (paper)

978-0-8389-4836-1 (PDF)

978-0-8389-4837-8 (ePub)

978-0-8389-4835-4 (Kindle)

Library of Congress Cataloging-in-Publication Data

Names: Bombaro, Christine, 1971- editor.

Title: Diversity, equity, and inclusion in action : planning, leadership, and programming / edited by Christine Bombaro.

Description: Chicago : ALA Editions, 2020. | Includes bibliographical references and index. |

Summary: "This book offers thought-provoking ideas and actionable advice from librarians who have implemented replicable and scalable initiatives that have helped their institutions understand and address issues surrounding the concepts of diversity, equity, and inclusion" —Provided by publisher.

Identifiers: LCCN 2020009882 | ISBN 9780838947593 (paperback) | ISBN 9780838948378 (epub) | ISBN 9780838948361 (pdf) | ISBN 9780838948354 (kindle)

Subjects: LCSH: Libraries and minorities—United States. | Academic libraries—Services to minorities—United States. | Minority library employees—United States. | Diversity in the workplace—United States. | Academic libraries—United States—Sociological aspects. | Academic libraries—United States—Case studies. | Social justice—United States.

Classification: LCC Z711.8 .D577 2020 | DDC 027.6/3—dc23

LC record available at <https://lcn.loc.gov/2020009882>

Cover design by Kimberly Thornton. Images © Adobe Stock.

Text design in the Chaparral, Gotham, and Bell Gothic typefaces.

© This paper meets the requirements of ANSI/NISO Z39.48-1992 (Permanence of Paper).

Printed in the United States of America

24 23 22 21 20 5 4 3 2 1

Contents

Introduction, by Christine Bombaro *ix*

- 1 | Moving from Diversity to Equity and Inclusion with Social Justice as the Goal** *1*
A New Framework for an Expansive Definition of Diversity
MATTHEW P. CISZEK

- 2 | Diversity, Equity, and Inclusion as Action** *13*
Designing a Collective DEI Strategy with Library Staff
PAMELA ESPINOSA DE LOS MONTEROS AND SANDRA ENIMIL

- 3 | Diversity from the Inside Out** *29*
Cultivating an Inclusive Library Environment
OROLANDO A. DUFFUS, TIFFANY N. HENRY, AND STACEY R. KRIM

- 4 | That's Just the Way It Is** *43*
How to Challenge Conventional Wisdom and Foster Inclusion
in Libraries
JOE KOHLBURN AND TRACY GOMILLION

5 	Mitigating Implicit Bias in Reference Service and Literature Searching	59
	MOLLY HIGGINS AND RACHEL KEIKO STARK	
6 	Creating an Inclusive Teaching and Learning Program for Academic Libraries	73
	ANNA SANDELLI, JANELLE COLEMAN, AND THURA MACK	
7 	Reconstructing History	87
	Addressing Marginalization, Absences, and Silences in the Archives through Community and Collaboration	
	STACEY R. KRIM, DAVID GWYNN, AND ERIN LAWRYMORE	
8 	Student Veterans on Campus	103
	Academic Success via Libraries	
	EDUARDO M. TINOCO AND WIN SHIH	
9 	How Librarians Can Improve First-Generation Student Retention through Outreach, Immersion, and Partnerships	119
	KARLA FRIBLEY, AMY BRYANT, JOSÉ-IGNACIO PAREJA, BONITA WASHINGTON-LACEY, AND NEAL BAKER	
10 	Interns, Inclusion, and Iteration	135
	Undergraduates Influencing the Library Profession	
	ANDREA BARUZZI, PAM HARRIS, AND ROBERTO VARGAS	
	Bibliography	151
	About the Contributors	167
	Index	173

Introduction

The ponderous pace at which institutions of higher education are moving toward achieving a state of social justice may be one of the most challenging problems academia has ever faced. For many decades in the United States, academic communities have been making sustained efforts to educate their communities about the necessity for diversity and to attract a diverse population of students and staff to their campuses. However, lacking intentional plans to ensure that equity and inclusion are also deeply embedded in an institution's identity, those individuals recruited as diversity representatives to otherwise non-diverse communities have often experienced inequity and exclusion from the dominant populations. This problem continues to plague higher education. Academic libraries, often considered to be bastions of liberal ideology due to, for example, their work preserving intellectual freedom, opposing censorship, and advocating for equal access to information and education for the greater good of society, are not immune from societal and institutional inequities.

Librarians have in recent years begun expressing commitment—both personally and institutionally—to the ideals of diversity, equity, and inclusion

(DEI). Diversity standards have even been codified by our national organizations.¹ However, the staffs, and particularly the leadership positions, of many libraries remain overwhelmingly in white hands.² Further, as we examine libraries through the lenses of diversity, equity, and inclusion, we can easily conclude that social justice within our environments is still mostly an ideal. One scholar has gone so far as to say that the profession is “paralyzed” by a lack of diversity.³ As might logically follow, there is emerging evidence suggesting that librarians are likely to extend biased and inequitable service to patrons, despite the fact that underrepresented groups find libraries to be valuable resources.⁴ Some librarians in majority communities might rightly claim that their immediate environments are not overtly hostile toward underrepresented or marginalized groups, yet there still exist more subtle forms of inequity that should be examined and addressed. In public and academic libraries alike, studies indicate that librarians treat underrepresented groups differently, and that microaggressions or more serious attacks levied against colleagues are sadly not uncommon in the library profession.⁵

The slow pace of achieving a state of social justice may indicate that liberalism in librarianship, at least institutionally, is something of a myth. There is a wealth of professional literature revealing that leaders in higher education are aware of the injustices wrought on their campuses that affect how students and staff members are treated, what opportunities they may or may not be privy to, and what barriers stand in the way of their learning experiences and future careers. Yet these same institutions of higher education, with their libraries being no exception, continue to struggle to find ways to make their environments welcoming and equitable to all those who learn and work there.

Part of the problem in addressing DEI issues starts with terminology and perception. The term “diversity” in itself does not and cannot capture the many forms that diversity may take, let alone the essence of social justice. A diverse environment is not easily recognizable if one relies solely on visual cues and associations with which individuals might be willing to openly identify. A diverse population may consist of those with permanent or temporary differences in physical abilities, mental and emotional changes, ideologies, financial statuses, and personal experiences. However, Hudson argues that diversity discussions have been largely centered on race, and further, that some solutions to the diversity problem have the effect of further homogenizing populations through “assimilation, cooptation, or more complex strategies of inclusive control.”⁶

Morales, Knowles, and Bourg differentiate diversity from social justice in libraries by explaining that diversity encompasses ground-level efforts to improve services, collections, and staffing challenges, while “social justice addresses power and privilege on a structural level, as well as at the level of mere representation.”⁷ Making concerted moves toward diversity, equity, and inclusion requires different responses based on the state of each individual

environment. An environment that is perceived to be welcoming by one group may seem isolating or inequitable to another. It should be no surprise, then, that change might come at a slow pace when attempts to rectify injustices are handled without careful study of the individual local environment, and more specifically, how an understanding of broader social forces affect local environments.⁸ When considered in this light, it becomes obvious that the move toward social justice—especially when limited by physical and conceptual boundaries such as a library and its working environment—cannot lend itself to few, simple, uncontroversial, and cheap solutions.

Many colleges and universities in the United States have been attempting to increase diversity on their campuses by recruiting students and employees from underrepresented groups, according to whatever “underrepresented” means to each population. Diversity cannot be achieved without a diverse population; however, it is also generally understood that an increase in the population of physically recognizable underrepresented groups does not on its own create diversity, nor does it improve equity and inclusion.⁹ When implemented without context and without concerted community outreach, communication, and programming, attempts to increase diversity may increase feelings of isolation and inequity experienced by individuals in minority groups who must navigate systems from within the long-established majority norms and expectations; this may ultimately result in those newer members of the community leaving it.

Merely throwing money at the problem has proven to be ineffective in changing pervasive, extant historical systems of oppression in higher education. Newkirk has observed that some universities

have for the first time hired diversity czars, while others have commissioned campus-climate surveys, consultants, and anti-bias training, or expanded the number of diversity officers in schools and departments. While these initiatives have helped power the multibillion-dollar diversity industry, there is little indication that they have resulted in more diversity or less bias.¹⁰

Though many recognize the need to reach states of social justice, librarians must recognize how their roles and statuses are intertwined with the perpetuation of inequities at their institutions. Regardless of any personal identifiers that would brand them as minorities in outside settings, librarians, academic ones in particular, are members of a group rife with inherent privilege. Many librarians hold decently paid professional jobs with benefits and relative professional autonomy. Academic librarians further may be considered faculty members at elite institutions and are thus deeply embedded in systems built upon hierarchy and exclusion. Most obviously, librarians are highly educated and are likely knowledgeable, if not authorities, on any number of academic disciplines beyond those relating strictly to library work.

While it may be true that some librarians have struggled to reach a point of relative security in their careers, most accomplished it by navigating through a system that favors those with access to quality K–12 education and active mentorship. Librarians arguably have regular interaction with more students and faculty members than any other academic support group on campus, even more than some faculty members, and therefore maintain a certain level of privilege over other employees and students related to the abilities, authority, influence, knowledge, and institutional understanding they possess. Such privilege can be ignored or can be leveraged for the greater good. It is therefore imperative that librarians recognize how their personal and professional assumptions, spaces, programs, and services impact those who enter the library to work independently, meet with groups, use resources, and seek help.

Even librarians who consider themselves to be allies of marginalized groups and are well educated on issues related to DEI and social justice may find the work of achieving those ideals difficult to carry out. It is not possible for individuals who are members of dominant groups to completely understand the struggles of every marginalized individual with whom they may come in contact. Nor is it possible to always recognize an individual as part of a marginalized group, particularly in ubiquitous “one-shot” class sessions, in which librarians cannot get to know all the students they teach as well as they might want to. Librarians, of course, want to create environments that are welcoming, interesting, supportive, and inclusive for all members of their communities. As members of institutions that commit themselves to producing critical thinkers with societal awareness, it is not simply an ideal but a moral obligation to make sure that we are not merely trying our best to overcome the obstacles in the way of achieving DEI but are also constantly working toward getting it right. To do otherwise is to be complicit in systems of oppression.

CHALLENGES AND CONTROVERSIES

There are many possible reasons why moves toward DEI and social justice have been slow and ponderous in libraries, even when desire is high and leadership is strong. Breaking out of embedded institutional systems takes courage and may involve some risk to an individual, whether to their job or personal well-being. While many librarians have certainly made meaningful strides toward DEI and social justice, those steps may be small, and even in environments where progress may be apparent, the profession as a whole clearly is not immune from misunderstandings, backsliding, contentiousness, and sometimes outright assault upon one another and those we serve. While

nothing should excuse every one of us from taking leadership positions in approaches to DEI, it is important to understand what may impede progress so that local challenges can be anticipated, identified, and overcome.

The ever-changing nature of the vocabulary surrounding DEI is a glaring point of concern involving far more than just the term “diversity.” For example, there is a difference between “equality,” the process of making sure that all members of a population have the same access to the same benefits, and “equity,” the process of making sure that those who start off at a disadvantage are given the tools they need to catch up with others, thus assuming that some individuals will require forms of support that others do not. Similarly, language used to describe those with nondominant characteristics can change quickly or be subject to preference, as is now evident in the debate around how individuals with physical challenges are described: as “person first,” in which a person is acknowledged as an individual with an impairment or disability (a person who has a visual impairment) vs. “identity first,” in which a term for an impairment or disability is used to describe an individual (e.g., amputee, deaf person).¹¹ The term “first-generation student” is particularly unsatisfying because discussions surrounding that group often focus predominantly on socioeconomic status. Even the term “racist” has been challenged, as it is often bandied about on social media without context or thought to the sort of accusation the term levies on an individual; there has been discussion about whether the term describes a fixed identity or a state that changes, even daily, with circumstance.¹²

Tokenism is a contentious issue that has resulted from the well-intentioned attempt to make library staffs more diverse by hiring fixed-term “diversity residents” (in other words, candidates of color) to librarian positions. Some libraries have hired and mentored diversity residents who have subsequently forged highly successful careers, such as those described by Velez, et.al. at the Association of College & Research Libraries Conference in 2019.¹³ Without appropriate support and well-planned experiences and communication, however, some diversity residents who were not well-mentored have felt ill used or more like interns than professional colleagues.¹⁴ Alabi described the practice, when poorly executed, as a never-ending cycle of a new person of color replacing the outgoing one, which may give the illusion of diversity but does not in fact constitute a commitment to diversifying the library profession.¹⁵ At the same time, a diversity hire may feel pressure to represent all members of their own group as well as other marginalized groups with whom they may not identify. The Kaleel Jamison Consulting Group went so far as to say that an “organizational pioneer” such as a diversity candidate should fully expect the work of increasing awareness about DEI to be a tough job: that they should be willing to make others feel comfortable, accept responsibility for being “the only one of their ‘kind,’” and have “the ability to deal with constant

questioning.”¹⁶ Some individuals have expressed fatigue with this sort of expectation, in which “underrepresented faculty and staff members share the burden of diversity work in many visible and invisible forms: they often assume heavier workloads in teaching, advising, mentoring, and counseling, and spend more time on outreach, recruitment, training and workshops, and other service work.”¹⁷ Further, those self-identified members of diverse or marginalized groups asked to train or run workshops must also speak to diversity as if it is a fixed concept, rather than a nebulous and ever-changing value greatly dependent on context.

Another serious, though controversial, concern in DEI programming is insensitivity to majority groups, which can result in unintended but dangerous consequences. This phenomenon may be observed during training sessions or workshops in which participants are asked to discuss their own inherent negative influences and biases. While self-awareness on the part of majority groups is critical to gaining allies and enacting meaningful change, the practice can backfire if those making a good faith effort to be introspective and learn are subsequently made to feel shame about a background over which they had little control or that they are being monitored by thought police. Participants in some DEI programs may be encouraged to share thoughts freely but privately fear reprisal when attempting to speak extemporaneously in what may be an emotionally charged situation or if the threat of being made to account for past, uninformed behavior looms over the discussion. Unintentional though still insensitive and inappropriate blunders may be expressed during open discussion when, for example, participants use terminology that they are unaware is no longer acceptable or when they express feelings that seem over-the-top with guilt or overflowing with “oppressive empathy,” thus detracting from the important issues under discussion.¹⁸ A poorly managed reaction to an unpopular or even offensive opinion might turn potential allies against the learning process or more deeply embed their biases and participation in systems of inequity. In addition, Dobbin and Kalev reported that “the positive effects of diversity training rarely last beyond a day or two, and a number of studies suggest that it can activate bias or spark a backlash.”¹⁹

One way that some institutions have attempted to gauge levels of acceptance and inclusivity among their populations is by using assessment tools that purport to measure individual or organizational “cultural competence.” Such evaluations are made by scoring individuals’ self-reported perceptions and attitudes toward unfamiliar or little-experienced situations and groups and are meant to show how experience shapes a person’s attitudes, reactions, and flexibility. These tools can be expensive for the institution and time-consuming for individuals. Whether available tools can actually measure cultural competence accurately, and whether expressed attitudes and knowledge indicating cultural competence actually translate into practice, are matters for

debate.²⁰ While the intent of using cultural competence tools may be to scan an environment in order to better address DEI issues and improve service and working and learning conditions, they may overtly or subtly pigeonhole participants into categories of ignorance, divisiveness, or even bigotry from which it may be perceived that they cannot emerge.

SEEKING SOLUTIONS

The challenges associated with making meaningful changes and moves toward DEI and social justice are considerable and sometimes daunting. These challenges should not detract from efforts to effect change but must be taken into consideration when designing programs to challenge inequality so that the ultimate goals of forming alliances, creating welcoming environments, and breaking cycles of inequity can be achieved. Without bold and assertive action that is well designed and artful in its execution, the library profession will only perpetuate oppressive power structures, even as the importance of social justice is preached at the highest levels of our professional organizations. Challenges should not be taken as excuses for limited action, but rather as the catalysts to developing DEI initiatives that are meaningful, long-lasting, and impactful. Indeed, the challenges associated with creating an environment that genuinely reflects social justice were the motivation for beginning this book project.

There is no “right,” easy, or cheap way to overcome generations of inequity in the library profession and beyond, and solutions will be different from institution to institution and year to year. Any effective program will be time-consuming to develop and manage and thus will take serious long-term commitment on the part of its organizers. This work cannot be taken lightly, cannot be a “side job,” and cannot be undertaken by those who are not mentally prepared to deal with unforeseen complications. Librarians have been, and are still, at the forefront of momentous change, and many are working to make their campuses more equitable and inclusive in ways that are challenging, yet creative, effective, and impactful. Some of those librarians who are doing the hard work of social justice and enacting meaningful change at their institutions and beyond, despite considerable challenges, offer their insight and advice in this book. The authors are creating library environments in which individuals are treated with courtesy and respect and where people who can bring positive change and fresh ideas to their organizations are heard. Through their strength and commitment, they have taken the time to understand the motivations and fears behind any resistance to meaningful change. They respect ability, cultivate trust, and view differences as motivators rather than roadblocks. At their organizations, leaders committed to social justice

look beyond their immediate responsibilities and use their authority and influence to break down dominant narratives and power structures that impede individual and, by extension, institutional success.

INTRODUCTION TO THE CHAPTERS

No one source can hope to address all the issues associated with DEI or pretend to know what might be right for every possible sort of difference, challenge, or environment. Nor can we expect to change opinions, biases, or behaviors of individuals whose thoughts and opinions differ from our own, or even necessarily to align anyone's personal belief with institutional values. Rather than focusing on changing individuals, librarians can affirm the expectations of their institutions by examining their own environments and looking for any number of ways that resources, services, spaces, and atmosphere can be improved in alignment with declared values. The authors of this book see diversity, equity, and inclusion as necessary elements of a thriving academic environment.

This book evolved from an intended set of case studies to a thought-provoking series of chapters that will help readers think broadly and critically about DEI. The authors, diverse themselves in many aspects of the term, offer provocative commentary as well as many alternatives for active and significant change that can have impact both immediately and for the long term. Much of their advice can be enacted either as offered or with some adjustment to the local environment. While written with academic libraries in mind, these ideas can apply broadly to education in general, including at public institutions or even secondary schools. Some actions described herein are monumental and required significant institutional support by way of campus governance and financial backing to execute. Other actions can be adapted with little or no budgetary impact and little if any intercession from campus governance. Many programs—especially those that started with library staff—gradually developed and matured, with the true impact being evident within and beyond the library only after a period of months or years. All the authors faced challenges to their programs, and all maintained unwavering commitment through setbacks.

In chapter 1, Matthew P. Ciszek of Penn State Behrend describes the history behind the social justice movement, particularly as it relates to higher education. He describes the evolution from diversity to social justice in higher education and examines the roles libraries and librarians have played in the movements from homogeneity to diversity, which further necessitated consideration of equity and inclusivity, which in turn have now revealed the need

for social justice. Ciszek challenges librarians to think about how they, as a profession, have influenced progression toward diversity, equity, and inclusion and what they can now do to contribute meaningfully toward continuing change.

While acknowledging some of the many challenges associated with achieving social justice, Pamela Espinosa de los Monteros and Sandra Enimil of the Ohio State University point out in chapter 2 that empirical data showing the effectiveness of DEI training and awareness models is lacking in professional literature. They encourage us to lead change from within, not by burdening a few motivated individuals but by including an entire organization in conversations about what its values are, what DEI really means, what systems are most oppressive locally, and what practices can be most effective in each environment. They remind us that DEI requires constant adaptation and that attention to it represents a long-term investment in the health of each library and the institution to which it belongs.

Environmental scanning is a critical early step in gauging the level and complexity of DEI work needed at each library organization, and for planning programs that will be meaningful and long-lasting. In chapter 3, Orolando A. Duffus of the University of Houston and Tiffany N. Henry and Stacey R. Krim of the University of North Carolina at Greensboro provide readers with a range of tools they can use to determine where to focus their energies in order to enact the most impactful change following an environmental scan. Suggestions include long-term strategic planning informed by the environmental scan and creating communities of practice.

Using Jefferson College, a rural community college, as a backdrop for a case study about a student-led movement to make their environment more open and welcoming for LGBT students, Joe Kohlburn and Tracy Gomillion remind us in chapter 4 that change may come gradually and only after initially modest efforts are shown to be successful. Their experience has demonstrated that when students, advised by committed faculty and staff, take the lead in forming grassroots DEI movements, the groups and programs they create will have the greatest chance of achieving campus support and surviving through multiple generations. Kohlburn and Gomillion further maintain that neutrality cannot and should not be a driving force when making attempts to achieve equity.

In chapter 5, Molly Higgins of the Library of Congress and Rachel Keiko Stark of California State University, Sacramento, help us to recognize the implicit bias that is built into our discovery systems and, by extension, reference interviews. Using their workshop on implicit bias in medical research as a framework, they challenge us to recognize bias not only within ourselves but also within the systems that govern how we find, analyze, and interpret

information. In the case of medical research, implicit bias can cause serious harm or even death. Higgins and Stark provide strategies to help mitigate implicit systems bias and new sources of information that take previously ignored groups into account. They challenge us to improve existing systems so that underrepresented populations are not unintentionally brought to harm by those who should be helping them.

Anna Sandelli, Janelle Coleman, and Thura Mack of the University of Tennessee, Knoxville, describe in chapter 6 a certificate-based teaching and learning program on cultural competency that includes all library staff, engages the assistance of campus partners, and situates DEI within each employee's regular course of duty. Their program greatly reduces the probability of perpetuating a system of invisible labor that places the burden of DEI education on only a few employees, often those who are racially or ethnically diverse, which can compromise the rest of their work. Their plan for inclusive pedagogy was developed by gathering recommendations from potential participants and encourages self-reflection not by identifying personal shortcomings but by responding to structured prompts that urge participants to consider barriers to equity and inclusion from different points of view. The program developed by Sandelli, Coleman, and Mack also encourages employees to plan and put into daily practice strategies to make their work environment more inclusive.

With the narratives of human history documented through the decisions of information gatekeepers largely represented by dominant, privileged groups, it is now necessary for archivists and curators to reveal the stories of those who have long been marginalized, ignored, and fearful. Stacey R. Krim, David Gwynn, and Erin Lawrimore of the University of North Carolina at Greensboro explain the history of marginalization in archives and offer strategies to help reveal the histories of those who were silenced and make their stories widely available to the general public. Information that may seem permanently lost in the dominant narrative can emerge when archivists commit to inclusivity in their archives by carefully cultivating and maintaining community partnerships that involve not only a deep dive into existing resources but include sensitively conducted oral histories and collaborative digitization projects.

Veterans of the United States Armed Forces are a group often overlooked in diversity discussions. In chapter 8, Eduardo M. Tinoco and Win Shih of the University of Southern California describe the many challenges faced by veterans and their families upon entering or re-entering higher education following a period of service to their country. The University of Southern California has an impressive and extensive array of veterans' programs, some of which are funded by the United States government, that are highly integrated with library services. These programs seek not only to support the veterans' educational experiences but also to sustain their emotional well-being, assist with financial management, ease their reintegration into civilian life, connect them with career opportunities postgraduation, and help them care for their families.

In chapter 9, Neal Baker, Bonita Washington-Lacey, José-Ignacio Pareja, Amy Bryant, and Karla Fribley of Earlham College describe the development of their expansive engagement with first-generation students following a call from their administration for ideas on how to improve retention rates. The Earlham library's series of engaging and exciting programs for first-generation students, including meaningful work opportunities and off-campus experiences, stretches far beyond a library's traditional role. In addition to helping first-generation students become information literate, Earlham's programs link students with institutional infrastructure, help them navigate an environment that no one else in their families may have experienced, and pre-arrange access to vital resources such as the writing center and the career development office. While it is difficult, if not impossible, to directly correlate library programs with improved retention, the various large- and small-scale experiences offered at Earlham provide their first-generation students with personal attention that mitigates the effects of the barriers they often face as the first in their families to attend college.

Finally, in chapter 10, Andrea Baruzzi, Pam Harris, and Roberto Vargas describe how Swarthmore College's long-running and highly successful internship program begins the process of recruiting a diverse field of candidates from their undergraduate student body to various information professions. Their program led to the development of additional inclusive library- and archival-related employment and fellowship experiences for students and early career librarians, which in turn benefited the college by contributing diversity education to their general hiring practices.

As the authors of our final chapter will remind us, it took a long time to get to the point where social justice is not a given and must be addressed courageously and methodically by leaders who may need to find ways to rise above oppressive, systematic power structures. Likewise, it will take hard work, time, dedication, and money to correct the iniquities that have become embedded in our educational systems and improve our environments for everyone who is a member of them. The authors of this volume believe that librarians can and should be the leaders who influence and effect this change.

*Christine Bombaro
Dickinson College
December 6, 2019*

NOTES

1. See, for example, "Diversity Standards: Cultural Competency for Academic Libraries," Association of College & Research Libraries Racial and Ethnic Diversity Committee, 2012, www.ala.org/acrl/standards/diversity.

2. Lindsay McKenzie, “The White Face of Library Leadership,” *Inside Higher Ed*, August 30, 2017, <https://www.insidehighered.com/news/2017/08/30/survey-reveals-overwhelmingly-white-face-leadership-research-libraries>; Ithaka S+R, “Inclusion, Diversity and Equity: Members of the Association of Research Libraries: Employee Demographics and Director Perspectives,” August 30, 2017, <https://sr.ithaka.org/publications/inclusion-diversity-and-equity-arl>.
3. Angela Galvan, “Soliciting Performance Hiring Bias: Whiteness and Librarianship,” *In the Library with the Lead Pipe* (blog), June 3, 2015, www.inthelibrarywiththeleadpipe.org/2015/soliciting-performance-hiding-bias-whiteness-and-librarianship.
4. Pew Research Center, “How Americans Value Public Libraries in Their Communities,” December 11, 2013, <https://www.pewinternet.org/2013/12/11/libraries-in-communities>.
5. For a summary of a study about discrimination toward patrons, see Marco Tonin, “Do Librarians Discriminate? Backtalk,” *Library Journal*, January 3, 2018, <https://www.libraryjournal.com/?detailStory=librarians-discriminate-backtalk>; and for the original study, see Corrado Giulietti, Marco Tonin, and Michael Vlassopoulos, “Racial Discrimination in Local Public Services: A Field Experiment in the United States,” *Journal of the European Economic Association* 17, vol. 1 (2019): 165–204. For examples of alleged discrimination between library colleagues, see Jaena Alabi, “‘This Actually Happened’: An Analysis of Librarian’s Responses to a Survey about Racial Microaggressions,” *Journal of Library Administration* 55 (2015): 179–91; and April Hathcock, “ALAMW: What Happened, and What Should Happen Next,” *At the Intersection* (blog), January 30, 2019, <https://aprilhathcock.wordpress.com/2019/01/30/alamw-what-happened-and-what-should-happen-next>.
6. David James Hudson, “On ‘Diversity’ as Anti-Racism in Library and Information Studies: A Critique,” *Journal of Critical Library and Information Studies* 1, no. 1 (2017): 13.
7. Myrna Morales, Em Claire Knowles, and Chris Bourg, “Diversity, Social Justice, and the Future of Libraries,” *portal: Libraries and the Academy* 14, no. 3 (2014): 440.
8. Hudson, “On ‘Diversity’ as Anti-Racism,” 11.
9. Kaleel Jamison Consulting Group, “The Path from Exclusive Club to Inclusive Organization: A Developmental Process,” 2017, <https://copdei.extension.org/wp-content/uploads/2019/06/The-Path-from-Exclusive-Club.pdf>.
10. Pamela Newkirk, “Why Diversity Initiatives Fail: Symbolic Gestures and Millions of Dollars Can’t Overcome Apathy,” *Chronicle Review*, November 6, 2019, <https://www.chronicle.com/interactives/20191106-Newkirk>.
11. Angie Brunk, “A Culture of Accessibility through Policy and Communication,” December 12, 2018, YouTube video, 00:52:18, <https://www.youtube.com/watch?v=iiOKPkHKZHU&feature=youtu.be>.

12. Ibram X. Kendi, "An Expert Explains Why Some Trump Supporters Avoid the Word 'Racist,'" interview with Steve Inskeep, NPR, July 18, 2019, <https://www.npr.org/2019/07/18/742981792/why-do-some-trump-supporters-avoid-the-word-racist-one-expert-explains>.
13. LaTasha Velez, Nataly Blas, Gerald Holmes, Denelle Eads, Orolando Duffus, A. Kathy Bradshaw, and Jason Alston, "Reframing the Residency Narrative: Creating, Sustaining, and Reinventing the Profession through Library Residency Programs," panel presentation at the ACRL 2019 Conference, Cleveland, Ohio, April 12, 2019, https://s4.goeshow.com/acrl/national/2019/conference_schedule.cfm.
14. Quetzalli Barrientos, "Library Residency Programs: The Pros and Cons of Residency Positions as Written by a Current Resident," *ACRLlog* (blog), October 24, 2016, <https://acrlog.org/2016/10/24/library-residency-programs-the-pros-and-cons-of-residency-positions-as-written-by-a-current-resident>.
15. Jaena Alabi, "From Hostile to Inclusive: Strategies for Improving the Racial Climate of Academic Libraries," *Library Trends* 67, no. 1 (2018): 132.
16. Jamison Consulting, "The Path from Exclusive Club to Inclusive Organization," 6.
17. Mariam B. Lam, "Diversity Fatigue Is Real," *Chronicle of Higher Education*, September 23, 2018.
18. April Hathcock, "My Trauma Is Not Your Thought Experiment: On Oppressive Empathy," *At the Intersection* (blog), June 15, 2018, <https://aprilhathcock.wordpress.com/2018/06/15/my-trauma-is-not-your-thought-experiment-on-oppressive-empathy>.
19. Frank Dobbin and Alexandra Kalev, "Why Diversity Programs Fail," *Harvard Business Review*, July–August 2016, <https://hbr.org/2016/07/why-diversity-programs-fail>.
20. Larry Purnell, "Are We Really Measuring Cultural Competence?" *Nursing Science Quarterly* 29, no. 2 (April 2016): 126.

1

Moving from Diversity to Equity and Inclusion with Social Justice as the Goal

A New Framework for an Expansive Definition of Diversity

BACKGROUND

The focus on diversity in higher education in the United States and in American academic libraries is rooted in the civil rights era of the 1950s and '60s. Landmark rulings by the United States Supreme Court, including *Brown v. Board of Education* (1954) and *Loving v. Virginia* (1967), paved the way for equal rights for all Americans by ending Jim Crow-era laws of racial segregation and “separate but equal” accommodations based on race. Case law led to further federal legislation, including the Civil Rights Acts of 1964 and 1968 and the Education Amendments Act of 1972 (Title IX), which codified equal representation under the law for several marginalized and underrepresented groups. Subsequently, colleges and universities created programs to ensure equitable access to higher education and to diversify its workforce, including affirmative action in admissions and hiring, the expansion of women’s intercollegiate athletics, and nondiscrimination policies that became increasingly expansive over the next three decades as veterans, people with disabilities, LGBTQ+ persons, and others were added as protected groups.

Diversity, and the closely related concept of multiculturalism, became defined by this growing list of protected groups. Academic libraries sought to create multicultural collections, programs, and services as a means of increasing awareness of a diversifying society, and colleges and universities created offices and programs centered on diversity, educational equity, and affirmative action and hired staff to manage and oversee these offices and programs. Unfortunately, many of these showed only modest gains at best in diversifying higher education. Colleges and universities needed to do more than just build awareness of diversity and treat educational equity as something separate from the central mission of the institution. Higher education institutions and academic libraries needed to more explicitly make diversity and multiculturalism part of their core values and strategic goals.

By the mid-1990s both higher education and academic librarianship began to respond to new challenges in the academic landscape, including the changing demographics of college and university students; solid research that a diverse faculty and student body and programs highlighting multiculturalism in coursework, library collections, and programming can enrich the educational experience of students; and the belief that higher education is one of the best means of increasing social mobility and socioeconomic equality. There was a strong push to add diversity to the mission and value statements of institutions of higher education and academic libraries. Diversity was included in college and university strategic plans for the first time, with the goal of making students culturally competent and aware of the diverse world in which they live.

During the same period, librarianship as a profession began to embrace diversity and multiculturalism as part of its core values and strategic goals. In the 1990s, the American Library Association (ALA), the Association of College and Research Libraries (ACRL), and the Association for Research Libraries (ARL) created offices and programs focusing on diversity. ALA created the Spectrum Scholarship in 1997 to diversify librarianship by attracting students from underrepresented groups to the profession and added diversity as a core value of librarianship. This push to make diversity central to librarianship culminated for academic librarians in ACRL's *Diversity Standards: Cultural Competency for Academic Libraries* (2012), which states, "Diversity is an essential component of any civil society. It is more than a moral imperative; it is a global necessity. Everyone can benefit from diversity, and diverse populations need to be supported so they can reach their full potential for themselves and their communities."¹

As the concepts of diversity and multiculturalism were incorporated into the core values and strategic directions of institutions of both higher education and librarianship, the focus shifted from celebrating diversity and

raising awareness of diverse voices in our communities to actively promoting equity and inclusion of these diverse voices in academia and the profession. The term “diversity, equity, and inclusion” (DEI) and similar terms began to replace “diversity” as academic libraries grappled with how to highlight diversity in our collections and services while also providing professional opportunities to those from diverse backgrounds. Social movements, such as Occupy Wall Street and Black Lives Matter, exposed systemic societal inequities and spurred higher education, somewhat reluctantly, to confront the fact that most of the programs, offices, and systems created to further diversity over the last forty years had failed to provide any real gains in equity and inclusion, especially among racial and ethnic minorities. By the mid-2000s, ALA finally incorporated diversity into its strategic directions and expanded the definitions of diversity to include equity and inclusion. All of these caused many in the profession to ask if our existing DEI initiatives were truly enough, or if more radical measures were necessary to further these goals.

Over the last half century, academic librarianship has grappled with responsibilities such as highlighting diverse voices; creating collections, programs, and services for underrepresented groups; and remaining equitable and inclusive in our day-to-day work. As comprehensive as these efforts may appear, they are simply not enough to affect the societal change necessary to ensure that we live in a just and equitable society. In addition, Cruz asserts that “today’s politically charged society in which instances of racially motivated or other kinds of bias are recorded on mobile phones and uploaded to the Internet almost daily” has made “awareness and sensitivity to diversity” more important than ever.² The profession has become acutely aware of this need after the 2016 presidential election in the United States, along with the rise of authoritarianism, hate groups, and “fake news,” which seeks to negate even the small gains librarianship has made in DEI over the years.

A subtle shift from traditional DEI initiatives and programs to an emphasis on social justice is starting to occur throughout librarianship and higher education institutions. The rise of critical librarianship and critical pedagogy, a renewed attention to examining power structures and privilege in higher education, and concentrated efforts to dismantle these power structures and replace them with those that privilege all equitably brought social justice to the foreground. Making social justice a key component of curriculum and our work as librarians has the effect of shifting “existing paradigms as [students] are challenged to learn about themselves and others and to take action to change the status quo. [S]ocial justice is about eradicating systematic marginalization and privilege.”³ It has become evident to many academic librarians that if we truly seek a just and equitable society, doing the difficult work of social justice is the only means to accomplish these goals.

DEFINITIONS

As the brief historical sketch above illustrates, the definition of diversity in academic libraries and in librarianship has changed over the years. A focus on diversity originated as a response to an increasingly diverse population and as a means of highlighting minority and underrepresented communities. Diversity became defined as “groups marginalized by race, ethnicity, gender, sexual orientation, religion, and/or other cultural characteristics.”⁴ Most institutions of higher education and academic libraries have created an expansive definition of diversity along these lines, and have built services, programs, and offices around this definition. Embracing, welcoming, and supporting students, faculty, and staff from “diverse backgrounds” including a “broad range of possible group differences that includes race, culture, ethnicity, disability, lifestyle choice, creed, and socioeconomic factors” has become central to the mission of academic libraries and institutions of higher education.⁵

Librarianship has also developed similar definitions. ALA has long recognized that “diversity is an essential component of any civil society” and adopted policy statements and built services and programming accordingly.⁶ One of ALA’s goals for libraries of all types has been to “achieve diversity in substance as well as in form” and to “open their arms to all perspectives and experiences.”⁷ These policy statements pursued the goal of “equal access to information for all persons” by formally recognizing the “ongoing need to increase awareness of and responsiveness to the diversity of the communities” that libraries serve.⁸ These definitions of diversity served both academia and librarianship well for a time, but it became clear that awareness of a diverse society and tacit programs and services supporting diversity were not enough to guarantee equity and inclusion for all. A concerted effort to include the concepts of equity and inclusion, along with diversity, as a central priority of higher education, academic libraries, and the profession was needed, and our definitions and conceptualizations of diversity have changed to meet this need.

We made DEI a central component of our work with the goal of creating “a world where information spaces reflect the global community and a level playing field; information is equitably and inclusively accessible; research contributes new modes of access and representation for underserved populations; and diversity becomes an integrated part of our consciousness” as academic librarians.⁹ Semenza, Koury, and Shropshire observed that there is a “clear sense of responsibility among libraries to bring awareness to cultural competencies to advance equality and create opportunities for libraries to serve as examples of best practices in the changing society.”¹⁰ Additionally, this work has taken a central role in the mission of institutions of higher education as a

whole. The entire academic community, from administrators to faculty to students, is now expected to share responsibility for creating a “culturally inclusive environment” with DEI initiatives as its central mission.¹¹

Likewise, ALA has developed similar definitions that capture the shift from diversity to DEI. The “ALA Policy Manual” states that in order to “be inclusive, our association, profession, and society must recognize the inherent worth and dignity of every member of the community; involve and empower all members to participate and contribute; promote and sustain a sense of belonging; and value and practice respect for the talents, beliefs, backgrounds, and ways of living of all members.”¹² This is further explicated in the ALA Strategic Directions, which states that ALA “recognizes that equity, diversity, and inclusion . . . impacts all aspects of work among members of the Association, within the field of librarianship, and within the communities served by libraries. This work includes addressing, dismantling, and transforming policies, structures, and biases throughout the organization and the field of librarianship.”¹³

The work of addressing, dismantling, and transforming the policies, structures, and biases of higher education institutions and academic libraries often takes the form of social justice. One goal ALA has strived to achieve over the past fifty years has been the creation of a “just and equitable profession and society where everyone has access to social power, resources, and physical and psychological safety.”¹⁴ Only through the work of social justice can this goal truly be realized, and both academic librarians and higher education institutions as a whole have shifted to a focus on social justice as the means of accomplishing our shared equity, diversity, and inclusion priorities.

Morales, Knowles, and Bourg assert that social justice is a “concept that encompasses more than representation and diversity and is generally understood to refer to the ability of all people to fully benefit from social and economic progress and to participate equally in democratic societies. In other words, social justice addresses power and privilege on a structural level, as well as at the level of mere representation.”¹⁵ Saunders adds that since “information is created within existing power structures, and those power structures can impact the production and dissemination of information, as well as distort, suppress, or misrepresent information,” academic libraries must “understand and use information most effectively” through examining and interrogating the power structures that impact information and through analyzing the “ways that information can be used to both inform and misinform.”¹⁶ Academic librarians must critically evaluate policies, practices, and the power structures in which we are complicit to truly create a just society and ensure the diversity, equity, and inclusion that we hold as core professional values.

A NEW FRAMEWORK

As academic libraries have expanded the definition of diversity to meet the needs of changing demographics and an increased focus in institutions of higher education on diversity, equity, and inclusion as part of their core missions and strategic plans, a new framework for diversity has emerged. Libraries have moved from a concept of diversity centered around increasing awareness of multicultural issues and supporting the needs of diverse groups toward an increased focus on equity and inclusion with the goal of creating programs and services to “level the playing field” for underrepresented and minority groups. All these efforts may fall short of the goal—creating a just society for all—which can only come about through the difficult and concerted work of social justice.

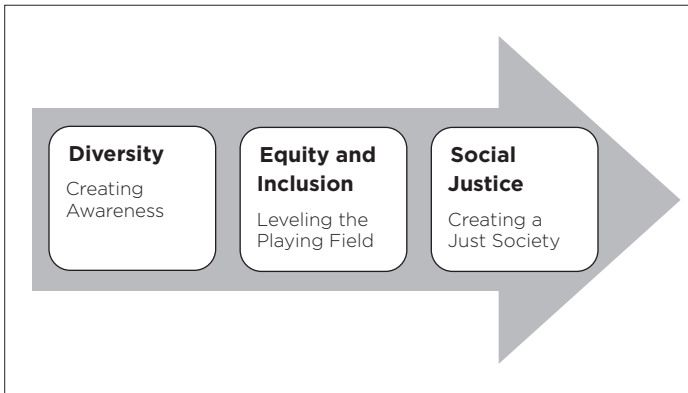
In order to capture this movement from diversity to equity and inclusion with social justice as the goal, I propose a new framework for an expansive concept for diversity, as shown in figure 1.1.

This new framework begins with diversity as a means of creating awareness of diverse populations and the multicultural nature of contemporary society as a starting point; moves toward leveling the playing field for all through the addition of equity and inclusion to the framework; and culminates in the ongoing and continuous work of social justice, dismantling systemic and institutional barriers and in creating a just, equitable, inclusive, and diverse society for all.

DIVERSITY: CREATING AWARENESS

The earliest diversity efforts in academic libraries centered around creating awareness of multiculturalism and diverse populations. Librarians have worked to build diverse collections and create services to meet the needs of these diverse populations, while academic library collections have been reassessed with an eye toward diversity and funding has been secured to fill “diversity gaps” in collections. Many libraries hired a diversity librarian or multicultural studies librarian whose task was to reach out to diverse populations across campus, while performing diversity-related collection development, creating programming and services geared toward diverse populations, and working to increase knowledge of diversity issues among library staff.

Other libraries initiated a diversity committee to function as a clearinghouse for feedback from diverse populations and as a think tank to originate the means to serve their needs better. Outreach to diverse populations was often conducted through surveys and focus groups, and libraries created displays and programs to celebrate diverse groups, typically during months

**FIGURE 1.1**

Framework for moving from diversity to social justice

in which these groups are recognized nationally. These efforts, though well intentioned, did little to increase diversity among academic librarians, and efforts to increase diversity through increased awareness of diversity-related issues often fell short of the mark. We now see this focus on diversity as a means of creating awareness of multiculturalism and a starting point rather than an end goal in academic librarianship. Something more than awareness alone is needed, and academic libraries, along with the profession in general, have embraced the addition of equity and inclusion as a means of further expanding our diversity efforts.

EQUITY AND INCLUSION: LEVELING THE PLAYING FIELD

Adding equity and inclusion to the diversity efforts of academic libraries represented a shift in priorities from simply creating awareness of diversity-related issues to undertaking more concrete steps to help ensure that academic libraries will remain equitable and inclusive environments with access to all. Libraries responded to the increase of nontraditional and veteran students; LGBTQ+ students; students with physical, developmental, and emotional disabilities; and students from diverse religious and ethnic backgrounds by creating new services and programs geared toward providing equitable access for these groups. Additionally, the need to diversify the profession by recruiting and retaining a diverse workforce representative of this increase in diversity among our students was noted as well. Academic libraries could not truly advocate for equity and inclusion for those we serve without creating an equitable and inclusive profession to serve their needs.

The demographics of librarianship and higher education remain overwhelmingly white, and several programs to increase racial and ethnic diversity in both areas have been instituted in recent years. Many colleges and universities have established programs to hire a more diverse workforce, and typically, academic libraries have been included in these efforts. The recruitment of racial and ethnic minorities has been prioritized, and additional support and mentoring of those hired under these programs has been provided in order to retain diverse talent in academic positions. For example, Penn State University has created an annual promotion and tenure workshop in which new faculty and librarians from underrepresented and minority groups are invited to participate. These workshops provide guidance and mentorship from those who have attained tenure, and networks have been created to ensure that these faculty members are supported and retained throughout the university.

Similarly, librarianship has followed suit and instituted programs to diversify the profession. ALA created the Spectrum Scholarship to fund fifty library and information studies students annually to provide leadership development training and support from mentors and supporters of the scholarship. Many academic libraries have created diversity resident programs in which early career librarians from underrepresented groups are hired for fixed-term positions, allowing them to gain experience working in an academic library with mentoring and assistance in securing a permanent position. Consequently, ACRL developed the Diversity Alliance, which unites academic libraries committed to increasing the hiring pipeline of qualified and talented individuals from underrepresented racial and ethnic groups and strives to provide diversity residents a nationwide network to further their careers. Lastly, the Association of Research Libraries has established two programs to recruit a diverse workforce: the Kaleidoscope Program to attract library and information studies students from historically underrepresented racial and ethnic groups to careers in research libraries; and the Mosaic Program, a joint effort with the Society of American Archivists, to promote archives and special collections positions among historically underrepresented racial and ethnic minority groups.

While these initiatives have focused on equity and inclusion within the profession, academic libraries have developed similar programs and services to further the equity and inclusion of a diverse group of patrons using our facilities and spaces. Some examples include providing gender-neutral restroom facilities for transgender and genderqueer students and family restrooms with diaper-changing facilities for nontraditional-age students who bring small children to the library. In addition, new mothers have been accommodated through private library-provided spaces for lactation, and places have been created for Muslim students and others looking for a quiet room to pray and reflect.

The needs of disabled students are met by providing variable-height service desks and workstations, as well as furniture that accommodates a wide variety of physical dimensions. Those with visual impairments are served by guaranteeing that electronic resources, online databases, and websites are fully accessible in alternative formats. Expanded hours and weekend and evening research help are offered to adult students returning to college with nontraditional working hours. Students with developmental and emotional challenges are offered one-on-one research help, and librarians partner with disability services offices to meet the special needs of these students with library instruction and research assistance. Focusing on equity and inclusion has enabled academic libraries to move closer to the goal of a universally accessible, equitable, and inclusive library; however, systemic, societal, and cultural barriers still exist that hinder progress toward this goal. Removing these barriers through the difficult work of social justice has emerged as the only way to truly reach this aspiration.

SOCIAL JUSTICE: CREATING A JUST SOCIETY

Librarianship has a long history of recognizing its “broad social responsibilities” in such ways as “ameliorating or solving the critical problems of society,” offering “support for efforts to help inform and educate” people about these problems, encouraging people to “examine the many views on and the facts regarding each problem,” and showing a willingness to “take a position on current critical issues” that affect libraries, our communities, and society in general.¹⁷ It has become evident to many academic libraries and academic librarians alike that the only way to carry out our broad social responsibilities is through the work of social justice.

Saunders maintains that while academic libraries may “profess a social justice mission and subscribe to ethical codes and values” that promote equity and inclusion, “the profession is still situated in and contributing to a power structure that is inherently white, male, and heteronormative.”¹⁸ Overcoming these issues will require more than promoting diversity or incorporating equity and inclusion as part of our mission statements. Academic librarians will need to “engage in reflective practice and recognize where and how the profession continues to perpetuate racist, misogynistic, and homophobic practices and then work to challenge and change those practices” in all that we do.¹⁹ Librarians must become aware of our own privilege and craft ways to use it to dismantle our own racist, misogynistic, and homophobic systems, policies, and practices as we advocate for doing the same throughout our institutions and communities.

This work should begin locally, perhaps by using multicultural examples in library instruction and challenging our students to think critically about their own complicity in systems of oppression. Academic libraries can also provide information resources and support services for campus and community social justice organizations, provide a meeting space, and form partnerships with these groups in an effort to further our goals of social responsibility and creating a just society for all. Librarians can organize to create a social justice movement that can spread from our own libraries to the profession as a whole and beyond as we dismantle the multiple “isms” that infect our institutions and profession and keep us all complicit in these systems of oppression. All academic librarians must become change agents willing to advocate for the underrepresented and marginalized on local, state, and national levels and to seek ways to change not only our profession but also the world. Anything less falls short of creating a just society, one where diversity is celebrated, equity and inclusion is the norm, and justice is enjoyed by all people.

Academic libraries began their foray into diversity by making our communities aware of the magnificent diversity of the world surrounding us. But this was only the starting point; the inequities of the world then compelled libraries to level the playing field by actively pursuing equity and inclusion in our own institutions and throughout the profession. Finally, through the difficult but rewarding work of social justice, libraries can work to create lasting change, refashioning a more just, equitable, and inclusive world. This is the work that our professional values and core beliefs call us to do. I am up for the challenge; are you?

NOTES

1. Association of College and Research Libraries, “Diversity Standards,” 2012, www.ala.org/acrl/standards/diversity.
2. Alice M. Cruz, “Intentional Integration of Diversity Ideals in Academic Libraries: A Literature Review,” *Journal of Academic Librarianship* 45, no. 3 (May 2019): 220.
3. Jaeger, et al., “The Virtuous Circle Revisited: Injecting Diversity, Inclusion, Rights, Justice, and Equity into LIS from Education to Advocacy,” *Library Quarterly: Information, Community, Policy* 85, no. 2 (April 2015): 153.
4. Michael J. Cuyjet, Mary F. Howard-Hamilton, and Diane L. Cooper, *Multiculturalism on Campus: Theory, Models, and Practices for Understanding Diversity and Creating Inclusion* (Sterling, VA: Stylus Publishing, 2011), 12.
5. Lori Mestre, *Librarians Serving Diverse Populations: Challenges & Opportunities* (Chicago: Association of College and Research Libraries, 2010), viii.
6. American Library Association, “ALA Policy Manual,” August 2010, www.ala.org/aboutala/governance/policymanual.

7. Association of College and Research Libraries, "Diversity Standards: Cultural Competency for Academic Libraries," 2012, www.ala.org/acrl/standards/diversity.
8. American Library Association, "ALA Policy Manual."
9. Fiona M. Jardine and Erin K. Zerhusen, "Charting the Course of Equity and Inclusion in LIS through iDiversity," *Library Quarterly: Information, Community, Policy* 85, no. 2 (April 2015): 186.
10. Jenny Lynne Semenza, Regina Koury, and Sandra Shropshire, "Diversity at Work in Academic Libraries, 2010–2015: An Annotated Bibliography," *Collection Building* 36, no. 3 (2017): 89.
11. Cuyjet, *Multiculturalism on Campus*, 13.
12. American Library Association, "ALA Policy Manual."
13. "American Library Association Strategic Directions," 2017, www.ala.org/aboutala/sites/ala.org/aboutala/files/content/governance/StrategicPlan/Strategic%20Directions%202017_Update.pdf.
14. American Library Association, "ALA Policy Manual."
15. Myrna Morales, Em Claire Knowles, and Chris Bourq, "Diversity, Social Justice, and the Future of Libraries," *portal: Libraries and the Academy* 14, no. 3 (July 2014): 440.
16. Laura Saunders, "Connecting Information in Information Literacy and Social Justice: Why and How," *Communication in Information Literacy* 11, no. 1 (2017): 67.
17. American Library Association, "Core Values of Librarianship," January 2019, www.ala.org/advocacy/intfreedom/corevalues
18. Saunders, "Connecting Information," 62.
19. Saunders, "Connecting Information," 62.

Index

A

- AAU (Association of American Universities), 113
- Ackerman, Robert, 106
- ACRL. *See* Association of College and Research Libraries (ACRL)
- ACRL Diversity Fellow Resident Librarian position at Swarthmore College Libraries, 146–147
- active learning at Swarthmore Libraries Internship, use of, 142
- administrative support of EDI@OSUL Project, 21
- African Americans
 - marginalization in archives of, 88–89
 - UNCG employees
 - instruction and outreach used to address lack of archival information on, 95–96
 - lack of archival information on, 88–89
- Al Gharbi, Musa, 14, 18
- ALA Policy Manual, 5
- ALA Strategic Directions, 5
- Alabi, Jaena, xiii
- Alburo, Jade, 61
- Alliance of White Anti-Racists
 - Everywhere-LA, list of norms by, 37–38
- American Library Association (ALA), 2, 3
 - bias in, accusations of, 14
 - core value of librarianship, diversity as, 13
 - DEI, shift from diversity to, 5
 - diversity goals, 4
 - social justice and, 5
 - student veterans, research grant for survey of academic libraries on services and resources offered to, 113–114
- Andrew W. Mellon Foundation, 135, 137
- archival silence, 87–88
- archives and DEI
 - addressing marginalization in archives digitization as method of, 92–94

- archives and DEI (*cont'd*)
- instruction and outreach as
 - method of, 95–96
 - Minnesota Historical Society (MNHS) inclusion of empty display case with explanatory tag to recognize erasure of LGBTQ+ community from historical record, 96
 - oral history as method of, 94–95
 - overview, 91–92
 - marginalization in archives
 - addressing, 91–96
 - community engagement and, 96–100
 - community partnerships and, 96–100
 - how it occurs, 88–91
 - overview, 87–88
 - ARL. *See* Association of Research Libraries (ARL)
 - Asians and Asian Americans, implicit bias in health sciences reference service and literature searching and, 60–61
 - assessments
 - of Cultural Competency and Inclusive Teaching (CCIT) program at University of Tennessee, Knoxville (UTK) Libraries, 79–80
 - of inclusive academic library environments, 40
 - of LGBTQ+ students program at Jefferson College, 53–54
 - of Library Immersion Fellows Team (LIFT) Program at Earlham Libraries, 130–132
 - of Swarthmore Libraries Internship, 143–145
 - of USC Libraries student veteran support, 112–114
 - Association of American Universities (AAU), 113
 - Association of College and Research Libraries (ACRL), 2
 - Diversity Alliance, 8, 146–147
 - diversity standards, adoption of, 76
 - implicit bias, materials on, 62–63
 - Association of Research Libraries (ARL), 2
 - Initiative to Recruit a Diverse Workforce, 137
 - Kaleidoscope Program, 8
 - Mosaic Program, 8
 - Atlanta University, Recruiting to the Library Profession program at, 137
 - Attebury, Ramirose, 75
 - awareness of diversity and multiculturalism, creating, 6–7
- B**
- Baker, Neal, 119
 - barriers to inclusion, Cultural Competency and Inclusive Teaching (CCIT) program at University of Tennessee, Knoxville (UTK) Libraries and, 80–81
 - Baruzzi, Andrea, 135
 - Baugess, Clinton, 143
 - Behavioral Risk Factor Surveillance System, 45
 - Bennett College, 92
 - bias
 - in American Library Association (ALA), accusations of, 14
 - implicit bias. *See* implicit bias
 - ingroup bias, 61
 - Black Americans. *See* African Americans
 - Black Cultural Center at Swarthmore College, 136
 - Black Lives Matter, 3
 - “Black Recruitment: The Issue and an Approach” (Welbourne), 136
 - The Black Librarian in America* (Josey), 136
 - Blakiston, Rebecca, 76
 - Bombaro, Christine, xix
 - Bourg, Chris, x, 5
 - brave spaces, 38
 - Brown v. Board of Education*, 1
 - Bryant, Amy, 119
- C**
- California State University, Bakersfield (CSUB), internship program at, 137

- career development, Library Immersion Fellows Team (LIFT) Program at Earlham Libraries and, 124–125
- Case, Kim A., 44
- catalogs, bias and, 63
- Center for Innovation and Research on Veterans & Military Families at the USC Suzanne Dworak-Peck School of Social Work, 108–109
- Chafe, William H., 92
- challenges facing DEI, xii–xv, 14–16
- Ciszek, Matthew P., 1
- Civil Rights Act of 1964, 1
- Civil Rights Act of 1968, 1
- Civil Rights Greensboro digital project, 92, 96–97
- Civilities and Civil Rights: Greensboro, North Carolina, and the Black Struggle for Freedom* (Chafe), 92
- Classification for Community Engagement (Carnegie Foundation), 97
- Coleman, Janelle, 73
- committee on diversity and inclusion (CoDI)
 - formation of, 31–32
 - overview, 31–32
 - University Libraries Diversity Committee (ULDC), 33, 35–36
 - University of Houston (UH) CoDI, 33–35
- communities of practice (CoP), 36–38
- community engagement, marginalization in archives and, 96–100
- community partnerships, marginalization in archives and, 96–100
- composition of staff members who participate in diversity committee, mindfulness of, 32
- Consortium on Financing Higher Education (COFHE) Alumni Survey, 143–144
- copyright and fair use sample activity for Swarthmore Libraries Internship, 142
- core value of librarianship, diversity as, 13
- Cornell Science Library at Swarthmore College, 136
- counter-stereotype imaging strategy to address implicit bias, 63
- Cruz, Alice M., 3
- cultural competence
 - assessment tools used to measure, xiv–xv
 - defined, 76
 - overview, 76
 - professional development and, 77
- Cultural Competency and Inclusive Teaching (CCIT) program at University of Tennessee, Knoxville (UTK) Libraries
 - assessment of, 79–80
 - barriers to inclusion and, 80–81
 - development of, 77–79
 - feedback and recommendations from participants, 80–83
 - inclusive learning and teaching as key component of, 76–77
 - learning outcomes for, 79
 - literature review, 75–77
 - overview, 75
 - participation in, 78
 - requirements for, 79
 - structure of, 78
- curriculum for reducing implicit bias
 - literature searches, performing, 67–68
 - medical literature, discussion of, 65–66
 - overview, 64
 - personal bias, exploring, 64–65
 - reference interview example scenarios, 66–67
- D**
- daily workflows, developing skills and cross-cultural competencies that can be incorporated into, 36
- De Los Monteros, Pamela Espinosa, 13
- Deer, Brian, 63
- DEI. *See* diversity, equity, and inclusion (DEI) [generally]
- Dewey Decimal System, bias reinforcement and, 62
- dialogue among employees, cultivating an inclusive environment by opening, 35–36

digitization as method of addressing
 marginalization in archives, 92–94

DiRamio, David, 106

disabled students, needs of. *See* students
 with disabilities, needs of

diversity
 defined, 4
 overview, x–xi
 social justice compared, x
 underrepresented groups,
 inclusion of, xi

diversity, equity, and inclusion (DEI)
 [generally]
 challenges facing, xii–xv, 14–16
 diversity (term) replaced with, 3
 in higher education and academic
 libraries in the United States
 challenges facing, 14–16
 data on, lack of, 14–16
 EDI@OSUL Project, 16–24
 global perspective on, 14–15
 historical background, 3
 vocabulary of DEI, ever-changing
 nature of, xiii

Diversity Alliance (Association of College
 and Research Libraries), 8, 146–147

Diversity Aspiration Vision Statement
 (Earlham College), 120

diversity committees. *See* committee on
 diversity and inclusion (CoDI)

diversity in higher education and academic
 libraries in the United States
 awareness of diversity and
 multiculturalism, creating, 6–7
 diversity defined, 4
 equity and inclusion added to
 diversity efforts, 7–9
 framework for moving from diversity
 to social justice, 6, 7
 historical background, 1–3
 multiculturalism and, 2–3
 social justice, movement toward, 9–10
 social justice defined, 5
 students with disabilities, needs of, 9

diversity resident programs at inclusive
 academic library environments,
 xiii–xiv, 39–40

*Diversity Standards: Cultural Competency
 for Academic Libraries* (ACRL), 2

Dobbin, Frank, xiv

Duffus, Orolando A., 29

Dunbar, Anthony W., 91

E

Earlham College, 120. *See also* Library
 Immersion Fellows Team (LIFT)
 Program at Earlham Libraries

EDI@OSUL Project
 administrative support of, 21, 24
 details of, 21
 discussion questions from, 20–21
 facilitation of conversations with
 departments and units to help
 staff recognize and implement
 DEI as action, 18–21
 global perspectives introduced
 through facilitators, 21
 overview, 16–17
 reading materials and videos
 used for facilitator
 training, list of, 22–24
 training materials for facilitators,
 list of, 22–24
 workshop sessions to advance
 DEI as action, 18–21

Education Amendments Act of 1972 (Title
 IX), 1

educational benefits as motivation for
 enlisting in the military, 105–106

8 Keys to Veterans' Success initiative, 111

Ems, Brittany, 45

Enimil, Sandra, 13

enlisting in the military, educational
 benefits as motivation for, 105–106

environmental scanning, inclusive
 academic library environments and,
 30–31

equity and inclusion added to diversity
 efforts in higher education and
 academic libraries in the United
 States, 7–9

EthnoMed, 67–68

Executive Order 13607, *Establishing
 Principles of Excellence for*

Educational Institutions Serving Service Members, Veterans, Spouses, and Other Family Members (2012), 111

existing library systems, bias and, 63–64

F

field trips use in Swarthmore Libraries
Internship, 142–143

first-generation students

Library Immersion Fellows

Team (LIFT) Program
at Earlham Libraries

activities, 123–124

assessment of, 130–132

background on, 120–121

career development, 124–125

components of, 122

costs of, 129–130

first-semester goals of, 123

funding for, 129–130

goals of, 121–122, 123

LIFT-OFF (Optional donor-funded, off-campus experience), 125–128

literature review, 120–121

mentors, building relationships
with, 128

overview, 121–124

retention rate comparison for
students in, 130–131

overview, 119

Foster, Elizabeth, 78

Fribley, Karla, 119

Friends Historical Library at Swarthmore
College, 136

Fund for Leadership, Equity, Access, and
Diversity (LEAD), 73

G

gaps in DEI, library formation of diversity
committee to respond to, 31

Gay and Lesbian Alliance Against
Defamation (GLAAD), 47

Gay Purge of Greensboro, North Carolina,
lack of archival information on, 90

gay-straight alliances (GSAs), 46

gender identity and expression, efforts
to include in non-discrimination
policy for college, 50–51

GI Bill of 1944, 105

global perspectives introduced through
facilitators for EDI@OSUL Project,
21

Gomillion, Tracy, 43

Gonzales, Gilbert, 45

Grateful Nation (Moore), 103

Guilford Green Foundation and PRIDE!

Of the Community: Documenting
LGBTQ+ History in the Triad
digital archival project, 93–94

Gwynn, David, 87

H

Harris, Pam, 135

Harvard Implicit Association Test (IAT),
60, 64

Hathcock, April, 137, 147

Hawkins, Ernestine L., 137

Hayes-Taylor YMCA and Young Achievers
Digitizing Greensboro History
digital project, 93, 98

health sciences reference service and
literature searching, mitigating
implicit bias in. *See* mitigating
implicit bias in health sciences
reference service and literature
searching

Henning-Smith, Carro, 45

Henry, Tiffany N., 29

Hershock, Peter, 20

Higgins, Molly, 59

high risk patrons, workshops teaching
library staff support for, 36

hiring practices, Swarthmore Libraries
Internship and, 145–146

Hockings, Christine, 76

Hudson, David James, x

I

IAT (Harvard Implicit Association Test),
60, 64

implicit bias

curriculum for reducing

- implicit bias (*cont'd*)
 - literature searches, performing, 67–68
 - medical literature, discussion of, 65–66
 - overview, 64
 - personal bias, exploring, 64–65
 - reference interview example scenarios, 66–67
 - defined, 59
 - mitigating implicit bias in health sciences reference service and literature searching catalogs, bias and, 63
 - counter-stereotype imaging strategy to address implicit bias, 63
 - curriculum for reducing implicit bias, 64–68
 - Dewey Decimal System, bias reinforcement and, 62
 - existing library systems, bias and, 63–64
 - increasing opportunities for contact strategy to address implicit bias, 63
 - individuation strategy to address implicit bias, 63
 - literature review, 60–62
 - materials addressing implicit bias, 62–63
 - microaggressions, implicit bias and, 64–65
 - overview, 59–60
 - perspective taking strategy to address implicit bias, 63
 - search algorithms, bias and, 62, 63
 - stereotype replacement strategy to address implicit bias, 63
 - strategies addressing implicit bias, 63
- “Inclusion, Diversity, and Equity: Members of the Association of Research Libraries: Employee Demographics and Director Perspectives” (Ithaka S+R), 30
 - inclusive academic library environments
 - assessment of, 40
 - communities of practice (CoP), 36–38
 - composition of staff members who participate in diversity committee, mindfulness of, 32
 - DEI plans
 - daily workflows, developing skills and cross-cultural competencies that can be incorporated into, 36
 - dialogue among employees, cultivating an inclusive environment by opening, 35–36
 - overview, 32
 - University of Houston (UH) Plan for Advancing Diversity and Inclusion, 33–35
 - University of North Carolina at Greensboro (UNCG) libraries strategic plan, 33
 - diversity committees, formation of, 31–32
 - diversity resident programs, 39–40
 - environmental scanning and, 30–31
 - gaps in DEI, library formation of diversity committee to respond to, 31
 - institutional goals for DEI, library formation of diversity committee to support, 31
 - overview, 29–30
 - strategic partnerships and expansion, 38–39
 - workloads of staff members who participate in diversity committee, mindfulness of, 32
- inclusive learning and teaching as key component of Cultural Competency and Inclusive Teaching

- (CCIT) program at University of Tennessee, Knoxville (UTK) Libraries, 76–77
- Inclusivity, Diversity, Equity, Accessibility, and Social Justice (IDEAS) Committee at Ohio State University Libraries (OSUL), 17
- individuation strategy to address implicit bias, 63
- Inefuku, Harrison, 61
- ingroup bias, 61
- Initiative to Recruit a Diverse Workforce (Association of Research Libraries), 137
- Institute of Museum and Library Services, 93, 107
- institutional barriers for LGBTQ+ patrons, 44–45
- institutional goals for DEI, library formation of diversity committee to support, 31
- instruction and outreach as method of addressing marginalization in archives, 95–96
- internship programs in librarianship literature review, 136–137 overview, 135–136 Swarthmore Libraries Internship active learning, use of, 142 application for, 139 assessment of, 143–145 copyright and fair use, sample activity for, 142 curriculum, adaptation of, 140 field trips, use of, 142–143 hiring practices and, 145–146 overview, 138–143 surveys used in assessment of, 143–145 syllabus (example), 141 topic areas, 140–142
- J**
- Jaeger, Paul T., 16
- Johnson C. Smith University, Recruiting to the Library Profession program at, 137
- Josey, E. J., 136
- K**
- Kaleel Jamison Consulting Group, xiii
- Kaleidoscope Program (Association of Research Libraries), 8
- Kalev, Alexandra, xiv
- Kettrey, Heather, 46
- Knowles, Em Claire, x, 5
- Kohlburn, Joe, 43
- Krim, Stacey R., 29, 87
- L**
- Lave, Jean, 36
- Lawrimore, Erin, 87
- LEAD (Leadership, Equity, Access, and Diversity) Fund, 73
- learning-challenged patrons, workshops teaching library staff support for, 36
- LGBT History Month, 47
- LGBTQ+ community archival information on instruction and outreach used to address lack of, 96 lack of, 89–91 Jefferson College student program for approach to, 54 assessment of, 53–54 coming out event, 49 early student-driven events, 49 events held by LGBTQ+ Club, 51–52 gender identity and expression, efforts to include in non-discrimination policy for college, 50–51 meetings, supportive environment for, 49–50 overview, 43–44 program description (LGBTQ+ Club), 46–52

- LGBTQ+ community (*cont'd*)
 - student engagement and, 54
 - student leadership, 48–49, 51, 54
 - support for, 47–48
- as patrons
 - institutional barriers for, 44–45
 - literature review, 44–46
 - PRIDE! Of the Community:
 - Documenting LGBTQ+ History in the Triad archival project, 93–94, 95
 - rural populations, 45–46
 - workshops teaching library staff support for, 36
- Lib/Lab Fellows at Swarthmore College Libraries, 147–148
- librarianship
 - diversity defined, 4
 - internships, diversity recruitment through. *See* internship programs in librarianship
 - overrepresentation of white librarians in comparison to the population of the United States, 61, 62
 - privilege and, xi–xii
 - social justice, movement toward, 9–10
- library anxiety, 81
- Library Immersion Fellows Team (LIFT) Program at Earlham Libraries
 - activities, 123–124
 - assessment of, 130–132
 - background on, 120–121
 - career development, 124–125
 - components of, 122
 - costs of, 129–130
 - first-semester goals of, 123
 - funding for, 129–130
 - goals of, 121–122, 123
 - LIFT-OFF (Optional donor-funded, off-campus experience), 125–128
 - literature review, 120–121
 - mentors, building relationships with, 128
 - overview, 121–124
 - retention rate comparison for students in, 130–131
 - library systems, bias and existing, 63–64
 - LIFT-OFF (Optional donor-funded, off-campus experience) Program at Earlham Libraries, 125–128
 - literature reviews
 - Cultural Competency and Inclusive Teaching (CCIT) program at University of Tennessee, Knoxville (UTK) Libraries, 75–77
 - internship programs in librarianship, 136–137
 - LGBTQ+ patrons, 44–46
 - Library Immersion Fellows Team (LIFT) Program at Earlham Libraries, 120–121
 - mitigating implicit bias in health sciences reference service and literature searching, 60–62
 - student veterans, 106–107
 - literature searches as part of curriculum for reducing implicit bias, 67–68
 - Loving v. Virginia* , 1
- M**
- Mack, Thura, 73
- majority groups and DEI programming, insensitivity to, xiv
- marginalization in archives
 - addressing
 - digitization as method of, 92–94
 - instruction and outreach as method of, 95–96
 - Minnesota Historical Society (MNHS) inclusion of empty display case with explanatory tag to recognize erasure of LGBTQ+ community from historical record, 96
 - oral history as method of, 94–95
 - overview, 91–92
 - community engagement and, 96–100
 - community partnerships and, 96–100
 - how it occurs, 88–91
- Marx, Robert, 46

- Master of Business for Veterans program at University of Southern California (USC), 108
 - McCabe Library at Swarthmore College, 136
 - medical literature discussion as part of curriculum for reducing implicit bias, 65–66
 - meetings, supportive environment for, 49–50
 - mentors, building relationships with, 128
 - Metro Trans Umbrella Group (MTUG), 51
 - microaggressions, implicit bias and, 64–65
 - military affairs committee at University of Southern California (USC), 109–110
 - military families, pre-college summer scholarship for high school students at University of Southern California (USC) for, 110
 - military service members, higher education and the training of, 105–106
 - military student veterans. *See* Student Veterans of America
 - Minnesota Historical Society (MNHS) inclusion of empty display case with explanatory tag to recognize erasure of LGBTQ+ community from historical record, 96
 - Mitchell, Regina L., 106
 - mitigating implicit bias in health sciences reference service and literature searching catalogs, bias and, 63 counter-stereotype imaging strategy to address implicit bias, 63 curriculum for reducing implicit bias literature searches, performing, 67–68 medical literature, discussion of, 65–66 overview, 64 personal bias, exploring, 64–65 reference interview example scenarios, 66–67 Dewey Decimal System, bias reinforcement and, 62 existing library systems, bias and, 63–64 increasing opportunities for contact strategy to address implicit bias, 63 individuation strategy to address implicit bias, 63 literature review, 60–62 materials addressing implicit bias, 62–63 microaggressions, implicit bias and, 64–65 overview, 59–60 perspective taking strategy to address implicit bias, 63 search algorithms, bias and, 62, 63 stereotype replacement strategy to address implicit bias, 63 strategies addressing implicit bias, 63
 - Moore, Ellen, 103
 - Morales, Myrna, x, 5
 - Morrill Act of 1862, 105
 - Mosaic Program (Association of Research Libraries and Society of American Archivists), 8
 - Mount Holyoke College, Recruiting to the Library Profession program at, 137
 - Movement Advancement Project (MAP), 45
 - MTUG (Metro Trans Umbrella Group), 51
 - multiculturalism awareness of diversity and multiculturalism, creating, 6–7 diversity in higher education and academic libraries in the United States and, 2–3
- N**
- National Association of Colleges and Employers' Career Readiness Competencies, 125
 - National Association of Social Workers (NASW), 76
 - National Coming Out Day, 47, 49
 - National Endowment for the Humanities, 93
 - Newkirk, Pamela, xi

Noble, Safiya Umoja, 62
 North Carolina A&T State University, 92
 North Carolina Digital Heritage Center, 99
 North Carolina Runaway Slave
 Advertisements digital project, 92

O

Oakleaf, Megan, 120
 Obama, Barack, 111
 Oberlin College, Recruiting to the Library
 Profession program at, 137
 Occidental College, Recruiting to the
 Library Profession program at, 137
 Occupy Wall Street, 3
 Ohio State University Libraries (OSUL)
 DEI programming before EDI@
 OSUL Project at, 17–18
 Diversity Resident Program, 17
 EDI@OSUL Project, 16–24
 Inclusivity, Diversity, Equity,
 Accessibility, and Social Justice
 (IDEAS) Committee, 17, 18
 social justice as value, adoption of, 16
 Olson, Rebecca, 77
 oral history as method of addressing
 marginalization in archives, 94–95
 Orbe, Mark P., 123

P

Pacific Islanders, implicit bias in health
 sciences reference service and
 literature searching and, 60–61
 Pareja, José-Ignacio, 119
 Parents, Families, and Friends of Lesbians
 and Gays (PFLAG), 47
 Parker, Freddie, 92
 Partners in Prevention (PIP), 53
 Penn State University, workshop for
 faculty and librarians from
 underrepresented and minority
 groups at, 8
 personal bias exploration as part of
 curriculum for reducing implicit
 bias, 64–65
 perspective taking strategy to address
 implicit bias, 63

PICO (patient/population, intervention,
 comparison, outcome) search
 strategy, 66–67
 Post-9/11 Veterans Education Assistance
 Act of 2008, 104–105, 106, 107
 Pride festivals, 51
 PRIDE! Of the Community: Documenting
 LGBTQ+ History in the Triad
 digital project, 93–94, 98
Principles of Community Engagement
 (Centers for Disease Control), 97
 privilege, librarians and, xi–xii
 professional development, cultural
 competence and, 77
 Promoting Missouri (PROMO), 47

Q

“The Quest for Diversity in Library
 Staffing: From Awareness to
 Action” (Vinopal), 137

R

Ramirez, Mario H., 88
 Recruiting to the Library Profession (multi-
 institutional program), 137, 138, 140
 Reese, Gregory L., 137
 reference interview example scenarios
 as part of curriculum for reducing
 implicit bias, 66–67
 Reserve Officer Training Corps (ROTC)
 programs, 105
 “The Rise of Social Justice as a Guiding
 Principle” (Jaeger), 16
 Roh, Charlotte, 61
 ROTC materials, preservation of, 112
 rural populations and LGBTQ+ patrons,
 45–46

S

Sandelli, Anna, 73
 Saunders, Laura, 5, 9
 Schlossberg’s transition theory, 106
 search algorithms, bias and, 62, 63
 Semenza, Jenny Lynne, 4
*Serving Those Who Served: Librarian’s
 Guide to Working with Veteran and*

- Military Communities* (LeMire and Mulvihill), 107
- Shih, Win, 103
- social justice
 - defined, 5
 - DEI initiatives and programs
 - shift to emphasis on, 3
 - diversity compared, x
 - EDI@OSUL Project, 16–24
 - framework for moving from diversity to social justice, 6, 7
 - movement toward, diversity
 - in higher education and academic libraries in the United States and, 9–10
- Society of American Archivists Mosaic Program, 8
- Spectrum Scholarship (ALA), 2, 8
- speech or communication-challenged
 - patrons, workshops teaching library staff support for, 36
- SPIRAL, 67–68
- St. Augustine’s University, Recruiting to the Library Profession program at, 137
- Standards for Cultural Competence (National Association of Social Workers), 76
- Stark, Rachel Keiko, 59
- “State of the American Veteran: Los Angeles Study” (Center for Innovation and Research on Veterans & Military Families), 109
- stereotype replacement strategy to address implicit bias, 63
- Stop Talking, Start Doing! Attracting People of Color to the Library Profession* (Reese and Hawkins), 137
- strategic partnerships and expansion in inclusive academic library environments, 38–39
- student engagement, LGBTQ+ students
 - program at Jefferson College and, 54
- student leadership, LGBTQ+ students
 - program at Jefferson College and, 48–49, 51, 54
- student veterans
 - educational benefits as motivation for enlisting in the military, 105–106
 - higher education and the training of military service members and veterans, 105–106
 - literature review, 106–107
 - transition from military life, 104 at University of Southern California (USC)
 - assessment of support and services for student veterans, 112–114
 - collection development, 112
 - degree programs for veterans, 108–109
 - enrollment of student veterans at, 107–108
 - history of supporting the military, 107–108
 - support and services for student veterans, 109–110
 - USC Libraries’ support for veterans, 111–112, 111–114
 - USC Military and Veterans Initiative, 108
 - Yellow Ribbon Program, 108
- Student Veterans of America, 110
- students with disabilities
 - needs of, 8–9
 - workshops teaching library staff support for, 36
- Swarthmore College
 - Recruiting to the Library Profession program at, 137, 138
 - Research and Information Associates (RIAs), 146
- Swarthmore College Libraries
 - ACRL Diversity Fellow Resident Librarian position at, 146–147
 - Lib/Lab Fellows, 147–148
 - overview, 135–136
 - Swarthmore Libraries Internship
 - active learning, use of, 142

Swarthmore College Libraries (*cont'd*)
 application for, 139
 assessment of, 143–145
 copyright and fair use, sample
 activity for, 142
 curriculum, adaptation of, 140
 field trips, use of, 142–143
 hiring practices and, 145–146
 overview, 138–143
 surveys used in assessment of,
 143–145
 syllabus (example), 141
 topic areas, 140–142

SWOT (strengths, weaknesses,
 opportunities, and threats)
 technique, 30, 34–35

T

Textiles, Teachers, and Troops digital
 project, 92

“Theorizing Multidimensional Identity
 Negotiation: Reflections on
 the Lived Experiences of First-
 Generation College Students”
 (Orbe), 123

Tinoco, Eduardo M., 103

tokenism, xiii–xiv

Transgender Day of Remembrance
 (TDOR), 51

Traveling Archivist Program (State
 Archives of North Carolina),
 99–100

U

unconscious bias. *See* implicit bias

“Undergraduate Library Internships and
 Professional Success” (Baugess), 143

Underhill Performing Arts Library at
 Swarthmore College, 136

underrepresented groups, inclusion of, xi

United States Department of Veterans
 Affairs, 108, 113

University of California, San Diego,
 internship program at, 136–137

University of Houston (UH)

CoDI, 33–35

communities of practice promoting
 interactions and learning
 around DEI at, 37–38

Diversity Day, 38

Plan for Advancing Diversity
 and Inclusion, 33–35

University of North Carolina, Greensboro
 (UNCG)

archives and DEI

African American employees
 at UNCG, instruction
 and outreach used to
 address lack of archival
 information on, 95–96

African American employees at
 UNCG, lack of archival
 information on, 88–89

Civil Rights Greensboro digital
 project, 92, 96–97

digitization as method of
 addressing marginalization
 in the archives, 92–94

LGBTQ+ community at,
 instruction and outreach
 used to address lack of
 archival information
 about, 96

LGBTQ+ community at, lack
 of archival information
 about, 89–91

North Carolina Runaway Slave
 Advertisements digital
 project, 92

PRIDE! Of the Community:
 Documenting LGBTQ+
 History in the Triad digital
 project, 93–94, 98

Textiles, Teachers, and Troops
 digital project, 92

Young Achievers Digitizing
 Greensboro History digital
 project, 93, 98

diversity residency program, 39–40

diversity strategic plan, 33

- educational presentations at, 38
- overview, 30–31
- partnerships and expansion, 38–39
- University Libraries Diversity Committee (ULDC), 33, 35–36
- University of Southern California (USC)
 - degree programs for veterans, 108–109
 - enrollment of student veterans at, 107–108
 - history of supporting the military, 107–108
- Libraries
 - Digital Library, 112
 - overview, 107
 - ROTC materials, preservation of, 112
 - student veteran support,
 - assessment of, 112–114
 - student veterans, collection
 - development and, 112
 - support for veterans, 111–112
- Marshall School of Business, Master of Business for Veterans program at, 108, 111
- Master of Business for Veterans program, 108
- military affairs committee at, 109–110
- military families, pre-college
 - summer scholarship for high school students from, 110
- Military Initiative, 108
- Student Veteran Transition Project, 113
- support and services for student veterans, 109–110
- Suzanne Dworak-Peck School of Social Work, Military Social Work track in Master of Social Work program at, 108
- VET NET Ally Seminar at, 110
- Veteran Resource Center (VRC), 110
- Veterans Association, 110, 112
- Viterbi School of Engineering,
 - opportunity for active duty military personnel and veterans to pursue graduate degree or certificate programs through Distance Education Network at, 109
- Yellow Ribbon Program, 108
- With Your Shield program, 108
- University of Tennessee, Knoxville (UTK)
 - Libraries
 - Cultural Competency and Inclusive Teaching (CCIT) program
 - assessment of, 79–80
 - barriers to inclusion and, 80–81
 - development of, 77–79
 - feedback and recommendations from participants, 80–83
 - inclusive learning and teaching as key component of, 76–77
 - learning outcomes for, 79
 - literature review, 75–77
 - overview, 75
 - participation in, 78
 - requirements for, 79
 - structure of, 78
 - diversity initiatives, need for, 73–74
 - overview, 74

V

- “The Value of Academic Libraries: A Comprehensive Research Review and Report” (Oakleaf), 120
- Vargas, Roberto, 135
- Velez, LaTasha, xiii
- VET NET Ally Seminar at University of Southern California, 110
- Veteran Resource Center (VRC) at University of Southern California, 110
- veterans
 - transition from civilian to soldier, 103–104
 - transition from soldier to civilian, 104
- veterans, student. *See* student veterans
- Vietnamese people, implicit bias in health sciences reference service and literature searching and, 61

Vinopal, Jennifer, 137
vocabulary of DEI, ever-changing nature
of, xiii
Voices of North Carolina (film), 36

W

Warrior-Scholar Project (USC Libraries), 111
Washington-Lacey, Bonita, 119
Welbourne, James C., 136
Wellesley College, Recruiting to the
Library Profession program at, 137
Wenger, Etienne, 36
white privilege and marginalization in
archives, 88–89

“Working on Ourselves: Mitigating
Unconscious Bias in Literature
Searching” (Higgins and Stark), 64
workloads of staff members who
participate in diversity committee,
mindfulness of, 32

Y

Yellow Ribbon Program at University of
Southern California, 108
Young Achievers Digitizing Greensboro
History digital project, 93, 98
Your Shield program at University of
Southern California, 108