

The University of Toledo  
University Libraries  
Strategic Plan for  
Diversity, Equity, and Inclusion  
2021-26



The University Libraries: William S. Carlson, Mulford Health Science, and the Ward M. Canaday Center for Special Collections

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## Statement from University Libraries Leadership

*University Libraries supports the work of the Office of Diversity and Inclusion. As an organization that serves the entire university community as well as patrons from the general public, we strive to support and empower all populations seeking our services. We attempt to provide exemplary service to all of our patrons seeking assistance without difference in levels of accommodation. This includes not only patrons reflecting different ethnic, racial, or gender communities, but also those persons with disabilities.*

*In addition to the services we provide, the collections of University Libraries also embrace diversity and inclusion. We support all academic programs through the monographs and electronic resources we purchase for use by the university community. Our special collections department has made an effort to collect rare and unique materials that reflect the diversity of the population of northwest Ohio. In particular, the Ward M. Canaday Center has been recognized for its groundbreaking efforts to collect materials documenting the lives of persons with disabilities. Most recently, we have also begun a program to collect materials documenting the history of the LGBTQ community in Toledo.*

*University Libraries also provides public programming related to diversity issues. This programming includes exhibitions (both actual and virtual) that celebrate special recognition months (Black History, Women's History, etc.). Recently, the libraries co-sponsored an event examining issues related to adults on the autism spectrum. We will continue to present community programming that celebrates diversity as it relates to the collections and mission of University Libraries.*

*The faculty and staff of University Libraries recognize diversity is the key to our continued growth and success. Hiring and retaining people from diverse backgrounds, cultures, experiences, and lifestyles supports an inclusive and welcoming library environment. This celebration of differences in our staff offers our community a perspective that represents our values as an organization. Though we are currently unable to add to our permanent workforce at this time, we are able to embrace these values through our partnership with student employment.*

*The University Libraries acknowledges the progress we have made as well as the lengths we still have to grow. In the future, we hope to further enrich our commitment to diversity and keep it a core value of our strength as an organization.*

March 2017

### **University Libraries Mission Statement (what we do)**

The mission of the University Libraries is to drive excellence in life-long learning, discovery, and engagement. Within a collaborative and interdisciplinary environment, we enrich the student learning experience, facilitate research at all levels and engage the community through innovative educational services, resources, and technologies.

### **University Libraries Vision Statement (what we're aiming for)**

University Libraries will become the intellectual center of The University of Toledo by fully integrating its services, state-of-the-art technologies, and unique collections into all aspects of our institution.

## **University Library Diversity Committee**

### **Committee charge:**

The charge of this committee shall be to facilitate progress on the objectives in the Libraries' diversity plan; to report on plan progress to the Office of Diversity and Inclusion and to revise the diversity plan as needed and present these revisions to library administration for approval.

### **Members of the University Library Diversity Committee (2021-22)**

Ali Coleman, Cataloging Librarian

Jennifer Joe, Undergraduate Engagement Librarian, Assistant Professor

Molly Kellie, Library Media Technical Assistant 2

Jolene Miller, Director of Mulford Health Science Library, Assistant Professor

John Napp, Engineering Librarian, Associate Professor

Arjun Sabharwal, Digital Initiatives Librarian, Associate Professor (Inclusion Officer and Committee Chair)

Derek Wilmott, Acquisitions and Collection Management Librarian, Assistant Professor

## Demographic Profile of Employees at the University Libraries (2020 data)

This data comes from the Institutional Research Dashboard for Diversity (Argos),\* which is also furnished to the federal government every November. The system allows performing queries with various parameters of interest (class, ethnicity, rank, gender, etc.). The queries were prepared to show fundamental distributions within the University Libraries, but it is possible to generate new ones to answer specific questions.

### Breakdown by Ethnicity & Employee Class

| ETHNICITY                  | Faculty | Staff | Student Employees | Total | % of Total |
|----------------------------|---------|-------|-------------------|-------|------------|
| Asian                      | 1       | 1     | 0                 | 2     | 4.3        |
| Black or African American  | 0       | 4     | 0                 | 4     | 8.5        |
| Hispanic/Latino            | 1       | 0     | 0                 | 1     | 2.1        |
| Nonresident alien          | 0       | 0     | 1                 | 1     | 2.1        |
| Race and ethnicity unknown | 0       | 0     | 1                 | 1     | 2.1        |
| White                      | 16      | 17    | 5                 | 38    | 80.9       |
| Total by COLUMNS           | 18      | 22    | 7                 | 47    | 100        |

### Breakdown by Gender, Employee Class, and FT/PT status

| GENDER           | Faculty | Staff | Student Employees | Total | % of Total |
|------------------|---------|-------|-------------------|-------|------------|
| Female           | 11      | 16    | 7                 | 34    | 72.3       |
| Male             | 7       | 6     | 0                 | 13    | 27.7       |
| Total by COLUMNS | 18      | 22    | 7                 | 47    | 100        |

| ETHNICITY                 | Full-time | Part-time | Total | % of Total |
|---------------------------|-----------|-----------|-------|------------|
| Asian                     | 2         | 0         | 2     | 4.3        |
| Black or African American | 2         | 2         | 4     | 8.5        |
| Hispanic/Latino           | 1         | 0         | 1     | 2.1        |
| Nonresident alien         | 0         | 1         | 1     | 2.1        |
| Race/ethnicity unknown    | 0         | 1         | 1     | 2.1        |
| White                     | 30        | 8         | 38    | 80.9       |
| Total by COLUMNS          | 35        | 12        | 47    | 100        |

## Breakdown of FT employees by Ethnicity, Gender, and Rank

| ETHNICITY                 | Associate Lecturer | Senior Lecturer | Assistant Professor | Associate Professor | Professor | No Rank | Total | % of Total |
|---------------------------|--------------------|-----------------|---------------------|---------------------|-----------|---------|-------|------------|
| Asian                     | 0                  | 0               | 0                   | 1                   | 0         | 1       | 2     | 4.5        |
| Black or African American | 0                  | 0               | 0                   | 0                   | 0         | 4       | 4     | 9.1        |
| Hispanic/Latino           | 0                  | 0               | 1                   | 0                   | 0         | 0       | 1     | 2.3        |
| Nonresident alien         | 0                  | 0               | 0                   | 0                   | 0         | 1       | 1     | 2.3        |
| Race/ethnicity unknown    | 0                  | 0               | 0                   | 0                   | 0         | 1       | 1     | 2.3        |
| White                     | 1                  | 2               | 5                   | 6                   | 2         | 22      | 35    | 79.5       |
| TOTAL                     | 1                  | 2               | 6                   | 7                   | 2         | 29      | 44    | 100.0      |

| GENDER | Associate Lecturer | Senior Lecturer | Assistant Professor | Associate Professor | Professor | No Rank | Total | % of Total |
|--------|--------------------|-----------------|---------------------|---------------------|-----------|---------|-------|------------|
| Female | 1                  | 2               | 5                   | 3                   | 0         | 23      | 31    | 70.5       |
| Male   | 0                  | 0               | 1                   | 4                   | 2         | 6       | 13    | 29.5       |
| TOTAL  | 1                  | 2               | 6                   | 7                   | 2         | 29      | 44    | 100.0      |

*\*Comment:*

*The data has been generated in 2020, and is outdated in the light of recent hires and staff turnovers. The MyUT portal does not allow individual employees to view and update diversity-related information that the university maintains on them. A timeframe should be presented for all employees to review and update this information on an annual basis before it is locked prior to federal reporting deadlines.*

*The data in Argos is incomplete because it does not represent a population that could fall under two or more ethnicities even though this population is growing. There is no distinction between Main and Health Science campuses and between staff and administrators, which would help in the process of hiring qualified candidates for leadership positions from underrepresented minorities.*

*There is no student data because the Libraries do not enroll students.*

# University Libraries Goals and Strategies for Diversity, Equity, and Inclusion (DEI)

## GOAL Timelines

Accomplished/Ongoing (no time range or limit)

Immediate: 1 to 6 months

Short: 7 to 12 months

Medium: 13 to 24 months

Long: 25 to 36 months

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### **GOAL 1: Increase students, faculty, and staff experience of inclusiveness, equity and respect in the University Libraries.**

**Strategy 1.1:** Re-establish the Libraries Diversity Committee, and support its work

TIMELINE: accomplished (September 2021)

GOAL STEWARD: Diversity Officer or committee member

CONSULTANT(S): Library employees

MEASURES: survey, patron feedback

**Strategy 1.2:** Use communication tools to promote participation in campus and community diversity-related events to faculty, staff, and students, such as, but not limited to emails, social media, flyers, and announcements at meetings.

TIMELINE: Ongoing

GOAL STEWARD: Diversity Officer or committee member

CONSULTANT(S): Program Advisory Board, Event Coordinator

MEASURES: attendance, patron feedback

**Strategy 1.3:** Promote appreciation of diversity by enhancing the visual and aesthetic landscape of the libraries: displaying art; utilizing facilities and display cases to highlight materials on various themes.

TIMELINE: Ongoing

GOAL STEWARD: Diversity Officer or committee member

CONSULTANT(S): Library employees

MEASURES: survey, patron feedback

**Strategy 1.4:** Hold formal and informal employee events celebrating and promoting diversity at least annually, alternating between campuses.

TIMELINE: Medium

GOAL STEWARD: Diversity Officer or committee member

CONSULTANT(S): Library employees

MEASURES: survey, patron feedback, documentation

**Strategy 1.5: Assess library users' perception of libraries' inclusiveness, equity, and respect**

TIMELINE: Medium

GOAL STEWARD: Diversity Officer or committee member

CONSULTANT(S): Library employees

MEASURES: survey, employee feedback

**GOAL 2: Develop and maintain web presence featuring DEI resources**

**Strategy 2.1:** Maintain and enhance existing University Libraries DEI website with information on the committee's membership, charge, and activities with links to DEI-related resources in the University Libraries, throughout the university, and others on the Web. Compile a list of DEI-related electronic mailing lists, organizations, etc. for networking purposes and make it available on the DEI resources web pages. Establish a web site on the college web page with meeting dates and locations, documents, etc. The Chair will be responsible for making certain that the web site is updated.

TIMELINE: accomplished, ongoing

GOAL STEWARD: Diversity Officer or committee member

CONSULTANT(S): Library Webteam

MEASURES: usage statistics (Google Analytics), patron feedback

**Strategy 2.2:** Develop and maintain LibGuides and organize existing ones to promote understanding, learning, teaching and research in a diversified, equitable, and inclusive environment.

TIMELINE: accomplished, ongoing

GOAL STEWARD: Diversity Officer or committee member

CONSULTANT(S): LibGuide administrator

MEASURES: usage statistics (Google Analytics), patron feedback

**Strategy 2.3:** Add links to relevant DEI resources included in Blackboard pages

TIMELINE: accomplished, ceased (Blackboard now points to the Libguides)

GOAL STEWARD: n/a

CONSULTANT(S): n/a

MEASURES: n/a

**Strategy 2.4:** Partner with campus units to archive DEIA webinars and recorded presentations in the institutional repository.

TIMELINE: medium

GOAL STEWARD: Diversity Officer or committee member

POTENTIAL CONSULTANTS: Digital Initiatives, Legal Counsel

MEASURES: usage statistics (IR), patron feedback

**GOAL 3: Ensure that DEI issues are represented in the Libraries' collections and these collections are promoted to the campus community and others. All strategies must meet HLC Criterion 3.B (3)**

**Strategy 3.1:** Address DEI issues in the Libraries' collection development policies and procedures. Draft a DEI statement in the collection management policy. Designate DEI selectors. Seek recommendations from the UT community.

TIMELINE: medium

GOAL STEWARD(S): Diversity Officer or committee member

POTENTIAL CONSULTANT(S): Acquisitions & Collection Management Librarian, and the Director of Collections

MEASURES: collection audit, analysis, purchases, suggestions, patron feedback

**Strategy 3.2:** Promote the Libraries' collections by including them in book displays, DEI-related LibGuides, or web-based exhibits.

TIMELINE: ongoing

GOAL STEWARD(S): Diversity Officer or committee member

POTENTIAL CONSULTANT(S): Library employees, Events coordinator

MEASURES: patron feedback, documentation

**Strategy 3.3:** Create a mechanism for feedback about collections on the established DEI webpage.

TIMELINE: medium

GOAL STEWARD(S): Diversity Officer or committee member

POTENTIAL CONSULTANT(S): Library employees, Assessment Committee, Acquisitions & Collection Management Librarian, and the Director of Collections

MEASURES: patron feedback from patrons, surveys

**Strategy 3.4:** Identify and submit applications for grants for diversity-related projects, DEI resources and/or programming.

TIMELINE: medium

GOAL STEWARD(S): Diversity Officer or committee member

POTENTIAL CONSULTANT(S): Library employees, Office of Diversity and Inclusion

MEASURES: grant applications, awards

**GOAL 4: Provide and maintain services, facilities, and—for library personnel—a workplace that are equitable and accessible to all users**

**Strategy 4.1:** Maintain ADA compliance and work with the Office of Accessibility and Disability Resources to ensure that services (including computers and web pages) are accessible to everyone.

TIMELINE: medium

GOAL STEWARD(S): Diversity Officer or committee member

POTENTIAL CONSULTANT(S): Library employees, Office of Accessibility and Disability Resources

MEASURES: usage, reports, patron feedback

**Strategy 4.2:** Maintain ADA compliance and work with the Office of Accessibility to ensure that facilities are accessible to everyone.

TIMELINE: medium

GOAL STEWARD(S): Diversity Officer or committee member

POTENTIAL CONSULTANT(S): Library employees, Office of Accessibility and Disability Resources, Facilities

MEASURES: usage, reports, patron feedback

**Strategy 4.3:** evaluate all facilities, work areas for ADA compliance, and bring deficient areas into compliance. (strategic plan)

TIMELINE: medium

GOAL STEWARD(S): Diversity Officer or committee member

POTENTIAL CONSULTANT(S): Library employees, Office of Accessibility and Disability Resources, Facilities

MEASURES: usage, reports, patron feedback

**Strategy 4.4:** Draft new/review current policies, procedures, and training manuals to identify services requiring modifications to ensure equivalent, accessible services to all users. [Let's take a look at universal design principles for this and other documentation]

TIMELINE: medium

GOAL STEWARD(S): Diversity Officer or committee member

POTENTIAL CONSULTANT(S): Library administration, OADR

MEASURES: usage, reports, patron feedback

**Strategy 4.5:** Research and identify issues, resources, etc. that would support an equitable and accessible workplace. Contact HR, ODI, and OADR for clarification and additional information.

TIMELINE: medium

GOAL STEWARD(S): Diversity Officer or committee member

POTENTIAL CONSULTANT(S): Library administration, HR, ODI, and OADR

MEASURES: usage, reports, patron feedback

**Strategy 4.6:** Provide DEI-oriented training opportunities for employees to improve services to library users, and support employees completing annual required trainings (e.g., Title IX, search committee training)

TIMELINE: medium

GOAL STEWARD(S): Diversity Officer or committee member

POTENTIAL CONSULTANT(S): Library administration, HR, ODI, and OADR

MEASURES: attendance, attendee feedback, program title/description

**Strategy 4.7:** Create inclusive spaces for parenting, family study room, veteran's lounge, prayer and meditation rooms

TIMELINE: ongoing (medium for ASD room still in discussion)

GOAL STEWARD(S): Diversity Officer or committee member

POTENTIAL CONSULTANT(S): Library administration, OADR, OMSS & International Center liaison

MEASURES: room registration, patron feedback

**GOAL 5: Increase and retain the numbers of faculty, staff, and administrators (supervisors and above) who are from historically underrepresented groups, women, people with disabilities, and veterans. All strategies must meet cited HLC criteria. See also: APPENDIX C**

**Strategy 5.1:** Advertise new vacancies in organizations representing DEI and hire new personnel from organizations representing various diverse populations. Communicate with HR to receive updated applicant pools. This must meet HLC Criterion 3.C (1).

TIMELINE: ongoing

GOAL STEWARD(S): Diversity Officer or committee member

POTENTIAL CONSULTANT(S): library administration, search committees, HR

MEASURES: applications, documentation, offers

**Strategy 5.2:** Develop and maintain a best recruiting practices document to ensure a diverse pool of applicants, making sure that it is used across the entire College. (strategic plan). This must meet HLC Criterion 3.C (1).

TIMELINE: ongoing

GOAL STEWARD(S): Diversity Officer or committee member

POTENTIAL CONSULTANT(S): library administration, search committees, HR

MEASURES: documentation

**Strategy 5.3:** Provide all faculty and staff with opportunities and training to attain leadership positions (including promoting programs from professional organizations such as ARL's Leadership and Career Development Program). This must also meet HLC Criteria 3.B (3), 3.C (1).

TIMELINE: medium

GOAL STEWARD(S): Diversity Officer or committee member

POTENTIAL CONSULTANT(S): library faculty mentors, Leadership Institute?

MEASURES: documentation, program information

**Strategy 5.4:** Offer women faculty at least one woman faculty mentor and faculty of color at least one faculty mentor of color, per the *Library Policies and Procedures Manual*

TIMELINE: ongoing

GOAL STEWARD(S): Diversity Officer or committee member

POTENTIAL CONSULTANT(S): library faculty mentors

MEASURES: documentation

**Strategy 5.5:** Create and promote practicum or shadowing opportunities for historically underrepresented and non-traditional library school students

TIMELINE: long

GOAL STEWARD(S): Diversity Officer or committee member

POTENTIAL CONSULTANT(S): library faculty; LIS faculty (at home institution)

MEASURES: collection/exhibit; student feedback; home institution feedback

**Strategy 5.6:** Recruit and mentor potential students and college staff members from historically underrepresented backgrounds who may be interested in a career in librarianship (offer internships? host a campus library careers event? promote existing opportunities from professional organizations such as ARL's Initiative to Recruit a Diverse Workforce; ALAO Diversity

TIMELINE: long

GOAL STEWARD(S): Diversity Officer or committee member

POTENTIAL CONSULTANT(S): library faculty; faculty (at home department)

MEASURES: collection/exhibit; student feedback; home department feedback

**GOAL 6: Cultivate mutually beneficial community-university partnerships that further the mission of the University to serve Toledo, to include historically and currently underserved communities.**

**Strategy 6.1:** Use organizational liaisons to gather information from these groups about how the unit could better serve their members.

TIMELINE: long

GOAL STEWARD(S): Diversity Officer or committee member

POTENTIAL CONSULTANT(S): community liaisons in the University Libraries

MEASURES: reports, community feedback

**Strategy 6.2:** Have a presence in Diversity Month or other DEI-related events (as a sponsor, venue, exhibit space, etc.).

TIMELINE: ongoing

GOAL STEWARD(S): Diversity Officer or committee member

POTENTIAL CONSULTANT(S): Office of Diversity and Inclusion, OMSS, International Center, other UToledo groups

MEASURES: program descriptions, documentation

**Strategy 6.3:** Offer the Information Commons and other University Libraries' spaces as venues for DEI-related events held by other organizations, supporting the notion of the Library as the intellectual and cultural center of the university (guest speakers, panel discussions, art shows, etc.).

TIMELINE: ongoing

GOAL STEWARD(S): Diversity Officer or committee member

POTENTIAL CONSULTANT(S): Library employees, campus organizations

MEASURES: attendance, patron feedback

**Strategy 6.4:** Create and maintain a list of groups and contacts that can be used when planning appreciation or educational events.

TIMELINE: ongoing

GOAL STEWARD(S): Diversity Officer or committee member

POTENTIAL CONSULTANT(S): Library employees, campus organizations

MEASURES: documentation

## **GOAL 7: Assess the progress of the DEI Plan of the University Libraries**

**Strategy 7.1:** Meet biannually with library faculty, staff, and administrators, and discuss via email to review and ensure the goals and objectives are being met. Share progress at faculty council, dean's council, and staff meetings.

TIMELINE: immediate

GOAL STEWARD(S): Diversity Officer or committee member

POTENTIAL CONSULTANT(S): Library employees

MEASURES: documentation, collegial feedback

**Strategy 7.2:** Revise Libraries' DEI plan

TIMELINE: short

GOAL STEWARD(S): Diversity Officer or committee member

POTENTIAL CONSULTANT(S): Library employees

MEASURES: documentation, revised plan

**Strategy 7.3:** Establish a workflow timeline to guide progress of DEI Plan

TIMELINE: short

GOAL STEWARD(S): Diversity Officer or committee member

POTENTIAL CONSULTANT(S): Library employees

MEASURES: documentation, revised plan

**Strategy 7.4:** Review and update the workflow timeline at each meeting.

TIMELINE: short

GOAL STEWARD(S): Diversity Officer or committee member

POTENTIAL CONSULTANT(S): Library employees

MEASURES: documentation, revised plan

**Strategy 7.5:** Submit a report to the Dean of Libraries and the VP of Office of Diversity and Inclusion in April of each year, summarizing the past year's activities and a requested budget for the upcoming year.

TIMELINE: short

GOAL STEWARD(S): Diversity Officer or committee member

POTENTIAL CONSULTANT(S): Library employees

MEASURES: documentation, revised plan

**Strategy 7.6:** Interface with other DEI Initiatives at the University

TIMELINE: ongoing

GOAL STEWARD(S): Diversity Officer or committee member

POTENTIAL CONSULTANT(S): Office of Diversity and Inclusion, other units engaged in DEI-related activities and planning

MEASURES: documentation, program information

# What We Mean by Diversity, Equity, and Inclusion

## Core Definitions

### ***Diversity***

Diversity is a core value of The University of Toledo. As a scholarly community that encourages diversity of thought as reflected in our broad array of disciplines, we embrace the many things in life that makes us different. The University welcomes people of all racial, ethnic, cultural, socioeconomic, national and international backgrounds. We embrace diversity of pedagogy, religion, age, ability, sexual orientation, gender identity/expression and political affiliation. Diversity is essential to our ability to survive and thrive. Every individual is a necessary asset, and we demonstrate this every day in our policies, practices and operating procedures.

### ***Equity***

The concept of equity differs from that of equality by prioritizing fairness over sameness. In this framework, we recognize that we do not all arrive on campus with the same resources, which in turn creates different experiences and may exacerbate existing inequities. The practice of equity equalizes the playing field. In order to create an equitable campus, we must carefully assess the diverse needs of students, faculty and staff so that we can provide them with the individualized resources they need to be successful and remove institutional barriers that limit achievement.

### ***Inclusion***

An inclusive environment provides opportunity for full participation in the classroom and on campus by each of its members. The inclusive university embraces differences and fosters a sense of belonging among all its members, including faculty, staff, students and the community.

# APPENDIX A

## Ethnic Descriptions

| ETHNICITY                                 | DESCRIPTION  |
|---|--|
| American Indian or Alaska Native          | A person having origins in any of the original peoples of North and South America (including Central America) who maintains cultural identification through tribal affiliation or community attachment.  |
| Asian                                     | A person having origins in any of the original peoples of the Far East, Southeast Asia, or the Indian Subcontinent, including, for example, Cambodia, China, India, Japan, Korea, Malaysia, Pakistan, the Philippine Islands, Thailand, and Vietnam. |
| Black or African American                 | A person having origins in any of the black racial groups of Africa.   |
| Hispanic/Latino                           | A person of Cuban, Mexican, Puerto Rican, South or Central American, or other Spanish culture or origin, regardless of race.   |
| Native Hawaiian or Other Pacific Islander | A person having origins in any of the original peoples of Hawaii, Guam, Samoa, or other Pacific Islands.   |
| Nonresident alien                         | a person who is not a citizen or national of the United States and who is in this country on a visa or temporary basis and does not have the right to remain indefinitely.   |
| Race and ethnicity unknown                | Race Unknown   |
| Two or more races                         | Two or more races  |
| White                                     | A person having origins in any of the original peoples of Europe, the Middle East, or North Africa.  |

Source: University of Toledo Office of Institutional Data

# APPENDIX B

## DEI-related events and activities

The University Libraries have been actively involved in committee work, recruiting of a diverse workforce, planning events, and preparing exhibits focused on diversity as well as those that invited attendees and participants from diverse populations across the university community. The information below covers these activities between 2019 and the Present.

### Diversity events and Displays at the University Libraries

#### Annual

- First Generation Day
- Heritage month displays
- LGBTQA+ displays

### Diversity initiatives and events supported by University Libraries

- Black and Latino Excellence Transition Program
- [Brothers on the Rise](#)
- Title IX (Spring)
- Undergraduate Research (Summer, Fall)/Scholars Celebration (Fall)
- Banned Books displays

#### Used to be annual

- National Library Week – if they do programming again
- Zen zone – if they do programming again

#### Stand-alone events

- Fair Housing Reception and Exhibit (Canaday Center)
- Hispanic Heritage Month Documentary & Panel Discussion
- Law and the #MeToo movement panel (OMSS Partnership)

# APPENDIX C

## Recently used venues for recruitment

The University Libraries have been consistently posting job announcements in venues that promote diversity, inclusion, and equity. Inviting applicants from diverse backgrounds has been an important strategy for ensuring a diverse pool of applicants for employment at the University Libraries.

### Paid

- American Library Association (ALA) JobLIST
- Black Caucus of ALA
- Chronicle of Higher Ed
- Inside Higher Ed
- Library Journal

### Listservs/Professional Organizations

- Academic Library Association of Ohio (ALAO)
- Association for Library Collections & Technical Services ALCTS
- Asian/Pacific American Librarians Organization (APALA)
- Association for Information Science and Technology (ASIS&T)
- Chinese American Librarians Association: CALA
- Michigan Library Association
- North American Serials Interest Group (NASIG)
- OhioLINK
- Ohionet
- Ohio Valley Group of Technical Service Librarians (OVGTSL)
- SERIALST: Serials in Libraries Discussion Forum
- MEDLIB-LMEDLIB-L: An Email Discussion List for Medical Librarians
- Association of Academic Health Sciences Librarians
- Medical Library Association and 'MLA DEIA caucuses

### Regional Library/Information Schools

- Indiana University (Indianapolis and Bloomington)
- Kent State University
- University of Kentucky
- University of Michigan
- University of Pittsburgh
- University of Western Ontario
- Wayne State University

# APPENDIX D

## Committee work and Diversity

University Libraries employees have actively participated in professional organizations inviting diversity, inclusion, and equity for membership, conference venues, and service opportunities. Participation in these organizations is vitally important because it increases members' exposure and experience with diversity, inclusion and equity.

- Academic Library Association of Ohio
- Advisory Committee for Undergraduate Research Committee
- American Library Association
- American Society for Engineering Education
- Association for Information Science and Technology
- Association of College and Research Libraries
- Association of Records Managers and Administrators
- Banned Books Coalition
- College of Nursing Journal Club
- Faculty Senate and FS committees
- Latino Youth Summit
- LGBTQA+Advisory Committee
- Medical Library Association
- Military Service Center Advisory Board
- Mulford Library HSC Artists Showcase Committee
- Paralegal Studies Advisory Board
- Society of American Archivists
- Special Library Association
- University Libraries Diversity/Equity/Inclusion Committee
- University of Toledo Inclusion Officers
- Visual Literacy Workgroup