SAN DIEGO STATE UNIVERSITY
Library

SDSU Library Diversity Plan
February 2021

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Library Diversity Planning Committee Members

Patrick Flanigan, Lead Cataloging Specialist
Michael Howser, Social Sciences & Data Librarian
Pamella Lach, Digital Humanities Librarian (Co-chair)
Lorraine Quintero, Interlibrary Loan Borrowing Coordinator
Gloria Rhodes, Outreach and Diversity Initiatives Librarian (Co-chair)
Krista Thomas, Administrative Analyst, Budget & HR
Zoe Trainer, Undergraduate Instruction Librarian

Glossary of Terms and Acronyms

BIPOC: Black, Indigenous, People of Color. Includes Black/African American, Hispanic or Latino, Native American, Asian/Asian-American, and Native Hawaiian and Pacific Islander race/ethnicity groups. BIPOC is a broader representation of people than the CSU's Underrepresented Minority (URM) designation (see definition below). URM. For the purposes of our analysis (particularly assessing employee representation in the Library), we were asked to use the CSU definition (URM) rather than the broader BIPOC definition.

CBA: Collective Bargaining Agreement. Library Faculty are covered by the California Faculty Association (CFA) and Library Staff (LSS and ITC series) are covered by the California State University Employees Union (CSUEU). Library Managers (MPPs) and Student Assistants (SAs) are not covered under a CBA.

BIE: Building on Inclusive Excellence. The Building on Inclusive Excellence (BIE) faculty hiring program strives to support the success of students from historically underrepresented communities by focusing tenure-track faculty searches on candidates who meet criteria aligned with SDSU's commitment to diversity, equity and inclusion. In Spring 2020, the original BIE program was expanded so that the BIE criteria must be used in all tenured and tenure-track faculty searches. For the purposes of the BIE, underrepresented populations refer to the following groups: African-American, Latinx, Native American, Southeast Asian, and Pacific Islander, groups of varying abilities, women in the sciences, technology, engineering, and mathematics, or any other group that has been documented as underrepresented in the candidate's academic discipline. The criteria do not require the candidate to identify as part of an underrepresented population. Instead the criteria are designed to assess the candidate's demonstrated commitment to serving and/or addressing issues related to underrepresented populations. https://sacd.sdsu.edu/cie/bie

DEI: Diversity, Equity, and Inclusion. Sometimes referred to as EDI (equity, diversity, and inclusion).

DDI: Division of Diversity and Innovation. The Division of Diversity and Innovation (DDI) is focused on building the inclusive excellence of SDSU's students and faculty, fostering a welcoming campus climate, the quality of the SDSU student experience, and enhancing diversity within the pathways through higher education. The Office maintains a close working relationship with and serves as a resource for campus leaders on matters of inclusion and diversity, and works with the University Senate. DDI works proactively to facilitate an integrated vision and shared responsibility for advancing institutional goals and for fostering and affirming a campus culture based on the core values of excellence, equity, diversity, and inclusion. https://diversity.sdsu.edu/. In the summer of 2020, DDI merged with Student Affairs to form the new Division of Student Affairs and Campus Diversity (SACD, https://sacd.sdsu.edu/). For the purposes of this plan, we will continue to refer to DDI, as this plan was developed under the direction.

IRP: In-Range Progression. A permanent increase to a base salary within a salary range for a single classification or within a skill level sub-range for a classification with skill levels. Applies to staff positions.
https://sdsuedu.sharepoint.com/sites/BFA/HR/employment/Pages/In-Range-Prog.aspx

LGBTQ+: Lesbian, Gay, Bisexual, Transgender, Queer, Plus. LGBTQ+ is a more inclusive term than LGBT, encompassing a broader spectrum of gender and sexual identities.

MPP: Management Personnel Plan employee. CSU administrative classification. For the purposes of this plan, Library Administration and MPP are used interchangeably. Staff who work in the Library Administration Office are referred to as Administrative Staff.

RTP: Reappointment, Tenure and Promotion. The process whereby tenure-track faculty, including librarians, undergo peer reviewed performance reviews for reappointment to probationary contracts, the awarding of tenure, and promotion to associate and full faculty. Library faculty are assessed based on library service effectiveness (similar to teaching effectiveness for teaching faculty), professional growth, and service. Temporary faculty (not tenure-track) follow a parallel process of periodic evaluation.

SA: Student Assistant. Undergraduate and graduate students who work in the library. SAs may be Federal Work Study (FWS) or not, and span every unit of the library. Many work at public service desks such as Circulation, Reference, and the Computer Hub Help Desk.

URM: Underrepresented Minority. The CSU Chancellor's Office defines underrepresented minorities (URM) as individuals belonging to Black/African American, Hispanic or Latino, and Native American race/ethnicity groups. All other race/ethnicity groups are aggregated as non-URM and include Asian/Asian-American, White, and Native Hawaiian and Pacific Islander.

Library Diversity Statement

As a Hispanic-Serving Institution[1] located on the traditional lands of the indigenous Kumeyaay people,[2] San Diego State University Library is deeply committed to supporting our diverse population of students, faculty, and staff. We strive to honor the broadest range of intersectional identities and diverse social and historical experiences expressed across our campus, and pay particular attention to the myriad forms of structural, systemic, and historic oppression that impact our campus community. We are an organization of information professionals dedicated to empowering others to access, interpret, and create knowledge that encourages evidence-based analysis and respectful scholarly debate.

We do this by intentionally developing a vibrant collection of print and electronic resources and unique special collections that reflect and amplify the diversity of SDSU. Our collection spans a spectrum of scholarly perspectives and disciplines. Per the American Libraries Association's Library Bill of Rights, we support intellectual freedom within an environment of academic freedom and neither censor nor limit access to information while protecting the privacy of our users.

We develop comprehensive services that contribute to student success, including information literacy instruction, student research engagement, providing access to affordable educational materials, ensuring accessibility across a range of abilities, and providing the technologies necessary for student retention and persistence. We strive to support the success of the whole student both in and out of the classroom by creating programming and spaces that support student wellness and promote lifelong learning.

We collaborate with faculty to fulfill SDSU's teaching and research missions. We emphasize the importance of information literacy and provide faculty with the support structures necessary to advance their curricular and research agendas.

We strive to make the library welcoming and accessible to everyone, including members of the public. We intentionally create physical and virtual environments that provide a sense of belonging for all, from the people who greet our community members, to our graphics, informational messages, artwork, furnishings, and facilities.

We invest in our employees through practices that advance diversity in hiring, retention, and promotion. We mentor each other and our student assistants in exploring career opportunities in libraries and celebrate the range of experiences, training, and expertise that we all bring to our positions. We encourage our colleagues to develop cultural competencies so that the Library "reflects the diverse communities we serve."[3]

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[1] "Hispanic-Serving Institution" is a federal designation based on a 25% threshold population of Hispanic students: https://www2.ed.gov/about/offices/list/ope/idues/hsidivision.html. SDSU received HSI designation in 2012: http://universe.sdsu.edu/sdsu_newscenter/news_story.aspx?sid=73530.

[2] SDSU Land Acknowledgement: https://ais.sdsu.edu/articles/Land-Acknowledgement.htm.

[3] CSU Monterey Bay Library Diversity Statement: https://csumb.edu/library/library-diversity-statement

We believe that the library is the heart of the university, and we work tirelessly to make sure the SDSU Library continues to be a site of equity, diversity, and inclusion.

References
This statement was inspired by many library diversity statements, including:

- Iowa State University Library: https://www.lib.iastate.edu/about-library/library-diversity
- IUPUI University Library: https://www.ulib.iupui.edu/about/diversity
- University of California Irvine Libraries: https://www.lib.uci.edu/diversity-statement-and-plan
- CSU Monterey Bay Library: https://csumb.edu/library/library-diversity-statement
- University of Illinois Library: https://www.library.illinois.edu/geninfo/diversity/
- University of California San Francisco Library: https://www.library.ucsf.edu/about/diversity-and-inclusion/
- Association of College and Research Libraries Commitment to Diversity: http://acrl.libguides.com/edi

We also took inspiration from the United Nations' Universal Declaration of Human Rights, particularly the recognition that "the inherent dignity and … the equal and inalienable rights of all members of the human family is the foundation of freedom, justice and peace in the world."

Environmental Assessment: Representation

At SDSU Library, employees are composed of four types: (1) Faculty, (2) Administration, (3) Staff, and (4) Student Assistants (SAs). For this analysis, the California State University Chancellor's Office definition of underrepresented minority (URM) will be utilized to provide context for representation. The CSU Chancellor's Office defines underrepresented minorities (URM) as individuals belonging to Black/African American, Hispanic or Latino, and Native American race/ethnicity groups. All other race/ethnicity groups are aggregated as non-URM and include Asian/Asian-American, White, and Native Hawaiian and Pacific Islander. Since our analysis relies on the CSU definition of URM, some people of color are thus not included in this category.

SDSU Library Staffing
As of May 13, 2020, the SDSU Library faculty included 26 faculty, 5 administrators, and 48 staff for a total of 79 non-student employees. Of these 79 employees, 16 (20%) are of URM designation. When examining employee data further, library faculty include 2 (8%) URM, library administration includes 1 (20%) URM, and library staff includes 13 (27%) URM. URM representation among library staff is lower than SDSU's undergraduate and graduate student population, which is 34.4% URM, thus establishing an equity index target percentage of 28% (see below for an explanation of the equity index). Neither library staff, library administration, nor library faculty achieved the equity index target percentage of 28% in discrete or aggregate

form as of Spring 2020 and do not yet fully reflect the URM representation of the SDSU student population the Library serves.

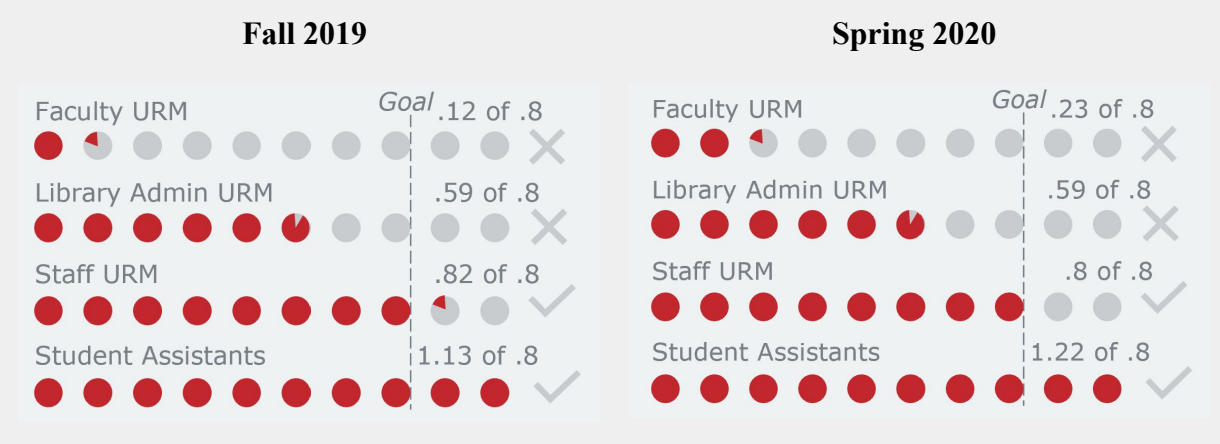
In addition to permanent employees, the Library hires a number of student employees to assist with collections management, public services, and projects. Student assistants within the library work a maximum of 20 hours per week with a significant number eligible for funding from the federal work study program. As of May 13, 2020, 104 student assistants were employed, which included 43 (41%) URM. This indicates that student assistants have met and achieved equity when compared to the overall SDSU undergraduate and graduate study body of 34.4% URM.

Employee Type	Total Employees (N)	URM	URM Percent	Non-URM	Non-URM Percent
Faculty (R03)	26	2	8%	24	92%
Administration (M80)	5	1	20%	4	80%
Staff (R07, R09)	48	13	27%	35	73%
Student Assistants (E99)	104	43	41%	61	59%
All Faculty + Admin + Staff	79	16	20%	63	80%

Pathway to Equity

The library is striving for equity between URM administration, faculty, staff, and student workers and the general student body. For the purposes of this assessment, we will determine the level of equity using the legal definition and measures of disproportionate impact along with the 80% rule [Title 5 Section 55502(d)]. Disproportionate impact is when a population significantly underperforms the highest performing group. This means that when a group performs at a level that is only 80% of the highest performing group, they are disproportionately impacted. The Library Diversity Planning Committee used the following formula to determine equity gaps in representation of staffing across all classification of employees in the Library: SDSU URM Student Population / Library URM Population. Equity Index < .8 (80%) = Disproportionate Impact.

An equity gap exists if the percentage of URM Library employees is less than 80% of the URM percentage of the student population. As is illustrated in the following charts, equity gaps exist for faculty and administration within the library with some progress on reducing the gap for faculty (0.12 of 0.8 Fall 2019 to .22 of .8 Spring 2020) but significant progress remains to achieve the 80% goal. For library staff the .8 threshold goal was met in Fall 2019 (0.82 of 0.8), but in Spring 2020 with staffing changes, the value has slipped slightly and as a result no longer meets the goal (0.79 of 0.8 Spring 2020). Library student assistant equity scores exceed the 80% threshold goal with index values of 1.1 of 0.8 for Fall 2019 and 1.2 of 0.8 for Spring 2020.



Note: 28% URM is equity when compared to 34.4% (URM for SDSU Students). Hence a URM for library employees of 28% is achieving the .8 value.

Opportunities Ahead

The SDSU Library has the opportunity through future faculty, administration, and staff position searches to improve upon the equity index scores. It is also important to stress that in addition to future hires, the library should focus efforts on retaining staff and ensuring a culture of inclusivity, particularly during periods of hiring chills and freezes.

Library Staff

Due to recent staff departures, the equity index (EI) score for staff dropped from roughly 82% (0.82 of 0.8) in Fall 2019 to 79% (0.79 of 0.8) in Spring 2020. Thus the library no longer meets the equity target for its staff. For staff to reflect the proportional URM status of the students, SDSU Library would need to hire at least 1 additional **FTE** staff member of URM status (though the Library is strongly encouraged to exceed the equity index target). As additional library staff retirements, departures, and hires occur, it is important to ensure that search processes continue to encourage URM candidates to apply and become successful hires. Efforts should also be taken to ensure existing URM staff retention continues.

Library Administration Managers (MPPs)

The equity index (EI) score for Fall 2019 and Spring 2020 is (0.58 of 0.8) which remains unchanged as there were no staffing changes. For SDSU Library administration to reflect the proportional URM status of the students, this would require hiring an additional **1 FTE** administrator of URM status. This could be achieved through hiring a successful URM candidate for an administrative position.

Library Faculty

The equity index (EI) score improved slightly between Fall 2019 (0.12 of 0.8) and Spring 2020 (0.22 of 0.8), but still does not meet the equity target. In order for library faculty to reflect the proportional URM status of the students, up to an additional **6 FTE** faculty of URM status would need to be hired. This goal assumes retention of existing faculty and represents the largest equity gap within the library. It should be noted that the Spring 2020 hiring of temporary faculty had a

positive impact on the overall equity index score, but should the temporary faculty not be renewed for future contracts, the gap will increase.

Diverse Candidate Pools
While equity gaps for faculty and administration positions exist, these goals are achievable. When examining the American Library Association (ALA) data on masters enrollment in ALA accredited library school programs, the number of minority students within programs is on the rise from 12% in 2002 to 22% in 2018. While this data is broader in definition than the CSU definition for URM, it highlights a potentially more diverse pool of future applicants, especially among new to the profession or early career librarians.

Environmental Assessment: Climate

The San Diego State University Library is committed to providing a warm, welcoming, and safe space for our users, faculty, staff, and administrators. Climate surveys are used to form the data for this section, including a campus survey from 2019 as well as a Library specific survey in May of 2020 to include COVID 19 teleworking climate information. The total number of respondents to the 2019 survey is 63, which represents 75% of faculty, staff, and administrators. 25% did not participate in the survey. Given discrepancies in the data, N=56 for most responses summarized below. The student assistant survey response was too small to disaggregate in our analysis.

While analysis of the quantitative data suggests relative satisfaction about the climate, the open-ended, qualitative responses reveal a far more complex and troubling set of perceptions. It should be noted, based on our equity gaps, particularly among faculty (see the representation analysis above), the data for these sections are problematic. While we have several faculty members of color, we only had one URM faculty member at the time the Fall 2019 survey was distributed. As a result, the data are skewed, given the disproportionate number of responses from non-URM faculty. It is unclear how representative the staff responses are based on the number of URM staff who may have participated. Overall, 68% of all library respondents self-identified as white/Caucasian. See the representation discussion above and Glossary of Terms for an explanation of the difference between URM and people of color (BIPOC).

At first glance, the overall quantitative data from the Fall 2019 survey suggests that faculty, staff, and administrators feel optimistic about the library climate. But this picture is complicated when qualitative data are considered, particularly when we consider the equity gaps in representation across all classifications. While the qualitative data are harder to analyze, especially since they are not broken down by category or identity, the responses carry as much, if not more, weight than quantitative responses because they are entirely open-ended. These responses fill in gaps between the survey questions and point to ongoing structural and systemic climate issues. Included are microaggressions and an overall lack of inclusivity.

The data have been analyzed and broken down into general themes and faculty, staff and student-specific findings: 1) employee perceptions of their value, 2) attitudes about how inclusive the Library is as a workplace, and 3) the Library's commitment to hiring, retaining, and professional development for all employees, particularly in support of diversity efforts.

1. Perception of employee presence, expertise, contribution & perspective valued
The data show that 80% of respondents feel their presence, expertise, contribution, and perspective are valued. However, tenured faculty reported feeling less valued compared to tenure track faculty.

We find that employees in the beginning and late stages of their careers felt their value in most areas was favorable. Conversely, those employees in the middle years of their work -- 6-10 years of service and 11-20 years of service -- felt far less valued.

When we consider the data based on URM status, 23% of URM respondents disagree that their presence is valued, compared to 9% of non-URM respondents.

Participants who identified as women reported feeling undervalued in most areas by almost 2 to 1 to men despite the Library having more female-identified employees. Men overwhelmingly reported that they agreed with their presence, expertise, and contribution are valued. The quantitative data do not reveal negative perceptions based on sexual orientation, ability, or religious affiliation.

2. Welcoming, collaborative, supportive & respectful of employees of diverse backgrounds
Around 78% of respondents viewed the Library favorably regarding creating a welcoming, collaborative, supportive, and respectful environment for employees of diverse backgrounds. Tenured faculty responded most unfavorably. Again, years of service seem to differentiate responses.

While newer hires generally feel good about their own experiences in the Library, their responses note a less welcoming and inclusive environment for employees from diverse backgrounds. Mid-career individuals (those in service 11-20 years) still tend to report more negative perceptions of the library environment.

As with the first theme, the data show a similar pattern based on gender identity, where 20% of females responded unfavorably about the environment compared to 8% of males. This gap was bigger when asked about how respectful the Library is for employees of diverse backgrounds; 30% of women saw this as a problem compared to 8% of male respondents.

There are URM individuals who feel strongly about the Library not being welcoming, collaborative, or respectful in regards to employees of diverse backgrounds. Both URM and non-URM respondents show similar trends in unfavorable responses; however, URM respondents had less variance between their strong agreement and disagreement.

Generally, LGTBQ+ identified respondents see the Library as more welcoming, collaborative,

and supportive than those who identify as heterosexual. The quantitative data do not reveal significant negative perceptions, or variations between groupings, based on disability or religious affiliation.

3. Commitment to hiring, retaining, career advancement & supporting initiatives that support employee diversity

Between 60-70% of employees feel that the Library has demonstrated a commitment to hiring, retaining, career advancement, and supporting initiatives that support employee diversity. When these numbers are broken down by the classification of employees, staff feel more positively than faculty do on these questions. This percentage is not surprising given the larger equity gap among faculty members than staff positions. Staff reported the greatest negative response to the demonstrated commitment to career advancement for employees of diverse backgrounds.

The length of service continues to show a variance regarding our commitment to hiring employees of diverse backgrounds. The greater years of service, the more respondents provided negative responses. For those with 0-5 years of service, negative responses ranging between 11-25%; for those with 6-20+ years of service, 25-34% responded unfavorably.

The greatest negative responses across gender seem to be related to the career advancement of employees of diverse backgrounds; 43% of female respondents do not see a commitment to diversity in hiring and retention, compared to 13% of men. Concerning retention and a demonstrated commitment to the career advancement of employees of diverse backgrounds, the gap between female and male negative responses closes; 48% of women and 30% of men identify this as a problem. In short, more female respondents across the board tended to see a commitment to career advancement as a problem in the Library. By contrast, URM respondents tend to see hiring and retention as more of a problem than career advancement.

LGTBQ+ identified respondents are slightly more optimistic about commitment to hiring. While this trend continues on the questions of retention and career advancement, there was no strong agreement. While generally positive, fewer people feel as strongly about retention and promotion. The quantitative data do not reveal variations between groupings based on religious affiliation except for the demonstrated commitment to the career advancement of employees of diverse backgrounds; respondents who self-identify as non-Christian had a 48% unfavorable response compared to 33% of Christian-identified individuals and those who preferred not to share their religious affiliation (36%). The data do not reveal a significant variance of negative perceptions based on disability.

The final quantitative question, which asked whether employees would still come to SDSU if given a choice, can be considered an overall gauge of climate perceptions. At first glance, there is general positivity about the climate, with 91% agreeing. However, analyzing the data based on several factors shows more nuanced trends. On average, the staff was less likely to agree: 13% disagreed with that statement, and almost 8% of tenured faculty disagreed. Length of service, as with other facets, plays an essential factor as well. Employees who have been here 0-5 years somewhat disagreed by 11% compared to 6-20+ years of service, which ranged from 6-25% (those here 11-20 years showed less disagreement), once again suggesting that mid-career

individuals are less happy than their colleagues.

Discussion and Reflections
The free responses provide a different view of the library climate. We are unable to quote directly from these comments to protect anonymous responses. However, several broad themes emerged from the open responses, including concerns related to hiring and retention, professional advancement, communications, and management and supervisory experiences. These comments inform the goals, strategies and interventions listed below and in our appendices.

Environmental Assessment: Success

Faculty Success in the Library
There are typical measures of library faculty success, most notably time to **tenure/promotion** and time to promotion to full librarian. Our current data are incomplete on both points, though recent evidence suggests that probationary faculty progress to tenure and promotion with relative success. Success as measured by time to promotion from Associate to Full Librarian, in contrast, seems far less encouraging. Non-URM faculty take, on average, 7.8 years to successfully achieve full promotion in comparison to the SDSU average of 6 years. With no required timeline for the progression from Associate to Full (unlike the established timeline for tenure track faculty), measuring time to full promotion is more challenging, as the decision to seek promotion is influenced by individual decisions rather than by policy. We have no data for URM library faculty given the lack of URM representation. Anecdotally, we have heard concerns from campus that librarians often "stall out" at Associate, though we do not know what causes this possible barrier to success.

There are multiple factors that might inhibit library faculty's professional progress at SDSU. While the Library supports its faculty through a formal **mentoring** program—in which new tenure-track librarians are paired with tenured faculty charged with guiding them through the Reappointment, Tenure, and Promotion (RTP) process—in practice our homegrown mentoring program focuses more on tenure than on full promotion.[4] There is no formal training for mentors, and we do not know how consistent or inconsistent the quality of mentoring is (though the library mentoring committee worked in AY 2019-2020 to develop/refine best practices to improve quality and consistency of the mentoring experience).

The **lack of representation** of URM faculty, compounded by the lack of diverse race/ethnicities among library faculty more generally, suggest possible limitations of mentorship. While we do not know whether and what sort of correlation exists between lack of representation, mentorship, and library faculty success, more generalized research suggests that faculty of color are often

[4] A recent article in *College & Research Libraries* addresses the general lack of attention to post-tenure mentorship for academic librarians. Juliann Couture, Jennie Gerke, and Jennifer Knievel, "Getting into the Club: Existence and Availability of Mentoring for Tenured Librarians in Academic Libraries," *College & Research Libraries* 81:4 (2020), https://crl.acrl.org/index.php/crl/article/view/24435/32277.

held to different professional standards and disproportionately engage in mentoring students of color in ways that do not count for tenure.[5] A relatively homogenous library faculty, compounded by general confusion over the RTP process—particularly what "counts"—might hinder faculty progress, more so for faculty of color. Moreover, attitudes about "doing your time" or "waiting your turn," which are reported anecdotally across colleges, run counter to University Policy and may suggest implicit bias in tenure and promotion decisions.

In addition to these typical measures of faculty success, there are other, less tangible, factors to consider. Library **management** can contribute to a positive workplace climate through strategic vision, transparent decision-making, clear communication, and modeling respect—measures that the library rated below the SDSU average in the 2015 climate survey (data aggregated across faculty and staff). The 2019 climate survey data show that tenured faculty reported greater levels of dissatisfaction than tenure-track faculty or staff with respect to feeling valued, a trend likewise visible for staff with greater years of service at the library. Recognizing faculty for their accomplishments in formal and informal ways can contribute to a positive workplace and encourage faculty to take risks. In recent years, library faculty have not been recognized at the campus level (e.g. the Alumni Award for Outstanding Faculty Contributions to the University), which could be a function of poor climate issues among library faculty or a lack of administrative support in promoting faculty work. And library faculty accomplishments are neither linked from the Faculty Advancement website (unlike other colleges) nor published on the library website (though individual faculty may opt to update their own profile pages). Lack of formalized rewards (outside of RTP) and recognition can disincentivize innovation.

Finally, the lack of formal **organizational structure** for faculty can lead to confusion and, for some, feelings of isolation. Some faculty lack an updated academic assignment ("position description") and thus might be uncertain as to the ways in which their work will be evaluated. While many faculty celebrate a relatively flat structure (in contrast to the more hierarchical staff structure), newer faculty may struggle to find their place in the library or understand how their work fits in. The flat structure and lack of formalized academic assignments for some can lead to misperceptions and potential resentment about perceived workload inequities, both of which contribute to a negative environment and hinder faculty success.

In order to measure future faculty success in the library, we would need better data on time to tenure and time to full promotion. And the Library/campus will need to develop ways of measuring the less-quantifiable variables identified here.

Staff Success in the Library

Success for Library Staff can be even more difficult to assess since professional pathways may vary more than those of library faculty. **Terms of service** (permanent versus temporary contracts)**, promotion, reclassifications,** and **salary progressions** are the most likely criteria for evaluating staff success and for identifying potential barriers. **Retention** may be a variable for staff success, though a high retention rate—which in other contexts might be a signal of

[5] See, for instance, the Association of American Colleges and Universities, "Diversifying the Faculty: A Guidebook for Search Committees," 2002. See also the recently passed Women Faculty of Color Resolution (May 2020 SDSU Senate Meeting), https://senate.sdsu.edu/agendas-minutes.

success—may correlate inversely to the lack of opportunities for library staff. This is particularly the case for the library classification series (LSS), which is limited to the library. Staff in the LSS classification may find it challenging to move into other campus positions (compared to other classifications working in the Library). The current rate of resignations among library staff (five in the Fall 2019 semester, excluding retirement—or nearly 10%) suggests that staff members' best chances for advancement exist beyond SDSU. In short, staff must leave SDSU and/or the Library because of the lack of opportunities for advancement and growth. Additionally, In the past, the Library's staff **hiring practices** were viewed as inconsistent. Recently library administration began modeling staff hiring practices on faculty hiring practices in an effort to provide consistency. The new procedures include a strategic assessment of open positions to formulate a standardized and also tailored onboarding process.

It is clear that the factors contributing to or limiting staff success vary throughout the organization. **Supervisory disparities** across unit leads and managers, due in part to a lack of consistent and formal supervisory training, means that staff experiences depend significantly on the nature of their supervisory support. Some staff members may have a leader that supports and encourages professional development, innovation, and collaboration. Others may be discouraged from extending beyond a very strict interpretation of their job description to approach daily work and problem-solving creatively. There is a perception that rates of in range progressions (IRP) and reclassifications are uneven across library units (though we do not have data to verify or contradict this). IRPs and reclassifications are most likely to occur when staff take on additional tasks and responsibilities, and when a supervisor initiates the reclassification or IRP (as compared to when a staff person self-initiates). Success for staff is thus very dependent on the nature of their unit and supervisor. Efforts to make staff supervision more consistent and supportive, we suspect, could positively correlate with staff success. Many of these disparities result from the lack of an HR expert in Library Management who is versed in the staff CBA and can provide consistent training in implicit bias, provide opportunities for professional and career development, and possess knowledge of CSU and State procedures and laws.

While some staff members pursue **professional growth opportunities**, library management does not always support or incentivize such activities, and there is anecdotal evidence that some staff are explicitly discouraged from such pursuits. Moreover, it is very difficult for staff members who apply to a library faculty position at SDSU to be the successful candidate, even when they meet the required qualifications for the position, including possessing a masters degree in Library Science (MLS/MLIS). Progression to a faculty position is more likely at a different university, and staff that consider obtaining a MLS know that there will be limited opportunities at SDSU even though an MLS can nonetheless be valuable for the individual and the organization. While the Library is aware of this and there are mentions of creating a mentoring program, administration has not yet taken formal action to address the issue. This creates the perception for many staff that it is not a priority to faculty or administration to create these pathways for growth.

An even less quantifiable, but equally important, measure of success for library staff is having a **sense of belonging**, **feeling valued,** and being **acknowledged** for their hard work and contributions to the library. On average, approximately 70-80% of staff who completed the Fall

2019 climate survey reported feeling that their presence, expertise, contributions, and perspectives were valued at least somewhat, a rate lower than tenure-track faculty (but higher than tenured faculty). Years of service and URM status seem to exacerbate these trends. It is not clear to what extent different classification series (LSS versus ITC) may negatively impact these perceptions. While hard to quantify, these essential qualities might be measured through increased opportunities for collaboration, development of a formalized staff mentoring program, and incentivizing professional growth opportunities, all of which could contribute to improved morale. Thus, staff success might be measured by the percentage of employees who have high job satisfaction and are happy to come to work. There is a huge divide between library faculty and staff, but both are invested in the success of the library and of the university. Publicly celebrating the ways staff contribute to the library's success would signal that the library truly values staff, and thus contribute to overall staff success.

Student Assistant Success
The current climate data are inadequate to assess success for Library student assistants, as few SAs completed the survey. In addition to the aforementioned strategies for faculty and staff, other areas for improvement with student assistants include providing regular evaluations, training, adding diversity and inclusion to our SA hiring practices, creating mentoring opportunities and sharing the value of the library profession.

Library's Goals for Diversity and Inclusion

Goal 1: HIRING. Develop equitable and inclusive hiring practices for all library positions, including managers, faculty, staff, and student assistants, to reduce equity gaps and ensure best practices for diversity in hiring.

Goal 2: CLIMATE. Foster a climate of civility and respect among members across the University Library, particularly concerning perceptions of diversity, equity, and inclusion.

Goal 3: RETENTION. Create an equitable and inclusive work environment where all library employees feel valued, are supervised consistently and transparently, and can pursue meaningful professional development opportunities.

Overall Strategies and Interventions

The following are high-level strategies and interventions for reaching our broader goals for diversity and inclusion in the Library. Please see the appendix for a detailed list of strategies and interventions.

Portions appearing in ***bold italics*** are Senate DEI Recommended Strategies and Interventions:

1. Implicit bias training for faculty search committee members (not required for staff hires)

2. Including a certified Inclusion Representative on all faculty search committees
3. Incorporate BIE criteria. Candidates must meet a minimum of two criteria (for faculty hires). See Appendix 3 for a list of the criteria.
4. Strategies that will lead to a proportional applicant pool (of those who meet the basic qualifications)

Goal 1: Develop Equitable and Inclusive Hiring Practices to Reduce Equity Gaps

Objective: Improve hiring practices for all library positions -- including faculty, staff, and student assistants (SAs) -- to ensure that: all search processes adopt best practices for diversifying applicant pools, all search committees follow best practices for inclusive hiring throughout the process, searches are standardized across hiring managers, supervisors, and leads to minimize bias throughout the process, and inclusive excellence is valued throughout the process.

Interventions: Introduce standardized best practices for diversity in hiring into all search processes and across all hiring managers, including writing ***inclusive job descriptions/ads*** that ***incorporate Building on Inclusive Excellence (BIE) criteria*** (for faculty), ***adopting inclusive recruitment strategies***, ***recommend search committee members*** (including those hiring student assistants) ***are properly trained in implicit bias*** (required for faculty searches), and ***including certified inclusion representatives on committees***. Even when there is no active hiring in the library, encourage all library employees to engage in regular training in these best practices and encourage employees to obtain and maintain inclusion certification. The Library Diversity Council (to be formed), in consultation with Management, should review current standardized workflows for all staff searches (this largely exists for faculty), student assistants, and administrators, and update workflows in coordination with Library HR staff whenever needed and appropriate.

Resources: Campus resources from the campus diversity office, Center for Inclusive Excellence, campus Inclusion Council, Senate DEI Committee, and Professors of Equity (trainings). The Library Diversity Council will also compile library-specific materials related to best practices in library hiring (for example, toolkits for writing inclusive job descriptions for a range of library roles) and help maintain a list of inclusive recruitment opportunities. These resources should be accessible to all employees and made available to all search committees via the appropriate mechanisms (Google Drive, intranet, etc.).

Responsibility: The HR MPP will hold ultimate responsibility for ensuring best practices for diversity in hiring. This includes ensuring adherence to best practices, ensuring that library employees are well versed in these practices, conducting annual audits of proposed positions, job ads, position descriptions, and applicant pools to address equity gaps. The HR MPP, in consultation with the Library Diversity Council and others, will report annually on these matters, as well as on employee rates of participation in trainings related to diversity in hiring, including eliminating microaggressions and implicit bias. The HR MPP should possess training and background in both HR best practices and DEI praxis.

All library personnel should be proficient in best practices for diversity in hiring, even if they are not serving on a search committee or in times when there are no active searches. To that end, all employees should be encouraged to engage in ongoing equity-minded training on a regular basis. This includes attending campus- or library-level trainings in implicit bias, microaggressions, and similar topics.

Assessment: The HR MPP and administrative staff will determine and report annually the equity gap in representation for all positions. Analysis will pay particular attention to classifications where the equity gap remains steady or increases. Additionally, they will conduct regular audits of requested and proposed positions across all classifications, conduct audits of candidate pools, and report annually on employee rates of participation in trainings related to diversity in hiring, regardless of the status of open searches and membership on search committees.

Recommended Timeline:

Year	**Intervention**	**Metric**
2021-2022	Standardize best practices for diversity in hiring: Review existing hiring practices at all levels and across all hiring managers	Baseline metric to be established for future evaluation
2022-2023	Refine workflows for hiring at all levels	Assess processes after searches conclude for inconsistencies and improvements
2023-2024	Ensure all searches follow appropriate practices and processes for the hiring classification Goal: 95% adoption of best practices by the end of 2023-2024	Audit search processes after their conclusion to determine adoption rate of best practices
2021-2022	Write inclusive job descriptions/ads that Building on Inclusive Excellence (BIE) criteria (for faculty)	Audit all faculty job ads to ensure compliance, use equity gap to measure impact (compared to equity gaps of applicant pools for previous searches)
2021-2022	Adopt inclusive recruitment strategies (ongoing: share best practices for all hiring committees in the future) Goal: 100% inclusive recruitment strategies in place across all searches by 2023-2024	Audit all faculty recruitment plans; assess staff job announcements for inclusive language. Measure equity gap of applicant pools with goal of minimizing the gap by 2023-2024
2021-2022	Recommend search committee members receive implicit bias training (required for faculty).	Develop/maintain attendance list (individuals self-report). Measure equity gap of applicant pools with

	Goal: 60% participation for staff by 2023-2024	goal of minimizing the gap by 2023-2024
2022-2023	Include certified inclusion representative on faculty searches, as campus permits	Library Dean certifies participation per campus guidance
2022-2023	Encourage all library employees to engage in regular training in hiring best practices even when not serving on a committee Goal: 75% participation by 2023-2024	Self-reported attendance list; track by unit to publicly acknowledge participation and encourage units not yet involved
2022-2023	Encourage employees to obtain and maintain inclusion certification Goal: 50% participation by 2023-2024	Self-reported attendance list

Goal 2: Improve the Library Climate

Objective: Foster a climate of civility, mutual support, empathy, and respect within the library, particularly concerning perceptions of diversity, equity, and inclusion, through training, the development of community agreements for all interactions, and strategic relationship building.

Interventions: Encourage all University Library members to engage in implicit bias and microaggression training. Encourage all temporary and permanent staff, temporary faculty, tenure-track and tenured faculty to participate in the University's Equity-Minded Seminars once a year, and encourage employees to attend other trainings available in the library and on campus. Develop community agreements for face-to-face and virtual interactions, including email communication. Develop processes for addressing incidents that occur outside the norms of community agreements and create safe, retaliation-free mechanisms for individuals to address problems. To assist in coordinating these efforts, the Library will form a Diversity Council. Members will be appointed/elected from each library department to serve.

Resources: The new Library Diversity Council will serve as the primary resource, across campus diversity-related constituents, for members to engage and learn about others and stand up for diversity, equity, and inclusion in all we do.

Responsibility: The new Library Diversity Council, in consultation with Library Administration, will coordinate these activities.

Assessment: The University Library will submit an annual report to all Library members detailing the implementation of all climate-related interventions and progress made. Additionally, the library should conduct climate studies at regular intervals to gauge changes in organizational climate.

Recommended Timeline:

Year	Intervention	Metric
2021-2022	Encourage all University Library members to engage in implicit bias and microaggression training Goal: 75% participation by Year 3	Self-reported attendance list; Identify participation gaps across units and classifications to target future participation and reduce gaps
2021-2022	Encourage all temporary and permanent staff, temporary faculty, tenure-track and tenured faculty to participate in the University's Equity-Minded Seminars once a year, and encourage employees to attend other trainings available in the library and on campus. Goal: 75% participation by Year 3	Self-reported attendance list; Annual library climate survey to measure improvements in climate and identify areas to develop library specific trainings
2021-2022	Develop community agreements for face-to-face and virtual interactions, including email communication.	Track incidents and MPP interventions with goal of reducing violations by 10% every year
2022-2023	Develop processes for addressing incidents that occur outside the norms of community agreements and create safe, retaliation-free mechanisms for individuals to address problems.	Track incidents and MPP interventions annually with goal of reducing violations

Goal 3: Create an equitable and inclusive work environment for all library employees to feel valued and supported in their professional development. Ensure consistent and transparent supervision across all library units and employee classifications.

Objective: Improve transparency in professional growth opportunities (e.g. how employees can apply for leadership positions) and introduce greater supervisory consistency across all levels of supervision (managers, supervisors, leads, unit heads, etc.) and across all library units.

Interventions: Reduce the number of temporary faculty and staff lines in favor of permanent positions by creating pathways to move existing temporary employees into permanent status. Create leadership opportunities for those who seek it and develop an equitable and transparent way of awarding leadership positions through open calls and internal application processes so that all who are interested have the chance to apply and be considered. Develop transparent and equitable processes for updating roles and responsibilities to allow employees to grow and move into new functional areas and advance professionally. Develop more equitable, consistent, and transparent processes for IRPs and reclassifications (for staff). Grow and formalize internal mentoring programs for faculty and staff at all stages of their career. Address salary equity for all employees, within the bounds of the appropriate CBA and whenever budgets allow, to address

compression and inversion. Whenever budgets allow, advocate for merit raises and IRPs to retain staff.

To improve the supervisory experience: develop consistent training and oversight for leads, supervisors and managers in: CBA, IRP/reclassification, communication styles, implicit bias, microaggression, cultural competency, processes for handling misconduct and harassment, performance reviews, and mentoring.

Resources: In addition to campus resources (trainings, readings, and other learning opportunities), the Library Diversity Council will compile and make available library-specific training opportunities (webinars and toolkits through ALA, ACRL and other relevant professional organizations). Funding to support ongoing trainings and workshops will be required, as well as dedicated funds for professional development for faculty and staff.

Responsibility: The HR MPP, along with the Associate Dean overseeing faculty, will be responsible for creating equitable, transparent, and fair professional development opportunities for all.

All members of library administration who are managers will be responsible for ensuring compliance and standardization across their supervisors and leads. All managers, supervisors and leads will be expected to participate regularly in internal and campus-level training. The HR MPP or designee will be responsible for ensuring that all leads remain current in their training.

Assessment: Annual reports related to professional development and supervision shall be produced. The annual report of professional development activities will cover all classifications, and will include distribution of funds across units and employee classifications, availability of opportunities, decision making about participation in trainings (particularly for opportunities falling outside an employee's job duties), and assignment of leadership opportunities. An analysis will be performed to determine whether decision making was made equitably. This report should also assess all library committees and working groups to ensure all units and types of employees are represented.

The annual report of supervisory activities should include the development and offering of appropriate supervisory trainings; participation rates among library leads, supervisors, and managers in supervisory trainings within the library, on campus, and externally; and unit-level review and analysis of staff performance evaluations to identify potential issues of implicit bias. Analysis will pay particular attention to unit-level inequities, as well as addressing supervisory inequities among managers.

Recommended Timeline:

Year	Intervention	Metric

2021-2022	Create pathways to move existing temporary employees into permanent status (budget permitting).	Reduce the number of temporary faculty and staff lines in favor of permanent positions by 50% by 2023-2024
2021-2022	Develop an equitable and transparent way of awarding leadership positions	Annual library climate survey to measure improvements in growth or leadership opportunities with the goal of closing any gaps
2022-2023	Develop transparent and equitable processes for updating roles and responsibilities to allow employees to grow and move into new functional areas and advance professionally.	The annual report of professional development activities with goal of increasing opportunities by 10% each year
2022-2023	Develop consistent training and oversight for leads, supervisors and managers Goal: 75% participation in supervisory training by 2023-2024	The annual report of supervisory activities. Analysis will pay particular attention to unit-level inequities, as well as addressing supervisory inequities among managers, measured in part by annual climate survey data and by self-reporting of participation in training.
2022-2023	Develop more equitable, consistent, and transparent processes for IRPs and reclassifications (for staff).	Annual analysis of rates of successful and unsuccessful applications for IRP and reclassifications with goal of increasing success 10% each year
2022-2023	Grow and formalize internal mentoring programs for faculty and staff at all stages of their career.	Work with faculty mentor committee to expand program to all library employees with a goal of increasing participation by 10% a year
2023-2024	Address salary equity for all employees, within the bounds of the appropriate CBA and whenever budgets allow, to address compression and inversion.	Work with HR and appropriate unions to analyze pay gaps with goal of reducing gaps whenever possible
2023-2024	Whenever budgets allow, advocate for merit raises/IRPs to retain staff.	Annual analysis of rates of successful and unsuccessful applications for IRP and reclassifications with goal of increasing success 10% each year

Additional indirect metric for all Goal 3 interventions: attrition rate, particularly for staff, with the goal of reducing the number of people leaving the library for jobs elsewhere on campus or beyond SDSU.

A Note about Collections, Services, and Spaces

While collections, services, and spaces are beyond the scope of this diversity plan (the focus of which is on internal organizational concerns), we urge the Library to center diversity, equity, and inclusion in its broader strategic planning process. The collections, services, and spaces are the heart of what an academic library provides. They are, in essence, our curriculum—our contribution to student learning, student success, and faculty scholarship. As noted in the public-facing Library Diversity Statement (above and to be posted on the Library's website), we are committed to creating and growing diverse and inclusive library collections, developing and improving equitable and inclusive services, and ensuring that our library spaces—physical and virtual—are welcoming to all. To that end, Appendix 2 offers a few starting points for how the Library can commit to diversity, equity, and inclusion through its collections, services, and spaces. It includes examples of possible strategies and interventions that might be included in the Library's broader strategic plan.

Accountability

We anticipate this plan being implemented within 3-5 years. The specific timeline will depend on the creation of a new library strategic plan; we anticipate that the new Library Dean will begin this planning process in Fall 2020. As with the campus strategic planning process, we urge the library's strategic process to closely integrate the goals, strategies, and interventions listed above; indeed the diversity plan should be used as a guide to broader planning work. The implementation timeline for the diversity plan will thus ultimately be determined by the new library strategic plan. Additionally, it is uncertain how the continued COVID-19 pandemic might impact the overall timeline, particularly in the library's ability to close its equity gap via best practices in hiring. Regardless of whether we can hire faculty and staff, the library is still expected to make progress on educating and training its employees in best practices for diversifying applicant pools and reducing implicit bias in the process.

Per the university's new strategic plan, we recommend the creation of a standing library diversity council by December 2020 in accordance with University policy and recommendations. This council will be charged with monitoring the Library's overall progress and coordinating with other college diversity councils. The council should be made up of faculty and staff and have broad representation across library units. Council members will seek regular input from those they represent. A representative committee/working group of faculty and staff should be charged with developing policy outlining an equitable and inclusive process for forming the membership (via a consistent nomination and election process) and the general scope and purview of the council. The library's diversity liaison to the campus Inclusion Council should be closely consulted in this process.

While the ultimate responsibility for implementing this plan falls to the Dean of the Library, the standing library diversity council will provide general oversight for implementation, including:

- Setting annual benchmarks - identifying which strategies and interventions will be prioritized for the academic year (in consultation with the Dean)
- Assisting with implementation efforts - gathering/sharing resources, creating training opportunities, and engaging in/promoting campus DDI efforts
- Assessing annual progress in collaboration with the Dean, the Associate Dean, and the HR MPP/HR administrative staff
- Assisting the dean in all required campus-level reporting mechanisms with DDI, the Inclusion Council and the Senate DEI committee.

At the beginning of each academic year, the library diversity council will meet with the Library Management Team, Library Academic Planning Committee, and other relevant committees to review last year's progress and goals for the coming year. This will help ensure that our broader DEI goals are incorporated into the ongoing work and operations of the library.

On an annual basis, the Dean will provide the library diversity council with a progress report. This report should be completed and submitted no later than June 1st of the year, and should include measurable evidence of progress and identify challenges and obstacles. These reports will be posted publicly on the library website. All library employees will be invited to participate in conversations about the annual report in order to provide suggestions for improvement.

Efforts to advance this plan, coupled with assessment of implementation, should be factored into updated position descriptions and in the annual performance reviews for those with implementation and oversight responsibility.

Appendix 1: Detailed Strategies and Interventions

The following detailed strategies and interventions were part of earlier drafts of the Library Diversity Plan. They are informed by the committee's environmental assessments, committee conversations with colleagues, and review of DEI-related literature. They can serve as a more specific roadmap for implementing our broader strategies and interventions to meet our three main goals.

Goal: Hiring Practices

Objective: Improve hiring practices for all library positions -- including faculty, staff, and student assistants (SAs) -- to ensure that: 1) all search processes adopt best practices for diversifying applicant pools, 2) all search committees follow best practices for inclusive hiring throughout the process, 3) searches are standardized across hiring managers, supervisors, and leads to minimize bias throughout the process, and 4) consideration and value are given to how candidate background and life experiences contributes to new perspectives.

Interventions: Introduce best practices for diversity in hiring into all search processes. ***Interventions for Faculty Searches:*** Recognize that individuals do not all follow the same professional pathways. Craft job descriptions to allow for a diverse range of experiences (emphasize skills over work environment). Minimize the number of required qualifications. Adopt a broader definition of what counts as an "appropriate" reference in recognition that applicants will have uneven access to references. Adopt a diverse and inclusive recruitment plan that extends beyond typical library posting listservs. Incorporate BIE criteria into job postings; candidates must meet 2 or more per university policy. Include a certified Inclusion Representative on all search committees, as guided by campus.

Interventions for Staff Searches: Develop policies, practices, and procedures to standardize staff searches (similar to faculty hiring processes) and create greater consistency across hiring managers. Craft job descriptions that emphasize skills over work environments (as much as staff classifications and CSUEU allow). Include in all position descriptions (new and existing) job duties related to creating an inclusive and welcoming workplace and environment patrons. Make sure that screening questions (which CHR uses for initial ranking) include relevant and appropriate skills and experiences. Introduce and adopt broad recruitment plans for posting job announcements (rather than relying on Library and HR websites). Require a diversity statement as part of the application. Encourage blind review of applications (whereby search committees review anonymous applications). Standardize DEI practices across hiring managers. Include a certified Inclusion Representative on all search committees, as permitted by campus. Develop a standing committee (similar to the faculty's academic planning committee) to advise Management Team on new staff lines, including assessing current needs benchmarked against broader trends on campus and in academic libraries

Interventions for SA Hiring: Engage in proactive outreach efforts to recruit a diverse pool of student assistant applicants. Coordinate with cultural centers and student affinity groups to

encourage URM students to apply. Develop and encourage ongoing implicit bias training to all SA supervisors. Encourage SAs to pursue professional library work and/or MLIS degrees to diversify the pipeline.

Resources: DDI hiring resources. Resources compiled by Library Diversity Committee/standing diversity council (to be created). Campus and library DEI trainings.

Resources for Faculty Searches: Resources should be incorporated into existing faculty hiring procedures documents, workflows, and shared Drive folder.

Resources for Staff Searches: To develop: DEI-based SOPs for staff hiring (building on existing workflows).

Resources for SA Hiring: To develop: list of student groups.

Responsibility: The HR MPP will hold ultimate responsibility for ensuring best practices for diversity in hiring. This includes ensuring adherence to best practices and ensuring that library employees are well versed in these practices.

All library personnel should be proficient in best practices for diversity in hiring, even if they are not serving on a search committee or in times when there are no active searches. To that end, all employees should be encouraged to engage in ongoing equity-minded training on a regular basis. This includes attending campus- or library-level trainings in implicit bias, microaggressions, and similar topics.

Responsibility for Faculty Searches: Members of all search committees (including temporary librarian searches) will be responsible. Search committee chairs, in coordination with the hiring manager, will ensure that all members are in compliance. Inclusion Representative for each search committee will provide support and ensure all committee members have access to resources. All faculty members will be asked to follow best practices when identifying new positions through the Academic Planning process.

Responsibility for Staff Searches: LEAD: Library MPP in charge of HR and HR administrative staff. Members of all search committees will be responsible. Inclusion Representative for each search committee will provide support and ensure all committee members have access to resources.

Responsibility for SA Hiring: SA coordinator in collaboration with library HR staff. All SA supervisors should be knowledgeable of best practices for diversity in hiring.

Assessment: The HR MPP and administrative staff will determine and report annually the equity gap in representation for all positions. Analysis will pay particular attention to classifications where the equity gap remains steady or increases. Conduct regular audits of proposed positions and position descriptions, including faculty positions proposed via the academic planning process, to determine if new positions could likely contribute to an equity gap. Conduct audits of

candidate pools (historic and future) to track improvements in hiring practice, including SA positions. Report annually on employee rates of participation in trainings related to diversity in hiring, including eliminating microaggressions and implicit bias. Participation in these trainings is expected regardless of how many open searches are under way or an employee's active membership on a search committee.

Goal: Retention - Climate

Objective: Foster a climate of civility and respect among members across the University Library, particularly concerning perceptions of diversity, equity, and inclusion.

Intervention 1. Encourage implicit bias and microaggression training for all University Library members. The SDSU Library will encourage all temporary and permanent staff, temporary faculty, tenure-track and tenured faculty to participate in the University's Equity-Minded Seminars once a year.

Resources Needed: Members of the Division of Diversity and Innovation with leadership from the Chief Diversity Officer funds this program.

Responsibility: The Associate Dean of the University Library is responsible for confirming that all members of the Library participate in the training. The University Library Office of the Dean will be responsible for verifying that all members of the University Library Management Team personnel have participated in the training.

Assessment: Conduct regular climate studies to measure progress. The University Library will submit an annual report to all Library members detailing the implementation of this intervention.

Objective: Develop strategic relationships to create a favorable climate for diversity.

Intervention 2: Per the university's new strategic plan, appoint/elect diversity liaisons from each library department to serve on the Library Diversity Council (to be formed). The council will serve as a resource across campus diversity-related constituents for members to engage and learn about others and stand up for diversity, equity, and inclusion in all we do.

Resources Needed: The University Library Dean's Advisory Council with input from departments not represented on the Council.

Responsibility: The University Library Dean with consultation from the Diversity Planning Committee.

Assessment: The University Library annual report of instruction, events, and other Library sponsored programs.

Objective: Increase campus awareness on the strides currently made in the University Library, fostering diversity in the workplace.

Intervention 3: Make a concerted effort to develop and market diversity-related exhibits, promote extraordinary collections-library wide in alignment with the Library commitment to diversity.

Resources Needed: Budget from University Library Administration

Responsibility: University Library Personnel with oversight of the Library Diversity Council

Assessment: University Library facility and marketing materials, providing an inclusive and welcoming Library environment.

Additional Interventions: Support and encourage all employees who participate in Employee Resource Groups (ERGs). Develop mechanisms for improving faculty/staff relations to minimize microaggressions related to classification. This could include sharing information about job duties, celebrating the work of staff in particular, and making sure staff are well represented on operational committees and functional groups. Conduct annual survey to monitor workplace civility and climate. Update all staff position descriptions and faculty academic assignments to include job responsibility for creating a welcoming and inclusive environment for employees and visitors alike. Improve internal onboarding processes for all. Onboarding should go beyond processes, workflows, and service policies to include an introduction to DEI values and resources. DEI training opportunities should be shared and encouraged. Standardize exit interviews for all employee separations. Develop policy for library-wide email communications. Encourage a culture where non-inclusive, hurtful, and harmful actions (such as emails and heated meetings) can be addressed as they occur openly and transparently. Check in on victims and/or people on the receiving end of those actions in order to build trust. Provide information and access to timely counseling/mentoring for Library employees to safely address incidents and mitigate escalation with a system to assess outcomes. Eliminate communication silos and build holistic professional, social, and personal connections among employees. Begin all meetings with the Land Acknowledgement (https://diversity.sdsu.edu/resources/land-acknowledgment).

Additional interventions for Staff: Increase opportunities (beyond the CVD award) for meaningfully recognizing staff excellence and terms of service. Engage in fundraising to develop a larger funding pool.

Additional interventions for SAs: Create a welcoming work environment that encourages diverse students to return from year to year.

Goal: Retention - Professional Growth and Development

Objective: Create equitable and meaningful pathways for professional development and advancement.

Interventions: Invest in and nurture all employees, regardless of age, rank, job duty, so that all employees feel valued. Reduce the number of temporary faculty and staff lines in favor of

permanent positions. Create pathways to move existing temporary employees into permanent status. Create leadership opportunities for those who seek it and develop an equitable and transparent way of awarding leadership positions through open calls and internal application processes so that all who are interested have the chance to apply and be considered. Develop transparent and equitable processes for updating roles and responsibilities to allow employees to grow and move into new functional areas.

Interventions for Faculty Retention: Continue refining and standardizing the mentoring program for tenure-track faculty, including providing training for mentors. Build out and formalize mentoring program for faculty seeking promotion to full. Provide transparent orientation to and education about criteria for promotion to full librarian. Discourage Policy File Committee from making substantive changes to RTP criteria just prior to a new review cycle. Continue refining and clarifying RTP policy. Require members of RTP personnel committees to attend campus implicit bias training every year they serve. Training should be completed prior to the review of case files. Develop assessment for measuring time-to-promotion in order to identify possible barriers that could be removed. Include an equity monitor role as part of the RTP process to ensure consistent interpretation of criteria.

Interventions for Staff Retention: Develop more equitable, consistent, and transparent processes for IRPs and reclassifications. Provide proactive access to information and encourage leads and supervisors to advocate for IRP and reclasses. Ensure a dedicated budget line to support IRPs and merit increases. Develop equitable growth opportunities for staff, including funding and access to trainings to enable staff to grow into new positions. Develop an equitable and transparent process for distributing professional development funds (modeled on the faculty travel fund process). Develop a formal staff mentoring program for all staff (not just those with MLIS degree) so that all staff feel valued. Develop additional programs, beyond the CVD Award, for recognizing staff contributions and developing meaningful advancement pathways. Be transparent from the point of hire onward about growth opportunities and promotion, particularly for staff with MLIS degree seeking advancement into a faculty or leadership position outside of faculty positions. Develop guidelines for staff seeking professional growth opportunities during work time. Address organizational culture, particularly among library faculty, about staff qualifications for faculty positions. Make faculty interviewing processes transparent so that staff know what to expect when applying for faculty positions. Articulate the holistic benefits to the organization when staff seek MLIS (even when they are not seeking a faculty position).

Resources: Resources compiled by Library diversity council (to be created). Campus and library DEI trainings. Funding to support the development and offering of ongoing trainings and workshops, as well as funding to support individuals enrolling in external trainings. Trainings, webinars, and toolkits developed by professional organizations, including ALA and ACRL. Dedicated funds for professional development for faculty AND staff.

Responsibility: The HR MPP, along with the Associate Dean overseeing faculty, will be responsible for creating equitable, transparent, and fair professional development opportunities for all. The HR Manager and Associate Dean should be versed in broader issues of

organizational development to address general climate issues, including preventing harassment and microaggressions, as well as ensuring equitable supervision and growth opportunities.

Additional Responsibility for Faculty Retention: The chairs of the library personnel committees (general and librarian panels) will ensure that all committee members are up-to-date in their implicit bias training, in coordination with the RTP Coordinator and Associate Dean. The chairs of Policy File, Mentoring Committee, and RTP panels will report annually to the Library Diversity Council their efforts to support DEI efforts in RTP mentoring and review, as well as efforts to ensure that the Policy File is up-to-date and inclusive.

Assessment: ***For Faculty:*** The Associate Dean, in collaboration with the chairs of the Library Faculty Travel Committee and Research and Awards Committee, will report annually on the allocation of professional development funds, the distribution of faculty whose grant applications were forwarded to campus, decisions about advancing faculty award nominations, sabbatical requests were supported, and assignment of leadership opportunities. Analysis will be performed to make sure decisions were made equitably.

For Staff: The HR MPP and administrative staff will determine and report annually on professional growth opportunities, including: funds available, distribution of funds across units and classifications, the process by which decisions were made to send individuals to trainings, and decisions about the assignment of leadership opportunities. Analysis will be performed (by those creating the report and/or the Library Diversity Council and/or the Dean) to make sure decisions were made equitably.

Goal: Retention - Supervision

Objective: Create consistent supervisory experiences in order to establish equity in supervision among all managers and leads across all units and classifications.

Interventions:
Interventions for Faculty: Develop an organizational structure with clear reporting lines. Update and clarify academic assignments (PDs).

Interventions for Staff Supervision: Regularly update position descriptions. Develop consistent training and oversight for leads, supervisors and managers in: the CBA, IRP/reclass, communication styles, implicit bias, microaggressions, cultural competency, processes for handling misconduct and harassment, conducting performance reviews, and mentoring.

Interventions for SA Supervision: Improve SA experience by providing regular evaluation, professional growth opportunities, and exit interviews.

Resources: Resources compiled by Library Diversity Council (to be created). Campus and library DEI trainings. Funding to support ongoing trainings and workshops, as well as to support individuals enrolling in external trainings.

Responsibility: Ultimate responsibility for ensuring equitable and consistent supervision will fall to Library Management Team, with particular emphasis on the HR Manager (for staff) and Associate Dean (for faculty). Both the HR Manager and Associate Dean should be versed in broader issues of organizational development to address general climate issues, including preventing harassment and microaggressions, as well as ensuring equitable supervision and growth opportunities. All managers, supervisors and leads will be expected to participate regularly in internal and campus-level training. The HR MPP or designee will be responsible for ensuring that all leads remain current in their training.

Assessment: The HR MPP and appropriate administrative staff will report annually on supervisory activities in the library, including: development and offering of appropriate supervisory trainings; participation rates among library leads, supervisors, and managers in supervisory trainings within the library, on campus, and externally; and unit-level review and analysis of staff performance evaluations to identify potential issues of implicit bias. Analysis will pay particular attention to unit-level inequities, as well as addressing supervisory inequities among managers.

Goal: Retention - Equity

Intervention: Address salary equity for all employees, within the bounds of the appropriate CBA, to address compression and inversion. Whenever budgets allow, advocate for merit raises and IRPs to retain staff.

Interventions for Staff Equity: Be more inclusive of staff in all areas, particularly in professional development opportunities and in shared governance throughout the library.

Resources: Resources compiled by Library Diversity Council (to be created). Campus and library DEI trainings. Funding to support ongoing trainings and workshops, as well as to support individuals enrolling in external trainings.

Responsibility: Ultimate responsibility for ensuring an equitable environment for all library employees will fall to Library Management Team, with particular emphasis on the HR Manager (for staff) and Associate Dean (for faculty). Both the HR Manager and Associate Dean should be versed in broader issues of organizational development to address general climate issues, including preventing harassment and microaggressions, as well as ensuring equitable supervision and growth opportunities.

Assessment: The HR MPP and administrative staff will report annually on general salary trends, including loss of staff due to poor salary (based on information provided in exit interviews). The HR MPP and Associate Dean will conduct an annual audit of all library committees and working groups to ensure all units and types of employees are represented.

Goal: Engage in and Grow DEI Outreach Efforts Across Campus

Objective: Increase campus awareness on the strides currently made in the University Library, fostering diversity in the workplace.

Intervention: Make a concerted effort to develop and market diversity-related exhibits, promote extraordinary collections library-wide in alignment with the Library commitment to diversity.

Resources: Budget from University Library Administration

Responsibility: University Library Personnel with oversight of the Library Diversity Council

Assessment: University Library facility and marketing materials, providing an inclusive and welcoming Library environment. The University Library will develop an annual report of instruction, events, and other Library sponsored programs.

Appendix 2: Creating Inclusive Collections, Services, and Spaces

While the Library Diversity Plan, developed during AY 2019-2020 in accordance with campus planning processes, focused on internal organizational issues related to the hiring and retention of employees and climate, the planning committee explored many issues related to collections, services, and spaces in our review of best practices among academic libraries. Here, we offer a few suggestions on creating, maintaining, and growing inclusive collections, services and spaces. We strongly urge that the library center questions of diversity, equity, and inclusion in its broader strategic planning efforts. We offer here a few suggestions and starting points for that work.

Goal: Create Diverse and Inclusive Collections

Objective: Build and maintain a diverse and inclusive collection, including books, electronic resources, and special collections.

Interventions: Encourage and provide tools/training for subject librarians to conduct diversity audits of their collections. The Dean of the Library will raise funds to dedicate to these types of trainings, which should be made available to all library employees regardless of position.

Resources: Training opportunities and toolkits

Responsibility: Subject librarians and head of collections

Assessment: Results of diversity audits and impact on selection decisions

Goal: Create Diverse and Inclusive Services

Objective: Ensure that all services -- including public service points, information literacy instruction, public programming, and technical infrastructure -- are inclusive and accessible.

Interventions: Encourage all library employees to take ally trainings; create a rotating training schedule to bring to the library (ability, undocumented, military, safe zone, active shooter). Mandatory implicit bias training for all SAs who work at public service desks. Conduct thorough audit of all usage policies to identify problems of implicit bias and lack of inclusion in language. Create regular training for all employees, including SAs, in the consistent enforcement of policies, as well as de-escalation and other conflict-resolution approaches. Co-sponsor events with a diversity theme with student organizations (could have library liaisons match/connect with organizations within their library responsibilities -- instruction, collection development, etc.)

Resources: Trainings for SA, staff and faculty, online or in-person implicit bias trainings geared toward SA, resources to support events and library representation at other diversity events on campus (MLK Luncheon, Cesar Chavez day, etc).

Responsibility: Associate Deans, Unit heads and leads; SA supervisors

Goal: Create Inclusive Physical and Virtual Spaces

Objective: Create a physical library where everyone feels welcome and make sure the space of the library accommodates all library users.

Interventions: Create inclusive signage and graphics on print and digital signs. Create signage and resources in multiple languages. Ensure that library security is well-trained in de-escalation and non-violent communication. Ensure that library furnishings and facilities are accessible to all. Create equitable and inclusive work spaces for all library employees.

Resources: Training for staff and access to diverse images for use in promotional materials, translations resources for materials, more control over library security guards and their training, staff to audit the building and furniture to make sure it is accessible and a checklist for future renovation projects.

Responsibility: The library communications team, library administration, particularly those overseeing library facilities.

Goal: Create Inclusive Library Partnerships

Objective: Ensure that campus partnerships are inclusive in decision making, space selection and service creation.

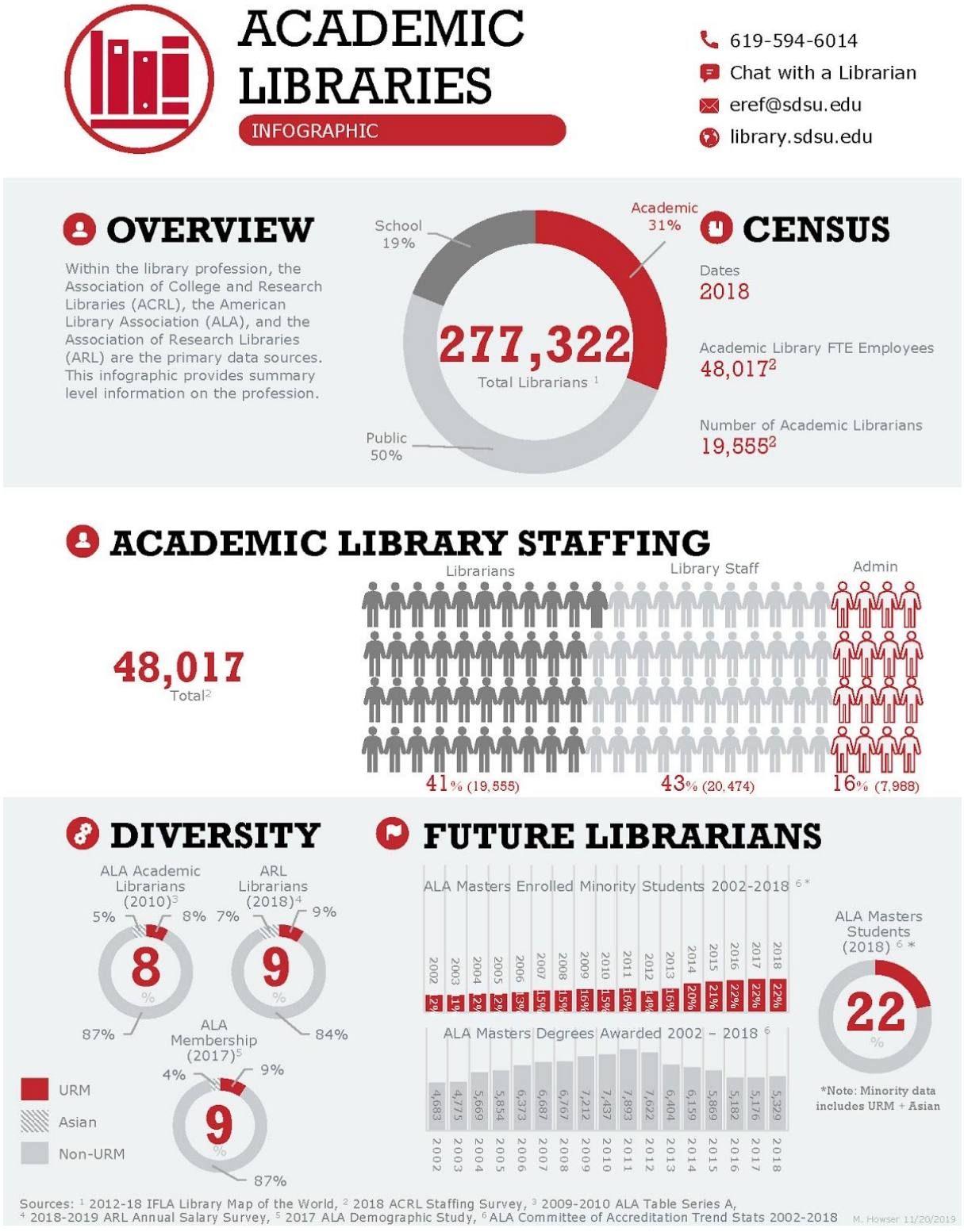
Intervention: Create a new space committee of faculty, staff and administrators that plans and communicates with library and campus stakeholders.

Appendix 3: BIE Criteria for Faculty Hiring

The following Building on Inclusive Excellence criteria were approved by the University Senate in May, 2020. All tenure and tenure-track faculty positions must use these criteria. See https://diversity.sdsu.edu/cie/bie.

1. Is committed to engaging in service with underrepresented populations within the discipline
2. Has demonstrated knowledge of barriers for underrepresented students and faculty within the discipline
3. Has experience or has demonstrated commitment to teaching and mentoring underrepresented students
4. Has experience or has demonstrated commitment to integrating understanding of underrepresented populations and communities into research
5. Has experience in or has demonstrated commitment to extending knowledge of opportunities and challenges in achieving artistic/scholarly success to members of an underrepresented group
6. Has experience in or has demonstrated commitment to research that engages underrepresented communities
7. Has expertise or demonstrated commitment to developing expertise in cross-cultural communication and collaboration
8. Has research interests that contribute to diversity and equal opportunity in higher education

Appendix 4: Representation Data Analysis & Infographics



San Diego State University
Library

SDSU LIBRARY EQUITY PROFILE

Spring 2020

Chat with a Librarian
eref@sdsu.edu
library.sdsu.edu

OVERVIEW

This infographic provides data on the SDSU Library Administration, Faculty, Staff, and Student Assistants to highlight the diversity and equity within the Library. Data included are aggregated by Underrepresented Minority (URM) as defined by the CSU Chancellor's Office where URM includes race/ethnicity data for African American, Hispanic, Latino, and Native American. Non-URM data includes Asian, Pacific Islander, Native Hawaiian, Filipino, Multiple Ethnicities, White, Other, Not Stated, and International.

79 Faculty & Staff Employees

104 Student Assistants

5 Library Administrators

CENSUS

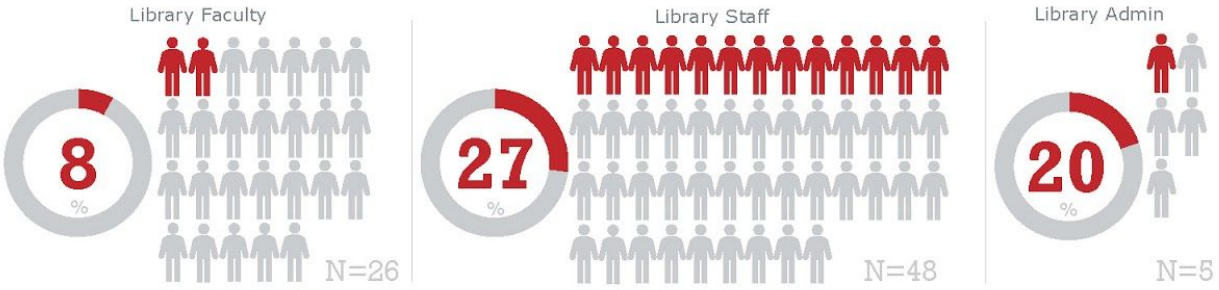
Date
13 May 2020

Library FTE Employees
79

Library Faculty to Student Ratio
1:1,309

LIBRARY DIVERSITY

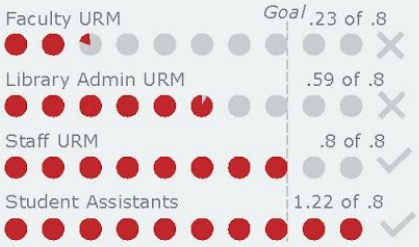
All SDSU Student URM Diversity
33%



ACHIEVING EQUITY

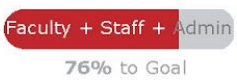
Number of URM Hires Needed to Achieve Equity based on 13 May 2020 Census. Assumes new lines and current employees retained.

EQUITY PROGRESS



EQUITY INDEX (EI) REPORT

OVERALL



M. Howser 12/3/2020

SAN DIEGO STATE UNIVERSITY
Library

SDSU LIBRARY EQUITY PROFILE

INFOGRAPHIC

619-594-6014
Chat with a Librarian
eref@sdsu.edu
library.sdsu.edu

OVERVIEW

This infographic provides data on the SDSU Library Administration, Faculty, Staff, and Student Assistants to highlight the diversity and equity within the Library. Data included are aggregated by Underrepresented Minority (URM) as defined by the CSU Chancellor's Office where URM includes race/ethnicity data for African American, Hispanic, Latino, and Native American. Non-URM data includes Asian, Pacific Islander, Native Hawaiian, Filipino, Multiple Ethnicities, White, Other, Not Stated, and International.

79 Faculty & Staff Employees

89 Student Assistants

5 Library Administrators

CENSUS

Date
4 Sept 2019

Library FTE Employees
84

Library Faculty to Student Ratio
1:1,361

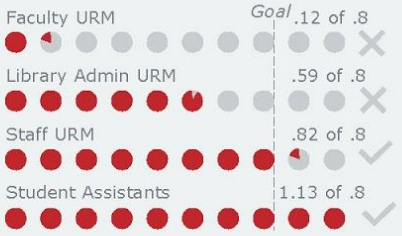
LIBRARY DIVERSITY

All SDSU Student URM Diversity
34%

ACHIEVING EQUITY

Number of URM Hires Needed to Achieve Equity based on 4 September 2019 Census

EQUITY PROGRESS



EQUITY INDEX (EI) REPORT

OVERALL

M. Howser 12/3/2020

Appendix 5: Library Diversity Planning Committee Composition

Patrick Flanigan, Lead Cataloging Specialist, Staff, White, He/Him/His

Michael Howser, Social Sciences & Data Librarian, Faculty (Senior Assistant Librarian), White, He/Him/His

Pamella Lach (Co-chair), Digital Humanities Librarian, Faculty (Associate Librarian), White, She/Her/Hers

Lorraine Quintero, Interlibrary Loan Borrowing Coordinator, Staff, Chicana

Gloria Rhodes (Co-chair), Outreach and Diversity Initiatives Librarian, Faculty (Associate Librarian), African American, She/Her

Krista Thomas, Administrative Analyst, Budget & HR, Staff, White, She/Her/Hers

Zoe Trainer, Undergraduate Instruction Librarian, Faculty (Senior Assistant Librarian), White, She/Her