### LEADERSHIP COUNCIL AGENDA

Friday, February 9, 2018 • 1:00 – 3:00 p.m. MST  
Sheraton Denver Downtown, Plaza Ballroom E

<table>
<thead>
<tr>
<th>Time</th>
<th>Item</th>
<th>Presenter(s)</th>
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</table>
| 1:00–1:05 | 1.0 Welcome & Introductions                 | Mary Ellen Davis  
ACRL Executive Director |
| 1:05–1:10 | 2.0 President’s Update                      | Cheryl A. Middleton  
ACRL President |
| 1:10–1:15 | 3.0 Vice-President’s Update                 | Lauren Pressley  
ACRL Vice-President |
| 1:15–1:45 | 4.0 Membership Group Updates                |                                                 |
| 1:15–1:20 | 4.1 Research & Scholarly Environment Committee | Nathan Hall  
ReSEC Member |
| 1:20–1:25 | 4.2 Project Outcome: An Overview            | Sara Goek  
ACRL/ACLS Fellow  
Mary Jane Petrowski  
ACRL Associate Director |
| 1:25–2:45 | 5.0 ACRL and Equity, Diversity & Inclusion #1.0, #2.0, #3.0 | Cheryl A. Middleton |
| 1:35–1:40 | 5.1 ACRL Diversity Alliance #4.0           | John Culshaw  
Diversity Alliance  
Founding Member |
| 1:40–1:45 | 5.2 Publications Coordinating Committee: Diversity Survey #5.0 | Peggy Seiden  
Choice Editorial Board Chair |
1:45–2:45  5.3 ACRL Communities: Opportunities to Explore EDI #6.0
Tarida Anatachi  Diversity Committee Chair

Adrienne Lim
Professional Values Committee Chair

2:45–2:50 p.m.  6.0 ACRL 2019
Trevor A. Grigoriev Dawes
ACRL 2019 Conference Chair

2:50–2:55 p.m.  7.0 ACRL Scholarship Campaign
Lori Goetsch
ACRL Scholarship Chair

2:55–3:00 p.m.  9.0 Closing Remarks & Invite to Annual Conference 2018
Cheryl A. Middleton

Please complete the electronic meeting evaluation that will be sent to the email address with which you registered.

3:00–4:00 p.m.  Leadership Council Welcome Reception
Sheraton Denver Downtown, Plaza Ballroom F

Documents
Doc 1.0  ACRL Statement on Diversity
Doc 2.0  ACRL Plan for Excellence
Doc 3.0  Committee Work Plan Template
Doc 4.0  ACRL Diversity Alliance Roster and FAQ
Doc 5.0  Publications Coordinating Committee demographic survey
Doc 6.0  Equity, Diversity, Inclusion Group Worksheet
ACRL Statement on Diversity

(ACRL Board of Directors, January 2017)
http://www.acrl.ala.org/acrlinsider/archives/13139

The Association of College & Research Libraries (ACRL) is unwavering in its long-standing commitment to promoting the free exchange of different viewpoints and ensuring privacy and confidentiality in academic libraries. We will continue to advocate for and demand diversity, inclusion, equity, and access in our college and university libraries.

During the 2017 American Library Association (ALA) Midwinter Meeting, the ACRL Board of Directors discussed the transition of power in Washington, D.C. and the responsive protests in support of social justice, diversity, equity, and inclusion, happening in our nation and around the world.

The Board sees this as an opportunity to reaffirm ACRL’s core values—visionary leadership; transformation, new ideas, and global perspectives; exemplary service to members; diversity, integrity, and transparency; continuous learning; responsible stewardship of resources; the values of higher education; intellectual freedom; the ALA Code of Ethics; and the Library Bill of Rights. These values are essential to academic advancement across the institutions we serve in the United States and abroad.

At a time when many colleges and universities are working to highlight the importance of protecting inclusive learning environments, academic libraries have a critical role to play in creating spaces in which diverse and divergent viewpoints can be shared and exchanged. Our professional expertise is anchored in our ability to identify and make credible resources available to our diverse communities. As instructors, we teach students to critically evaluate information and to seek differing perspectives. As professionals, we readily foster intellectual freedom and promote net neutrality and open access.

The recent disappearance of pages from the White House website and attempts to silence scientists and the media are of serious concern to our Association. We hope that all members of ACRL will join us in reaffirming our commitment to support students, faculty, staff, and the public we serve. We are committed to representing many backgrounds and advocating for social justice on campus and in our communities. We oppose actions used to suppress free expression, academic freedom, and intellectual freedom in academe and condemn the use of intimidation, harassment, bans on entry to the United States from Muslim-majority countries, and violence as means with which to squelch free intellectual inquiry and expression. Together our distinct identities and beliefs reflect the richness of our global society.
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Plan for Excellence
Association of College & Research Libraries
Approved April 20, 2011 • Effective July 1, 2011
Reaffirmed September 2013. Revised October 2017

Preamble
The strengths and capacities of ACRL have enabled the association to sustain exemplary programs and results for its members and to shape policies and practices of vital interest to higher education. ACRL’s Plan for Excellence continues that path and focuses attention on four areas that capitalize on our strengths, deliver high member value, and heighten our impact:

• Value of Academic Libraries
• Student Learning
• Research and Scholarly Environment
• New Roles and Changing Landscapes

These strategic areas will be supported by financial and operational planning, and will guide the development and implementation of programs and services that target education, advocacy and member engagement.

ACRL’s leadership views strategic thinking and planning as an ongoing process. Adoption of this plan for excellence affirms the general intent and direction articulated by the association’s core ideology, envisioned future, shorter-term goals, and objectives. Progress will be assessed annually and will guide the operational planning process. The plan for excellence will be updated based on achievement of the goals and their continued relevance as new needs and opportunities arise.

Timeless Core Ideology

Core Purpose
To lead academic and research librarians and libraries in advancing learning and scholarship.

Core Organizational Values
ACRL is committed to:

• visionary leadership, transformation, new ideas, and global perspectives
• exemplary service to members
• equity, diversity, and inclusion
• integrity and transparency
• continuous learning
• responsible stewardship of resources
• the values of higher education, intellectual freedom, the ALA Ethics policy, and “The Library Bill of Rights”
**Long-term Envisioned Future**

**Vision**

Academic and research librarians and libraries are essential to a thriving global community of learners and scholars.

**Vivid Description of a Desired Future**

ACRL elevates the position, recognition, and impact of all academic and research libraries and librarians as catalysts in exceptional research and learning. College and university students are information literate, informed scholars and citizens who value the opinions, perspectives, and experiences of others. Facile use of information sources and discovery techniques enables them to succeed in their coursework and future careers; preparing them to lead new national and global initiatives. Partnering with academic librarians to collect and organize research data, faculty break new ground in their respective fields. Academic libraries, constantly transforming to meet the evolving needs of their campuses, are central to educational and research efforts. Academic libraries are equitable communities that promote diversity by ensuring that every member feels they have a rightful place, is welcome and respected, and is supported in their intellectual dialogues and pursuits. Librarians and their colleagues design inclusive services that provide scholars and learners the unfettered ability to create, access, evaluate, and use knowledge on a global scale.

**Five-Year Goals and Objectives**

**Value of Academic Libraries**

Goal: Academic libraries demonstrate alignment with and impact on institutional outcomes.

*Objectives:*

1. Cultivate research opportunities that communicate the impact of academic and research libraries in the higher education environment.
2. Promote the impact and value of academic and research libraries to the higher education community.
3. Expand professional development opportunities for assessment and advocacy of the contributions towards impact of academic libraries.
4. Support libraries in articulating their role in advancing issues of equity, access, diversity, and inclusion in higher education.

**Student Learning**

Goal: Advance innovative practices and environments that transform student learning.

*Objectives:*

1. Challenge librarians and libraries to engage learners with information literacy skills in a way that is scalable and sustainable.
2. Increase the impact of information literacy by forming strategic partnerships with relevant higher education organizations.
3. Build capacity for librarians to collaborate with faculty and other campus partners in instructional and curricular design and delivery that will integrate information literacy into student learning.
4. Articulate and advocate for the role of librarians in setting, achieving, and measuring institutional learning outcomes.
Research and Scholarly Environment
Goal: The academic and research library workforce accelerates the transition to more open and equitable systems of scholarship.

Objectives:
1. Increase the ways ACRL is an advocate and model for open dissemination and evaluation practices.
2. Enhance members’ capacity to address issues related to scholarly communication, including but not limited to data management, library publishing, open access, and digital scholarship.
3. Increase ACRL’s efforts to influence scholarly publishing policies and practices toward a more open and equitable system.

New Roles and Changing Landscapes
Goal: Academic and research library workforce effectively navigates change in higher education environments.

Objectives:
1. Deepen ACRL’s advocacy and support for a full range of information professionals.
2. Equip library workforce at all levels to effectively lead, manage, and embrace change.
3. Expand ACRL’s role as a catalyst for transformational change in higher education.
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Division-level Committee Year-end Report and Work Plan Template

Committee
Visit the ACRL Directory of Leadership to find your charge.

Committee Name:

Charge/Tasks:

Committee leadership
Visit the ACRL Directory of Leadership to find your committee roster. Click the “Next Year” link to view 2017–18 roster information.

- Current Chair (2016–17):
- Incoming Chair (2017–18):
- Incoming Vice-chair (2017–18):
- Incoming Board Liaison (2017–18):
- Staff Liaison:

Submission information

Year-end report written by:

Work plan submitted by:
2016–17 Year-end Committee Report

This report will be included in the Committee’s official record of activities maintained by the ACRL staff.

What were the major projects/activities accomplished by your committee in the 2016–17 membership year?
A brief bulleted list is suggested here; reference 2016–17 work plan projects

How did you go about getting them done?
A brief bulleted list is suggested (correspond bullets to those above)

What were the relevant results for your projects?
A brief bulleted list is suggested that includes assessment as appropriate (correspond bullets to those above).
Be as specific as possible. For example: 300 proposals/applications reviewed, 32 selected; Developed and conducted three podcasts (list podcast titles, speakers, etc.) Reviewed ten standards and guidelines (list titles)

Are any 2016–17 projects ongoing?
A brief bulleted list is suggested here

What worked well?
A brief bulleted list is suggested here

What could have worked better?
A brief bulleted list is suggested here

How has the work/activities of your committee demonstrated commitment to equity, diversity, and inclusion, within or beyond ACRL?
A brief bulleted list is suggested here
What do you wish someone had told you before starting work on this committee?
*Optional*

What made this work most rewarding (observations/comments/accolades)?
*Optional*

Any other comments, recommendations, or suggestions?
*Optional*
## ACRL MW18 LC Doc 3.0

### 2017–18 Committee Work Plan

**Note:** Each activity/project should be reported using the below form. Copy and paste the form as many times as needed to detail each activity/project. Plans should be **Specific, Measureable, Attainable, Realistic, and Timely or SMART**.

<table>
<thead>
<tr>
<th>Activity/Project Name</th>
<th>A brief, straightforward, descriptive name is preferred.</th>
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<tr>
<td><strong>Brief Description</strong></td>
<td>A brief description of project.</td>
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<tr>
<td><strong>Goal Area</strong></td>
<td>Select the <em>single</em> best connection to the ACRL Plan for Excellence and provide a brief sentence connecting your project to the Plan.</td>
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- **Value of Academic Libraries**
  - ☐ 1. Articulate a research agenda that communicates the value of academic and research libraries.
  - ☐ 2. Promote the impact and value of academic and research libraries to the higher education community.
  - ☐ 3. Build on Assessment in Action to expand community of practice and professional development opportunities.
  - ☐ 4. Support libraries in advancing issues of equity, access, diversity, and inclusion in higher education.

- **Student Learning**
  - ☐ 1. Challenge librarians and libraries to engage learners with information literacy skills in a way that is scalable and sustainable.
  - ☐ 2. Increase the impact of information literacy by forming strategic partnerships with relevant higher education organizations.
  - ☐ 3. Build capacity for librarians to collaborate with faculty and other campus partners in instructional and curricular design and delivery that will integrate information literacy into student learning.
  - ☐ 4. Articulate and advocate for the role of librarians in setting, achieving, and measuring institutional student learning outcomes.

- **Research and Scholarly Environment**
  - ☐ 1. Increase the ways ACRL is an advocate and model for open dissemination and evaluation practices.
  - ☐ 2. Enhance members’ capacity to address issues related to scholarly communication, including but not limited to data management, library publishing, open access, and digital scholarship.
  - ☐ 3. Increase ACRL’s efforts to influence scholarly publishing policies and practices toward a more open system.

- **New Roles and Changing Landscapes**
  - ☐ 1. Deepen ACRL’s advocacy and support for a full range of information professionals.
  - ☐ 2. Equip library workforce at all levels to effectively lead, manage, and embrace change.
  - ☐ 3. Expand ACRL’s role as a catalyst for transformational change in higher education.

- **Demonstrating Commitment to Equity, Diversity, and Inclusion within ACRL and/or the Profession.**

- **Enabling Programs and Services (education, advocacy, publications, or member engagement)**

**Brief sentence connecting your project to the Plan**
Briefly describe how activity matches above selection.

**Timeline**
- ☐ continuous project assigned in charge
- ☐ short-term project that will be completed this membership year
- ☐ multi-year project continuing past this membership year (expected completion date: __________)
Note: Multi-year, strategic goal-area projects are tracked in a multi-year planning grid. Expect your staff liaison to follow-up with questions to add this project to ACRL’s multi-year planning grid which is reviewed by the Board at its fall Strategic Planning Session and referenced for budget preparation.

Outline the steps and intermediate deadlines planned to complete the project.  
*(add rows as needed)*

<table>
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<tr>
<th>Specific Action</th>
<th>Due Date</th>
<th>Party Responsible</th>
<th>Resources Needed (e.g., financial*, technology, staff support)</th>
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Assessment: How will success be measured?

*Assess the impact of the entire project rather than the specific actions listed above. A sentence or brief paragraph is adequate. (e.g., what indicators will be used, what tools will be used to collect data, and what targets will indicate success)*
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Purpose

The ACRL Diversity Alliance program unites academic libraries committed to increasing the hiring pipeline of qualified and talented individuals from underrepresented racial and ethnic groups. By working together and thinking more broadly, ACRL Diversity Alliance institutions will help diversify and thereby enrich the profession.

The commitment of each library leader to create one or more residency positions will expand the opportunities available to individuals from professionally underrepresented groups to gain the knowledge, skills, and competencies necessary to thrive in an academic context. Library leaders participating in the ACRL Diversity Alliance are committed to opening doors, sharing their networks, and preparing residents for success in scholarship, professional service, and leadership. Residents and library leaders will each have access to a network so that they can share ideas, resources, and best practices.

2018 Diversity Alliance Member Institutions

American University
Bowling Green State University
Florida State University
Grand Valley State University
Gulf Coast State College
Harvard University
Iowa State University
Louisiana State University
North Carolina State University
Pennsylvania State University
Susquehanna University
Syracuse University
Temple University
University of Alberta
University of Delaware
University of Iowa
University of Kansas
University of Michigan
University of North Carolina at Greensboro
University of Notre Dame
University of Tennessee, Knoxville
University of Utah
2018 Diversity Alliance Member Institutions (continued)

University of Virginia
University of Wisconsin–Madison
Virginia Tech
West Virginia University

Diversity Alliance FAQ:

1. How can my institution join the Diversity Alliance?
Joining the ACRL Diversity Alliance requires just two things:

- An annual commitment to the principles of the program, which includes establishing a 2-3-year residency program, signed by the library director/dean. Any institution whose library dean/director signs a letter committing to these principles is eligible for participation/membership in the ACRL Diversity Alliance.
- A $500 annual fee to support the program.

To join, download the ACRL Diversity Alliance Letter of Commitment (http://www.ala.org/acrl/diversityalliance), complete, and return to ACRL at the address below. Payment should be sent to:

    ACRL Diversity Alliance
    Attn: Howard Prager
    50 E. Huron St.
    Chicago, IL 60611

ACRL Diversity Alliance badges will be delivered to participating institutions upon receipt of the letter of commitment and payment of annual fees.

2. What are the benefits of joining the Alliance?
There are many benefits to joining the Alliance. First, your library joins a national effort that, over the long run, improves the pipeline of diverse individuals who will compete for academic and research library jobs. Second, your library’s diversity committees or residency program coordinators have access to other Alliance institutions and coordinator insights, job postings, and residency rotation schedules. Joining the Alliance allows your library to connect with, gain encouragement from, and collaborate with institutions doing similar work around diversity. Finally, your library annually receives a digital badge that may be placed on your website committing yourself to the Diversity Alliance’s principles, and you may include language in your job postings that you are part of the Diversity Alliance. Some current members of the Diversity Alliance have already reported better, more diverse candidate pools since including Diversity Alliance information in their job postings.
3. What does the annual fee cover?
Fees for the Diversity Alliance are set by the ACRL Board of Directors as recommended by the Diversity Alliance Steering Committee/Task Force. Fees are $500 annually and partially offset administrative costs for the program. The ACRL Diversity Alliance Program requires an annual commitment by individual institutions and consortial pricing is not available.

4. Can member institutions pay below an entry level salary, provided they use the difference for professional development for the residents?
Residents working in an institution who is a member of the ACRL Diversity Alliance must be paid at least the basic entry level salary for that institution. While we recommend three years for the residency, there are some institutions that have two year limits on temporary appointments. It is ideal to design the residency around introducing the dynamic work of academic and research libraries, not necessarily filling needed job duties. We believe this introduction/process should inspire residents to become passionate about academic and research library work, thereby retaining them in the field over the long term. Funds should also be budgeted to support the resident's professional development similar to other entry level librarians. These funds may come from existing professional development funds or from other sources at the discretion of the Library Dean.

5. What is a residency and how is it different from an internship?
The Diversity Alliance uses the definition adopted by the Association for Library and Information Science Education (ALISE) when defining the difference between internships and residencies:

- Internships and Field Experience: The structured pre-professional work experience which takes place during graduate course work or after course work, but preceding the degree, usually for a short period of time.
- Residency: The post-degree work experience designed as an entry level program for professionals who have recently received an M.L.S. degree from a program accredited by the American Library Association.

Further, the Diversity Alliance offers and encourages opportunities for residents to network through cohort building experiences at ACRL and ALA conferences and through regular communication with and support from the ACRL Residency Interest Group.

6. Can a residency have a strategic focus or must it include a rotation of assignments?
It is up to the library to design the experience and it is important for the residency to have a strong learning component. The residency should be designed to introduce the resident to all areas of the academic and research libraries. In many of the residency programs associated with the Diversity Alliance, a rotation happens in the first year, and then in the subsequent years, the resident may focus on an area of interest. As long as the residency schedule is flexible, exposure to other types of work could come from mentorships, professional development programs, etc.
7. How can member institutions advertise for a resident from a professionally underrepresented population when state law prohibits them from giving preference or discriminating in hiring?
The ad does not need to restrict the applicant pool to candidates from underrepresented populations. Institutions can encourage diverse applicants to apply by including their membership in the Diversity Alliance in their job ads. There are also ways to suggest in the language of the ad that the institution is looking for a diversity of talent, skills, and experience without stating that only individuals from diverse backgrounds need apply.

8. How can residency coordinators learn from each other?
We are considering how to best meet their needs. There is currently a listserv for residency coordinators and if there is interest we can easily create a community of practice for residency program coordinators. We may consider a needs assessment to see how the ACRL Diversity Alliance could best be a resource for coordinators. ACRL does have a member-led Residency Interest Group whose current focus is primarily on residents.

9. Does ACRL have any recommendations for effective practices? What kind of resources are available for DA members?
We are in the initial stages of the launch so our focus up to this point has been to encourage participation. This helps us gauge how many institutions we’ll be working with. Other than the principles outlined in the letter of commitment, ACRL does not have strict guidelines for designing and filling residency positions.

If you’re looking for guidance, the School of Information (iSchool) at San José State University, with grant funding from the Institute of Museum and Library Services, developed a residency model for recent MLIS graduates, focused on leadership development and integrating emerging technology in diverse types of libraries. Learn more about the Catalyst project and residency model and download the iSchool’s whitepaper on the project at: http://ischool.sjsu.edu/center-information-research-and-innovation-ciri/...

There is a task force overseeing the Diversity Alliance and one of the things we will be considering is a needs assessment so that we can better understand what resources would be helpful. Meanwhile, ACRL’s Residency Interest Group has some helpful resources available on their website (http://acrl.ala.org/residency/).

10. What are the goals of the Diversity Alliance?

- To instill a passion for academic and research librarianship.
- To create more opportunities in academic and research librarianship for individuals from underrepresented racial and ethnic groups to gain the knowledge, skills and competencies to thrive in an academic context through the creation of residency positions.
• To open doors, share networks, connect people, and facilitate a deeper understanding of the profession. To prepare residents to participate in the wider higher education community and for success in scholarship, professional service, and leadership.
• To increase the hiring pipeline of qualified, talented individuals from underrepresented racial and ethnic groups.
• To enrich the profession by introducing new perspectives and encouraging dialogue among librarians from diverse backgrounds.

11. How will ACRL measure the success of the DA?
We are determining interim measures of success but our long-term goal is: By 2050, the Diversity Alliance will have significantly increased the numbers of underrepresented minorities working in academic and research libraries.

For further information: http://www.ala.org/acrl/issues/diversityalliance

Joining the ACRL Diversity Alliance requires just two things:

• An annual commitment to the principles of the program, which includes establishing a 2-3-year residency program, signed by the library director/dean. Any institution whose library dean/director signs a letter committing to these principles is eligible for participation/membership in the ACRL Diversity Alliance.

• A $500 annual fee to support the program.

Contact Staff Liaison Howard Prager at hprager@ala.org or 312-280-2511 with any questions!
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Two weeks prior to the 2017 ALA Annual Conference in Orlando, Florida, a hate-inspired mass murder occurred at the city’s Pulse night club. As a response to this horrific event, many meetings, discussions, and programs in Orlando refocused to the discuss diversity, equity, and inclusion efforts of ALA. The shock and horror of this tragedy gave more immediacy to initiatives already underway in ALA, and it inspired ACRL’s Publications Coordinating Committee (PCC) to make efforts to better integrate diversity, equity, and inclusion into the committee’s 2016 to 2017 work plan. This was but one small way for the ACRL publications to contribute to a positive environment, and to denounce the kind of hateful thoughts and heinous actions taken by many individuals in our country who continue to marginalize and oppress people and their communities.

During our Orlando meeting, we discussed how PCC might support and improve diversity, equity, and inclusion in ACRL publications. One of the major tasks with which PCC is charged is to oversee editor and editorial board appointments to ACRL publications. We knew logically that having diverse editorial boards was one way to visibly improve equity and inclusion at ACRL publications, but the demographic make-up of the editorial boards was not known. This was information that has never been solicited from board members, and has not been systematically considered in their appointments. Logically, our first step was to find out just how diverse the editorial boards were, so we developed a survey and gathered demographic data from ACRL’s nine editorial boards/committees. Our aim was to understand the demographic composition of editorial boards, compare findings to ACRL and ALA membership in general, and to provide suggestions on how to proceed with respect to diversity, equity, and inclusion.

This report shares our findings with the ACRL community, and offers suggestions for moving forward. None of our findings surprise us, but we realize that in order to improve, we need to have a baseline—evidence of where we are now. Further, we believe that sharing what we learned with the ACRL community is in line with our values, and that it will help to promote discussions of diversity, equity, and inclusion among other ACRL committees and sections.

The survey
We developed a survey instrument to capture demographics of the editorial board
members. It asked for the following measures:

- Age,
- Gender,
- Race/ethnicity,
- Geographic location (city, town, etc.),
- Professional affiliation,
- Institutional affiliation type,
- Length of experience in profession,
- Faculty status,
- Tenure status, and
- Years of service on an editorial board.

As we developed the instrument, we worked to make each question as inclusive as possible. For example, when asking about gender, we included selection options for “nonbinary” and “prefer to self-describe.” For race/ethnicity, the survey allowed respondents to select more than one box.

In order to distribute the survey, we worked with publication editors and board chairs who solicited survey participation from their respective editorial boards. We gathered 62 responses, for an approximate 73% response rate.

Findings and observations
Below we detail some of our findings and observations. We compared our results with data reported by ALA’s Diversity Counts initiative. Diversity Counts uses the 2010 American Community Survey (ACS) to indicate the demographic makeup of the library profession. One of the challenges in comparing PCC’s survey data to other demographic data sets, is that PCC’s instrument did not perfectly match those of other surveys.

For example, gender data collected by National Center for Education Statistics and analyzed for the Diversity Counts Report, only allows binary gender reporting, and does not offer an option of “prefer not to say.” Despite these challenges, we feel that these comparisons can provide useful insights as to the under- and overrepresentation of certain demographic characteristics on ACRL editorial boards.

The findings reveal that, compared to the profession overall, both people of color and academic librarians serving at community, junior, and technical colleges are underrepresented on editorial boards. In contrast, males are over-represented on ACRL editorial boards.

Generally, ACRL editorial boards represent a broad range of ages, experience in the profession, and time served on editorial boards. The median age is 41 to 50 years old, which is not surprising given the attention we pay to the “graying of the profession.” Even with that in mind, a startling minority of respondents (2%) are 30 years old or younger. However, this falls in line with a primary criterion for nomination and appointment to some of editorial boards—individuals must show evidence of research and publication experience. Similarly, years of experience as a librarian mirrors age demographics, with the reported median years of experience being 11 to 15.

The results for race and ethnicity of the editorial boards align fairly closely with the demographics reported in the Diversity Counts data (see figure 1). For the survey of editorial boards, 88% of respondents were white, followed by 7% black or African American, 5% Asian, and 2% other. This is consistent with the numbers reported for those populations in Diversity Counts. In fact, the representation of those identifying themselves as Black/African American is better than the benchmark. However, no respondents specified they were Hispanic or Latino, or American Indian or Alaska Native. In addition, no respondents to the survey identified as Native Hawaiian or Pacific Islander. It is impossible to compare this with the Diversity Counts data, since that data combines Native Hawaiian and Pacific Islander with Asian.

Gender is another characteristic in which editorial boards do not precisely mirror the Diversity Counts report. Females make up 74% of ACRL editorial boards, males 25%, and 2% prefer not to say. Compared with the profession, which consists of 83% females and 17% males, males are overrepresented on ACRL editorial boards. It should be noted, however, that gender representation of academic libra-
ians may differ from librarianship in general (see figure 2).

Finally, our demographic survey asked for institutional affiliation type. A large majority (72%) of editorial boards represent academic librarians who serve at universities granting undergraduate and graduate degrees. This could be due to the significant research and publication components of their jobs. Only 15% of editorial board members are academic librarians at four-year undergraduate institutions, and a paltry 3% of editorial board members are librarians community, junior, or technical colleges. The remainder of respondents are 8% “other” and 2% faculty at LIS schools.

Reviewing the results of the survey and comparing them with the Diversity Counts data raises some additional questions. Though the Diversity Counts data was used as a benchmark, it has some shortcomings: it is out-of-date, using the 2010 ACS; it does not break out academic librarians from other librarians; and it does include all of the variables or categories that would be useful for comparison.

Recommendations
This report has been written with one basic assumption: diverse editorial boards will improve all of ACRL’s publications, communication with membership, and publications’ relevance to the profession at large. Less di-
verse editorial boards may contribute to bias in the kinds of articles, publications, and topics accepted and solicited for book and journal publications. Moreover, ACRL publications should model the commitment ACRL has made to diversity, which is articulated as a core organizational value in its strategic plan.4

The purpose of the demographic survey was to gain a baseline understanding of diversity and representation on ACRL editorial boards. Additionally, in reviewing this data, PCC members, editors, and committee chairs became more aware of diversity issues at ACRL publications, and have already made efforts to recruit editorial board members from a diversity of backgrounds.

We feel that this data will assist ACRL and PCC examine diversity and inclusion at ACRL publications, and create greater awareness for diversity issues among editorial boards and ACRL membership at large. Diverse editorial boards will provide a more equitable platform for underrepresented voices to be included in ACRL publications. With this in mind, there are several ways in which we can improve on these efforts. First, PCC hopes to continue gathering demographic data from editorial boards each year. Additionally, the demographic survey instrument may be expanded to include other underrepresented groups.

But diversity in publication isn’t just about who serves on editorial boards. Peer reviewers are also a large part of the ACRL publishing community. Understanding the diversity of peer reviewers can contribute to making ACRL publications a more equitable and inclusive community. As such, editors from each publication have an opportunity to distribute a demographic survey to their pool of peer reviewers. Similarly, understanding the demographics of submitting authors to ACRL publications will allow us to analyze our improvements over time. This work has already begun at College & Research Libraries, with a demographic survey of the journal’s peer reviewers to be discussed in the November 2017 editorial.

Based on the data, each publication and editorial board may consider actions and policy changes they can make that will allow for a diversity of voices at every step in the publication process. From policy formation by the boards to considerations in peer review, we can strive to mirror the equity we value in our publications. Moreover, PCC recommends to the ACRL Board of Directors that it review its policies, specifically policy 13.9.3, Criteria for the Selection of Editorial Board members,5 should include language promoting the values of diversity, equity, and inclusion.

**Conclusion**

Gathering and reporting the demographic data of editorial boards was a necessary first step for PCC to move forward to create and promote diversity and inclusion in ACRL publications. As a result of the survey, editors are now more aware of diversity and inclusion as they solicit and recommend editorial board membership. Diverse and inclusive editorial boards can create a publishing environment that reduces bias in how publications are selected and approved. Finally, our publications should reflect our professional community, both in its values of diversity and inclusion and in its leadership composition.

**Notes**


Discussion #1: EDI and Academic Libraries

Discuss a few of the most important EDI initiatives or issues affecting your libraries. These could address the following questions or others not listed here:

1. What are the EDI initiatives being implemented at your libraries (e.g. policies, collection development, teaching approaches, etc.)?

2. What campus-level EDI initiatives are in place at your institutions, and how have they affected your libraries?

3. What are any library- or campus-level incidents of EDI-related intimidation or harassment that have occurred at your institutions, and how have these incidents affected the library?

4. Other comments, thoughts, etc.

Please note that participants should not feel they need to identify their names and/or their current, former, or other institutions when providing examples. All responses received will remain confidential and will be disseminated in a manner that will not personally identify participants nor their institutions. Note also that while the purpose of this discussion is to identify themes, trends, and how ACRL can help to better support academic libraries, the intent is not to act as an investigative arm (for example, of any EDI-related incidents on campuses), as this is not within ACRL’s professional portfolio.
Discussion #2: EDI and ACRL

ACRL wants to meet the EDI-related needs of academic libraries. In light of the examples just highlighted in the previous segment, discuss the ways in which we as ACRL leaders and within ACRL groups can infuse EDI principles into our work. These could address the following questions or others not listed here:

1. What are some ideas for changes and actions that will enhance ACRL’s position impact in this realm?

2. Think about the charges and work plans of your given groups. What can ACRL do to support your work both within ACRL and on campus?

3. Are there products/services/support that ACRL can provide?

4. Other comments, thoughts, etc.:  

Please enter results in Survey Monkey (https://www.surveymonkey.com/r/ACRLEDI) or leave on the tables when the meeting ends.  
Thank you for your feedback and participation!