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Critical Analysis of ARL Member Institutions' Diversity Statements

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Description, Abstract, or Artist's Statement

In March 2018, the Board of Directors of the Association of Research Libraries (ARL) approved a new mission statement that includes a call to "promote equity and diversity" and lists "diversity, equity, and inclusion" (DEI) as one of its four priorities. ARL encourages but does not mandate similar visible commitments from its member institutions. This is evident by the resource webpage that ARL maintains entitled, "ARL Library Statements and Signs Affirming Our Core Beliefs." The listed members represent approximately 19% of ARL's membership. After reading the existing statements, the authors noticed a similar pattern in terms and context. This led to curiosity about how many other ARL member institutions have diversity statements and whether the statements follow a similar formulaic pattern. The primary objective of this research project is to use the lens of critical discourse analysis to conduct a content analysis of the 125 ARL Libraries' diversity statements. This project reviews and analyzes how ARL member institutions use DEI statements to address institutional concerns, marginalized communities, and larger social justice issues.

Keywords

diversity statement, academic library, equity, diversity, inclusion

Disciplines

Library and Information Science

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Introduction

Many people use information found on library websites to learn how an academic organization functions and to see how and what information that organization chooses to share. Websites also can demonstrate, for known and unknown constituents, how welcoming the institution may be.[1] Academic libraries convey their missions and values via their websites.[2] As a result, the websites can be an excellent place to demonstrate commitments to diversity. Definitions for diversity, equity, and inclusion (DEI) vary widely.[3] For the purposes of this chapter, the focus is on equity and inclusion regarding race, gender, national origin, ethnicity, religion, socioeconomic status, age, sexual orientation, veteran status, and physical and intellectual accessibility. Libraries can show a commitment to DEI in many ways, including through services, collection development, and recruitment of diverse employees. Commitment to DEI can be revealed via mission statements, diversity statements, visions, and values. Web pages can also share DEI-focused collections, programmatic efforts, committees, offices, and professional opportunities.[4] Diversity statements are a

fairly recent development in academic libraries.[5] It is critical for such information, if not prominent, to be easily accessible.[6] Libraries may receive guidance on DEI and what to include in statements on DEI from their parent institution, or they may receive encouragement and guidance from consortial partnerships or organizational associations.[7]

The Association of Research Libraries (ARL) is a member-driven research library consortium representing 125 public, private, and federal institutions in the United States and Canada. For many years, ARL and the library and information science (LIS) profession has espoused a desire to increase DEI in the field of librarianship. The lack of diversity in LIS is a known challenge that many have sought to rectify through a variety of efforts.[8] In March 2018, ARL's board of directors approved a new mission statement that includes a call to "promote equity and diversity" and lists "diversity, equity, and inclusion" as one of its four priorities. ARL also includes equity and diversity as the fifth and sixth guiding principles: (5) "Engage all member representatives in the work of the Association with respect, fairness, and integrity. Foster an environment of inclusion, equity, nondiscrimination, and pluralism," and (6) "Embrace diversity in all its dimensions and promote it as a vital stimulant to ARL's leadership and growth."[9] This project aims to review how ARL member institutions use DEI statements to address, among other concerns, issues within library spaces, the acknowledgment of marginalized communities, and larger social justice matters.

Workforce diversity in libraries has received lots of attention. Despite many efforts to promote DEI, the LIS profession remains largely white. Ithaka S+R's and the Mellon Foundation's 2017 Association of Research Libraries survey revealed whites comprise more than 75 percent of library employees at member libraries,[10] The consistently high percentage of whites and white women employed as library professionals persists even with the existence of diversity programs such as the American Library Association's Spectrum Scholars, ARL's Leadership and Career Development Program (LCDP), Kaleidoscope Program, Mosaic Fellowship, and multiple diversity resident positions nationwide. Some of these programs, such as Kaleidoscope, have existed in some form since the late 1990s. These programs are not targeted just at recruiting minorities at the beginning of the career ladder, but they are also aimed at recruiting minorities in middle and upper management positions. It is clear the ARL has a hand in trying to change the narrative of library staff being mostly white and building a diverse workforce that represents the people it serves.

Though ARL has a visible commitment to DEI on its website, it encourages, but does not require, to the extent that it could, similar visible commitments from all member institutions. This is evident on a web page that ARL maintains entitled "ARL Library Statements and Signs Affirming Our Core Beliefs."[11] As the title suggests, this web page is a collection of member statements and signage that affirm a DEI commitment. The list currently has thirty statements representing twenty-four institutions and ranging from 2013 to 2017. Member institutions self-report affirmations of inclusion on the page. The listed members represent approximately 19 percent of ARL's membership. Some web pages are no longer active. The content ranges from diversity statements to responses to incidents happening on their campuses or beyond.

This chapter builds on work done by a few scholars who analyzed diversity statements, initiatives, and websites at ARL and academic libraries.[12] The primary objective of this research project is to use the lens of critical discourse analysis to conduct a content analysis of the 125 ARL Libraries' existing diversity statements by answering the following research questions:[13] (1) How many ARL institutions have diversity statements, and how visible are the statements on the institution's website? (2) What are the stated goals of the statements? (3) Are the statements independent or copies of the statements of the parent institution? (4) For institutions with diversity statements, is there a connection between having a statement and also having diversity officers, diversity offices, or both? (5) Does the statement reveal anything about the institution's previous or current DEI work? The authors are also exploring whether the existence or placement of a diversity statement reveals anything about an institution's commitment to diversity, equity, and inclusion. DEI is action.[14] Do the websites of ARL member institutions display evidence of active DEI leadership and work within the library and larger campus community? This project will utilize existing literature to analyze diversity statements to determine what could be included in a good statement and will review the available statements to outline what the statements reveal about institutional commitment to DEI.

Literature Review

As diversity is now being considered "a requirement of excellence,"[15] are ARL libraries promoting that excellence by having and prominently displaying a diversity statement? Previous work on this topic provides insight into the

themes, common mistakes, and what should be included when crafting diversity statements.

What Is a Diversity Statement?

Mestre sums up what a diversity statement is perfectly:

> A diversity statement (philosophical statement) sometimes originates from a mission statement. It may be included to supplement a mission statement by articulating a commitment to diversity. It may be a working definition or statement to use as one goes about trying to accomplish the initiatives related to diversity. Its intention may be to keep diversity at the forefront and may include goals.[16]

If a library does have a diversity statement, it should be available on the library's website. "Inadequate dissemination limits the effectiveness of a Diversity Statement. A Diversity Statement that is easy to find on the Library website is key because it provides clear communication to the public and keeps institutions and people accountable."[17] Having a diversity statement on the library's website conveys the library's commitment in working toward a discrimination-free workplace, that it values diversity, and that it provides an image to its visitors that all are welcome. However, many ARL libraries still do not highlight diversity statements on their websites.[18]

It is possible that many libraries do not display a diversity statement because the library believes that it does not need to have one if its parent institution has one. There is no legal incentive for an ARL library to have a diversity statement because "most academic libraries are covered by the umbrella plan of their parent institution."[19] But if the university has a diversity statement but the library lacks one, this could unintentionally communicate that the library does not have specific concerns that might be different from those of the parent institution.

Themes of Library Diversity Statements

The themes that appear the most often are the categories of diversity and the positive attributes of diversity.

Merkl's analysis of university diversity statements includes both a description of diversity statements and a categorical listing of the diverse groups.[20] Diversity statements that include listings of diverse groups "establishes who is considered diverse and, just as importantly, who is not. Therefore, it establishes who the statement can benefit and who it excludes."[21] Also, clarifying what diversity means and who is diverse helps make the diversity statement a guiding document "in order for programs, policies, and resources to be developed and evaluated as appropriate."[22]

The other main theme that emerges is diversity as a positive consequence for some members of the institution. "Examples of this identify interaction with diverse individuals as helping to encourage acceptance and respect, providing a greater understanding of cultures and perspectives, and preparing students to live in a global environment."[23] The benefits of these interactions with diverse individuals are experienced only by the non-diverse population of the institution. The problem with this is that it exploits the diverse population and conveys that their only value is in helping to diversify the educational or organizational experience of those who are not diverse.[24] While diversity should be a positive consequence, it becomes a negative consequence for the diverse population because they are being capitalized on.

The Common Mistakes in Diversity Statements

Even when an organization or institution does have a diversity statement, it may be poorly written or not relay the intended message and values of the organization. According to Carnes and colleagues, there are several common mistakes or pitfalls when crafting institutional diversity statements.[25]

The first mistake that organizations make with their diversity statements is claiming that diversity has already been reached or achieved. By stating that an organization does not discriminate, the organization has made a promise that it has already achieved equity, when, in fact, nondiscrimination is an ideal of the organization. When claims like these are made, it can increase employees' belief that they are fair, nonsexist, and nonracist individuals who do not need to do any work toward improving the culture of the organization around diversity.[26]

Some diversity statements make the mistake of being controlling. Diversity statements that emphasize that it is socially unacceptable to be racist or to discriminate are deemed as controlling and provide employees with no motivation to

comply with the diversity statement. For example, statements that include wording such as "avoiding being racist" or the "obligation of being a non-racist" can have a counterintuitive effect. It makes employees feel that they are forced to obey, leaving them with no desire to work toward a non-biased institution.[27]

Some diversity statements make the mistake of being color-blind diversity statements. Statements that emphasize equity or embracing similarities fail to acknowledge the background and histories of the members of the organization. These types of statements are counterproductive to the message that the organization is trying to convey.[28]

Another major issue is "the degree to which [the diversity statement] does or does not reflect the experiences of current and potential members of the organization."[29] When a diversity statement is not backed up by action, it creates a false sense of acceptance for diverse individuals from those outside of the organization. Yet those inside the organization do not feel that diversity is reflected in their lived experience. These organizations haven't "actually [implemented] processes that can mitigate gender and race bias in organizational decision,"[30] although their statement says that they have.

Clifton asserts that some statements were more focused on the library or the university as an institution than they were focused on diversity itself. Focusing on the institution rather than diversity "can also diffuse accountability" and "there is less responsibility placed directly on the people who are able to make changes and decisions."[31] This also means that the university has the power to decide who to include and exclude. "Should University determine the benefits of interacting with diverse faculty and students as no longer valuable, the University has the power to exclude Diversity. The University is seen as the power agent whose benevolence towards Diversity can easily be removed."[32]

While some diversity statements focus on the institutions, others do not identify who exactly they are referring to. "Many of the Diversity Statements use the terms 'we' and 'our' throughout and the lack of salutation creates a situation where the reader does not know who 'we' is and whether the reader is a part of the 'we'/'our' being mentioned."[33]

What Diversity Statements Should Include

Carnes and colleagues stated that "diversity statements [should] be aspirational, emphasize autonomy, and express a value for difference."[34] Their research also

"indicates that to achieve desired outcomes and minimize the risk of undesirable and unintended consequences, we must take considerable care in the language used and the messages conveyed when crafting diversity statements."[35]

Carnes and colleagues give several suggestions to writing better diversity statements. Instead of claiming that the library has already achieved diversity, it should emphasize its aspirations toward diversity. Crafting a message that relays that the library is striving toward a more diverse and nondiscriminatory climate is real and is the truth. Personal autonomy is another aspect that should be included in a diversity statement. "Incorporating messages such as 'Our faculty, staff, and students say they value diversity, enjoy relating to people from different groups, have fun meeting people from other cultures, and think issues of diversity are interesting,'"[36] promotes personal choice for the individual staff members of the library as opposed to being forced by their library administration. When people feel they have a choice, they are more motivated to embrace diversity.

Another recommendation that Carnes and colleagues make is to use multicultural language as opposed to color-blind language. Color-blind language is vague and demonstrates that there is no true understanding of diversity. Examples of color-blind language in diversity statements are those that claim that individuals do not see race or that everyone is the same and equal. This language results in people feeling that the organization is less diverse. Multicultural language augmented with a definition of diversity can be seen as less biased. This could include statements that acknowledge and embrace the differences in identities and experiences.

Lastly, once a diversity statement is written, the institution should practice what it preaches. The diversity statement should not just be displayed but should be backed by action where a process is implemented to mitigate biases in the organization.[37] That action should "permeate all aspects of the organization: hiring, firing, recruitment, retention, policies, architecture, design, location, projects, programs, promotions, celebrations, incentives, budgets, marketing, management styles, training, deadlines, strategic planning, families, meetings, performance."[38]

Methodology: Content Analysis

This study examined the websites of 125 ARL libraries and their parent institutions in North America for the existence of diversity statements. Existing

diversity statements were analyzed using content analysis, sometimes referred to as textual analysis. Content analysis is a research methodology that has been used in social and behavioral sciences, library and information studies, communications, business, and other disciplines since the 1950s. White and Marsh describe content analysis as "a flexible research method that can be applied to many problems in information studies, either as a method by itself or in conjunction with other methods."[39] Content analysis also allows researchers to "make replicable and valid inferences from texts (or other meaningful matter) to the contexts of their use."[40]

This study employs a hybrid model of content analysis because both quantitative and qualitative methods are necessary to answer the proposed research questions. Quantitatively, the analysis explores whether there has been an increase in diversity statements among ARL libraries and the frequency of key terms such as *diversity*, *equity*, *inclusion*, *accessibility*, and so on. Qualitatively, the analysis seeks to identify themes or concepts potentially not identified or explored by previous LIS diversity statement research.[41]

The authors were particularly interested in evaluating the diversity statements based on White and Marsh's 2006 analysis of four of Beaugrande and Dressler's seven content analysis criteria: coherence, intentionality, acceptability, and informativity. White and Marsh expound on those four areas:

> The text has meaning, often established through relationships or implicature that may not be linguistically evident, and draws on frameworks within the recipient for understanding (coherence). The writer or speaker of the text intends for it to convey meaning related to his attitude and purpose (intentionality). Conversely, recipients of the message understand the text as a message; they expect it to be useful or relevant (acceptability). The text may contain new or expected information, allowing for judgments about its quality of informing (informativity).[42]

Library and information studies scholars also recognize that an academic library's website may be a patron's primary access point.[43] Thus, the existence and visibility of a library's diversity statement are key components to understanding the unit's values. Likewise, the parent institution's diversity statement and the diversity office's visibility give website users insight into the institution's values and the statement's coherence and informativity. A content analysis of the library and parent institution's diversity statements together will guide an

exploration of the relationship between the library's and parent institution's state-
ments (e.g., Are they coherent or aligned?); the statements' intentionality (e.g.,
What message does the statement convey?); acceptability (e.g., Is it useful or
relevant to espoused values?); and informativity (e.g., Does the statement reveal
any new information?).

Data Collection

From February 2019 to December 2019, the researchers used the list of ARL
members' websites and collected data from two spaces:[44] library website (diver-
sity statement and the statement's location) and parent institution (diversity
statement and the name of the diversity office).[45] Throughout the data collection
process, the collectors recorded observations or additional questions in the
notes field. If diversity statements or a diversity office was not identified, an
answer of *none*, *no answer*, or *not sure* with any relevant clarifying notes was
recorded.

Challenges and Limitations

Website searches were limited to the search term *diversity* as it was assumed to
be the most frequently occurring term and to provide consistency during data
collection. If the diversity statement or office was not easily and clearly identifi-
able, the researcher used their own judgment to determine how deeply to explore
the target websites.

The researchers generally agreed to follow Mestre's website usability recom-
mendation of a maximum fifteen minutes per website (total thirty minutes per
institution) and with the fewest clicks possible. Website usability studies show
that users expect to find information quickly and that important, useful infor-
mation will be prominent on the landing page. Thus, the data collectors strove
to largely replicate the actions of a proficient or web-page-familiar user. Most
existing diversity statements and diversity offices were found in less than ten
minutes due to the established data collection workflow.

Data collection occurred over nearly a year from February 2019 to December
2019. While efforts were made to update any missing information before data
analysis, it is possible diversity statements or diversity offices were added to
websites or modified after the assigned collector visited.

Results and Analysis

Existence and Visibility of Diversity Statements

Table 13.1 details statistics regarding the number of ARL libraries with diversity statements, parent institutions with diversity statements and campus diversity offices, and combinations thereof. Results in the *yes* column are for those with identified diversity statements or diversity offices. Results in the *no* column indicate that a diversity statement or diversity office does not exist or was not clearly identified. Overall, sixty-five ARL libraries have a diversity statement, which represents 364 percent increase from the fourteen ARL libraries with a specific diversity statement in 2011.[46] Fifty ARL members were found to have a library diversity statement, a parent institution diversity statement, and a campus diversity office. According to this analysis, an ARL library is more likely to have a diversity statement if the parent institution also has a diversity statement and a campus diversity office.

TABLE 13.1

Fast stats

Condition	Yes	No
ARL w/a Diversity Statement	52% (*n* = 65)	48% (*n* = 60)
Parent Institution w/a Diversity Statement	81.6% (*n* = 102)	18.4% (*n* = 23)
Existence of Diversity Office	74.4% (*n* = 93)	25.6% (*n* = 32)
ARL + Parent w/a Diversity Statement	48.8% (*n* = 61)	51.2% (*n* = 64)
ARL + Parent + Diversity Office	40% (*n* = 50)	60% (*n* = 75)
ARL w/a Diversity Statement + Diversity Office	80% (*n* = 52)[47]	20% (*n* = 13)
Parent w/a Diversity Statement + Diversity Office	83.3% (*n* = 85[48])	16.7% (*n* = 17)
Total ARL Members = 125		

   This analysis shows that existing diversity statements are typically placed in at least one of four areas on a library's website: about us, policy, strategic plan, or diversity page/diversity committee's page. None of the library diversity statements exist on the library's landing page, which serves as a primary access point

for most users. Diversity statements embedded in a library's strategic plan, often a linked PDF, were the most difficult and time-consuming to locate (e.g., University of Alabama Libraries, University of California, Riverside Library, University of Pittsburgh Libraries[49]).

Frequently Occurring Words

Diversity statements were analyzed using QSR's NVivo 12's word frequency queries for the most frequently occurring stemmed words with four or more letters. Figure 13.1 represents the top ten stemmed words (e.g., *diverse* and *diversity* both count for *diversity*; *inclusion, inclusive, inclusivity,* and *inclusiveness* would count for *inclusion*, etc.).

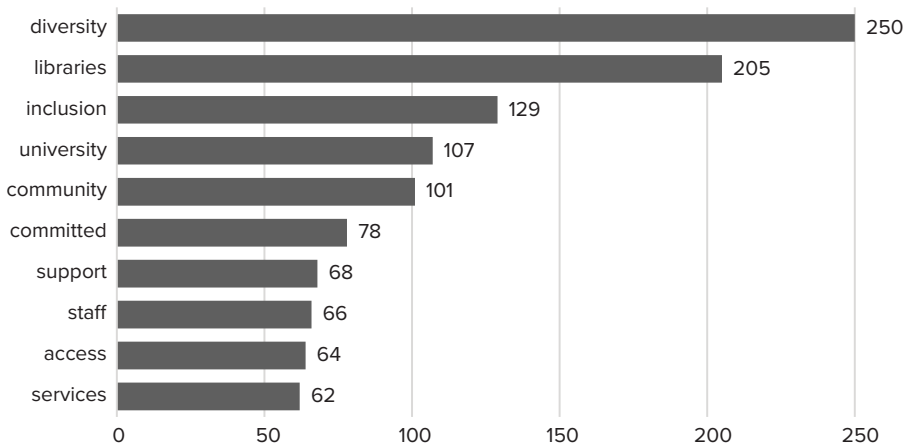**Top 10 Frequently Occurring Stemmed Words**

FIGURE 13.1

Top ten stemmed words—library statements

While it may not be surprising to see library statements include words like *diversity*, *libraries*, or *inclusion*, it is noteworthy that *access* barely cracked the top ten as it had two more counts than *services*. Upon further examination, words like *equity* ranks thirty-first, below sixteenth-ranked *respect* and twelfth-ranked *values*. If ARL libraries intend to communicate equity as a value to users, the

term should appear as frequently as other DEIA (diversity, equity, inclusion, accessibility) terms.

Overall, library statements also mention historically marginalized groups less frequently than value concepts. The words *ethnicity* (#66), *race* (#70), or *nationality* (#72) are most often used in the boilerplate language pledging to welcome or serve all users regardless of ethnicity, race, nationality, and so on (e.g., University of Iowa, IUPUI, University of Kentucky, University of Maryland). According to Carnes and colleagues, this type of color-blind approach can serve to repel persons from marginalized communities who may read the statements as disingenuous.[50] Instead, diversity statements that explicitly use multicultural language and inclusive diversity definitions allow all members to identify as contributors to a diverse community.[51] Arizona State University Library's diversity statement affirms and directly quotes Arizona State University's statement:

> reflect the intellectual, ethnic and cultural diversity of our nation and the world so that our students learn from the broadest perspectives, and we engage in the advancement of knowledge with the most inclusive understanding possible of the issues we are addressing through our scholarly activities.[52]

ASU's statement includes atypical phrasing, such as *intellectual diversity* and *broadest perspectives,* to inform users of the library and university's values. Atypical phrasing can attract a user's attention; however, problematic phrasing such as *intellectual diversity* is a dog whistle to those engaged in anti-racist social justice work as a effort to circumvent ethnic, gender, and sex-based diversity efforts.

The analysis shows the word *culture* is used in a myriad of ways, from referencing the library's culture (Texas A&M), cultural heritage or norms (Arizona State University, University of California San Diego, or University of Colorado Boulder), or organizational culture (University of California Santa Barbara, University of Houston, IUPUI), or cultural competency (University of Colorado Boulder). Other libraries should consider articulating the specific use of *culture* in a phrase (e.g., cultural competency) to clearly communicate what values the library holds or actions it undertakes.
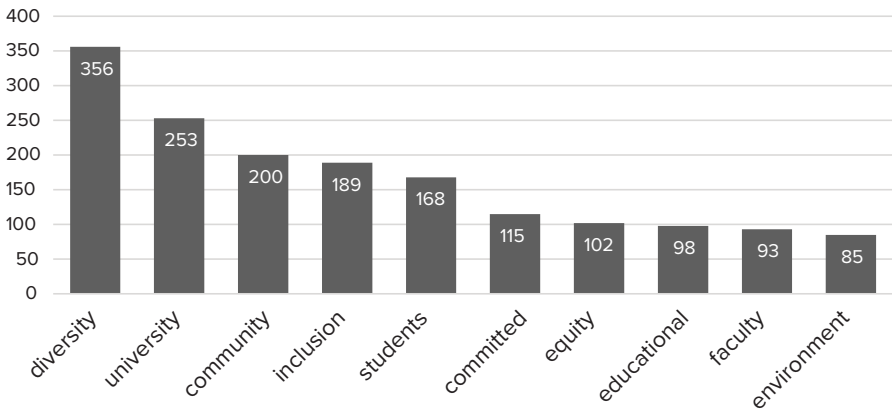
Top 10 Stemmed Words—Parent Institution Statements

FIGURE 13.2

Top ten stemmed words—parent institution statements

Diversity Statement Goals and DEIA Work

Both the library and parent institution diversity statements use action verbs words like *strive, commit, increase, embrace, ensure, build,* and *foster* to preface intended DEIA goals (Figure 13.2). Using action verbs can indicate the organization intends to actively work toward DEIA. However, libraries and institutions should take care to avoid attaching action verbs to vague, incredibly lofty, or impossible goals, particularly using the word *all.* For example, Wayne State University Library, an ACRL Diversity Alliance member, lists as one of its library diversity goals: "Partner with all individuals within WSU to find and build meaningful relationships across diverse communities, while providing and supporting diversity initiatives that support WSU and greater Detroit.[53] Realistically, it is improbable that *all individuals within WSU* or at any other campus will embrace DEIA work. Likewise, the University of New Mexico states, "Our goal is to shape the experiences and perceptions of all individuals on campus, including all underrepresented groups—with regard to diversity, equity, inclusion, and culture, to help create a more inclusive campus."[54] While this goal sounds good and mentions marginalized groups, the word *all* indicates a lofty or improbable goal.

Some diversity statements explicitly list staff diversity goals, typically center-ing around themes of recruitment, professional development, and reflecting the campus's population. Carnes and colleagues state,

> If underrepresented applicants are more likely to represent themselves authentically when applying to an organization because that organization espouses egalitarian values in a public diversity statement, then the institution must ensure that the statement is backed up by real action to prevent bias and discrimination within the organization.[55]

For example, Brown University Library lists a goal to "recruit, train, and develop a diverse, dedicated, collegial staff who thrive in a continuous learning environment."[56] Wayne State University Library lists five staff goals:

- Emphasize the development and retention of a diverse staff within our hiring and professional development activities.

- Recognize that diversity of staff represents broad elements, and is not limited to racial, cultural, demo-graphic, or cognitive categories.

- Identify, share, and implement programs and practices that support the council's mission and goals.

- Suggest ways to address problems and concerns related to collegiality and synergy.

- Seek opportunities for collaboration to create an inclusive environment that values people.[57]

Listing specific, actionable staff diversity goals in the diversity statement or on the library website is beneficial and transparent not only for current staff, but also for future candidates seeking employment.

The University of Arizona Libraries notes,

> We strive to ensure: students, scholars, and staff have equi-table access to library resources; our recruitment and hiring practices are inclusive and attract candidates that reflect the diversity of our community; library employees have equal access for advancement; our collections and services reflect the breadth of human experience from many orientations.[58]

While this statement lacks measurable goals, the library's diversity page is bolstered by including specific actions undertaken by its Diversity, Social Justice, and Equity Council (DSJEC), for example, hosting implicit bias workshops. Some libraries were noted to have diversity committees or strategic plans, but the web page or strategic plan may be outdated or retired (e.g., Washington University in St. Louis Libraries, Auburn University Libraries[59]), which may indicate to users that the library no longer values this DEIA work.

Conclusion

The authors found 52 percent of ARL member institutions have DEI statements, approximately quadrupling the number from Mestre's 2011 study and the member websites featured on the ARL Library Statements web page. The statements are housed on website subpages such as About Us or Policies, not front facing on the institution's website. Usability studies show that users correlate placement to importance.[60] Thus, ARL libraries should include the diversity statement or at least a link to the statement on the library's home page. Burying diversity statements on website subpages, especially in linked strategic plan PDFs, increases the likelihood users will not see them.

The authors found ARL libraries are more likely to have a diversity statement if the parent institution also has a diversity statement and a campus diversity office. Scholars such as Carnes and colleagues and Mestre recommend that diversity statements avoid vague, color-blind, controlling, or counterproductive language. Instead, statements with specific, multicultural, autonomous, actionable, and aspirational language are more positively received and provide more transparent accountability for diversity goals. In existing library diversity statements, *diversity/diverse* is the most frequently occurring word. Words like *inclusion*, *inclusive*, *inclusiveness*, and *inclusivity* also rank highly. *Equity*, however, occurs more frequently in university statements, highlighting a key disconnect between stated institution values and library values. The analysis also reveals that libraries are more likely to mention, allude to, or affirm the university's statement—*university* is the fourth ranked most frequent word—whereas the parent institution's statement functions as the overarching statement for the entire institution. Creating a separate diversity statement allows libraries to articulate and center goals more pertinent to the library unit than general parent institution statements.

ARL libraries without a diversity statement or only post a superficial statement in their websites should consider including DEIA committees, strategic goals, and action items that communicate active DEIA work on their web pages.

Further Study

There is a gap in the literature on when ARL libraries first started creating and displaying their diversity statements. The earliest literature found centers the affirmative action statements of ARL libraries.[61] Did affirmative action statements give birth to diversity statements? Exploring the history of ARL libraries' diversity statements would be an interesting way to understand the climate of libraries and the world at that time. Was there a catalyst that prompted libraries to create diversity statements? If there was a catalyst for creation, did it change employment demographics or the perception of the commitment to diversity for users?

An assessment of the user's perspective on the diversity of the library has not been done. According to Wilson and colleagues, when "students, faculty, and staff, particularly from underrepresented groups, feel supported and engaged then they will stay."[62] A study of library users could explore whether libraries with diversity statements are seen as more welcoming to users, with diverse collections and staffing that reflects the library's commitment to diversity.

Another exploration would be to determine the authors of diversity statements of each institution. Diversity statements of institutions that deliberated with all staff members may signify that the institutions have a culture of inclusion that is expressed clearly in their diversity statements. On the other hand, including everyone in that process could result in the diversity statement being a vague document because the writer of the statement is trying to please all parties. Diversity statements written by library leadership may fall into the controlling pitfall that Carnes and colleagues noted, but could also be seen by staff members as leadership taking action and exhibiting a commitment to diversity.

Notes

1. Here *unknown constituents* refers to persons who are not the anticipated audience of a particular academic library's website. Lori S. Mestre, "Visibility of Diversity within Association of Research Libraries Websites," *Journal of Academic Librarianship* 37, no. 2 (March 2011): 101–8, https://doi.org/10.1016/j.acalib.2011.02.001.

2.   Mestre, "Visibility of Diversity," 101.
3.   For the purposes of this chapter the concepts of diversity, equity, inclusion, and accessibility will be represented by the acronyms "DEI" and "DEIA."
4.   Courtney L. Young, "Collection Development and Diversity on CIC Academic Library Web Sites," *Journal of Academic Librarianship* 32, no. 4 (July 2006): 370–76, https://doi.org/10.1016/j.acalib.2006.03.004.
5.   Young, "Collection Development and Diversity."
6.   Young, "Collection Development and Diversity," 374.
7.   Young, "Collection Development and Diversity," 370.
8.   Paul T. Jaeger et al., "The Virtuous Circle Revisited: Injecting Diversity, Inclusion, Rights, Justice, and Equity into LIS from Education to Advocacy," *Library Quarterly* 85, no. 2 (April 2015): 150–71, https://doi.org/10.1086/680154.
9.   Association of Research Libraries, "Who We Are," accessed January 30, 2020, https://www.arl.org/who-we-are/.
10.   Roger C. Schonfeld and Liam Sweeney, "Inclusion, Diversity, and Equity: Members of the Association of Research Libraries: Employee Demographics and Director Perspectives," Ithaka S+R, last updated August 30, 2017, https://doi.org/10.18665/sr.304524.
11.   Association of Research Libraries, "ARL Library Statements and Signs Affirming Our Core Beliefs," accessed January 30, 2020, https://www.arl.org/resources/arl-library-statements-affirming-our-core-beliefs/.
12.   Nadia Clifton, "Themes in Diversity Statements of Academic Libraries" (master's paper, University of North Carolina, 2019), https://cdr.lib.unc.edu/concern/masters_papers/jm214t77d; Mestre, "Visibility of Diversity"; Young, "Collection Development and Diversity."
13.   The review period was February 2019 to December 2019.
14.   Pamela Espinosa de los Monteros and Sandra Enimil, "Chapter 2: Designing a Collaborative EDI Strategy for Library Staff," in *Diversity, Equity, and Inclusion in Action: Planning, Leadership, and Programming* (Chicago, IL: American Library Association, 2020.)
15.   Jeffrey Flier, "Against Diversity Statements," *Chronicle of Higher Education*, January 3, 2019, para. 1, https://www.chronicle.com/article/against-diversity-statements/.
16.   Mestre, "Visibility of Diversity," 105.
17.   Clifton, "Themes in Diversity Statements," 18.
18.   Mestre, "Visibility of Diversity," 101.
19.   Barbara B. Moran, "The Impact of Affirmative Action on Academic Libraries," *Library Trends* 34, no. 2 (Fall 1985): 201, https://eric.ed.gov/?id=EJ334698.
20.   Linda A. Merkl, "Maintaining or Disrupting Inequality: Diversity Statements in the University" (PhD thesis, University of Denver, 2012), 137, https://digitalcommons.du.edu/etd/425.
21.   Clifton, "Themes in Diversity Statements," 19–20.
22.   Merkl, "Maintaining or Disrupting Inequality," 137–38.
23.   Merkl, "Maintaining or Disrupting Inequality," 137.
24.   Merkl, "Maintaining or Disrupting Inequality," 139.
25.   Molly Carnes, Eve Fine, and Jennifer Sheridan, "Promises and Pitfalls of Diversity Statements: Proceed with Caution," *Academic Medicine: Journal of the Association of American Medical Colleges* 94, no. 1 (January 2019): 20–24, https://doi.org/10.1097/ACM.0000000000002388.
26.   Carnes, Fine, and Sheridan, "Promises and Pitfalls of Diversity Statements," 20–21.
27.   Carnes, Fine, and Sheridan, "Promises and Pitfalls of Diversity Statements," 22.
28.   Carnes, Fine, and Sheridan, "Promises and Pitfalls of Diversity Statements," 22–23.

29. Carnes, Fine, and Sheridan, "Promises and Pitfalls of Diversity Statements," 23.
30. Carnes, Fine, and Sheridan, "Promises and Pitfalls of Diversity Statements," 23.
31. Clifton, "Themes in Diversity Statements," 19.
32. Merkl, "Maintaining or Disrupting Inequality," 145.
33. Merkl, "Maintaining or Disrupting Inequality," 134.
34. Carnes, Fine, and Sheridan, "Promises and Pitfalls of Diversity Statements," 20.
35. Carnes, Fine, and Sheridan, "Promises and Pitfalls of Diversity Statements," 20.
36. Carnes, Fine, and Sheridan, "Promises and Pitfalls of Diversity Statements," 22.
37. Carnes, Fine, and Sheridan, "Promises and Pitfalls of Diversity Statements," 21–23.
38. Mestre, "Visibility of Diversity," 107.
39. Marilyn Domas White and Emily E. Marsh, "Content Analysis: A Flexible Methodology," *Library Trends* 55, no. 1 (Summer 2006): 23, https://doi.org/10.1353/lib.2006.0053.
40. Klaus Krippendorff, *Content Analysis*, 2nd ed (Thousand Oaks, CA: Sage, 2004), 18.
41. Clifton, "Themes in Diversity Statements"; Mestre, "Visibility of Diversity."
42. White and Marsh, "Content Analysis," 28.
43. Mestre, "Visibility of Diversity."
44. Association of Research Libraries, "Who We Are."
45. For each library website, the assigned collector used the internal search feature to query the term *diversity*. If a diversity statement was identified, the text and corresponding web link were recorded. Next, the collector visited the parent institution's website and searched internally for the term *diversity*. Once a statement was identified, the statement's text was recorded. Then, the collector either searched the diversity results or explored the institution's website for the existence of a diversity office. Sometimes, the diversity office was easy to locate if listed on the first page of search results. In other occasions, the collector would manually search likely landing pages, such as About or Home, student affairs, the president's office, provost's office, or policy pages, for a diversity office or diversity statement. If statements were not found using internal search functions, a last resort would be to do a formal internet search using the institution name with *diversity*. All information was recorded to a shared Google spreadsheet.
46. Mestre, "Visibility of Diversity," 104.
47. 80% represents the 52 ARL libraries with a diversity statement + diversity office out of 65 ARL libraries with a diversity statement.
48. 83.3% represents the 85 parent institutions with a diversity statement + diversity office out of the 102 parent institutions with a diversity statement.
49. University of Alabama Libraries, "Strategic Plan 2017–2020," accessed January 31, 2020, https://www.lib.ua.edu/wp-content/uploads/2017/04/Strategic-Plan-11162016-FINAL.pdf; University of California, Riverside Library, "UCR Library Strategic Plan: Developed Academic Year 2014–15, Revised for 2016–2017," April 21, 2015, https://library.ucr.edu/sites/default/files/UCR%20Library%20Strategic%20Plan%202015-04-21.pdf; University of Pittsburgh, University Library System, "Goal 6 | University Library System (ULS)," accessed July 17, 2020, https://www.library.pitt.edu/goal-6 (page discontinued).
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61. Moran, "Impact of Affirmative Action."
62. Jeffery L. Wilson, Katrina A. Meyer, and Larry McNeal, "Mission and Diversity Statements: What They Do and Do Not Say," *Innovative Higher Education* 37, no. 2 (2012): 138, https://doi.org/10.1007/s10755-011-9194-8.

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