

Creating Diversity in Libraries: Management Perspectives

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Abstract

While existing library literature tends to focus on various diversity programs and discusses lack of diversity in the occupation, research is lacking on what can be done to cultivate diversity based on findings from management literature. This study explores linking those findings with some practical steps managers and individuals can take to increase racial and ethnic diversity in libraries as well as addressing some gender issues. It also provides suggestions for minorities and women to thrive in library workplaces based on the management literature. The word minority is used to describe underrepresented ethnic and racial minority groups in this study. Review of management literature found individuals with sponsors who advocate for them as well as mentors who provide guidance and psychological support are more successful. It also found voluntary initiatives such as awareness building through increased contact with minorities, eliminating biases through processes and structures, setting goals, and increasing social accountability were more effective than mandatory diversity training programs. Libraries are advised to communicate management commitment through their websites, job posts, and other venues; set specific goals; evaluate outcomes; and make managers accountable by incorporating diversity-related performance goals in their evaluation. Managers' willingness to be bias interrupters also contributes to the success of diversity efforts. Individuals are encouraged to seek out sponsors as well as mentors, build on their resilience, and establish genuine personal long-term relationships with people of different backgrounds to achieve success in their careers. The suggestions provided in this study are applicable particularly to large libraries.

Introduction

It is no secret libraries have difficulty recruiting, retaining, and advancing individuals from underrepresented racial and ethnic minority groups. A recent Ithaka S+R survey of the Association of Research Libraries (ARL) reveals a lack of racial and ethnic diversity in the profession as positions become more senior, and shows nearly 90% white and non-Hispanic in exempt senior roles.¹ Diversity in librarianship is important because librarians are responsible for acquiring, organizing, providing and preserving access to the information resources that their communities need. Although scholarships, residency programs, diversity committees, and other initiatives exist through American Library Association (ALA), Association of College & Research Libraries (ACRL), Association of Research Libraries (ARL), and other organizations, progress has been slow in increasing racial and ethnic diversity in the occupation, especially in leadership within the field. Additionally, although the Ithaka study shows gender ratios remain consistent across levels of management or seniority among ARL libraries with approximately 60% women, a recent study of gender wage gap among ARL libraries showed that women on average made approximately 2 percent less than their male counterparts in 2014 after controlling for variables such as years of experience, position, and type of library.² At the same time, another recent study found that race did not influence salary in ARL libraries.³

These findings prompted the authors to investigate what can be done to create racial and ethnic diversity and improve the work environment for women and minority librarians. The word minority is used to describe underrepresented ethnic and racial minority groups in this study. Although current language to describe underrepresented groups is evolving, and diversity can now be defined as wider than race, ethnicity and gender to include sexual orientation,

disability, and neurodivergent, this article specifically links findings from management literature so the choice was made to retain the original language. A critique of that literature is also beyond the scope of this article. However, some of the recommendations may be relevant for all diversity initiatives and management actions.

Most existing studies in library and information science (LIS) involve surveys of existing diversity programs, describe specific examples of initiatives, summarize interviews with minority librarians, or describe challenges related to the lack of diversity in libraries. These studies do not incorporate solutions based on management literature. For example, Kyung-Sun Kim and Sei-Ching Joanna Sin surveyed librarians and students of color to assess recruitment and retention efforts of LIS schools and related professional associations. The authors found the following is helpful for recruitment: monetary assistance in the forms of assistantship, scholarship, and financial aid, ethnic diversity of faculty in the LIS program, role models from ethnic groups, presence of faculty and staff of color in the recruitment process, and opportunities for students of color to work in LIS-related fields, etc. The authors made suggestions based on interviewees' comments and not based on outcome-based analysis.⁴

Some library literature involves case studies and does not provide comprehensive solutions for libraries, managers, minorities, and women. For example, Peggy Johnson explored the concept of group mentoring and described a training institute, or a model for creating a community of practice directed to early-career librarians of color held at the University of Minnesota. The author surveyed 66 participants from four institutes between 1998 and 2004 and found the institutes were valuable for personal and professional growth of the participants and in creating a supportive community of peers. The survey results also showed more than 90 percent of the respondents remained working in libraries. The limitation of the study, as expressed by the author, is uncertainty regarding how the results compare with other librarians, both minority librarians and the population of all librarians, who are early in their careers.⁵

Janice Y. Kung, K-Lee Fraser, and Dee Winn performed a systematic review of LIS literature to identify the strategic approaches academic libraries are taking in their diversity efforts and found the majority of initiatives focus on early-career librarians and little support exists for mid- to late-career librarians of color. The study concluded that the number of diverse librarians remains low despite the fact that a number of initiatives exist to recruit minorities to academic librarianship. The study reviewed existing library literature on diversity initiatives and did not provide specific suggestions for libraries to increase diversity, other than recommending libraries include a clear statement of their initiative's goals and an assessment component.⁶

Jaena Alabi drew from the library and other literature to describe several common challenges librarians of color experience and provided ideas for practical actions white librarians can take to address racism in the workplace. The author addressed education and awareness, shifting away from colorblindness, the personal costs of racism, the role of motivation, interpersonal interactions, and the ideas for the organization and profession. This study suggests specific steps for libraries based on psychology, education, and library literature.⁷

Sharon K. Epps interviewed 14 African American women librarians who held the position of director or assistant, associate, or executive director of an ARL library and found the top five essential attributes identified by the participants were the following: being an enabler and facilitator, embracing change, being energetic, being a visionary, and being an educator. The study found the participants do not believe they need different skills than non-minority library directors to be successful. At the same time, it suggested they may need additional attributes to overcome stereotypes and navigate predominantly white academic research library environments. Specifics of those additional attributes are not discussed in the study.⁸

While the existing library literature is helpful in understanding the challenges related to the homogeneity of the occupation, research is lacking on what can be done to cultivate diversity based on findings from management literature. Hence, this study will make specific suggestions to increase ethnic and racial diversity and improve work environment for minorities and women in library workplaces, based on findings from management literature. It will also draw on the authors' experiences and describe how those suggestions can be applied in large libraries.

Objectives

This study involves a systematic review of management literature and a reflection of management practices to answer the following questions:

- What does management literature suggest organizations and managers do to create and support racial and ethnic diversity in the workplace?
- What does management literature suggest minorities and women do to thrive in the workplace?
- How can those suggestions be applied to create racial and ethnic diversity and improve work environment for minorities and women in libraries?

Methods

To identify recent best practices for practitioners, the authors first reviewed the list of 50 journals used by the Financial Times (FT) in compiling the FT Research rank, included in its Global MBA, EMBA and Online MBA rankings.⁹ From this list, two journals were identified to be practitioner-oriented, based on the scope of the journals described on their websites: *Harvard Business Review* and *MIT Sloan Management Review*. The authors aimed for a complete overview of recent suggestions and limited the searches to the articles published in or after the year 2000. The searches were performed between December 2019 and February 2020.

One of the authors searched the electronic version of articles in these two journals. For *Harvard Business Review*, the author used EBSCO Business Source Premier. For *MIT Sloan Management Review*, the same author used ProQuest ABI/INFORM. The author first searched for relevant articles using the following keywords: *diversity, minority, race, ethnicity, discrimination, racism, sexism, gender, women, and bias* in abstracts for both journals. Keyword searches of those ten terms resulted in total 362 *Harvard Business Review* articles and 447 *MIT Sloan Management Review* articles. The author then reviewed the titles and abstracts of those articles and read the full text as needed to verify the relevance to this study.

Subsequently, the author reviewed the subject terms assigned to the articles that seemed relevant and performed subject term or controlled vocabulary searches to find other relevant articles. For *Harvard Business Review* via EBSCO Business Source Premier, the following subject terms were used: *diversity in the workplace, minority executives, employment of minorities, race discrimination in employment, employment discrimination, cognitive bias, African American women executives, African American women employees, African American leadership, race discrimination, women executives, women leaders, women employees, gender inequality, and sex discrimination in employment*. For *MIT Sloan Management Review* via ProQuest ABI/INFORM, the following subject terms were used: *racism, racial discrimination, African Americans, social justice, organizational justice, women, and gender equity*.

Many articles described the barriers to advancement for women, the benefits and effects of workplace diversity, challenges with diversity training, or the scope of diversity initiatives.¹⁰

These articles were excluded unless they presented specific recommendations to increase racial or ethnic diversity or for minorities and women to thrive in the workplace.

Any articles that presented suggestions for organizations, managers, racial and ethnic minorities, and women were recorded in a project BOX folder for other members of the research team's review. Within the folder, sub folders were created to organize relevant articles, citations, and summaries of suggestions into three categories: 1) suggestions for organizations, 2) suggestions for individual managers, and 3) suggestions for minorities and women.

After careful review of the full text articles, the authors found a total of 16 articles which provided specific suggestions for organizations, individual managers, racial and ethnic minorities and women. Of the 16 articles, 12 were from *Harvard Business Review* and four were from *MIT Sloan Management Review*. The following describes the findings.

Results of Management Literature Review

Suggestions for Organizations

Frank Dobbin and Alexandra Kalev argued that the most effective diversity programs engage managers in problem solving, increase their contact with minorities, and appeal to their desire to look good to others.¹¹ They found that the most common top-down efforts such as mandatory diversity training, testing, and grievance systems make matters worse, and people often resent the implication that training is remedial. On the other hand, voluntary diversity training, mentoring where mentors come to believe their protégés merit these opportunities, cross-training that provides exposure to people from different groups, and diversity task forces and diversity managers which set goals for the organization and create social accountability lead to better results, according to their study.

Iris Bohnet, in an interview with Gardiner Morse, agrees diversity training programs largely do not change attitudes, and instead suggests companies redesign their *processes* to prevent biased choices and evaluate the program's impact.¹² She cites the story about how orchestras began using blind auditions in the 1970s when fewer than 10% of players in major U.S. orchestras were women and increased the fraction of women in orchestras to almost 40% today. Bohnet suggests employers use software such as Applied, GapJumpers, and Unitive to evaluate job candidates to take instinct out of consideration and rely on hard data. She also argues that for beliefs to change, people's experiences and the environment in which decisions are made have to change first, and describes the importance of role models, awareness building, and managers' role as decision-making choice architects to mitigate biases.^{13 14} Research by John Beshears and Francesca Gino supports Bohnet's line of thought that it is extremely difficult to rewire the human brain but managers can "alter the environment in which decisions are made."¹⁵ They argue managers can introduce changes by appealing to both emotions and logic.

Herminia Ibarra, Robin Ely, and Deborah Kolb describe the unseen barriers and subtle gender bias women face when they transition to a leadership role and suggest three actions for organizations: 1) educate employees about second-generation gender biases or the practices that appear neutral and natural on their face and yet discriminate against women because they reflect the values of the men who developed them, 2) create safe identity workspaces such as a coaching relationship, a women's leadership program, and a support group for peers to assist women with transitions to bigger roles, and 3) anchor women's development efforts in a sense of leadership purpose rather than in how women are perceived.¹⁶

Boris Groysberg and Katherine Connolly interviewed 24 CEOs from around the globe who saw diversity as a strategic and moral imperative and made promoting it a personal mission based on their experience of being an outsider. Those CEOs' organizations' successful practices included the following: 1) measuring diversity and inclusion, e.g. putting questions about diversity and inclusiveness into employee surveys; 2) holding managers accountable by making diversity and inclusion goals part of their performance objectives; 3) supporting flexible work arrangements, e.g. flexible hours, on-site child care, and onboarding support after a leave of absence; 4) recruiting and promoting from diverse pools of candidates and tracking the retention rate for different groups; 5) providing leadership education at all levels for women and minorities; 6) sponsoring employee affiliation groups and mentoring programs; 7) offering quality role models and diversity at the top; and 8) making the chief diversity officer position count by providing full support from the top and follow through.¹⁷

Morela Hernandez and her research team argued job descriptions that use stereotypical prescriptions of leaders highlighting agentic characteristics should be avoided. They found women high in gender identification have a lower likelihood of accepting a promotion, or rationalize themselves out, when the job highlights agentic characteristics such as being achievement oriented, dominant, and decisive, as opposed to communal characteristics such as being relationship-oriented, kind, sensitive, and cooperative.¹⁸ Artificial Intelligence-powered text editors such as Textio can rewrite job descriptions to appeal to minorities and women.¹⁹

For decision-making about hiring, a structured approach, which Daniel Kahneman, Dan Lovallo, and Olivier Sibony call the Mediating Assessments Protocol (MAP), reduces errors in judgment.²⁰ Core elements of structured decisions involve the following: 1) defining key attributes that are critical to the evaluation; 2) assessing and scoring on each key attribute solely on the basis of candidates' answers to relevant questions, as opposed to considering everything that was communicated; and 3) making the final evaluation only when all key attributes have been scored and a complete profile of assessments is available. Similarly, Jack B. Soll, Katherine L. Milkman, and John W. Payne suggested organizations use tools such as blinding, checklists, and algorithms to outsmart biases and to make better choices.²¹ For example, covering up job applicants' names is likely to reduce the influence of stereotypes, idiosyncratic associations, and irrelevant factors, and improve judgment of the hiring manager. Conducting structured job interviews, with predetermined questions and rating criteria, will reduce errors and biases and allow fair and easy comparison of candidates. Finally, using algorithms in hiring, combined with other debiasing tools, will ensure consistency in decision making.

Suggestions for Individual Managers

Joan C. Williams and Sky Mihaylo articulated strategies to foster equity and inclusion and recommended managers first understand the four distinct ways bias plays out: 1) *Prove it again*: Minorities and women often have to prove themselves more than others do; 2) *Tightrope*: A narrower range of behaviors is accepted from minorities than from others; 3) *Maternal wall*: Women with children face higher standards or are told they are too career focused; 4) *Tug-of-war*: Disadvantaged groups are pitted against one another.²² Once managers understand how bias plays out, the second step is for managers to recognize when and where biases arise and interrupt them. Williams and Mihaylo suggest managers take on the role of bias interrupter in three areas: hiring, day-to-day management, and team development. For hiring, they suggest managers: 1) insist on a diverse pool, including at least two minority applicants in the finalist pool; 2) establish objective evaluation criteria and rate all applicants using the same rubric; 3) limit referral hiring in homogeneous organizations and reach out to women and minority groups; and 4) ask every person interviewed the same skill-based specific questions. For day-to-day management, they suggest managers: 1) set up a rotation for office housework and do not ask

for volunteers recognizing that women and people of color will feel pressure to prove they are team players if managers ask for volunteers; 2) mindfully design and assign people to high-value projects; 3) acknowledge the importance of lower-profile contributions, integrate these contributions into individual goal setting, and evaluate them during performance reviews; 4) respond to double standards and point out stereotyping, for example when a few people are dominating the conversation in a meeting or when majority-group members take or are given credit for ideas minorities originally offered; 5) extend invitations to share ideas when it appears some people are holding back their thoughts, possibly due to a “modesty mandate”; 6) schedule meetings inclusively; and 7) equalize access to management proactively and make sure when bosses meet with some employees more regularly than others, this is driven by business and team demands rather than by what individuals want. Finally, to develop teams, they suggest managers: 1) clarify performance evaluation criteria; 2) focus on performance and skill sets, rather than potential and personality to avoid double standards; 3) level the playing field with respect to self-promotion; and 4) explain what is needed for advancement and how pay decisions will be made and push for transparency on the criteria used. Women often get penalized for self-advocacy and, as a result, leave it up to others to recognize their contributions. That is why it is vital to clarify self-promotion is acceptable or encouraged and have someone, an ally or a sponsor, to advocate for them, ensuring they are not overlooked.

Some management literature discusses the importance of sponsorship in addition to mentorship. For example, research by Herminia Ibarra, Nancy M. Carter, and Christine Silva suggests although women are mentored, they are not being promoted because they are not actively sponsored the way men are.²³ Sponsors not only give feedback and advice but also advocate for their mentees and help them gain visibility in the organization. Women are more likely to be hired from outside the organization rather than promoted internally because they often lack internal sponsors. Ibarra et al. indicate both mentors and sponsors are needed and distinguish mentors and sponsors as shown in Figure 1.

Figure 1. Mentors vs. Sponsors

<p style="text-align: center;">Mentors</p> <p style="text-align: center;"><i>Offer Psychosocial Support and Coaching</i></p>	<p style="text-align: center;">Sponsors</p> <p style="text-align: center;"><i>Advocate for Advancement</i></p>
<ul style="list-style-type: none"> • Can be at any level in the hierarchy • Provide feedback and advice • Serve as role models • Help navigate organizational politics • Strive to increase mentees’ sense of competence and self-worth • Focus on mentees’ development 	<ul style="list-style-type: none"> • Must be senior managers • Give protégés exposure to other senior managers • Make sure that their protégés are considered for promising opportunities • Protect their protégés from negative publicity or damaging contact • Fight to get their protégés promoted

Some studies suggest being authentic and opening up about their personal lives contribute toward deeper relationships, and describe what managers can do to help minorities, recognizing that building workplace relationships across racial boundaries can be difficult. For example, Katherine W. Phillips, Tracy L. Dumas, and Nancy P. Rothbard argue many minorities underestimate how their career mobility can be affected by their colleagues’ feelings of familiarity or closeness with them, and managers can help them by creating structure in social

events (e.g. icebreaker games), modeling a learning mindset, and serving as a mentor who helps facilitate social relationships for minorities who may feel marginalized.²⁴

Suggestions for Minorities and Women

Some management literature suggests specific actions individual minorities can take to strive in organizations. For example, Laura Morgan Roberts, Anthony Mayo, Robin Ely, and David Thomas identified 532 African-American women who graduated from Harvard Business School from 1977 to 2015, analyzed the career paths of the 67 of them who attained the position of chair, CEO, or other C-level executive in a corporation or senior management director or partner in a professional services firm, and conducted in-depth interviews with 30 of them. Roberts et al. recognized those women executives often faced the double-edged sword of visibility and invisibility, i.e. either performing under a microscope or being ignored, and found they developed three skills which were key to their resilience: emotional intelligence, authenticity, and agility.²⁵ While those skills are essential for everyone, they are particularly critical for members of historically disadvantaged groups. Their ability to pick up on others' emotions and react strategically, their willingness to be candid about their opinions and transparent about their motives, and the ability to effectively confront and nimbly transform obstacles into opportunities were essential in their career. The authors also found these women not only invested more years in higher education at more selective institutions with lower acceptance rates than others, but also activated their networks and identified new opportunities through those relationships if a role did not allow them to grow, and were supported by managers and others who recognized their strengths and talents and advocated for them.

To counter gender discrimination, Morela Hernandez suggests women seek out sponsors who advocate for them and help to position them for career-advancing opportunities.²⁶ She also suggests women develop a set of words, phrases, or scripts such as "Can you repeat what you just said?" to enable them to reevaluate what was said or done and push back respectfully and effectively.

David A. Thomas found promising white professionals tend to enter a fast track early in their careers, whereas high-potential minorities take off much later. He also found people of color who advance the furthest have a strong network of mentors and sponsors and had built genuine personal long-term relationships with people of different racial groups.²⁷ His research suggests successful minority executives enjoyed closer relationships with their mentors particularly in their early careers, when they needed to build confidence, credibility, and competence.

Additionally, while being authentic and opening up about ones' personal lives contribute toward deeper relationships and career mobility, sharing information requires risk taking and trust. For this reason, Katherine W. Phillips, Tracy L. Dumas, and Nancy P. Rothbard suggest minorities consider beginning their self-disclosure by initially sharing status-disconfirming interests that help them connect with others while being mindful about sharing information that serves to bridge boundaries.²⁸ Figure 2 summarizes the key findings from the management literature review.

Figure 2. Suggestions to Increase Diversity

For Organizations	For Managers	For Minorities & Women
<ul style="list-style-type: none"> • Appealing to people’s desire to look good to others • Increasing contact with minorities • Goal setting and evaluation • Holding managers accountable • Mentoring programs • Diversity task forces • Chief diversity officers • Social accountability • Awareness building • Support or affiliation groups • Flexible work arrangements • Diverse pools of candidates • Diversity at the top • Diversity within recruitment teams • Job advertisements that appeal to minorities and women • Structured approach in hiring, e.g. structured interviews, blinding, checklists, and algorithms 	<ul style="list-style-type: none"> • Serving as: <ul style="list-style-type: none"> • Role models • Bias interrupters • Choice architects • Sponsors / Mentors • Facilitators • Insisting on diverse pools • Objective evaluation criteria • Limiting referral hiring • Asking the same skill-based interview questions • Appealing to emotions and logic • Setting up rotation for office housework, instead of seeking volunteers • Mindfully assigning high-value projects • Pointing out stereotyping and double standards • Extending invitation when people are holding back • Scheduling meetings inclusively • Equalizing access to management • Focusing on performance, rather than potential / personality 	<ul style="list-style-type: none"> • Seeking out sponsors and mentors • Resilience • Emotional intelligence, i.e. ability to pick up on others’ emotions and react strategically • Authenticity, i.e. willingness to be candidate and transparent, or sharing information that serves to bridge boundaries • Agility, i.e. ability to effectively confront and nimbly transform obstacles into opportunities • Relationships / networks • Identifying new opportunities through relationships • Investing in education • Using ‘scripts’ to push back respectfully and effectively • Genuine personal long-term relationships with people of different racial groups

Applications for Large Libraries

The idea of sponsoring instead of, or in addition to, mentoring was mentioned frequently in the management literature. Sponsors, usually senior managers, serve as diversity champions and improve the organization’s ability to cultivate diversity and foster inclusion. Some academic libraries have established diversity residency programs to recruit a more diverse workforce and to introduce early-career librarians from underrepresented groups to librarianship. At those libraries where a diversity residency program exists, a senior manager could be assigned to each resident as a sponsor and serve as a connector, facilitator, bias interrupter, promotor, and protector. The senior manager, or the sponsor, would appoint the resident to be on high-profile task forces or search committees, and introduce the resident to other senior managers inside and outside the library organization to increase the visibility of the resident. The sponsor would also protect the resident from negative contact. The resident could also have mentors who provide advice, guidance, and psychological support.

If a library does not have a diversity residency program, minorities and women can still proactively seek mentors and sponsors. Mentors’ main role would be to build on the mentee’s sense of confidence, while sponsors’ main role would be to create conditions under which minorities and women have an improved chance of reaching the highest professional levels. Sponsor activities could include nominations for high profile committees, panelist and speaker opportunities, and writing opportunities, both within the organization and outside of it. It can be as simple as ensuring that the sponsored person is introduced professionally and personally to other people of influence. Sponsors can both create opportunities in a proactive sense (submitting inclusive panels to conferences, for example, or offering the opportunity to “shadow” the sponsor through the process of writing a collaborative grant) and by “stepping aside” if

offered a professional opportunity and suggesting the inclusion of a diverse candidate with relevant experience instead. As the management literature suggests, mentors can be at any level while sponsors are usually senior managers. Managers, regardless of their roles, should serve as role models for underrepresented librarians.

Goal setting and evaluation of diversity initiatives were also frequently mentioned in the management literature. Given the significant lack of diversity at libraries, especially at the senior level, it will be difficult to improve the situation by merely discussing the importance of diversity, providing training, and tracking statistics. Libraries could implement small, specific, and achievable goals to advance racial and ethnic minorities and women. For example, libraries could commit to have at least one racial and ethnic minority at the final stage of interviews, expect managers to call out biased behaviors and comments, and help find at least one mentor and one sponsor for minorities and diversity residents. Hiring committees should have a specific person (who is from the majority) appointed to challenge biased behaviors and comments, and to ensure the candidate pool is diverse and push back when it is not. It may be necessary to disrupt “usual procedure” for hiring processes and add more finalist interviews, etc. At the same time, symbolism should be avoided. For example, it is not enough to appoint just one person of color for a five-person committee. While it is sometimes challenging to find interested minorities, given that libraries have a long way to go to become diverse, there should be more people of color appointed or intentionality in creating committees that are a majority of diverse representation. Additionally, libraries should be transparent about those goals in their strategic plans and hold employees and managers accountable. Planning a postmortem, admitting failures, and celebrating wins should be part of recruitment, retention, and promotion practices reviews in addition to tracking overall demographic changes within the organization.

Libraries should signal their commitment to create diversity in the workplace through various communication channels. For example, job descriptions should use gender-neutral language and pronouns like ‘they’ as a default. The tone of the language in the job post should be communal instead of agentic to appeal to women and minorities who might hesitate to apply for high-stakes positions. Job posts and libraries’ websites should include the organization’s commitment to building a diverse and inclusive culture in the organization to send a strong message to job applicants. Additionally, job posts should be placed on diverse niche job boards and websites visited by underrepresented groups or minorities, in addition to standard channels. Job posts could also demonstrate the institution’s commitment to diversity, equity and inclusion by highlighting actions or policies which already exist to support these efforts beyond recruitment.

The commitment should go beyond ‘no discrimination on the basis of the candidate’s sex, race, color, religion, age, disability, veteran status, national or ethnic origin, sexual orientation, or gender identity,’ and indicate the library welcomes diverse perspective and is committed to building a workplace which reflects and supports its user community with specific strategic plans to realize diversity goals. This might require coordination with a larger organization, e.g. universities. The language can be developed collaboratively within the organization. For example, HR and other managers who serve as diversity champions could collaborate with interested librarians and staff, review existing diversity statements from different organizations, discuss what they want in their statement, e.g. reflecting the people they serve, desire to offer their users diverse perspectives, etc., get buy-ins from others, and widely publicize their diversity commitment. The message should appeal to the audience’s emotions and logic. Job interview questions should also signal the same commitment and seek specific examples of every candidate’s experiences such as ‘What have you learned from working with diverse populations?’ or ‘What contributions are you most proud of to promote diversity and

inclusion?' Photos used on library websites, signage, posters, and holiday decorations should all communicate the library's commitment to diversity by incorporating artwork from different cultures, different races, and different genders.

Awareness building efforts, such as voluntary implicit bias tests, discussion forums related to diversity and inclusion, video or movie viewing, book talks by minority authors, book clubs, storytelling, cultural events, and perspective taking exercises seem also helpful in promoting diversity in libraries. For example, Project Implicit, founded in 1998 by three scientists, provides a no-cost Implicit Association Test (IAT) that reveals the test taker's thoughts and feelings outside of their conscious awareness and control.²⁹ The result can be used for private reflection or possibly as an ice-breaker at the beginning of a group discussion. Perspective-taking can be helpful in any occasion where different perspectives exist. It encourages people to put themselves in others' shoes. Questions such as "What would you do/feel if..." would encourage this dialogue. Libraries' diversity task forces or Chief Diversity Officers, if they exist, could develop and promote these programs, and propose organizational goals and recommendations to address diversity and inclusion, in consultation with library administration.

Managers should actively interrupt biases and engage with diversity initiatives. Calling out bias can make people in the majority feel uncomfortable and can be politically risky, but it also encourages open and authentic conversations on diversity. This can be done privately, or at the moment in public tactfully. A question like "Can you repeat what you just said?" would enable people at the scene to reevaluate what was said. This also allows the person who might have been hurt or offended to push back respectfully and effectively.

It is hard to have a meaningful conversation unless we are willing to be uncomfortable. Nobody wants to be perceived as a complainer or troublemaker, and it is sometimes hard to speak up. Managers, given their authority within the organization, are empowered to make things right, interrupt, and serve as role models. The management literature in this study revealed many helpful insights on this topic. Managers could start with something small such as prohibiting expressions such as "culture fit" or "gut feeling" in evaluating job candidates or employees, because those terms indicate unconscious bias is at play.

An audit of administrative processes and procedures can be assigned to managers as part of diversity and inclusion goal setting for the library. For example, travel and expense reimbursement policies and procedures often do not acknowledge or accommodate the realities of gender, minority, disability, or socioeconomic status. Do the organization's policies allow for choosing more expensive travel options if safety might be an issue for someone traveling alone at night in unfamiliar environments, for example? Do policies requiring sharing of hotel rooms force some participants to disclose disabilities and/or be perceived as getting special treatment? Practices such as requiring individuals to use their own credit or debit cards to pay for conference registration, airfare, and hotels for later reimbursement puts a further burden on people who may already face economic discrimination in terms of ready access to credit or straitened economic circumstances.

Another area for examination is professional development policies and opportunities for hourly non-exempt staff who may be interested in career development. Library conferences are notorious for taking place over weekends. Does the institution or library have policies that would allow everyone to participate by flexing time or paying overtime?

Such policy changes may involve a cost to the library or to the institution since inclusive policies would cover everyone, avoiding making special dispensations for groups who may feel

singled out. Commitment to diversity and inclusion is an investment by the institution in both time and money and requires effort and intentionality by every employee, not just managers and the groups directly affected. Like built environments following the principles of universal design, well-built policies and procedures benefit everyone. “By considering the diverse needs and abilities of all throughout the design process, universal design creates products, services and environments that meet peoples' needs.”³⁰

Ethnic and racial minorities should seek out support from members of senior administration, or a sponsor who will actively advocate for them and expand their relationships and opportunities. They should also seek mentors who will build their confidence, credibility, and competence through their coaching and counseling. It is important for them to find sponsors and mentors who understand and acknowledge race as a potential barrier and are willing to facilitate relationships for their protégés. They should also build on the three skills key to resilience: emotional intelligence, authenticity, and agility, as the management literature suggests.³¹ The ability to self-advocate, communicate effectively and strategically, make good judgments, and identify opportunities through their relationships is important for racial minorities as their careers tend to grow more slowly than their white peers especially at the early stage, as the management literature suggests.

Limitations

The main limitation of this study is only articles published in or after the year 2000 in two practitioner-oriented management journals were included in the study. No books, websites, and other journals were included in the management literature review. It is possible there are other helpful suggestions to promote diversity published in other publications. At the same time, keyword searches within other management journals used the FT Research rank, e.g. *Academy of Management Journal*, *Administrative Science Quarterly*, and *Human Resources Management*, did not produce results with specific suggestions for practitioners, although some articles discussed diversity-related topics for scholars. The authors therefore determined focusing on the two practitioner-oriented journals would be the best approach for this study. Another limitation is this management literature review was done manually, and it is possible human error might have occurred in identifying key articles. Interpretation of the literature is subjective, and it is possible other suggestions might exist. At the same time, the goal of this study is to find key research to guide future actions, and the authors believe adequate literature was identified.

Conclusion

While tracking and publishing statistics about minority and women senior managers can provide perspective, it does not, in itself, change the status. To cultivate diversity, libraries must move away from mandatory trainings and token appointments. Positive changes require senior management to commit to engage with diversity initiatives, serve as sponsors particularly for minorities, and for everyone in the organization to be willing to have open and possibly uncomfortable conversations. Libraries should also provide equal access to quality work and professional development opportunities for librarians and library workers of all backgrounds and devise strategies to create diversity within their workforces through their recruitment, retention, and promotion practices. Managers should be aware minorities are often unaware of various opportunities that exist and actively serve as their advocates, connectors, and facilitators. The organization should examine the implicit bias in seemingly neutral bureaucratic policies and procedures on a regular basis. Communicating the library's commitment to diversity, building processes and structures to eliminate biases in hiring and promotion, increasing awareness

within its workforce, setting specific diversity-related goals, measuring the outcome, and making the management accountable will be the first steps.

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Notes

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