


AUTHOR QUERY FORM

 ELSEVIER	Journal: ACALIB Article Number: 1220	Please e-mail or fax your responses and any corrections to: E-mail: corrections.essd@elsevier.spitech.com Fax: +1 619 699 6721
--	---	--

Dear Author,

Any queries or remarks that have arisen during the processing of your manuscript are listed below and highlighted by flags in the proof. Please check your proof carefully and mark all corrections at the appropriate place in the proof (e.g., by using on-screen annotation in the PDF file) or compile them in a separate list.

For correction or revision of any artwork, please consult <http://www.elsevier.com/artworkinstructions>.

Any queries or remarks that have arisen during the processing of your manuscript are listed below and highlighted by flags in the proof. Click on the 'Q' link to go to the location in the proof.

Location in article	Query / Remark: click on the Q link to go Please insert your reply or correction at the corresponding line in the proof
Q1	References have been renumbered from Refs. 3 to 15. Changes ok throughout?

Thank you for your assistance.



Visibility of Diversity within Association of Research Libraries Websites

by Lori S. Mestre

Libraries in the United States have worked towards developing more inclusive environments and programs. This inclusiveness should also extend to the online library presence. This article provides results of a web page scan of all Association of Research Libraries (ARL) in the United States to document the visibility of diversity on their pages. A discussion of the importance of this visibility and examples and recommendations for website design to include diversity elements are also provided.

INTRODUCTION

24

The website may be the first and possibly only interaction that students have with the library. It can create a welcoming image in people's minds through their face to face or online services, and can send clear, consistent messages about their values and image. These public venues (including websites) do represent an organization's image and values. They are available to everyone and can help to promote and recognize diversity among staff, students, and patrons within the Libraries by increasing communication, understanding, and respect among people of different racial, ethnic and cultural backgrounds. There are various dimensions and aspects of diversity and the focus of this study was limited to representation of racial or ethnic diversity on webpages, specifically underrepresented groups including Hispanics/Latinos, Native Americans, African Americans, and also Asian Americans. This study did not seek to explore representation of diversity related to disabilities, sexual orientation, religion, geography, age, education, income, etc.

Websites also make an instant statement regarding the library's diversity commitment. They provide a window into the organization for potential employees, patrons, and casual observers (window shoppers, a.k.a. web surfers). A library's presentation of itself on the web creates an impression of the library in the viewer. Depending upon the placement of links, diversity messages may be inconsistent from the perspective of new or current employees, and clarity of priorities can vary widely.

There are several important reasons that libraries should make the visibility of diversity efforts, policies and connections an important aspect in their website design. A primary one is that it projects that the library or organization is working towards a climate of trust, collaboration, productivity, innovation, shared power, and creativity. It also indicates that there are efforts towards recognition of an all inclusive environment and towards providing services that are representative of the needs of a diverse population.

In many cases the parent institution prominently highlights diversity efforts and strategic initiatives, but not the library. The Association of Research Libraries (ARL) could be considered the parent institution for all ARL libraries and is a good model for how it highlights diversity efforts. Its website provides resources for librarians, as well as prominence throughout the websites of diversity efforts and programs. Tabs at the top of the ARL site provide links to several diversity initiatives that highlight the importance of recruiting, representing, and advancing underrepresented racial and ethnic groups into librarianship.¹ In this analysis very few of the ARL libraries highlighted diversity information, such as contact person, diversity web page, diversity statement, diversity mission, diversity values, diversity committee, diversity action plan, diversity events, or diversity related collections. Highlighting such efforts demonstrates

Lori S. Mestre,

University of Illinois at Urbana-Champaign,

245 Undergraduate Library MC 522, 1402 West Gregory,

University of Illinois at Urbana Champaign, Urbana, IL 61802, USA

<lmestre@illinois.edu>.

71 to the public at large that this is a high achieving diverse learning
72 organization that is working toward being a discrimination-free
73 workplace with barriers removed that might impede advancement
74 and fulfillment.

75 Another consideration for making diversity more visible on web
76 pages is to reflect the diversity of those visiting the site. Goodheart
77 acknowledged that younger Americans, especially those of college age,
78 want to be among people with similar backgrounds and ethnicity.² If
79 they do not see themselves, their values, or their needs reflected in
80 web pages or at service points they may feel isolated and reluctant to
81 explore the services. Students want to be identified as belonging in the
82 environment and connected to its values, culture, and image, so
83 including representative images or information that students can
84 relate to from their culture can build that sense of belonging.

85 When people are visible members of an organization, their
86 identification and support for the organization increase and they
87 may lend more support if they feel the institution (or library) projects
88 similar values as their own.^{3,4} They, in turn, may become relationship
89 builders. If little or no representation of certain groups appears, then
90 these groups may believe that their values are not important to the
91 organization and relationships will be slow in forming. Tucker also
92 related the need to reach out to Generation M (the millennial
93 generation entering college) with technology and to tune messages to
94 these groups as well, since this generation relies on technology, not
95 face to face interaction, for communication.⁵

96 **Web Page Analysis Related To Diversity Efforts**

97 Very few studies have been conducted that analyze web page
98 content or design related to diversity visibility, and even fewer have
99 been conducted related to libraries. Among the handful of recent
100 studies, Young examined CIC (Committee on Institutional Cooperation)
101 libraries' web sites to find out how diversity-related collections
102 are represented.⁶ The CIC is comprised of the Big Ten universities, the
103 University of Chicago, and the University of Illinois at Chicago. She
104 notes that "While the parent institutions of these academic libraries
105 have demonstrated their commitment to diversity and provide access
106 to that information with a link from their home pages, most libraries
107 fail to demonstrate diversity's importance on their Web sites."⁷

108 Even though libraries make extensive use of the Web to deliver
109 information about their collections and services, the libraries Young
110 examined (CIC libraries) do not appear to take advantage of the Web
111 to promote their policies, guidelines, or other information about
112 library diversity to the public. Young also assessed how many clicks
113 from the home page it took to get to diversity resources (whether
114 there were research guides related to a particular area, or other
115 diversity-related resources). Although it might be assumed that the
116 CIC institutions are supporting the teaching, learning, and research
117 activities on their university campuses, she found that the information
118 was not organized or presented from the first three levels of their site.
119 Therefore, the lack of visibility might lead to the conclusion that those
120 libraries do not support diversity efforts.

121 Other studies that have relevance to diversity representation on
122 web pages include some conducted at various institutions. Brunner
123 and Brown, for example, examined the homepages of the NCAA's
124 Division I schools for visual elements that showcase the university's
125 attention to diversity and inclusivity.⁸ Three hundred twenty-six
126 homepages were examined from the list of member schools of the
127 NCAA (www.ncaa.org). The vast majority of homepages (86%;
128 $n=281$) contained visual images of people with 80 percent being
129 women. Further, 63% ($n=178$) of the homepages with visual images
130 of people presented images of people of color. Judging from these
131 results alone it appears that many university administrators and
132 public relations officers make a conscious decision to promote images
133 of diversity in race and gender on their homepages. They also found,
134 however, that 35% ($n=97$) of the images of people depict people of

different races interacting together. In other words, for the most part, 135
white people only appear with white people and people of color only 136
appear with people of color. In short, the people who appear on these 137
pages are visually segregated in this virtual world. Such images might 138
give the impression that the universities are more interested in 139
promoting images of diversity than diversity itself. They concede that 140
visual segregation may be nothing more than coincidence, or it may, 141
in fact, show reality. They argue that a university should consider a 142
homepage to be a place to put its "best foot forward" and to make a 143
favorable impression about priorities and values. 144

145 Given the wide reach of websites, Brunner and Brown caution 145
institutions to be mindful of the images and messages presented on 146
those websites.⁹ Because students may "talk" about universities and 147
libraries on blogs, text messages, instant messages, websites, social 148
networking sites and e-mails, it becomes imperative for libraries to 149
find ways to connect to these diverse populations up front. "Word of 150
mouth" can be a great recruiting tool and an endorsement for visiting 151
(or not visiting) a particular library; thus, creating a positive image 152
related to diversity visibility can help build relationships. 153

**"Because students may "talk" about universities 155
and libraries on blogs, text messages, instant 156
messages, websites, social networking sites and 157
e-mails, it becomes imperative for libraries to 158
find ways to connect to these diverse 159
populations up front. "Word of mouth" can be a 160
great recruiting tool and an endorsement for 161
visiting (or not visiting) a particular library; 162
thus, creating a positive image related to 163
diversity visibility can help build relationships."** 164

165 A study by Osario identified trends in the design and content of 165
home pages for web sites of Science-Engineering Libraries.¹⁰ Forty- 166
five web sites from universities in the USA and Canada were chosen 167
and their design characteristics and hypertext links analyzed. Osario 168
points out that a strong web presence by libraries serves as a 169
starting point for patrons conducting library research to explore the 170
resources available. 171

172 Cook and Finlyason were interested in the impact that culture had 172
on web site design and what cultural accommodations were 173
considered in the design.¹¹ They assessed websites of various county 174
bureaus based on Hofstede's five cultural dimensions: Power Distance 175
Index; Individualism vs. Collectivism; Masculinity vs. Femininity; 176
Uncertainty Avoidance Index; and Long vs. Short Term Orientation. 177
Although this study rated websites of various countries rather than 178
libraries or universities, the suggestions for improving the content of 179
websites can be applied both broadly and specifically. A general 180
suggestion was to design for neutrality in order to accommodate 181
cultural differences in order to ensure that no one's sensibilities are 182
offended. However, in order to accomplish that goal, the site might 183
then become sterile and unappealing. They concluded that institu- 184
tions should assess and revise websites using feedback and by 185
measuring preferences and attitudes of the dominant cultures. 186
Various elements of some of the studies described above were used 187
to do an analysis of library websites in this study, including the 188
representation of diversity and location of diversity on a site. 189

190 **METHODOLOGY**

191 **Content Analysis**

192 The present study examined the 107 ARL libraries in the United 192
States using content analysis. Content analysis can be used to study 193

194 many areas of the behavioral and social sciences and is often used
 195 in journalism, communication, public relations, and business. It is a
 196 systematic and objective method of analysis and can be used to
 197 determine the presence of certain words, concepts, themes,
 198 phrases, characters, or sentences within texts or sets of texts and
 199 to quantify this presence in an objective manner.¹² It can indicate
 200 pertinent features such as comprehensiveness of coverage or the
 201 intentions, biases, prejudices, and oversights of authors, publishers,
 202 as well as all other persons responsible for the content of
 203 materials. Replicable and valid inferences can be made from data
 204 analyzed using content analysis.¹³ In addition, content analysis is
 205 an ideal research methodology for the analysis of documents
 206 because it provides a logical basis for understanding how messages
 207 are constructed.

208 The search process for the web pages included looking for
 209 specific categories of information related to diversity or multicultur-
 210 alism. As mentioned in the introduction, the focus of diversity
 211 here was on ethnic and racial diversity of underrepresented groups,
 212 particularly Hispanics/Latinos, African Americans, and Native Amer-
 213 icans and also Asian Americans. For this study the term “disabilities”
 214 was not included as a term or category to consider, nor were pages
 215 related to disabilities included in the analysis. Perhaps because of
 216 the American with Disabilities Act and accessibility concerns, web
 217 pages generally provide some visibility of disability links. The web
 218 page categories shown in Table 1 were analyzed to determine if
 219 there were any links or content related to diversity. If there was an
 220 instance, a checkmark was placed in the Yes column. If not, a check
 221 mark was placed in the NO column. The data were entered in an

Excel spreadsheet, along with any other features, such as urls or **230**
 contact information that could be found. The search was done in **250**
 January 2009 and again in September 2009 and July 2010. During **251**
 that time period many links had changed without redirects, adding **252**
 to the frustration of locating these elements. Some ended up being **253**
 even more buried in the library web page structure or were not **254**
 found. **255**

Challenges During the Process 256

Library Headings 257

Since the terminology used to designate headings is not **258**
 consistent, an effort was made to cover the different variations of **259**
 titles used for the same kind of link under one generic heading. **260**
 Dewey indicated that one major problem in locating services and **261**
 resources on a web site is the terminology that is used.¹⁴ Obscure **262**
 labels (topic headings), or labels that are too general or too specific **263**
 are often found in many home pages. In this study it was important **264**
 to think of all of the cognates that might be used to describe a **265**
 category. For example, the term “About” was usually consistent **266**
 throughout the library web pages. Other headings, however, such as **267**
 Staff Directory, Committees, Reports, or Contacts varied. The staff **268**
 directory (or its equivalent term) was examined for each library. At **269**
 times this was available as its own heading or under the “About Us,” **270**
 “Services,” “Directory”, or “Contact Us” headings. Not all of the **271**
 directories provided subject information or contact information. **272**
 Some provided departments, such as Reference or Cataloging. Many **273**
 of those links to the departments did not provide staff information. **274**
 This meant that more exploration was needed to determine the **275**
 required term needed to find specific librarian contact information **276**
 along with job roles. **277**

Site Searches 278

When information was not found using the above checklist, **279**
 library site searches were performed. Locating the library site search **280**
 was not always obvious due to the variety of places it may exist on **281**
 web pages. In some instances it was not found at all. When doing a **282**
 site search the following terms, in various constructions, were used: **283**
 diversity librarian; diversity statement; diversity mission statement; **284**
 diversity committee; diversity team; diversity working group; **285**
 diversity plan, etc. Diversity was interchanged with multicultural **286**
 and multiculturalism (or using truncation as well). If nothing **287**
 appeared for the above searches, the term “outreach” was substituted **288**
 in place of diversity, even though this broadened the scope of what **289**
 the purpose of the librarian, plan or committee would be. As a last **290**
 resort only the term “diversity” or “multicultural” was used, which **291**
 understandably resulted in many unusable hits. However, it **292**
 sometimes led to some documents that had been prepared related **293**
 to diversity. The same strategies were used when using the advanced **294**
 search in Google, although in those instances the name of the library **295**
 was added as well. **296**

Time for Searching 297

Each search was timed to see how long it might take to locate any **298**
 information related to diversity. The searches were performed by a **299**
 trained graduate student in a library and information science **300**
 program, as well as an experienced librarian. The range was five **301**
 seconds for the library that had a diversity link on the front page to **302**
 over **15 min.** Fifteen minutes was the maximum amount of time **303**
 allowed for searching. It was assumed that an individual would not **304**
 spend more than **15 min** searching without success. The average time **305**
 was **5 min** to find something on the checklist. Libraries may have this **306**
 material or information, but in many instances it was not readily **307**
 available online, even after **15 min** of searching. **308**

t1.1 **Table 1**

t1.2 **Checklist Used For Each Library to Document**

t1.3 **Diversity Visibility in Their Web Site**

t1.3 Name of Library:				
t1.4 Web address:				
	Location	Yes	No	URL/Name
t1.6	Front page			
t1.7	About the library			
t1.8	Services			
t1.9	Committees page			
t1.10	Reports			
t1.11	Publicity			
t1.12	Subject Specialist/liaison (for contact person)			
t1.13	Contact us (for contact person)			
t1.14	Staff directory (for contact person)			
t1.15	Site search			
t1.16	SiteMap			
t1.17	Google search for diversity/ multicultural and name of library			
t1.18	Ask a librarian (as last resort to find out if there is a contact or information)			
t1.19	Other			
t1.20	Time to find any information related to diversity			

Table 2
Results of Diversity Visibility of ARL Web Pages

Item	Yes	No
Contact person related to diversity	9% (n = 10)	91% (n = 97)
Designated web page for Diversity efforts	22% (n = 24)	78% (n = 83)
Included in a values statement	27% (n = 29)	73% (n = 78)
Included in a vision statement	14% (n = 15)	86% (n = 92)
Included in a mission statement	16% (n = 17)	84% (n = 90)
Diversity statement	13% (n = 14)	87% (n = 93)
Diversity plan	7% (n = 7)	93% (n = 100)
Diversity committee	21% (n = 22)	78% (n = 85)
Included in a strategic plan	37% (n = 39)	64% (n = 68)
Total libraries = 107		

RESULTS

Once information was located, a checklist similar to the one below was used to document the types of diversity-related links or information. The web page url was also included in the checklist. Table 2 provides the results of the scan.

As indicated in Table 2, only two items (diversity included in a strategic plan or diversity included in a values statement) were located for over one quarter of the libraries. That inclusion indicates that the library had an overall strategic plan or vision statement and that the library mentioned something related to the importance of diversity within those statements. The findings in Table 2 show that except for those two instances, the items listed were not found for three quarters of the libraries. Further examination of the data reveals that twenty-seven percent (n = 29) of the libraries had no mention of diversity in a mission, vision, values statement or strategic plan, nor did they have a dedicated librarian for diversity/multicultural efforts or a diversity committee.

Diversity Links from the Front Page

Although many libraries had links to disability information on the front page, four libraries had a top level link to diversity information: Ohio State University (in the drop down link for “About OSUL” (http://library.osu.edu/index_jm.php); Penn State (on left column) <http://www.libraries.psu.edu/psul/diversity.html>; The University of Illinois at Urbana-Champaign in the right column “Library Initiatives” (<http://www.library.illinois.edu/>) and the University of Louisville Libraries (<http://louisville.edu/library/> in the footer which connects to the campus Office of Diversity). On several pages, exhibits, workshops or news were mentioned on the front page, which may have included topics related to culture or diversity. Kent State, for example, had a posting under the “Features” section on the front page for a “Librarian Diversity Internship”. Rutgers University provided a box on the front page with the word “Welcome” in various languages (<http://www.libraries.rutgers.edu/>). Each term, when clicked, opens up a page in that language that serves as an introduction to the library.

An investigation of web pages for categories similar to “About the Library” or “About Us” revealed that seven libraries had links to diversity. As of July 2010, those libraries were: North Carolina University Library (<http://www.lib.ncsu.edu/libinfo>); Penn State Library (<http://www.libraries.psu.edu/psul/about.html>); Purdue University Library (<http://www.lib.purdue.edu/about/>); Rutgers Library (<http://www.libraries.rutgers.edu/rul/about/about.shtml>); the University of Michigan Library (<http://www.lib.umich.edu/about-mlibrary>); the University of Notre Dame Hesburgh Library ([\[www.library.nd.edu/about/\]\(http://www.library.nd.edu/about/\)\) and the University of Washington Library \(<http://www.lib.washington.edu/about/>\).](http://</p>
</div>
<div data-bbox=)

Beyond the scan of the “home page” and the “About the Libraries” pages, information about diversity was found in numerous places on the websites and often more than three or four links in. Specific results from each of the categories in Table 2 are further detailed below.

Contact Person Related to Diversity

Web pages were scanned to find a contact person either related to diversity or multicultural efforts or a designated librarian to guide or coordinate diversity or multicultural efforts. In January 2009 fourteen dedicated positions related to diversity were found. In July 2010, that number decreased to ten that could be found on the websites of the 107 ARL libraries in the United States. Titles varied and included ‘diversity librarian,’ ‘multicultural librarian,’ ‘outreach librarian for multicultural services,’ ‘ethnic studies librarian,’ or similar titles. The majority of ARL libraries (73%, n = 78) have subject specialists for different populations, such as for African American Studies, Latino Studies, Native American Studies, Asian American Studies, or Ethnic Studies. Although their role may be to provide services other than collection development, it is often not possible to discern that information from the page. During a scan of directories for subject specialists a few entries related to multicultural resources were found. These usually linked to a libguide or guide to the types of databases or resources available related to ethnic groups. One example is the Kansas Libraries Subject Librarian directory. An entry for Multiculturalism and Diversity is found in the subject librarian list, along with contact information for the librarian. However, this librarian is the librarian for several areas and not a designated librarian for multicultural services. Yet a decision was made to include a category for multiculturalism and diversity, even when the individual subject areas are also included on the subject librarian directory. The linked page provides suggested article databases, subject guides and other library help (<http://www.lib.ku.edu/infogateway/index.cfm?type=subject&page=contact&sid=91>). This is an example of options libraries have for providing a contact link related to multicultural or diversity information, even if there is no dedicated librarian.

Designated Web Page for Diversity Efforts

In addition to web pages created by a dedicated librarian for diversity efforts, twenty-one diversity committees maintained a dedicated diversity web page (see Appendix A), even though two had not been updated recently. In all, less than one quarter of the ARL libraries had findable pages specifically related to diversity efforts. Representative pages include: University of Michigan (<http://www.lib.umich.edu/library-diversity-committee>); Pennsylvania State Libraries (<http://www.libraries.psu.edu/psul/diversity.html>); Rutgers University Libraries Diversity Resources (<http://www.libraries.rutgers.edu/rul/about/diversity/diversity.shtml>); The University of Connecticut Libraries (<http://lib.uconn.edu/Diversity/>); and The University of Illinois at Urbana-Champaign ([http://www.library.illinois.edu/ugl/diversity/index.html#yes diversity page](http://www.library.illinois.edu/ugl/diversity/index.html#yes%20diversity%20page)).

“In all, less than one quarter of the ARL libraries had findable pages specifically related to diversity efforts.”

The University of Buffalo Libraries has a section on their web site under Get Help for Student Support. Included in the categories is a link for International Students <http://library.buffalo.edu/libraries/gethelp/international/>. Although not directly related to racial or ethnically

411 diverse students it provides resource and help links for students and
412 pictures and contact information to librarians.

413 The University of Iowa libraries has a Director responsible for
414 Human Resources and Diversity Programs as well as Librarian Liaisons
415 to UI Cultural Centers (linked under the Services tab on the web page)
416 and a web page that includes pictures and contact information for the
417 librarians: <http://www.lib.uiowa.edu/ref/liaison/index.html>.

Included in a Values Statement

419 A values statement attempts to capture the basic philosophy of the
420 organization. It may also represent a moral position or how people want
421 to behave with or treat each other. There were twenty-nine libraries
422 (27%) that had some mention of diversity included in a values statement.
423 Oftentimes the values statement was included within a strategic plan or
424 mission statement. Very few libraries had created a stand-alone values
425 statement for diversity. Three examples of the incorporation of diversity
426 within a Library's values statement are listed below.

- 427 • Auburn University Libraries (<http://www.lib.auburn.edu/dean/docs/values.html>)
- 428
- 429 • Fairness: The Library values diversity in its staff, users, and
430 collections. We strive to provide equity of access to information,
431 and a climate of openness, acceptance, and respect for all
432 individuals and points of view.
- 433
- 434 • The University of Arizona (<http://www.library.arizona.edu/about/organization/principles.html>)
- 435
- 436 ◦ III. DIVERSITY
- 437
- 438 ◦ We value, respect, and are strengthened by viewpoints and
439 experiences outside the dominant culture.
- 440
- 441 ◦ We strive to build a multi-cultural organization.
- 442 • University of Iowa Libraries (<http://www.lib.uiowa.edu/about/strategic.html>)
- 443
- 444 ◦ **Diversity.** A welcoming environment that is respectful, support-
445 ive and responsive to the changing needs of an increasingly
446 diverse community of library users.
- 447
- 448 ◦ **Collections.** Free and open access to ideas across time and cultures
449 by building, organizing and preserving distinctive collections in all
450 formats to meet the needs of the University community.
- 451
- 452 ◦ **Staff.** A diverse, supportive, respectful, and collegial work
453 environment that values differences and nurtures individual
454 talents through staff development and continuing education;
455 organizational efficiency, flexibility, and accountability.
- 456
- 457

Included in a Vision Statement

459 A vision statement expresses the aspirations for where a library
460 wants to go and can serve as a guideline for future strategic decisions.
461 Elements of mission and vision statements may be combined. The
462 survey of ARL library webpages identified that 14% ($n = 15$) of the ARL
463 libraries had a vision statement, although diversity was not
464 mentioned in each instance. The following, from the University of
465 California Riverside Values Document (<http://library.ucr.edu/content/lfmp/vision.pdf>), provides one example of a statement that articulates
466 the value of diversity:

- 468 1. To attract and maintain an ethnically, culturally and educationally
469 diverse and highly competent staff in support of student and
470 faculty success, with effective work space, efficient work process-
471 es, and state-of- the art equipment to engage them fully in the
472 University's goals of supporting faculty and student success.

2. To design library services and facilities that will embrace and
473 celebrate the University's strong commitment to diversity and the
474 pluralistic characteristics of the student body, with UCR being the
475 most diverse campus within the UC system and the 4th most
476 diverse in the nation.
477

Included in a Mission Statement

478 The mission statement of an organization is a short, but complete
479 description of the overall purpose and intentions of that organization,
480 unit, program, course or activity. It states what is to be achieved, but
481 not how this should be done. Many libraries had a strategic plan and/or
482 a mission statement, even if diversity was not reflected in them. All of
483 the mission statements were evaluated to see if terms such as diversity,
484 equality, equal treatment, fairness, or respect were included resulting
485 in 16% ($n = 17$) including something related to diversity in those
486 statements. Three examples of how diversity was reflected follow: 487

- 488 • University of Massachusetts Amherst (<http://www.library.umass.edu/about/>) As a gateway to knowledge, the Libraries are a key
489 partner in teaching, learning, and research at UMass Amherst [and
490 in the Commonwealth of Massachusetts]. Supporting freedom of
491 inquiry, the Libraries foster a diverse and inclusive environment in
492 which to engage with ideas and acquire the critical skills necessary
493 for life-long learning. By combining the latest information
494 technology with excellent public service, the staff builds and
495 maintains a rich information environment, facilitates access to it,
496 and creates a hub of campus and community scholarly activity. 497
498
- 499 • University of Michigan Library, from their Diversity Committee
500 page has a specific Diversity Mission (<http://www.lib.umich.edu/library-diversity-committee/>): *The Library Diversity Committee*
501 *is dedicated to provide leadership to the staff of the University of*
502 *Michigan Library by promoting understanding in various areas of*
503 *diversity, and to collaborate with members of the campus and the*
504 *community to bridge individual and collective experiences; to serve*
505 *as an advisory group to the library administration, reporting on*
506 *diversity programs and on staff and patron concerns; and to lead in*
507 *the creation and implementation of diversity activities.* 508
- 509 • University of Oregon Libraries, from their diversity committee plan
510 (<http://libweb.uoregon.edu/diversity/initiatives.html>): *We there-*
511 *fore affirm, in the words of the University Mission Statement, 'the*
512 *principles of equality of opportunity and freedom from unfair*
513 *discrimination for all members of the university community and an*
514 *acceptance of true diversity as an affirmation of individual identity*
515 *within a welcoming community.' We affirm the University's*
516 *commitment to equity, to diversity, and to the development of faculty,*
517 *students, officers of administration, and staff who will participate*
518 *effectively in a global society."* 518

Diversity Statement

519 A diversity statement (philosophical statement) sometimes origi-
520 nates from a mission statement. It may be included to supplement a
521 mission statement by articulating a commitment to diversity. It may be
522 a working definition or statement to use as one goes about trying to
523 accomplish the initiatives related to diversity. Its intention may be to
524 keep diversity at the forefront and may include goals. One value is that
525 it lets the public know why the library values racial and ethnic
526 diversity. Diversity statements provide tools for holding individuals in
527 a variety of leadership positions accountable for addressing issues of
528 diversity. They also provide vehicles to help those on campus who feel
529 marginalized to voice their concerns. Fourteen diversity statements
530 could be found on the web pages of the ARL libraries (see Appendix B). 531

Diversity Plan

532 A diversity plan can be an extension of a broader strategic plan. 533
534 Some are textual and philosophical, whereas others include goals, 534

535 strategies and action steps. Lengths differ as well. There are various
536 common elements of a diversity plan: the mission or commitment to
537 diversity; goals that can be achieved within a certain timeframe;
538 specific activities or actions that will be undertaken. Many are based
539 on the library's or university's strategic plan. Five of eight libraries
540 with plans were found from the library pages. Three were found by
541 doing a Google search. Some libraries mentioned a diversity plan, but
542 there was no visible link to it. Following are links to eight diversity
543 plans that could be found: Auburn University (library faculty diversity
544 plan) <http://www.lib.auburn.edu/dean/docs/diversity.html>; Rutgers
545 University Libraries Diversity Plan 2009-2010 http://www.libraries.rutgers.edu/rul/about/diversity/RUL_diversity_plan_09-10.pdf; Uni-
546 versity of Colorado at Boulder <http://ucblibraries.colorado.edu/dean/diversity.htm>; University of Indiana-
547 Purdue (an extension of the University's Diversity Vision, Mission and Goals statement <http://www.lib.iupui.edu/about/diversity/plan>;
548 University of Maryland <http://www.lib.washington.edu/About/diversity/>; University of Min-
549 nesota Libraries <https://wiki.lib.umn.edu/CES/DiversityActionPlan>;
550 University of Oregon <http://libweb.uoregon.edu/diversity/initiatives.html>; and University of Washington <http://www.lib.washington.edu/About/diversity>;

556 Diversity Committee

557 Results of this web analysis revealed that there were twenty-two
558 instances of diversity committees that could be found via webpages
559 (see Appendix B). Additionally, the seven LUAC University of
560 California libraries work together to maintain one diversity commit-
561 tee. The content for diversity pages varies greatly. Some libraries
562 simply mention that they have a diversity committee with no further
563 information or contact links. Others provide not only the committee
564 and contact information, but also a mission statement, diversity action
565 plan, programs, resources, annual reports and initiatives. It may be
566 that links to diversity committees are restricted to staff intranets and
567 not visible to the public. Several libraries had a diversity committee
568 available for public view in September 2009, but in May 2010 it was
569 not accessible (Arizona State, Michigan State, Penn State, University of
570 Utah, for example). Several libraries indicated that they had a
571 diversity committee, although no visible link to a Diversity Committee
572 page was found. In other instances annual reports were available via
573 Google for various diversity committees, but upon further examina-
574 tion of those library web pages, the information from those reports
575 was not visibly apparent.

576 Included in a Strategic Plan

577 Because diversity plans and statements are developed in response
578 to a library's strategic plan, most strategic plans often include
579 references to diversity. In this scan, 36% ($n = 38$) of the libraries had
580 a strategic plan that could be readily found. One example of a Library
581 diversity strategic plan is from Penn State <http://www.libraries.psu.edu/psul/diversity.html>. This page includes "A Framework to Foster
582 Diversity at Penn State: University Libraries Strategic Plan 2004-
583 2009", as well as the 2010-2015 Strategic Plan.

585 DISCUSSION AND FUTURE DIRECTIONS

586 Libraries play an integral role in the success of diversity initiatives
587 within universities. They provide access to information on diversity-
588 related topics (in print and online), provide accessible services, offer
589 research assistance, create exhibits, offer programming, and contrib-
590 ute to the diverse workforce. While many parent institutions of the
591 academic libraries in this study have demonstrated their commitment
592 to diversity and provide access to that information with a link from
593 their home pages, this visibility was not apparent at most of the
594 library web sites. Even when information could eventually be found, it
595 was often hidden behind multiple layers of the web site or only found
596 through a site search. The problem of multiple layers in web sites is

one of the major concerns Dalal mentioned.¹⁵ Users can experience 597
disorientation when moving into deeper layers. In this study, two and 598
three layers were very common, but there were instances of four, five, 599
or more layers before anything related to diversity could be found. 600
601

**“While many parent institutions of the 602
academic libraries in this study have 603
demonstrated their commitment to diversity 604
and provide access to that information with a 605
link from their home pages, this visibility was 606
not apparent at most of the library web sites.” 607**

The libraries in this study were not graded on whether or not the 608
categories on the checklist were found. A previous study did grade 609
websites of 57 teacher preparation schools' in Illinois on the visibility 610
of lesbian, gay, bisexual, transgender, queer/questioning (LGBTQ) in 611
those pages.¹⁶ Institutions were awarded points if there was evidence 612
of various indicators or terms. Seventy two percent of the programs 613
(41 of the 57) received a grade of F (failing). If the same had been done 614
for this study of visibility of diversity in ARL libraries web sites, the 615
results would show that less than one quarter of the libraries actively 616
reflect diversity on their pages. This finding alone does not mean that 617
75% of libraries are “failing” in regards to diversity. It does mean, 618
however, that libraries may not be putting their best foot forward if 619
their most visible and widely available tool (their web page) includes 620
little about diversity. 621

This study was an exploratory study to record instances of 622
diversity on ARL websites. Although it did document where on the 623
library website those instances occurred e.g. under which categories 624
and how many layers within the site, it did not attempt to create any 625
benchmarks for measuring the success or failure of a web presence's 626
attention to diversity. Future studies might look to evaluate 627
correlation between the inclusion of diversity in the library's goals/
628 vision/mission/values statements and subsequent appearances of
629 diversity throughout the site. It would also be good to look at libraries
630 that are well known for their diversity efforts and evaluate their
631 websites for how and where diversity is included. Those examinations
632 might yield valuable information regarding whether libraries that put
633 emphasis on diversity in their goals/mission/values/visions state-
634 ments also provide greater diversity awareness throughout their sites
635 and also in their “real world” efforts. 636

637 RECOMMENDATIONS

Based on this study, the following recommendations are provided to 638
help make diversity more visible on library web pages. 639

- Give diversity a prominent place within the web site's structure, 640
preferably at as high a level as possible. Not all features need to be 641
linked from the home page of a library. However, when planning 642
web site design, consideration should be taken to avoid a user 643
needing to click on several layers to find the needed information or 644
to enter terms in the site's search engine. 645
- Provide identification and contact information for members of a 647
diversity or similar committee and for administrators responsible 648
for diversity. Libraries should evaluate their web pages to 649
determine if their diversity related information is transparent 650
and easily accessible. Not every library will decide to create a 651
diversity webpage, have a diversity librarian, or diversity 652
committee. However, each library is most likely doing something 653
related to diversity, for example: creating subject guides, exhibits, 654
programs or have committees that discuss issues reflecting 655

diversity. That information needs to be made visible. At the minimum, a contact person related to diversity or multicultural services or programs should be available from a website. Students or faculty may be more likely to communicate with someone if they feel there is a designated person for their area. In the cases where there is no librarian designated as multicultural or diversity librarian, perhaps one of the librarians working with specific ethnic groups could be listed as contact for diversity or multicultural issues. If there is a diversity committee, the chair might also be the designated contact person. If a patron is looking for someone who is the individual responsible for coordinating multicultural efforts it can be nearly impossible to determine who that individual might be unless it is clearly indicated in a staff directory, contact page or on a page for multicultural or diversity services. The contact person could be designated to distribute the query or information as needed. This information can be linked with the rest of the "Contact" information, or on a "Staff," "Liaisons" or "About" page.

- Publicize the library's diversity-related programmatic, instructional and outreach activities and initiatives, and provide contact information for those responsible for these endeavors. Tools such as a facebook page or twitter page are being used by some libraries. For example, the University of Michigan Library Diversity Committee is responsible for a twitter feed related to diversity at http://twitter.com/um_ldc and linked from its page at <http://www.lib.umich.edu/library-diversity-committee>. The University of Tennessee's Diversity committee also sponsors a twitter, facebook and YouTube presence related to diversity efforts at <http://www.lib.utk.edu/diversity/activities/UTKlibDiversity2-pointO.html>.
- Create a diversity web page: gather a wide variety of accessible resources on all aspects of diversity in the library, and package them in a way that emphasizes ease of use and support for the community. Even if there are several librarians who work to provide these services, a designated web page would be easier to find than by searching staff rosters and guessing by job title. The presence of such a web site lets the readers/viewers know that diversity does, indeed, matter. See the [Appendix A](#) for examples of diversity committee web pages.
- Include images of people from diverse cultures on web pages, perhaps even on the "Ask a Librarian" page.
- Create translations of the welcome page in various languages. For two examples see: Rutgers <http://www.libraries.rutgers.edu/> and Yale <http://www.library.yale.edu/>.
- Include statements that indicate how diversity is valued as a critical part of the mission, purpose, vision, values, and strategic plan of the library. This value 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.

CONCLUSION

This study focused on ARL libraries. The Association of Research Libraries provides many opportunities and efforts for diversity recruitment, retention, and training within libraries. The organization also sponsors leadership and career workshops, diversity scholars, and initiatives to assist libraries and librarians in their efforts to increase diversity awareness and inclusion at their libraries. There

have been many publications related to ARL's diversity efforts, including studies to evaluate racial and ethnic diversity in academic libraries; facilitating cultural diversity in college and university libraries (including a SPEC kit); creating a multicultural organization; recruiting and retaining diverse populations to the library profession; and success of diversity initiatives at ARL. All of these efforts are important for enhancing diversity awareness and training. It is hoped that libraries will also consider the importance of reflecting that diversity in their web presence. The web is an important source of information for students, faculty, and the outside world, and the library's web presence often serves as their gateway. As mentioned earlier, many libraries are engaged in diversity efforts and initiatives, yet that information may not be readily available via the library's public web pages. Increasing the visibility of diversity efforts and initiatives on their web page, may increase the perception of the library as a welcoming and supportive environment, as well as provide greater access to these important resources.

APPENDIX A

Diversity Statements found:	737
• Ohio State University Libraries http://library.osu.edu/sites/staff/diversity/	738 739 740
• Ohio University Libraries https://www.library.ohiou.edu/coll/diversity/	741 742 743
• Pennsylvania State University Libraries http://www.libraries.psu.edu/psul/diversity.html	744 745 746
• Rutgers University Libraries http://www.libraries.rutgers.edu/rul/about/diversity/diversity.shtml	747 748 749
• University of Arizona http://www.library.arizona.edu/about/organization/diversity.html	750 751 752
• University of Connecticut http://lib.uconn.edu/Diversity/index.htm	753 754 755
• University of Illinois at Urbana-Champaign (diversity goals) http://www.library.illinois.edu/committee/diversity/strategic_goals.html	756 757 758
• University of Iowa Libraries: Under values: http://www.lib.uiowa.edu/about/strategic.html	759 760 761
• University of Maryland http://www.lib.umd.edu/groups/diversity/	762 763
• University of Michigan http://www.lib.umich.edu/library-diversity-committee	764 765 766
• University of Minnesota https://wiki.lib.umn.edu/CES/DiversityActionPlan (diversity action plan and goals)	767 768 769
• University of Oregon Libraries http://libweb.uoregon.edu/diversity/initiatives.html	770 771 772
• University of Tennessee http://www.lib.utk.edu/diversity/University of Wisconsin Madison http://diversity.library.wisc.edu/state.htm	773 774

APPENDIX B

- Diversity Committees: The following provides links to pages that either discuss diversity committees or provide diversity webpages sponsored by diversity committees.

- 779 • Auburn University Libraries <http://www.lib.auburn.edu/dean/docs/diversity.html> 838
780
781
782 • Indiana University – Purdue University Library <http://www-lib.iupui.edu/about/diversity> 839
783
784
785 • North Carolina State University <http://www.lib.ncsu.edu/diversity/programs.html> 840
786
787
788 • Ohio State University Libraries <http://library.osu.edu/sites/staff/diversity/> 841
789
790
791 • Ohio University Libraries <https://www.library.ohiou.edu/coll/diversity/committee.html> 842
792
793
794 • Penn State <http://www.libraries.psu.edu/psul/diversity/committee.html> 843
795
796
797 • Rutgers University Library Advisory Committee on Diversity http://www.libraries.rutgers.edu/rul/staff/groups/diversity_com/charge.shtml 844
798
799
800
801 • University of California Libraries (7) <http://library.ucsc.edu/laucdiversity> 845
802
803
804 • University of California, Santa Barbara <http://www.library.ucsb.edu/internal/committees/diversity/> 846
805
806
807 • University of Cincinnati Libraries Cultural Diversity Committee <http://www.libraries.uc.edu/libraries/rwc/faculty/committees/culturaldiversity.html> 847
808
809
810
811 • University of Colorado at Boulder <http://ucblibraries.colorado.edu/adminservices/committees.htm> 848
812
813
814 • University of Connecticut - <http://lib.uconn.edu/Diversity/> 849
815
816 • University of Illinois at Urbana-Champaign <http://www.library.illinois.edu/committee/diversity/charge.html> 850
817
818
819 • University of Kansas Libraries <http://www.lib.ku.edu/diversity/> (although not updated since 2008). 850Q1
820
821
822 • University of Kentucky Libraries – word and pdf documents of committee reports can be found through a site search <http://www.uky.edu/Libraries/comrpt0506.html> 851
823
824
825
826 • University of Maryland Diversity Team <http://www.lib.umd.edu/groups/diversity/> 852
827
828
829 • University of Michigan Library <http://www.lib.umich.edu/library-diversity-committee> 853
830
831
832 • University of Minnesota Libraries Diversity Outreach Collaborative: <https://wiki.lib.umn.edu/AP/DiversityOutreachCollaborative?from=AP.DiversityOutreachCommittee> 854
833
834
835
836 • University of Oregon Libraries <http://libweb.uoregon.edu/diversity/> 855
837
838
839
840
841
842
843
844
845
846
847
848
849
850
851
852
853
854
855
856
857
858
859
860
861
862
863
864
865
866
867
868
869
870
871
872
873
874
875
876
877
878
879
880
881
882
883
884
885
886
887
888
889
890
891
892
893
894
895

APPENDIX C. SUPPLEMENTARY DATA

Supplementary data associated with this article can be found, in the online version, at doi:10.1016/j.acalib.2011.02.001.

NOTES AND REFERENCES

1. Association of Research Libraries. <http://www.arl.org/index.shtml> Specific diversity page at: <http://www.arl.org/diversity/>.
2. Adam Goodheart, "The New America," *AARP Magazine* (May/June 2004): 8–11 2004.
3. Linda Childers Hon & Brigitta Brunner, "Diversity Issues and Public Relations," *Journal of Public Relations Research* 12 (2000): 309–340.
4. J. Douglas Toma, Greg Dubrow, & Matthew Hartley, "The Uses of Institutional Culture," *ASHE Higher Education Report* 31 (2005): 1–103.
5. Patrick Tucker, "Teaching the Millennial Generation," *The Futurist* 40 (2006): 7.
6. Courtney L. Young, "Collection Development and Diversity on CIC Academic Library Web Sites," *The Journal of Academic Librarianship* 32 (no. 4) (2006): 370–376.
7. *Ibid.*, 376.
8. Brigitta Brunner and Mary Helen Brown, "Web Sights: Images of Diversity on College and University Homepages" *Paper Presented at the Annual Meeting of the NCA 93rd Annual Convention, Chicago, IL Online (2007)*. Available online at http://www.allacademic.com/meta/p188124_index.html [Accessed 25 July 2010].
9. *Ibid.*
10. Nestor Osario, "Web Sites of Science-Engineering Libraries: An Analysis of Content and Design. Issues in Science and Technology Librarianship" (Winter 2001). Available online at <http://www.library.ucsb.edu/istl/01-winter/refereed.html> [Accessed 25 July 2010].
11. Jack Cook & Mike Finlyason, "The Impact of Cultural Diversity on Web Site Design," *SAM Advanced Management Journal* 70 (no.3) (Summer 2007): 15–45.
12. Don W. Stacks, *Primer of Public Relations Research*. New York: The Guilford Press (2002).
13. Klaus Krippendorff, *Content Analysis: An Introduction to its Methodology*. Newbury Park: Sage (1980).
14. Barbara I. Dewey, "In Search Of Services: Analyzing the Findability of Links on CIC University Libraries' Web Pages," *Information Technology and Libraries* 18 (no. 4) (1999): 210–213.
15. Nikunj P. Dalal, et al., "Cognitive Design of Home Pages: An Experimental Study of Comprehension on the World Wide Web," *Information Processing & Management* 36 (no. 4) (2000): 607–621.
16. Stacey Horn et al, "Visibility Matters: Higher Education and Teacher Preparation in Illinois: A Web-Based Assessment of LGBTQ Presence," *Illinois State School Alliance*. Available online at http://www.illinoisafeschools.org/page_attachments/0000/0030/Visibility_Matters_Report_Card.pdf [Accessed 25 July 2010].