

# Creating the E-Buzz around Collaborative and Collective DEI Efforts in Academic Libraries

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## Abstract

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Like many academic libraries, the Leatherby Libraries at Chapman University (USA) is committed to supporting and promoting diversity, equity, and inclusion (DEI) for students, faculty, researchers, and staff and has increased its efforts in the last several years to reflect that commitment through its resources, services, and outreach activities. However, in the wider literature, the efforts of scholarly communication librarians in DEI initiatives outside of open-access advocacy are less discussed. Nevertheless, precisely because scholarly communication librarians are concerned with advancing the dissemination of knowledge, they fit naturally into DEI efforts that seek to elevate new or historically marginalized voices and can and should work with library marketing teams to increase the reach and impact of those efforts. This paper focuses on several collaborations between the DEI and marketing librarian and the scholarly communication librarian and invites all library workers to imagine new and unique collaborative opportunities to promote diversity, equity, and inclusion within their institutions.

**Keywords:** academic libraries; collaboration; DEI; marketing; scholarly communications

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## Introduction

The Leatherby Libraries team of librarians, administrators, and staff, in alignment with Chapman University's values, understands the importance of diversity, equity and inclusion (DEI) in an academic institution and works diligently to provide equitable access to resources, programming, and services that emphasize these values in meaningful ways through collective effort. Over the past several years, the Leatherby Libraries staff, librarians, and administrators have become more intentional in our DEI efforts to create an environment conducive to teaching, learning, and research where users from diverse backgrounds and experiences feel welcome, safe, and valued. This has included the creation of a DEI Strategic Plan and an accessible and comprehensive library DEI website, as well as the elevation of the DEI position from librarian coordinator to Assistant Dean. This promotion recognizes the importance of DEI work and the library's commitment to aligning these efforts at the highest level with Chapman University's strategic priorities.

The Leatherby Libraries defines DEI as interconnected concepts that ensure fair treatment, access, opportunity, and advancement for all individuals while striving to identify and eliminate barriers that have prevented the full participation of some groups in the past. Diversity takes a comprehensive, holistic, and organic approach, including but not limited to race, ethnicity, gender, age, sexual orientation, disability, and diversity of thought. Equity involves creating fair access, opportunities, and resources for all people, tailored to their needs. Inclusion is creating environments where any individual or group can be and feel welcomed, respected, supported, and valued. As Hudson (2017) states, “Diversity is the dominant conceptual framework through which Library and Information Studies (LIS) addresses questions of racialized power and difference” (p. 3). DEI, as a framework, strives to ensure equal treatment, access, opportunities, and advancement for all.

The Leatherby Libraries views DEI initiatives as an opportunity to work collegially across campus, aiming to showcase our strengths through a pluralistic and collective vision that includes our library patrons. This vision demonstrates, through words and action, that the Leatherby Libraries and its employees support our vision to be a preeminent portal to the world’s knowledge, an intellectual and cultural center of campus, and a distinguished resource for teaching, learning, and scholarship at the Chapman University.

### DEI as a Collective Effort

Though many librarians and staff at the Leatherby Libraries participate in DEI activities, this paper acknowledges the challenges. It focuses on several collaborations between the DEI and marketing librarian and the scholarly communication librarian. Scholarly communication librarians are often engaged in collaborative activities, as they support a variety of stakeholders at all stages of the research lifecycle. However, aside from a few focus areas (such as promoting open access), little is written about their roles in advancing DEI efforts within the library. Yet precisely because scholarly communication librarians are concerned with advancing the dissemination of knowledge, they fit naturally into DEI efforts that seek to elevate new or historically marginalized voices and can and should work with library marketing teams to increase the reach and impact of those efforts.

The Leatherby Libraries at Chapman University has been honored with the prestigious Library Excellence in Access and Diversity (LEAD) Award by Insight into Diversity magazine for the year 2024. This accolade recognizes the library’s exceptional dedication to fostering diversity, equity, and inclusion (DEI) within its community. The LEAD Award celebrates Leatherby Libraries for its innovative contributions to research, technology, accessibility, exhibitions, and community engagement, underscoring its commitment to these values. The library’s approach to DEI emphasizes collaborative action across all activities and projects. This award is a tangible testament to the library’s ongoing dedication to nurturing an environment that champions inclusive excellence.

We hope this paper will inspire librarians charged with DEI, marketing, and scholarly communication to imagine unique collaborative opportunities to promote diversity, equity, and inclusion within their institutions and market them more effectively to reach wider audiences.

## Positionality of Our Institution

From its founding in 1861 until the past decade, Chapman University was a medium-sized, traditionally liberal arts institution. However, in the last several years, it has added new schools and programs in the health sciences, engineering, and other areas, built or expanded graduate programs, and shifted its focus to a more research-oriented university, achieving an “R2” Carnegie Classification. Its demographics have also shifted, with a more diverse student population and a stated goal of becoming a Hispanic Serving Institution (HSI).

The authors recognize the privileges they enjoy that have allowed them to undertake the DEI activities outlined in this paper. Like many institutions, Chapman University has dedicated efforts over the past several years to recognizing and promoting diversity, equity, inclusion, and accessibility across the campus through the creation of an online resource hub on the main website, the creation or expansion of DEI-related academic programs and degrees (such as majors and minors in various ethnic studies, gender and sexuality studies, disability studies, and so on), and the creation and hiring of a vice president to oversee DEI initiatives campus-wide. In addition, Chapman University is located in California in the United States, an area that is very open to the concept of DEI and has not passed legislation curtailing curriculum, library collections, or academic activities related to issues like race, gender, sexuality, and so on. Finally, though librarians at Chapman University are classed as “administrators” and not faculty, they do enjoy many faculty rights and privileges, including academic freedom. Thus, between a friendly geographic location, an institutional mandate and support for DEI activities, and the academic freedom to pursue lines of research and activities related to DEI, the authors have operated in an extremely advantageous environment for this kind of work. The Leatherby Libraries has also been fortunate not to experience extreme budget cuts through the COVID-19 pandemic, allowing them to expand their subscription holdings and acquire the resources that will be discussed later in this paper.

On a final note, when we refer to “the library” or the Leatherby Libraries, we simultaneously refer to the library as an institution while also recognizing that it is made up of individual librarians and library staff each have important and unique responsibilities within that structure.

The following literature review will explore some DEI efforts in academic libraries, highlighting key initiatives, challenges, and successes that inform our ongoing commitment to these essential values.

## Literature Review

Much has been written about DEI efforts in academic libraries over the past several decades, covering aspects ranging from philosophical definitions to professional development opportunities to developing DEI statements, strategic plans, and concrete actions by libraries. In this literature review, we explore literature that provides an overview of DEI activities in academic libraries, particularly in response to recent political movements and the COVID-19 pandemic. We then move into specific initiatives undertaken by individual libraries. Finally, we examine the intersections of DEI with scholarly communication librarianship and actions that scholarly communication librarians can take to bolster DEI efforts.

Cruz’s (2019) literature review summarizes DEI initiatives previously undertaken by academic libraries in diversity assessments and plans, staffing, library culture and climate, collections,

services, and programming. She posited that “In today’s politically charged society in which instances of racially motivated or other kinds of bias are recorded on mobile phones and uploaded to the Internet almost daily, awareness and sensitivity to diversity are arguably more important than ever” (p. 220).

The importance of DEI initiatives in academic libraries has only grown in the past several years. In the U.S., political movements such as the widespread activism connected to Black Lives Matter and the COVID-19 pandemic have “sparked an increase in demands for racial justice across the higher education sector.” Many academic libraries responded by increasing their DEI-related activities and affirming their desire to make DEI-related improvements (Frederick & Wolff-Eisenberg, 2021, p. 2). Hewitt and Baldwin-SoRelle (2021) also reached a similar assessment, noting that

[d]uring the COVID-19 pandemic, academic libraries faced the challenge of supporting remote extracurricular learning around Diversity, Equity, Inclusion, and Justice (DEIJ) at a time of increased public conversations about racism and white supremacy in the United States. (p. 50)

Leong (2023) noted that individual libraries as well as major library associations, including the Canadian Association of Research Libraries (CARL), the American Library Association (ALA), the Association of College & Research Libraries (ACRL), and the Association of Research Libraries (ARL), have increased their commitments to DEI efforts. While many of the library associations have focused more on supporting diversity among librarians and library school students, individual libraries have focused more on creating DEI committees that have conducted local assessments of their policies, practices, and collections; created DEI-related guides, displays, or events; or participated in diversity and inclusion training for librarians and library staff (Leong, 2023).

Bresnahan (2022) surveyed academic libraries that had created or revised diversity and inclusion statements or web pages since the fall of 2016. Bresnahan found that the formation of DEI committees was a common trend, with libraries with committed positions and budgets reporting that their DEI committees were able to accomplish work that was larger in scope. However, many institutions did note that this work could be stressful on librarians of color who were expected to participate and that feelings of performativeness without adequate support were common barriers to success. On the other hand, the most robust programs existed on campuses with stronger commitments to inclusivity and where the library committee could align its work with campus strategic plans and priorities and/or form partnerships with other units across the campus to advance DEI initiatives. Bresnahan further noted that common activities for library DEI committees included collection development, online resource creation, displays, events, and programming.

A considerable amount of recent literature about academic libraries and DEI focuses on one or a handful of specific initiatives undertaken by individual libraries. For example, Mallon (2019) noted that “regardless of an academic library’s size or type (e.g., public, private, etc.), diversity, equity, and inclusion (DEI) efforts are at the forefront of many strategic plans and library programming” (p. 319). She focused her article on academic public service librarians and reviewed several resources and tools they could use to improve their DEI efforts.

Redd et al. (2020), Rebmann et al. (2020), and Ely (2021) discussed creating library DEI strategic plans, action plans, and statements, respectively. Everett (2018) noted that “library displays might be the most ubiquitous form of passive outreach conducted by an academic library” (p. 518). He wrote about a recurring, interactive display about race at a large public university library, analyzing the results each year in light of major news stories about race. Everett also noted that displays can effectively advertise a library’s resources and collections and are a good starting point for partnerships and collaborations with other campus units.

Chen et al. (2018) discussed the creation of library exhibits to showcase the diversity of communities in Hawai’i and the greater Pacific region. Miller and Schrauger (2023) also crafted an interactive exhibit about inclusion and diversity in Florida, where the political climate, especially regarding race and education, is sharply divided. Other academic libraries have focused on DEI-related programming and events, such as the College detailed by Gillum and Williams (2022), whose library created a “Human Library Project” event series in collaboration with their College of Medicine. In these events, speakers from the medical college would share their diverse experiences, increasing inclusivity between the speakers and attendees with the hope of realizing a more “authentic” agenda (Gillum & Williams, 2022, p. 139). Other librarians have written about using mentorships to eliminate the “glass ceiling” for librarians of color and create more inclusive workspaces (Reid & Sobczak, 2022, p. 23).

The literature surrounding the intersections of scholarly communication librarianship and DEI tends to focus on support for open access initiatives or on issues of equitable access to scholarly literature on a global scale. Hathcock (2018) referred to the “democratization of knowledge” and noted that “there are many examples of scholarly communication facilitating the democratization of research and allowing more people, both within and outside the academy, to engage with subjects of inquiry” (para. 6). Hathcock also pointed out that open access can promote diversity by amplifying diverse voices but does not do so automatically if current systems of exclusion remain in place. She detailed scholarly communication workers’ efforts to develop new infrastructures for educational content, from open-access portals and publishing programs to open educational resources.

Speaking more broadly about the overall field of library science and DEI, Hudson (2017) notes that “Diversity is the dominant conceptual framework through which Library and Information Studies (LIS) address questions of racialized power and difference; however, it notes that this is commonly critiqued as superficial and inadequate for “in-depth investigations of racialized power relations” (Hudson, 2017, pp. 3-4). Library diversity efforts tend to treat racism as a simplistic “problem of monocultural homogeneity” that can be treated by including multicultural voices, but this does not go far enough in challenging systemic racist structures in society (as the inclusion does not necessarily lead to agency or impact) and leaves them in place (Hudson, 2017, p. 6). In 2012 and 2016, Hudson also noted the lack of critical writing on race in the library world. He criticized the adoption of traditional terminology from the field of international development that reproduces existing assumptions about marginalized populations and defines notions like “information inequality” and “progress” through a Eurocentric lens.

In discussing bibliodiversity, which Ryan (2022) claimed has gotten less attention in higher education discussions of inclusivity, Ryan highlighted the importance of building institutional repositories to diversity, as they provide a platform for the scholarly outputs of faculty and students to be publicly accessible. She also called for patron-driven acquisition programs that proactively include marginalized voices, especially compared to “big deal” collection

development programs that may contribute more to bibliohomogeneity. Ryan also noted other potential activities that are often conducted by scholarly communication librarians that can help enhance DEI, such as open-access publishing, transformative agreements, open educational resources, and affordable textbook initiatives. However, though some of the scholarly communication literature does detail potential collaborations with other campus units, there is not much written about opportunities for scholarly communication librarians to collaborate with other librarians with different responsibilities to conduct DEI work.

### Digital DEI Initiatives at Leatherby Libraries

The following section highlights a representative sample of digitally-based DEI activities that the authors collaborated on as the scholarly communication and resources librarian and the assistant dean for DEI initiatives and marketing librarian. These projects include electronic resource procurement and marketing activities, virtual exhibits and bibliographies, library programming, work with donors and archives, and open educational resource education and development. While these examples do not represent all of the DEI-related activities in which we have participated individually, nor do they represent the entirety of the DEI-related activities that have been undertaken by other librarians or staff at the Leatherby Libraries, they best showcase the collaboration potential for librarians in scholarly communication and marketing roles to engage in this space.

#### Electronic Resources

Scholarly communication is an iterative process in which new knowledge is built and disseminated based on prior understandings. Therefore, it is important that the foundational resources made available to students and researchers incorporate DEI principles.

The library has always sought to acquire resources that reflect a diversity of perspectives and subject matter. However, one example in recent years is a remarkable example of intercampus collaboration to acquire material with a strong DEI focus to support multiple interdisciplinary programs. Several years ago, the library collaborated with the arts, humanities, and social sciences college to raise the funds necessary to secure a perpetual license to the ProQuest Historical Newspapers: Black Newspapers collection. This is a primary source collection of ten newspaper titles by and for African American audiences that had long been on the library's wishlist but beyond its budgetary abilities. The dean of the libraries worked with three social sciences faculty (including the associate dean of that college, the director of the Africana Studies program, and a history professor focused on race, gender, and conflict) to apply for a new grant from the Office of Research dedicated to innovation in diversity and inclusion research, scholarship, and creative activity. The grant proposal was successful, and while it did not cover the full cost of the newspapers, it did provide momentum and leverage to secure additional funding from the university president. Combined with the library's funds, we were finally able to secure this important database of primary source materials from African American voices.

Of course, there is no shortage of library databases being marketed for their connections to DEI topics, and the library's electronic resources committee puts thoughtful consideration into acquiring relevant resources that tie into specific programs, faculty research interests, and university programming. Some have a more obvious, overarching applicability, such as databases like Ethnic Diversity Source from EBSCO or ebook collections like the Elgar Online Essentials in DEI and Accessibility. Some are focused on specific ethnic groups, such as the Bloomsbury

Collections on Asian Studies; others are focused on specific communities, such as the LGBT Magazine Archive. Some approach DEI issues from a legal perspective, such as the Civil Rights and Social Justice or the LGBTQ+ Rights databases from Hein. Others are primary source collections related to specific historical movements or events, such as the ProQuest History Vault collections related to the Black Freedom Struggle or Japanese American Incarceration and the Gale archives on Decolonization or Refugees, Relief, and Resettlement. These resources bolster newer minors related to specific ethnic or gender and sexuality studies but also have broad applicability to larger programs like history, sociology, political science, peace studies, health sciences, environmental sciences, and beyond, providing broader perspectives from marginalized voices to students conducting research for those courses.

Perhaps the most exciting are resources acquired from smaller and/or newer vendors or those that may not seem “scholarly” at first glance. For example, the library recently acquired the inaugural collection of ebooks from Lived Places Publishing, a small publisher that produces short monographs on the intersections of identity and place. We also collaborated with a sociology professor to acquire a subscription to Rock’s Backpages, a resource about pop music writing that includes primary source articles, music journalism, and audio interviews, to support her teaching and research about popular culture and music, especially in the Black diaspora. This collaboration led to a deeper relationship that spawned additional opportunities, as we are now in the planning stages for several exhibits around this professor’s work. Furthermore, we have added a number of open-access statistics and data sources to our database list and highlighted them on a data resources guide, including many that were produced “outside the academy” by nonprofit organizations or independent researchers alongside more traditional resources from academic or governmental agencies. While the library recognizes and reinforces the importance of peer-reviewed, scholarly research, it also appreciates that knowledge can be found in a broad swath of sources beyond the traditional academy and is working to ensure those voices have a place in our digital collections.

We will discuss our marketing strategies for raising awareness of and interest in these resources in the next section, but we have evidence that these resources are having an impact. For example, the ProQuest Historical Newspapers: Black Newspapers were searched between 40,000-50,000 times for the last two academic years, placing them in the top 20% of most-used databases, and have been incorporated into multiple class assignments in courses in history, Africana studies, and sociology. The LGBT Magazine Archive has also had several thousand searches, and other databases show significant usage in our federated search engine, even if they are not often searched directly in their native interfaces. However, many of these resources are still too new to have measurable usage statistics. However, we have anecdotal evidence from faculty that they plan to incorporate them in their teaching or from students that they have found them useful after a librarian recommended them during a research appointment or class instruction session. We will continue to monitor these resources over the next several years to gauge their impact and develop additional promotion strategies if necessary.

### Connect to Knowledge

Connect to Knowledge is the library’s longest-running blog series to promote electronic resources and library digital initiatives. It also serves as a vital pillar of the library’s digital outreach efforts, with over 40 posts since its launch in 2022. By creating a carefully crafted format, consistent visual branding, and engaging tagline for new resource announcements, not only has Connect to Knowledge evolved beyond mere blog posts to become a recognizable cornerstone and “brand”

for the library's marketing initiatives, but it has ensured a cohesive user experience and fostered seamless collaborations with various campus units, thereby expanding the reach and impact of library resources.

In close collaboration with the university's strategic marketing unit, Office of Research, and Office of the President, the library has effectively integrated Connect to Knowledge blog posts into regular campus communications to ensure they are seen by faculty, students, and staff often and consistently. Connect to Knowledge posts are now strategically disseminated through multiple channels via weekly email digests to all library staff (which allows librarians to easily find and market these posts to their relevant research communities), through the weekly "Working@Chapman" email sent to all faculty and staff across the university, and on the library's social media platforms. This concerted effort ensures that faculty, students, staff, and external stakeholders such as parents, alumni, and prospective students are regularly informed about valuable resource announcements.

The effectiveness of the Connect to Knowledge strategy is evident in its impressive reach, with posts accumulating over 20,000 views to date. This substantial increase in engagement highlights the success of the series in comparison to previous sporadic blog posts, which often failed to provide individual resources with the spotlight they deserved. This means that new resources get the attention they deserve and can more easily reach the communities that need them, especially for resources that may seem appropriate for niche audiences but could actually have broad interdisciplinary appeal if only they were known.

The library continues to market these resources beyond the initial Connect to Knowledge blog posts through a variety of ongoing and sustainable strategies. Following the announcement of the resource through the Connect to Knowledge blog, the librarians ensure sustained visibility of these resources by incorporating them into library guides, workshops, and instruction sessions, where librarians can introduce and demonstrate the resources to students and faculty in a hands-on environment. Additionally, the library leverages social media campaigns, targeted email newsletters, and faculty liaison outreach to maintain awareness and encourage usage. Collaborations with faculty, different departments on campus, the Office of Research, and the institution's wider marketing efforts further amplify these resources' reach, ensuring they are integrated into relevant courses and research projects. This multi-faceted and consistent approach promotes continuous visibility, ensuring that valuable resources remain top-of-mind and accessible to the university community long after their initial introduction. The library also circulates this information regularly and encourages others to share it, creating a continuous loop of engagement and discovery.

### **DEI Virtual Exhibits and Bibliographies**

Over the past decade, the library has meticulously curated over 75 research bibliographies and exhibits on DEI issues and themes, with a significant increase in activity since 2019. While some displays are physical installations in the main library's lobby, many are digital exhibits crafted using Scalar. These exhibits are often aligned with specific recognition periods such as Black History Month, LGBTQIA+ Pride Month, or César Chavez Day, as well as with campus events and university initiatives, including conferences on motherhood or visits from notable figures like George Takei or Martha Redbone. Additionally, topics such as health equity serve as focal points for certain displays.

To ensure the content remains fresh and relevant, recurring themes, particularly those tied to specific recognition months, are revisited annually with newly curated bibliographies. This approach allows for thoughtful, continued exploration of diverse perspectives and emerging issues.

In addition to highlighting resources that reflect diverse subjects and authorship, other librarians, staff, and student workers curate many of these displays and bibliographies. This work not only offers students valuable insights into scholarly work and DEI concepts but also provides them with hands-on experience in conducting research and crafting citations while also giving them a voice in what the library emphasizes from its collections. The bibliographies adhere to strict standards and formats, which are carefully reviewed by the liaison librarian in the subject area to ensure accuracy and scholarly rigor.

Library staff also play an active role in curating these displays and bibliographies, providing them a platform to contribute to the library's emphasis on diversity and inclusion. Rather than being assigned exclusively to librarians with designated DEI responsibilities, these tasks are distributed across the library team. For instance, health science librarians stationed at a separate campus from the main library contribute displays on various topics ranging from Women's History Month to World AIDS Day. This ensures equitable access to the university's artistic, cultural, and literary resources.

Print copies of the bibliographies are made available in the library lobby and at the health science campus, while digital versions are disseminated online through the institutional repository. This multi-channel approach extends the reach of these resources beyond the university community, with visitors frequently picking up physical handouts and individuals worldwide accessing the online bibliographies or exploring virtual exhibits.

These exhibits and bibliographies are integral to the library's DEI strategy, fostering dialogue and awareness of important social issues within and beyond the university community. Each bibliography is not merely a standalone resource but part of a larger physical display, further enhancing its impact and visibility.

These bibliographies and exhibits have been widely used. The PDFs of the bibliographies that have been added to our institutional repository have been downloaded over 3,000 times by readers from 95 countries, territories, and regions, extending far beyond the audience of Chapman University's students, faculty, and staff. Links within the repository to the exhibits on the Scalar platform have also been clicked several hundred times, increasing the discovery of the digital exhibits hosted there. Additionally, QR codes for all these exhibits are printed and placed on the physical displays, allowing easy access and enhancing engagement.

### **Women Leaders Panel**

For a recent Women's History Month event, the library administration decided to celebrate the remarkable women leaders across the organization. This culminated in a groundbreaking virtual panel that provided a platform for women across all levels of the library - not just upper administration - to share their career journeys and muse on leadership's meaning. It marked a significant milestone for the library in several respects. Not only was it the first panel organized around this specific theme, but it was also one of the inaugural opportunities for library staff to participate as panelists in an event open to and attended by university-wide audiences.

The panel comprised not only the authors of this article but two other librarians (the Coordinator of Cataloging and Acquisitions and the University Archivist) and three esteemed staff members (the Administrative Coordinator, the Marketing Assistant, and the Head of Acquisitions). Together, these women represented a rich tapestry of diversity, spanning ethnic and religious backgrounds, age groups, and varying lengths of experience in the field. Notably, the panelists included women in their first professional role alongside seasoned veterans, including one exceptional member who had dedicated an impressive 42 years to the library. Each panelist eloquently articulated not only their respective job duties, but also the profound influence and impact of female leadership on their professional journeys. They shared poignant anecdotes illustrating their own leadership roles within the library and reflected on the transformative impact of their female mentors. Given that many library staff typically work behind the scenes, they do not always see themselves reflected in big, flashy events and marketing campaigns. This panel served as a pivotal moment for recognition. It allowed these dedicated professionals to showcase their value, expertise, and voices to the broader campus community, including fellow leaders from the university's upper administration.

Central to the panel's success was ensuring that the moderator was skilled and posed balanced questions. Their adept facilitation ensured that each panelist had ample opportunity to contribute, and that the discussion remained engaging and insightful throughout. Following the event, the panel was recorded and uploaded to the campus intranet, making it accessible for the university community to watch and engage with at their convenience.

### **Sikh Initiatives at Chapman University**

A collaborative partnership between the Leatherby Libraries and a Chapman University Board of Governors member was established in 2012 to promote a variety of Sikh initiatives across campus in collaboration with the Sikh film festival he had established, SikhLens. This partnership has provided an avenue to increase the understanding of Sikh values and raise awareness of the impact on Sikh culture both on campus and around the world. The Sikh initiatives on campus have focused on telling the story of the Sikh religion and culture through exhibits, lectures, and interfaith programs.

As a result of the overwhelming success of these library initiatives, SikhLens has expanded its collaborative efforts and worked with Chapman University's Dodge College of Film & Media Arts to create a program that enables film students to travel abroad to immerse themselves in the Sikh culture. SikhLens has also partnered with the university to curate various events and experiences to enrich the lives of both students and the local/regional community. Opportunities include the creation of a travel course to India to learn about the culture and heritage, a series of Sikh music and dance performances at the new Musco Center for the Arts, an annual dinner for the 200+ international students who attend Chapman University, a yearly Vaisakhi (Sikh New Year) celebration at the interfaith center, and a Sikh art exhibit displayed in the library. This collaborative partnership allows the university to continue its commitment to enriching diversity and inclusion and supports its mission of nurturing students to become global citizens.

One new activity undertaken by both authors (as representatives from Chapman University's Library) was to journey out of state to meet and present to a funding organization focused on connecting Sikh American philanthropists with organizations and grassroots community projects with measurable outcomes. This marked a pivotal moment in the library's outreach efforts. On this trip, the Assistant Dean, who traditionally operated solo in donor relations, worked with the

scholarly communications librarian to showcase the cutting-edge institutional repository and explored avenues for joint digital initiatives.

This strategic collaboration resonated strongly with board members immersed in technical fields, highlighting the repository's potential as a global showcase for Sikh-related materials from Chapman University. By stepping into unfamiliar territory, we demonstrated our dedication to seamlessly integrating these materials into the library's operations. Our ability to address technical inquiries authentically and solicit the organization's perspectives ensured a mutually beneficial partnership. We were able to demonstrate the importance of this collaboration to the Leatherby Libraries and the library's dedication to deeply integrating the resultant materials into our operations, making it a core piece of not only our archives and special collections but the public showcase of Chapman University's related scholarship and creative activity that we were expressing through our institutional repository. Because we were the members of the library that would actually be carrying out this work, we could answer technical questions and quell any misgivings or doubts without giving false promises regarding possibilities or hypotheticals. Furthermore, we demonstrate that we valued this organization as part of our Chapman University community and solicit their perspectives to ensure their voices would be properly represented and heard.

Two major projects resulted from this partnership in the years following this meeting. In November 2016, the Leatherby Libraries celebrated part of that partnership through the generous help of a Sikh donor with the opening of the Sikhs and Sikhism in America Group Study Room. Curated by the Leatherby Libraries's former Dean, the Assistant Dean, and an Indian Sikh curator, the room contains a wealth of information and objects that teach students about the Sikh faith and community. Included in this story room are portraits on the wall of famous and notable Sikh Americans, maps and data about Sikh temples, or gurdwaras, in the US and Orange County, California (including the temple closest to campus), turbans, and a stunning model of the Golden Temple, or Harmandir Sahib, of Amritsar, Punjab, India. In addition, the walls of the room bear sayings from the Sikh faith, written in Punjabi script, transliterated Latin alphabet, and a translation into English. The Sikhs and Sikhism in America Group Study Room offers Chapman University's students a place to surround themselves with key images, objects, and text from a culture they might not otherwise be exposed to.

The other major project that blossomed from this collaboration was the creation of the "Sikh Initiatives at Chapman University" collection within the institutional repository, which became the heart of the Sikh initiatives moving forward. This collection serves as a dynamic archive and a testament to the library's commitment to preserving and sharing Sikh culture and heritage with a global audience, featuring photographs of library exhibitions, campus events, and innovative initiatives like the Sikhs and Sikhism in America group study room. This initiative received the silver medal in the Diversity and Inclusion category of the Council for Advancement & Support of Education (CASE) District VII Circle of Excellence Awards. This recognition is a testament to our dedication to fostering diversity and inclusion on campus. It reaffirms the library's commitment to championing diversity and inclusion as core values of Chapman University's community.

Looking ahead, plans are underway to expand the collection to include diverse content formats, such as scholarly works, video presentations, and primary sources. This ongoing collaboration promises to enrich both institutions and foster meaningful engagement within the community.

## The Henri Temianka Archives

Collaborations between the authors and the library's special collections and archives unit are a frequent occurrence and involve a wide range of archival and primary source collections. One prominent and relevant example is the Henri Temianka Archives. The establishment of this archive aligns seamlessly with the library's comprehensive diversity plan, which emphasizes the importance of embracing diversity of thought. This pursuit reflects our commitment to preserving and showcasing multifaceted narratives across various disciplines, including music, letters, and Jewish culture, through the lens of Henri Temianka's legacy.

Henri Temianka (1906 - 1992) was a famed violinist and conductor. Born in Scotland to Polish Jewish parents, he moved as a young child with his family to Holland. He later studied violin in Rotterdam, Berlin, Paris, and Philadelphia before touring Europe and North America extensively until the outbreak of World War II (Dante & Gonaver, 2019). After successfully campaigning for the release of his parents from a concentration camp in Gurs, France, he debuted at Carnegie Hall in 1945 and founded the Paganini Quartet the following year, so named because its original members played on instruments that composer Niccolò Paganini had once owned. This acclaimed ensemble performed concerts around the world for the next twenty years. Temianka also initiated a concert series for young audiences in Los Angeles that became, in 1961, the California Chamber Symphony. In its first years, the series was called "Let's Talk Music," reflecting the fact that Temianka broke a taboo by speaking to his audience from the stage, a practice that has since become a tradition popular in concert halls worldwide. In later years, he taught music at several universities, published a memoir and many articles, and received the Officier des Arts et des Lettres from France in 1979 and an honorary doctorate from Pepperdine University in 1986 (Tanaka, 2022) and (Temianka, 1973).

Thanks to the generosity of Temianka's son and daughter-in-law, whose connection to the university as an alumna and trustee further strengthens their bond, the enduring legacy of Henri Temianka thrives at Chapman University. Their support extends to various facets of music education, orchestral performances, and notably, archival preservation. As a prolific correspondent, Temianka fostered significant relationships with prominent figures across diverse fields throughout the 20th century. His son graciously donated a trove of letters, program flyers, photographs, and memorabilia to be curated, safeguarded, and interpreted as the Henri Temianka Archives, housed within the Frank Mt. Pleasant Library of Special Collections & Archives at Leatherby Libraries. With over 3,000 items, this collection serves as invaluable primary material, enriching the fabric of music history and offering researchers and scholars a wealth of insights into Temianka's illustrious career.

As with the Sikh Initiatives at Chapman University, part of the success of these initiatives was because of the involvement of the scholarly communications librarian in conjunction with the DEI and marketing librarian and the team in the library's special collections and archives. It is important to note that, as neither of the authors of this paperwork in the library's Special Collections and Archives unit, they were directly involved in the archival processing of these collections. However, as with all special collections and digital archives at the library, the scholarly communication librarian collaborated with the archives staff to prepare the materials for public dissemination in the institutional repository. This process involved teaching the archives staff about the technical features and constraints of the repository software, understanding their priorities for metadata formatting, fields, and so on, and working together to identify the best way to accommodate and showcase important information about the

collections. This sometimes required the scholarly communication librarian to work with the repository software vendor to customize collection metadata fields to support the information the archives staff deemed important. By combining the scholarly communication librarian's knowledge of the institutional repository with the expertise of the DEI librarian and the special collections team's archival prowess, we created a stronger digital showcase for these materials and please the donors with their representation and reach. In each case, this has led to further collaborations with these donors, both for additional digital materials and the creation of group study rooms, programming, student fellowships, and more.

### OER Collaborations with Faculty Teaching and Learning Center

The library collaborated on an "OER Happy Hours" workshop series with Chapman University's Center for Excellence in Teaching and Learning (CETL) to educate faculty about the transformative power of open educational resources (OER) and provide mini-grants to faculty who reviewed an OER in their discipline. Two librarians who received certificates in OER librarianship from the Open Education Network conducted these workshops, including the scholarly communication librarian. However, the workshop was hosted on CETL's platform. The mini-grants may have enticed faculty to attend the workshop series. However, we knew whatever arguments we put forth in favor of OER would have to convince them to stay. We would have to be strategic in selecting the most compelling information to overcome any initial resistance to the idea of changing course materials from the tried-and-true, usually commercial, options they were currently using.

Through the five-part series, the library consciously, deliberately, and repeatedly framed OER as a DEI tool. This included particular emphasis on the widely researched benefits of OER for Pell Grant recipients (who at the time made up 18% of the student body) and first-gen students (20%), and how this aligned with the university's strategic goal to become a Hispanic-Serving Institution (HSI) (Colvard et al., 2018). The library also highlighted the ability of OER to promote diverse voices, whether that be diverse or nontraditional authors or by revising and remixing existing OERs to be relevant to particular needs for a course, consider underrepresented populations, or remove biased language or harmful references (Cullen, 2022; Nusbaum, 2020). We also posited OER creation as an opportunity for scholarly communication, a chance for faculty and, in many cases, their students, to have a direct hand in shaping a suggested curriculum for their disciplines and openly disseminate the knowledge they feel is key. Furthermore, we invited the university's Vice President of Diversity, Equity and Inclusion to speak at the third workshop about the power and potential of OER to reinforce these messages further. The involvement of such an important figure from the campus reinforced the library's message about OER as a tool to advance DEI.

By collaborating with the campus unit dedicated to faculty development and using their marketing channels in addition to our own, we were able to reach new faculty audiences that might not have been as tuned in to the library and enlighten them about the power of OER. This collaboration not only led to several DEI adoptions but also to several opportunities for the library to assist faculty, graduate students, and postdoctoral researchers in two separate disciplines with OER creation for their subject areas. One of these projects even has a DEI and social justice focus, delving into institutional racism in the United States. This open textbook is titled *Institutional Racism in the United States Revisited* and was recently published as the first OER in Chapman University's institutional repository. The scholarly communication librarian worked closely with the team creating the OER - which included the head of the university's Honors program, student and hired authors, and members of Board of Trustees and editors who worked

on the original 1969 volume that inspired this project - to advise them about traditional and alternative/open publishing options, platforms, and licenses, help them ensure accessibility, publish the book on the repository, and get it listed in open resource repositories like OER Commons and the Open Textbook Library. Following its publication, the Assistant Dean for DEI is now working with the team that created the OER to market it. This includes developing strategies to promote the textbook, increasing its visibility and accessibility, and engaging with the academic and broader community to highlight the importance of the work. A story is being developed, titled "Libraries Launch Authoring Platform, Publish First OER," showcasing how [The Library's name] supported the publication of its first OER in the institutional repository.

As Chapman University researchers begin to develop OER, the library will seek to amplify them in a newly created space in our institutional repository where we can either natively host or cross-post these materials from other platforms. Because the contents of the institutional repository are harvested by the library's federated search system and by platforms like Google Scholar, this will increase their findability and help disseminate them further, both by Chapman University students and especially by worldwide audiences that may be unfamiliar with the major OER repositories and may not look or find resources there otherwise.

### Lessons Learned and Opportunities for Improvement

While our commitment to embedding DEI principles in all aspects of our work remains steadfast, there are areas where we recognize the need for improvement. One notable example is the lack of captioning for many videos hosted in our institutional repository, hindering accessibility to recorded panels, presentations, and events. As many of these materials are created by units outside of the library, addressing this issue requires not only internal initiatives to enhance accessibility for library-created materials but also collaboration with campus units focused on accessibility, technology, and education to establish policies for accepting video files. This presents an opportunity for us to broaden our collaboration with diverse campus units, fostering mutual learning and growth beyond the confines of the library. We also need to expand our e-resource collections in key areas to broaden and deepen our offerings. This growth will support academic programs such as Disability Studies and Native American Studies.

Furthermore, we acknowledge the need to enhance the consistency of our content dissemination for digital DEI initiatives. Despite our best intentions, competing priorities often lead to uneven distribution of content over time. To address this, we must prioritize projects that promote diversity, inclusion, equity, and accessibility, ensuring sustained engagement and impact.

Moreover, we aspire to cultivate a culture where all members of the library, including those working behind the scenes, see themselves as integral contributors to our collective DEI efforts. Encouraging greater participation and ownership in DEI initiatives among library staff will not only enrich our work but also foster a sense of belonging and purpose within our community.

Hudson (2020) talked about feelings of pessimism that arose in response to many libraries undertaking anti-racist activities in the wake of the Black Lives Matter protests in 2020, with critics fearing that displays, book clubs, reading lists, and so on would be temporary or cyclical, that they would focus too much on racism as solely a matter of interpersonal dynamics in which individuals needed to perform interior work, and that the academic institutions would never examine their own roles in "structural investments in forms of racialized violence" (p. 6). Hudson's work as a whole pushes libraries to go beyond shallow ideas of inclusion and

representation and instead to actively examine and challenge the structural and systemic components of inequality. Creating good and diverse collections in itself is a worthwhile activity, especially in that they then help scholars in the programs we support examine and push for antiracism, but even if our commitments to these DEI activities are ongoing, are there ways we can take them deeper? This will be an area in which we will need to constantly monitor our actions and motives and ensure that we are not settling for “good enough” maintaining the status quo and fostering a truly inclusive academic environment.

### Recommended Practices

As we continue to learn and develop our DEI programs, we hesitate to call our practices “best” as we are still learning and developing ourselves. However, we have discovered several valuable practices that other institutions might find useful in integrating the work of scholarly communication and marketing librarians into their DEI activities.

One of the most significant lessons we have learned is the power of collaboration. By bringing together librarians and staff from different areas, we have been able to capitalize on the variety of perspectives and expertise that enhance our DEI initiatives. For instance, our student workers often provide fresh, generational viewpoints that enrich our programs.

We have also found that integrating DEI principles into our strategic planning and decision-making processes is essential. This involves setting clear, measurable goals for our DEI initiatives and regularly reviewing and adjusting these goals based on feedback and outcomes. DEI is not a separate entity but an integral part of our overall mission and vision.

Leveraging technology and digital platforms has been a game-changer in extending the reach and impact of our DEI initiatives. Virtual exhibits, online bibliographies, and social media campaigns engage a broader audience and make our DEI resources more accessible worldwide.

Scholarly communication librarians are accustomed to working with researchers. However, they can also be useful resources in conversations with donors or communities that the library wants to involve in DEI initiatives. For example, they can liaise directly with donors or communities about the technical requirements, features, and limitations of repository software or other technical infrastructure (such as programs used to create virtual exhibits), or they can work with library staff in special collections and archives, marketing, donor relations, or other areas to develop talking points on those topics. They can share knowledge about the opportunities and drawbacks of making a collection open access and the use of Creative Commons licenses and other tools to determine how something can be used or reused, and either assuage concerns about these topics or identify points of friction, which they can then bring to software developers and/or vendors, the larger field of scholarly communication librarians, or policymakers to begin working for change when necessary.

It will be important for scholarly communication librarians performing these tasks to keep in mind the principles of data sovereignty, or the idea that an underrepresented or marginalized community has “the authority to dictate how their data and knowledge are organized, stored, and managed” (Garba et al., 2023, p. 03). Data sovereignty is often discussed in the context of Indigenous Peoples, it is a relevant consideration for all work concerning underrepresented or marginalized communities, such as in our work on the Sikh Initiatives. Many in the data sovereignty space have noted that the traditional practices of libraries, archives, and academia

as a whole with regard to this kind of data and research have been extractive and rooted in colonialism, often disenfranchising the needs and rights of the target communities (Bhawra et al., 2022; Cocq, 2023; Garba et al., 2023; Hudson et al., 2023; Leditschke et al., 2024; Ruckstuhl, 2022; Wilks et al., 2018). In addition to the relationship-building and data literacy instruction described in the prior paragraph, scholarly communication librarians working in the DEI space need to recognize that academics' ideas about open data, open science, and open access as a whole may be at odds with some cultures' ideas about collective ownership and control or their desires about how their data (including cultural materials and so on) may be accessed and used (Bhawra et al., 2022; Cocq, 2023; Garba et al., 2023; Leditschke et al., 2024; Ruckstuhl, 2022). Thus, they should familiarize themselves with the CARE principles (Collective et al. al. to Control, Responsibility, and Ethics) that have been developed as a supplement to the more commonly known FAIR (Findable et al.) principles that are present in many modern discussions about data management (Cocq, 2023; Garba et al., 2023; Hudson et al., 2023; Ruckstuhl, 2022). They may also find it beneficial to learn more about the following frameworks:

- Indigenous Data Governance (discussed in Leditschke et al., 2024)
- The 4 Rs of Indigenous research (Reciprocity, Respect, Responsibility, and Relevance) (discussed in Cocq, 2023)
- The First Nations' Principles of OCAP® (Ownership, Control, Access, and Possession) (discussed in Hudson et al., 2023 and Wilks et al., 2018)
- Native Hawaiian "G.R.E.A.T. Research" (Governance, Re-consent, Education, Accountability, Transparency, and Research priorities) (discussed in Garba et al., 2023, but originally developed by Tauali'i et al., 2014 in relation to genetic research).

Scholarly communication librarians can push for the inclusion of CARE principles and similar frameworks into researcher training, repository management, or metadata fields, such as through the adoption of digital rights tools like Traditional Knowledge (TK) and Biocultural (BC) Labels as opposed to the continued use of language taken from outdated international development discourse that reinforces systems of inequality (Garba et al., 2023; Hudson, 2012; Hudson, 2016; Ruckstuhl, 2022). They can take these concerns to institutional administrators, scholarly publishers and vendors, and funding agencies, as well as push for adopting the Indigenous Peoples' Rights in Data as described by Hudson et al. (2023) alongside consumer codes of rights such as existing licenses.

Of course, one of the biggest challenges to incorporating scholarly communication or marketing librarians into DEI activities at higher education institutions is that, at least in many parts of the United States where the authors are located, there have been many attempts to pass legislation curtailing or outright banning DEI programs, offices, or practices, especially at public institutions. Gretzinger and Hicks (2024) note that since *The Chronicle of Higher Education* began tracking DEI legislation in 2023, 82 anti-DEI bills have been introduced in 28 states; since 2023, 10 states had enacted laws "curtailing the types of diversity initiatives state-funded colleges may offer" (p. 36). By March 2024, senators in five states had already passed legislation against DEI in higher education that year: Indiana, Alabama, Florida, Utah, and Wyoming (Quinn, March 2024). Alabama's bill Senate Bill 129 (2024), which is set to take place in October 2024, imposes restrictions on eight "divisive concepts" related to DEI topics and authorizes state agencies to fire or discipline employees or contractors who violate this act and has been deemed more

restrictive than even Florida's Stop WOKE Act of 2022 (Chao-Fong, 2024). The Kentucky state senate also proposed a 2024 bill to ban DEI programs at public colleges and universities that would defund related offices and staff positions as well as prohibit scholarships based on students' race, gender, or religion; however, that bill did not pass in time (Sasani, 2024; Quinn, 2024). In June 2024, Republicans introduced a bill, the Dismantle DEI Act, that would end all federal DEI programs and end funding for schools, organizations, agencies, and contractors with their own DEI programs (Telford, 2024). Though it has not passed at the time of writing, it is still indicative of the types of legal challenges currently affecting many states in the U.S., and there is certainly the possibility of similar legislation on the international level, especially in countries or regions where conservatism and populism are on the rise.

So, what can librarians do if they operate in a legal and/or institutional framework that prohibits them from freely pursuing DEI activities? Gretzinger and Hicks (2024) report on a survey of public colleges in Texas and Florida to see what they had done in response to recent anti-DEI legislation and found a few common responses: making changes to an office or department, especially removing references to DEI terms and substituting new wording like "engagement", "community", or "belonging"; cutting or reassigning jobs; ending DEI-related programming; and ending DEI training for admission or employment. They also noted that some legislation provides exemptions for student-led activities but that students reported confusion in identifying what programs had been cut or what they were allowed to do and that they received less support from staff who were scared of professional ramifications if they violated the new laws. After all, as Holton (2024) identified, the authors of these legislations "lean heavily on school administrators' reputations for extreme caution" to silence teachers, librarians, and staff (p. 206).

If librarians are not allowed to buy databases and other resources that are specifically DEI-related, they can still support (and pressure, depending on how restricted their activities are) vendors for aggregated databases to diversify their collections and provide materials as part of a larger package. They may also be able to, as Ryan (2022) suggested, be able to put in place patron-driven acquisition (PDA) programs that would allow students to access a larger range of materials that may support diversity, equity, and inclusion. Librarians can also be mindful and considerate of what resources and voices they highlight in instruction sessions or learning materials they compile. Are there resources within a "non-DEI" database, such as an aggregated database or federated search engine, that the librarian can use as an example in a lesson, for example, that will signal the availability of such materials without seeming to push an "agenda"? This will be a difficult question that may have a different answer for each librarian, depending on their local legislation, institutional policies, and degree of academic freedom.

If the budget does not allow for the addition of commercial databases, there are many open-access resources available that might be allowable (again, depending on each library's specific context). The scholarly communication librarian authoring this paper previously served as the interim sociology librarian for several years, which at the time also gave [pronoun] responsibility for numerous minors related to ethnic, gender, and sexuality studies. During that time and sensing a need for more primary source collections to supplement the curriculum and student assignments, she added a number of open-access primary source archives to the research guides for each of these areas, drawing from educational institutions and government sources like the Library of Congress and the Smithsonian Institute. So long as it does not circumvent the rules by which each librarian is constrained, adding links to resources like this may help academic libraries point their users to important resources that bolster DEI.

## Bringing DEI Advocacy Forward

In our quest to be consistent in our combined efforts surrounding DEI, marketing, and scholarly communications, we are advocating for the hiring or reassigning of additional staff to actively participate in the pipeline of our DEI initiatives. This proactive approach would not only help alleviate workload pressures, but also empower librarians across the board, both within our institution and beyond, to step out of their comfort zones and integrate DEI principles seamlessly into their workflows, regardless of their roles. Additionally, we are committed to actively involving student assistants in this endeavor, fostering a mindset of DEI consciousness as they transition into the professional world. As many of our student assistants pursue careers in librarianship, this approach ensures that DEI thinking becomes ingrained in future generations of library workers, infusing the field with fresh ideas and perspectives.

In our concerted effort to amplify the visibility of our DEI initiatives, we recognize the importance of effective marketing strategies tailored to reach our target audiences, whether they be faculty, staff, students, or the wider community. At the heart of our marketing approach lies the celebration and recognition of diversity, equity, and inclusion. Therefore, it is imperative that our DEI endeavors are widely known and accessible. By leveraging standard library organization principles, such as robust metadata and tagging systems, we ensure that our DEI content is easily searchable and discoverable. For instance, all DEI-related posts on our blog, including those within the Connect to Knowledge series, are tagged for streamlined access. This allows us to create a centralized hub with a single, stable URL, simplifying navigation and directing users to all relevant DEI content. By seamlessly integrating DEI practices into our marketing strategies, we not only enhance the visibility of our initiatives but also reinforce our commitment to fostering a diverse and inclusive library environment. Through our unique DEI and marketing approach, we aim to create the E-buzz - an electrifying buzz that resonates with our community, championing diversity, equity, and inclusion at every turn.

To deepen our DEI initiatives, we plan to create spaces for dialogue and collaboration within the library. Hosting workshops, panels, and community discussions that bring together students, faculty, and external experts can foster a deeper understanding of systemic issues and empower individuals to participate actively in antiracist work. Furthermore, integrating DEI principles into our library's strategic planning and decision-making processes ensures that these values are embedded into the fabric of our institution. By developing metrics to measure the impact of our DEI efforts and holding ourselves accountable, we can continually refine our strategies and make more informed, impactful changes. Building alliances within the library and also with other departments and local and national organizations committed to social justice will also amplify our efforts and create a more unified approach to addressing inequality. Through these combined efforts, we can ensure our library supports and actively advances the cause of antiracism and social justice.

## Conclusion

Despite the ongoing debate about DEI initiatives in libraries and other institutions, our commitment to showcasing authentic efforts surrounding diversity, equity, and inclusion remains unwavering. We aim to emphasize the value of collective approaches and cultivate a world where everyone feels valued, respected, and celebrated for who they are. Libraries serve as hubs of constant innovation, providing us with the opportunity to address blind spots or overlooked sources of knowledge from the past while continuously reinventing ourselves.

DEI initiatives not only seek to ensure that our patrons see themselves reflected in our collections but also prompt library professionals to critically examine their own biases, misjudgments, and missed opportunities as they shape collections and services for the future.

Moreover, we are dedicated to breaking down silos and fostering collaboration among individuals who may have previously worked independently. Our goal is to demonstrate how librarians and library staff from various areas and job functions can find common ground and opportunities for cooperation. This collaboration cultivates a stronger sense of community within our institutions. It leverages diverse perspectives and expertise to advance DEI and scholarly communication goals, even if DEI is not an explicit part of their job descriptions.

This approach will be especially important in the coming years, as the concept of DEI has become politically charged, and funding for related activities and positions is being lost in some locations. Librarians and library staff will need to think creatively and pool their areas of expertise to continue fostering diverse, equitable, and inclusive workplaces and community spaces. In doing so, they can more deeply serve and reflect the needs and experiences of their patron communities.

The Leatherby Libraries view DEI initiatives as an opportunity to work collegially across campus. We aim to showcase our strengths through a pluralistic and collective vision that is inclusive of our library patrons. This vision demonstrates, through words and actions, that the Leatherby Libraries and its employees support our mission to be a preeminent portal to the world's knowledge, an intellectual and cultural center of campus, and a distinguished resource for teaching, learning, and scholarship at Chapman University. Our DEI efforts are not just to check a box, we prioritize assessment, accountability, and the avoidance of performative measures. Rather than creating an appearance of progress, we are committed to ensuring our efforts lead to genuine and meaningful change.

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