



Association for  
Information Science &  
Technology

**2020 Equity,  
Diversity &  
Inclusion (EDI)  
Taskforce  
Final Report and  
Recommendations**

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2019-20 Equity, Diversity and Inclusion (EDI) Task Force initiated by ASIS&T President Clara M. Chu.  
2020 EDI Task Force Report accepted by the ASIS&T Board of Directors, October 12, 2020.

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# Association for Information Science & Technology 2020 Equity, Diversity & Inclusion Taskforce Final Report and Recommendations

## Summary

Three years after the publication of ASIS&T "Diversity and Inclusion Luncheon: Report and Recommendations" (2016), a Diversity and Inclusion Taskforce was formed to review the outcome of the report and make further recommendations for the improvement of equity, diversity, and inclusion. (EDI). The Taskforce used several methods to evaluate the impact of the report and assess ASIS&T's position in terms of equity, diversity, and inclusion. The methods included a survey of those involved in ASIS&T leadership, an analysis of membership demographic data, engaging with members during an ASIS&T Hour, and examining best practices as discussed in the literature and practiced by similar organizations. This report presents the Taskforce's assessment of the report's impact and subsequent recommendations for communication, engagement, strategic planning, fostering intentionality, and governance.

## I. Introduction

During the 2016 ASIS&T Annual Meeting, a Diversity and Inclusion Luncheon was held to promote discussion and brainstorming on new ways of fostering diversity and inclusion within ASIS&T. The luncheon resulted in the publication of the "Diversity and Inclusion Luncheon: Report and Recommendations" that culminated in specific recommendations. The following measures were presented as avenues to increasing diversity and inclusion at ASIS&T Annual Meetings:

- 1.) attention to location
- 2.) diversification of language and translation
- 3.) improvement of communication and information sharing
- 4.) participation of practitioners
- 5.) student engagement
- 6.) visibility and celebration of diversity within the Annual Meeting.

Suggested measures to improve diversity and inclusion throughout ASIS&T included:

- 1.) increase international competence of staff
- 2.) increase international participation in governance
- 3.) improve communications to an international audience

#### 4.) increase viability and consideration of diversity throughout ASIS&T

In 2019, then ASIS&T President, Dr. Clara Chu, along with the Board of Directors commissioned a Diversity and Inclusion Taskforce (henceforth, Taskforce) to review the “Diversity and Inclusion in ASIS&T: A Report and Recommendations from AM16 Luncheon Discussion”. The Task Force consisted of the following ASIS&T affiliates (in alphabetical order by last name; asterisks indicate co-chairs):

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Adam Worrall, Assistant Professor, University of Edmonton (Canada)

## II. Purpose & Strategy

The Taskforce was charged with assessing how, if at all, ASIS&T stakeholders responded to the recommendations and what further work, if any, is needed for the organization to address diversity and inclusion in an international context. In other words, the Taskforce’s duty was to evaluate the extent to which the diversity and inclusion recommendations were actualized and effective. To achieve this aim, the Taskforce formed four sub-teams to investigate various aspects of ASIS&T, as described below:

- Survey Team
  - surveyed the Headquarters staff, Board of Directors, Special Interest Group (SIG) chairs, and Regional Chapters leaders to assess actions and measures taken as a result of the report, and individual perceptions on diversity and inclusion (e.g., personal background, experience as an ASIS&T member). The questionnaire was divided into four sections: Professional background (e.g., academic or practitioner, length of ASIS&T membership), knowledge of the 2016 report’s impact, perceptions toward inclusion, and self-identified personal demographics that are not captured in ASIS&T membership data. (See Appendix A)
- Demographic Team
  - analyzed member demographics based on the previous five years of ASIS&T membership data as well as Annual Meeting attendance data.
- Best Practices Team

- conducted two tasks: a) a review of literature on conceptualizations of EDI specifically within organizations, including professional and academic associations along with higher education institutions writ large; and b) an examination of best practices relating to diversity and inclusion among some adjacent professional and scientific associations including ALISE (Association for Library & Information Science Education), the iSchools Consortium, IEEE (Institute of Electrical and Electronic Engineers), and ACM (Association for Computing Machinery).
- Engagement Team
  - On July 15, 2020 Dr. Clara Chu hosted a Diversity & Inclusion Dialogue among board members and headquarters staff. The activities were expanded and adapted to a Diversity & Inclusion Dialogue during the August 12, 2020 ASIS&T Hour with the goal of evaluating member experiences and perceptions of diversity and inclusion within ASIS&T. The Taskforce members then reviewed ASIS&T communications (e.g., statements, policies, website, and social media) to collect further insight.

We wish to emphasize that this project developed during a time of tremendous global strife, due to the COVID-19 pandemic and killing of George Floyd and others due to police brutality, which challenged us to think beyond the pragmatic and prescriptive aspects of diversity and inclusion. We were mindful of this period of heightened consciousness throughout our assessment. In this regard, it was essential that we contextualize, ASIS&T EDI (equity, diversity, and inclusion) matters, within broader issues. Readers will find more on this in the Recommendations section.

### **III. Assessing the Report's Impact**

Based on available information and accounts, it appears that the 2016 Diversity and Inclusion Report and Recommendations was limited in effectiveness as a result of inadequate dissemination and development. There appeared to be minimal action taken as a result of the report; yet, several actions were taken in spite of its existence.

#### **Demographics**

##### *Member Demographics*

The 2016 report highlighted various aspects of diversity and inclusion, including geographic location, ethnicity, religion, physical ability or qualities, educational background, sexual orientation, gender, and marital status. However, it is difficult to ascertain whether there were concerted efforts to broaden the association's membership composition and collaborations. ASIS&T does not gather member sociodemographic data, even within the European Union General Data Protection Regulation (EU GDPR) guidelines. Without such information supporting



other kinds of knowledge, our capacity to evaluate was limited and, subsequently, it may be challenging to genuinely assess diversity and inclusion in the long term.

The available membership data (see Table 1) points to diversity and inclusion across the categories of student, early career and professional members. The data span a period of five years beginning with 2016, the year of the Diversity & Inclusion Luncheon. There are over 450 students currently active in the membership. However, students are only allowed to be in that membership category for 6 years after which they must transition to a different membership category. This raises a question of whether renewal rates are equitable especially for students who are interested in the professoriate and matriculate through both master’s and Ph.D. programs. Generally, over 35% of students continue their membership to the next category and beyond.

Table 1: Membership and renewal

|            | Year            | 2016 | 2017 | 2018    | 2019    | 2020   |
|------------|-----------------|------|------|---------|---------|--------|
| Membership | Total Members   | 1745 | 1732 | 1602    | 1413    | 1423   |
|            | Student         | 541  | 560  | 526     | 396     | 467    |
|            | Early Career    | 140  | 128  | 66      | 76      | 100    |
|            | Professional    | 901  | 899  | 766     | 751     | 739    |
| Renewal    | Student Renewal | -    | -    | 38.14 % | 28.03 % | 13.64% |
|            | Early Career    | -    | -    | 7.18%   | 5.38%   | 7.03%  |
|            | Professional    | -    | -    | 55.55 % | 54%%    | 52.02% |

Membership numbers also fluctuate by number and region based on the location of the Annual Meeting, making it difficult to truly ascertain patterns. Conference attendees typically take advantage of member discounts. The opposite is also true: membership registrations and renewals tend to decrease in regions where the conference location is unfavorable or prohibitive.

#### *Conference Attendee Demographics*

Again, ASIS&T collects minimal data on conference attendees. Country of residence and professional status (e.g. student, early career, professional) are the only available variables (see Table 2). According to membership data, there has been a slight decline in the number of countries represented at ASIS&T conferences. Further still, the composition may be unpredictable in that some countries are “absent” in some years and “present” in others, despite the proximity of the conference location (see the Appendix B). It will be interesting to determine

whether there will be a change in attendance as a result of the virtual nature of the 2020 ASIS&T Meeting.

Table 2: Attendance by Country

|           | 2016 (Denmark) | 2017 (DC) | 2018 (Vancouver) | 2019 (Australia) |
|-----------|----------------|-----------|------------------|------------------|
| Attendees | 425            | 536       | 512              | 457              |
| Countries | 36             | 28        | 27               | 28               |

This interdependence between conference location and regional variance in membership can be used to enact strategic equity, diversity, and inclusion initiatives, as we will describe.

### Stakeholders' Perspectives & Experiences

The survey was distributed by email to the various groups between 15th of May and 15th of June. Seventeen members responded to the survey. Respondents averaged 15 years of ASIS&T membership (min = 1; max = 35). The majority (n=13) expressed that they participate in the Special Interest Group and Annual Meetings (n=11). Several expressed that they are involved with or participate in JASIS&T, the *Journal of the Association for Information Science & Technology* (n=9); regional chapters (n=9), and student chapters (n=4). They were all faculty, mostly from the USA (n=13) with one participant from Canada, Bangladesh, Germany and Singapore each.

Based on the survey responses, the luncheon report appeared not to have been promoted or distributed among members sufficiently. The survey showed that many (11 out of 17) of those involved in leadership in one way or another were not aware of the report. The rest knew about the report but had not read it fully. However, this does not point to inaction in relation to equity, diversity, and inclusion. Some actions were taken as a result of the report and some others took action or witnessed peers taking action regardless of being aware of the report. Actions that survey participants listed included:

- Soliciting ASIS&T members to stand for elected positions, and recommended runners-up for appointed committee positions or related service opportunities;
- Nominating international officers for national and regional groups;
- Participation in SIG-III fundraising;
- Raising EDI issues in meetings;
- Fostering an inclusive ethos in-person at annual meetings;
- Offering support for EDI, especially by developing nations;
- Explicit inclusion of EDI in the strategic plan;

- Increasing focus on international members. Attempts to build relationships between SIGs and Chapters to increase the value of membership for members;
- Having more ethnic and gender representations in committees;
- Being open to suggestions and ideas and cross pollinating across meetings and boards;
- Instituting new regional chapters, making ASIS&T more global in scope;
- Having local events - e.g., the European Chapter and European Student Chapter frequently cooperate and organize events (e.g., mini-Barcamp at ASIS&T AM 16, 18).

## Engagement

The Taskforce also garnered feedback from stakeholders during the August 12, 2020 ASIS&T Hour. The Diversity & Inclusion Dialogue was intended as an interactive, participatory session where members engaged in feedback exercises. Unfortunately, only 10 ASIS&T members attended the event. The results are thus limited. To further assess areas that necessitated clarity, members were asked to brainstorm on ways of 1.) actuating suggestions in the 2016 ASIS&T Report. 2.) engaging with and providing opportunities for diverse constituents, and 3.) sharing perceptions of diversity and inclusion terminology. (see Appendix C)

## Best Practices

Organization leadership, social science, and higher education literature present essential insight on the conditions that nurture a sense of belonging. To begin, “diversity” includes consideration of demographic or visible characteristics of a person as well as broader personal attributes such as education levels, value systems, language, and so on (Hays-Thomas, 2017; Janssens & Steyaert, 2019). Inclusion is regarded as an outcome of good diversity practices, where employees believe they are “an esteemed member of the work group through experiencing treatment that satisfies [their] needs for belonging and uniqueness” (Shore et al., 2011, p. 1265). Those with invisible social identity can struggle in getting included in organizational environments, since demographic attributes are often noticed more quickly (Clair, Beatty, & Maclean, 2005; Hays-Thomas, 2017). The literature indicates acknowledging one’s sense of acceptance in a social group and the value of the differences one brings to the group are particularly significant (Shore et al., 2011), as an increased sense of inclusion generates positive organizational outcomes and has organizational members feel greater self-worth, more collegiality, and focus more on the organization’s success (Cottrill et al., 2014).

As mentioned above, diversity can often be an invisible factor; not all characteristics that can positively or negatively impact diversity, inclusion, equity, and respect are immediately visible or apparent in demographics. We must acknowledge that non-demographic factors also



relate to and have impacts on diversity and inclusion practices in organizations (Clutterbuck & Ragins, 2002; Martin & Côté, 2019). Factors such as one's geographic location, languages spoken, social class (both within and beyond one's profession), and academic or professional rank are all factors in diversity and inclusion. An important point is that, just as with demographic factors, not all geographies, languages, social classes, or academic or professional ranks may face these challenges equally. For example, and in a U.S. context, those who share many similarities with Americans, such as Canadians or Western Europeans, usually face fewer challenges with diversity and inclusion, as seen in a study of international students (Hanassab, 2006). Those whose geographies, languages, or social classes are more different than many in a given location will often face more discrimination, particularly if they also are diverse on demographic factors such as ethnicity. Such challenges in feeling included and not discriminated against can also vary depending on who is involved in an interaction, collaboration, or community, and challenges are often easier to bridge within a community (as in the campus Hanassab studied) than at its edges.

Nonetheless, less visible factors can still bring challenges that are unexpected, and differences in culture and values can exist even between such seemingly similar populations as Americans, Canadians, and Australians, if usually these are somewhat easier to bridge. Diversity may be caused by differences in opinion, different experiences, or other factors that are even less visible than geography or language. While these may be less likely to cause disparity (Harrison & Klein, 2007), they can also create unique dynamics in organizations and teams (Clair, Beatty, & Maclean, 2005).

## IV. Taskforce Recommendations

Based on the available data along with remaining gaps, the Taskforce recommends the following:

### A. Defining Equity, Diversity, and Inclusion

Arriving at a shared understanding of diversity and inclusion can be challenging particularly for an organization as globally and academically rich as ASIS&T. It therefore becomes essential that ASIS&T leaders communicate what the organization means by *equity*, *diversity*, and *inclusion*. As demonstrated through the survey responses, demographic diversity is approached in various ways depending on regional, national, and cultural norms. For example, countries such as France do not include racial variables on the national census, others like the United States capture racial and ethnicity variables in several ways, and some countries like Australia capture only familial ancestry. Terminology, therefore, is an important consideration. More than this, perhaps, there must be emphasis on not *what* the terms equity, diversity, and inclusion mean but *how* agreed-upon meanings can improve relationships within and beyond ASIS&T.

Throughout our six-month review, there was a significant shift from prescriptive, performative equity, diversity, and inclusion work to an emancipatory, anti-hegemonic praxis. On June 20th, 2020 - months into a pandemic that exposed social and health disparities, ASIS&T released a statement in solidarity with the global Black Lives Matter demonstrations in response to the killings of African Americans such as Ahmaud Arbery and George Floyd, among others. These injustices impacted information scientists, including ASIS&T members, not only in the United States but also throughout Europe and Latin America along with countries such as India, Australia and Canada. After the ASIS&T statement's distribution, it became apparent that a conversation was necessary to ensure that the espoused values translate to organizational practice. During the subsequent July 15th ASIS&T Board Diversity Dialogue, board members expressed that the 2016 Report should have also included "equity" as a critical factor; the three concepts - that is, equity, diversity, and inclusion - are interrelated and frequently combined. The Taskforce subsequently adapted this exact phrasing throughout its investigation. Another board member shared that they lacked awareness of some EDI concepts (i.e., microaggressions, intersectionality) and that they would like to continue learning. Tangentially, a participant during the August 12th, 2020 ASIS&T Hour Diversity Dialogue expressed a need to use more specific and proactive language to address societal injustice—for example, "anti-racism," or targeted action to combat global racism, whether individual or systemic (Kendi, 2017).

**Recommendation 1:** Each year, ASIS&T leaders should dedicate both an ASIS&T Board meeting and an ASIS&T Hour (held twice on the same day for accessibility) to revisit and/or redefine equity, diversity, and inclusion. During the meetings, leaders and/or members should evaluate, first, the extent to which the organization has adhered to its expressed commitment to equity, diversity, and inclusion and, secondly, whether there are new approaches or understandings that would advance ASIS&T's mission and goals. These meetings must then influence ASIS&T communications, governance, and engagement. The Taskforce believes that the lack of substantive conversation and integration within all ASIS&T entities explains the short-lived or inconsistent treatment of the 2016 Diversity and Inclusion Report. For equity, diversity, and inclusion (and especially anti-racism) to truly materialize, there must be regular space and time allotted to examining and advancing knowledge in these areas.

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In order to track progress relating to equity, diversity, and inclusion within ASIS&T, there should be greater knowledge of member demographics, such as race, ethnicity, country of residence, language, and gender. Although member and conference attendee data do not capture these variables, our \*cursory survey showed some of the intersections (Crenshaw, 1991) of member

or attendee identities. Specifically, the survey included questions about personal background, with the opportunity for respondents to specify. Nearly all (N=16) respondents volunteered their personal demographic information, as demonstrated below:

- Racial and/or Ethnic minority n=6 (Asian, Hispanic, Black)
- Person with a visible or invisible disability n=2
- Immigrant, refugee, or asylee n=4
- Gender and Sexual minority n=8 (including female)
- Non-traditional university student or professor n=6
- Multilingual n=6

Of course, this instance of cooperation cannot be taken as an indicator that other ASIS&T members will do so. However, it might inform future survey use, if any. Let us also add that during the ASIS&T Hour Diversity Dialogue some members provided feedback on the possibility of a survey:

- “Should be optional, so people can skip if prefer not to say”
- “Maybe every 5 years? Annual survey seems like a lot of surveys. Or, how about inviting members to answer these questions when they renew their membership, so no extra survey?”
- “As long as people can prefer not to say. Can be good info to have, or can be used to reify the status quo as well.”

\*Our instrument was indeed limited and we wish to emphasize that any future member demographic survey should be improved, piloted, and validated. One board member strongly objected to the questionnaire mechanics and expressed that, “My fear with this is the old GIGO [Garbage In, Garbage Out] problem...Personally, I would withdraw it, and suggest to the membership that it was an error, but stay turned (sic) for the real one.” The Taskforce Co-Chairs responded that “We are not doing a rigorous research study for publication, but only simply taking a temperature check, as part of the aims of the taskforce, and we tried to keep it short and simple. The results will be presented to the board, supplemented with other data we are collecting (we are also looking at the literature, actions that other associations have taken for improving equity, diversity, inclusion, and will talk to people). And the board can have a discussion about some of the points you have raised in your comments and discuss what further actions should be taken. The survey has gone only to a limited number of people, those who have some leadership role in ASIST, (board, Special Interest Groups (SIG) chairs etc.), not all members or the wider community. Only those who have received the invitation email (which had a short introduction) will do it. So I wouldn’t worry about bots. As the survey is already out and some have already responded, we won’t be making any changes in the questions. But in our report, we will certainly mention some limitations and shortcomings you have mentioned.”

**Recommendation 2:** The lack of member demographic data in some ways negates the goal of tracking effectiveness when it comes to recruiting and including members from underrepresented backgrounds. ASIS&T leaders should 1.) pinpoint all key demographic variables and 2.) enhance the current membership registration/renewal form by including those variables. Although there is the possibility that these additional “fields” will be overlooked by some; the organization will likely still capture valuable insight. Another approach might be to implement a stand-alone regular (i.e., biannual, 5-year) member demographic survey. A stand-alone survey may be more visible, which can potentially garner better response rates. Either way, there may be a risk of resistance from members who are either uncomfortable or unfamiliar with demographic data collection. Care must be taken to ensure any new data collection method is well-organized and clearly articulated.

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To be sure, ASIS&T has strengthened outreach to international audiences beyond North America through SIG III (ASIS&T SIG III, 2020) and the growth of regional and student chapters outside of North America, particularly in Europe (ASIS&T European Chapter, 2020) and the Asia-Pacific area (Asia Pacific Chapter, 2020). Yet, geography remains an area of significant concern; it was repeatedly cited in the 2016 Diversity & Inclusion Report (e.g., “increase international competence of staff”; “increase international participation in governance”, “increase communications to an international audience”) and was also mentioned several times throughout our review. The Taskforce garnered member suggestions that leaders 1.) “reconsider the policy to hold ASIS&T Annual Meetings in a North American city every three years”, 2.) be more responsive to members in several Asian regions by hosting ASIS&T Hours in Oceania time zones (e.g., “Differences even in time zones and when things are scheduled.”), 3.) provide strategic opportunities for prospective members in the Global South (e.g., “recruiting participants from the Global South and emerging areas of work”; “Can there be one or more remote staff located in different countries/regions?”), and 4.) remedy perceived U.S. dominance throughout the organization (e.g., “Move beyond North America and especially the USA! Survey membership & previous mtg attendees regarding likelihood of attending F2F & remotely to a conference hosted in different regions.”). As global knowledge work advances and the information science field continues to evolve, ASIS&T leaders must ponder ways of connecting companies, universities, and organizations that have not to date been included in dominant information circles.

A final point here is that the 2020 ASIS&T Annual Meeting will afford an opportunity to observe whether a virtual conference option is sustainable. A virtual conference option would further the goal of providing access to current and prospective ASIS&T members who lack

resources or opportunities to attend the Annual Meeting. Available data on Annual Meeting attendees suggests a retention issue given the fluctuating attendance at conferences and the possibility of the annual renewal rate or membership being dependent on the location of the conference. This fluctuation could easily be attributed to accessibility and affordability; it could also be due to the organization's local presence. For instance, over the past three years, there has been a significant increase among attendees from Asian geographic regions regardless of the conference location. In 2019, there were 114 Asian attendees to Australia (Appendix B). On the other hand, there was a significant decline in attendance over the same period from the UK, with only four attendees from the U.K. in Australia in 2019 and eight in Vancouver 2018. The question arises, what is the cause of increase in attendance from Asian locations, and the decline in other locations. Meanwhile, the U.S. consistently records the highest attendance. A correlation between Annual Meeting location, ASIS&T membership, and regional presence cannot be ascertained with available data. If identified, such knowledge could shape approaches to increase member engagement and involvement.

**Recommendation 3:** ASIS&T leaders should actively measure and monitor member inclusion in terms of location or geography by investigating 1.) the national and regional distribution of members, 2.) the proportion of countries and regions represented within leadership positions, and 3.) the relationship between Annual Meeting location, attendance rates, and membership. To improve equity, responsiveness and representation, ASIS&T leaders should continue to 1.) de-center the United States and the West, in general, in its engagement, meetings, decision-making, and communications, 2.) attract and create community for those from underrepresented countries or regions b.) provide additional incentives or a more affordable Annual Meeting fee structure, and 4.) regularly assess member satisfaction regarding country and regional representation through targeted focus groups. Member benefits and experiences should be equitable throughout the world. Moreover, the 2016 Report made mention of increasing opportunities for non-academic global exchange - for example, through cultural webinars and programming.

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In thinking about many of our individual experiences as ASIS&T members, the Taskforce felt that it is important to recognize that some people matriculate through various member and broader social standings throughout their affiliation. For example, a member might join ASIS&T as a Master's student, move on to the Ph.D. program, obtain a job in industry or the academy, and earn promotion and/or tenure - thus, transitioning from student to early career to professional and perhaps even leadership positions. This pattern is likely the case among some who expressed that they have been ASIS&T members for more than two and three decades. It

is certainly expected that the future use of a member demographic survey, if any, would facilitate long-term analysis of membership changes. This being the case, we wish to bring attention to the specific variable of *social class transition*. We relied on relevant literature to articulate its importance to ASIS&T.

An often overlooked variable, Martin and Côté (2019) and others have argued *social class* is an important diversity factor that is “permeable and intersectional,” with many who have transitioned between different socioeconomic phases throughout their lives. While there is fairly extensive research on the role of social class in organizations, much of it does not consider the permeability of social class in professional or organizational settings (p. 619). Consideration of a group’s “cultural toolkit” - or “diversity competence” (p. 283), and “multicultural competence” (p. 166) is vital since social class is often linked to organizational inequities such as rankism, power imbalances, and marginalization. As members matriculate through the association, it is important that they advance in equity, diversity, and inclusion know-how and contexts (Clair, Beatty, & Maclean, 2005, pp. 81-84). In other words, organizations like ASIS&T must have skilled and culturally competent leaders at multiple levels in order to drive equity, diversity and inclusion initiatives to success.

**Recommendation 4:** Since the information science field generally does not take a static view of information users and contexts, we believe ASIS&T members and stakeholders are well-positioned to consider social class transition as an integrative part of EDI practices. ASIS&T leaders should factor that a member’s professional or vocational affiliation and, hence, membership status is likely to evolve, assuming that they renew their membership, and that this shapes inclusion, belonging, and engagement. Gathering further data and feedback from both new/early- and mid/late-career academic and professional members about equity, diversity, and inclusion knowledge and experiences could help inform 1.) strategies to bolster diverse representation at each stage of members or the career/social stage; and 2.) support for social class transitioning. Equally important, members should be presented with opportunities for equity, diversity, and inclusion training that correspond with their respective membership (and responsibility) levels.

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## B. Gleaning from Cognate Associations and Organizations

As part of this section we examined the American Library Association (ALA), Association for Library and Information Science Education (ALISE), the iSchools organization, the Association for Computing Machinery (ACM), and the Institute of Electrical and Electronics Engineers (IEEE). The analysis may not be truly exhaustive, but is intended to provide some comparison of



diversity and inclusion initiatives, programs, and visibility across these five organizations and with ASIS&T.

The ACM's Diversity and Inclusion Council provides a statement on diversity and inclusion, recently updated to reference the killings of Ahmaud Arbery, Breonna Taylor, and George Floyd (ACM, 2020b). ACM's statement notes the efforts of their association as a whole and the Diversity and Inclusion Council in reviewing ACM policies and practices, encouraging equity, diversity, and inclusion among ACM's constituent parts (boards/councils, committees, and SIGs), and recommending additional scholarship, grant, and travel funding for minorities and HBCU (Historically Black College and University) students. ACM also features ACM-W, its "Community of Support for Women in Computing" (ACM, 2020a), with professional chapters worldwide including two international subgroups for Europe and India. At least a few ACM SIGs and ACM-sponsored conferences also feature statements on diversity and inclusion, those observed generally crediting SIGCHI (Computer & Human Interaction Special Interest Group) and the CHI (Computer & Human Interaction) Conference with inspiring or originating these efforts. Finally, similar to the current ASIS&T Task Force evidence was found of an ACM "Task Force on Full Inclusion," whose concluding report provides for a number of recommendations and suggested best practices for ACM and ACM SIGs in particular (Altman et al., 2014).

The IEEE does not seem as far along as ACM in consideration of diversity and inclusion, with a brief diversity statement only adopted in late 2019 as a result of an ad hoc committee's review of "the organization's focus on diversity, inclusion, and professional ethics" (Pretz, 2020, para. 2). The article reporting this is open to comments, and unfortunately most react negatively to this new statement. IEEE does also have a short, one-sentence statement on their home page currently reiterating it is "strongly committed to diversity, equity, and inclusion and we see no place for hatred and discrimination in our communities." However, best practices for supporting diversity and inclusion do not seem as widely adopted (and perhaps not as widely accepted) by IEEE as by ACM.

In our own field, the iSchools organization has issued a recent "Statement on Injustice and Racism" (iSchools, 2020b), which links to a number of additional educational resources (resources that also circulated via other LIS channels such as the JESSE listserv). The iSchools organization does not appear to have any further material directly on diversity and inclusion (such as the statements of ACM and IEEE) and does not seem to directly fund any particular initiatives. However, the iSchools can be loosely associated with the iSchool Inclusion Institute (or i3), "an undergraduate research and leadership development program that prepares students"—25 each year—"from underrepresented populations for graduate study and careers in the information sciences" (iSchool Inclusion Institute, 2020). Hosted by the University of Pittsburgh, a number of other iSchools (and one apparent non-iSchool) also provide support; again, no direct funding appears to come from the broader iSchools organization, but a loose connection could be inferred. "Diversity" is one of three theme words for iConference 2021,

planned to take place both online and in Beijing, China, although—as is sometimes the case for the iConference—the theme is not elaborated on in the call for submissions (iSchools, 2020a). Finally, many member iSchools do, of course, have their own diversity and inclusion programs, statements, and initiative.

The ALA—which is US-based but also includes international membership—is well-known for its consideration of diversity and inclusion. Initiatives detailed on their web site (ALA, 2020a) include the ALA Spectrum Scholars program for students of color to receive scholarship funding towards their graduate level study in LIS; further scholarships and awards sponsored by ALA divisions for diverse students, children’s literature, etc.; a diversity officer and an ALA Council Committee on Minority Concerns and Cultural Diversity; a Diversity Fair at the ALA Annual Conference; and further outreach, recruitment, and promotion efforts supporting diversity and inclusion through ALA offices, divisions, and publishers (ALA Graphics, ALA Editions). There is also a list of recommendations included for librarians of “what YOU can do” and a list of ALA-published resources relevant to supporting and facilitating diversity and inclusion (ALA, 2020a). Separately, the ALA provides an excellent and detailed section as part of its “Issues & Advocacy” sub-site on equity, diversity, and inclusion (ALA, 2020b), managed by its Office for Diversity, Literacy and Outreach Services but drawing from across ALA offices and divisions. This further highlights resources as well as opportunities to get involved (including multiple committees and working groups across ALA and its divisions), and ALA documents and policies including its Policy Manual, Strategic Plan, and competency statements from three of its divisions that include a focus on equity, diversity, and inclusion (ALA, 2020b). Finally, ALA is often active in making clear statements against racism, prejudice, and exclusion, with the first link on its home page ([www.ala.org](http://www.ala.org)) currently reading “ALA STANDS AGAINST RACISM: Anywhere, Everywhere” and linking to a “Librarians Respond” sub-section of the previously mentioned equity, diversity, and inclusion section (ALA, 2020b), itself significantly rich in resources.

The North American-based ALISE has a Diversity Statement—notably crafted by a Task Force led by 2019-20 ASIS&T president Clara Chu—that speaks to key principles and benefits of diversity for ALISE and the LIS field (ALISE, 2013). More recent statements have reaffirmed this first statement (ALISE Board of Directors, 2019), including in light of the recent death of George Floyd (ALISE, 2020). ALISE does not prominently advertise other initiatives or practices around diversity or inclusion on its web site, although these prior and recent statements make it clear diversity and inclusion are a central part of the association (to a greater extent than the appearance given by the IEEE). ALISE has also had a couple of recent situations where well-meaning efforts to help improve diversity and inclusion in public spaces (e.g., the ALISE web site and JESSE listserv) have not been handled perfectly.

In the UK, Chartered Institute of Library and Information Professionals (CILIP) which is the UK’s library and information association has an Equalities and Diversity Action Plan (CILIP, 2020a) that was launched in July 2017. It includes actions in five areas: CILIP as an organization,

diversity & the membership, diversity & the profession, celebrating diversity, and diverse and inclusive library & information services. The action plan was accompanied by a Declaration from the Board and Presidential Team that emphasises their commitment to promote equalities, diversity and inclusion (CILIP, 2020b).

In comparison with cognate organizations, ASIS&T has held a Diversity and Inclusion Luncheon (at the 2016 Annual Meeting), and also has its own diversity statement (ASIS&T, n.d.), if a much briefer one than the examples seen from ACM SIGCHI, ALISE, or the ALA; it is closer in length to that recently adopted by the IEEE. The ASIS&T 2020 Annual Meeting is also including an “EDI Accelerator” series of sessions seeking “to advance EDI [equity, diversity, and inclusion] in the information field” (ASIS&T, 2020, para. 1).

**Recommendation 5:** Our comparison of approaches taken by peer or cognate organizations demonstrates ways in which ASIS&T can strengthen action. While IEEE and iSchools demonstrated one or two substantial EDI initiatives, it appeared that ACM, ALA, and ALISE were more effective when it came to visible advocacy and support for EDI efforts. ASIS&T, in contrast, demonstrates less action and discourse around EDI. As a first and critical step, ASIS&T should 1.) update and expand the 2004 Diversity Statement, 2.) establish practices that reflect the vastness of ASIS&T members, Chapters, SIGs, and across the information science field, broadly, and 3.) integrate and sustain equity, diversity, and inclusion within all operations; for example, the equity, diversity, and inclusion Accelerator series should evolve from an auxiliary offering to an integrated component of the entire organization. We address this further in the section on Fostering Intentionality around equity, diversity, and inclusion.

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### C. Improving Communication and Governance

Communication was another prominent theme throughout both the 2016 Report and our review, with language and accessibility being the most important issues. The 2016 Report recommended that translation services be made available for members along with limiting the use of abbreviations, acronyms, and “American-based terms”. Suggestions also included providing avenues for presentations and correspondences in other languages, and ensuring that sound systems are of high quality and speakers be aware of pace and diction when engaging with international audiences. As ASIS&T continues to advance and include new countries and communities, language equity will remain an area that poses incredible bearing on member experience and sense of belonging.

Another aspect of communication involves what can best be described as erasure or the lack of communication. Messaging should be consistent, timely, and prominent. Otherwise,

organizations like ASIS&T risk accusations of platitudinal and superficial responses. At a minimum, there may result perceptions of ASIS&T being out of touch. As of this writing, the ASIS&T home page is the only one of these six mentioned above that does not reference recent events that negatively impact diversity, inclusion, and equity; all other organizations examined include at least one link on their home page in either a visible call-out (IEEE, iSchools, ALA, ACM) or as part of a “news” section (ALISE). Neither was any evidence seen on ASIS&T’s social media (Twitter and Facebook) of the otherwise excellent “Statement on Injustice and Standing with George Floyd” communicated to membership via email from Executive Director Lydia Middleton on June 4, 2020.

**Recommendation 6:** Given advancements in technology, particularly web and video conferencing applications, we recommend the promotion and use of mechanisms for translation services. Relatedly, ASIS&T communications might be strengthened in several other ways: 1.) enhancing social media presence, 2.) increasing visual images and graphics that celebrate members of all backgrounds (i.e., ethnicity, race, culture, age, physical ability, religion, gender, etc.), and, again, 3.) decentering the United States and North America in communications [e.g., one member wrote, “In general, communications really need to be checked to be sure they aren't referencing US-only things (e.g., holidays, elections)].”

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Improving equity, diversity, and inclusion throughout ASIS&T requires demonstration, through policy, that it is an important matter for the organization and its leaders. Policies can, first, establish expectations for organizational affiliates and partners and, secondly, guide responses or to incidents of injustice or bias. It cannot be taken for granted that all members are committed to practices that advance representation, civility, and fairness. For instance, there were indications in the survey that EDI is not yet a matter of concern or interest to some ASIS&T affiliates (e.g., “I’m not sure it’s really of interest to some members”). As another example, in 2018, then ASIS&T president Elaine Toms along with the JASIS&T editorial board addressed a pattern of sexist language in publication. ASIS&T leaders’ stance against metaphors that reify long-standing gender inequities led to a public debate and media attention (Dutch News, 2019). In another similar incident, Sugimoto and Mostafa (2018) expressed their concern about the use of culturally inappropriate language in two articles that had been accepted in JASIS&T.

Strategic planning and policies can help ASIS&T, first, establish expectations and, secondly, act in a timely and conscientious manner if/when faced with controversy. The strategies proposed by Hays-Thomas (2017, pp. 308-328) for establishing what she terms “organizational diversity competence” (p. 308) also build on common approaches to strategic planning such as SWOT (strengths, weaknesses, opportunities, and threats) analysis, surveys

and consultations, team-building activities, and change management. While other organizational strategies (i.e., those mooted by Martin and Côté’s work, which was mentioned earlier in this report) are more individualized, we believe there is much validity in combining broader lenses on organizational strategic planning, communication, and engagement with those raised by the literature on diversity and inclusion practices. Some adaptation and adjustment is necessary, but the need to consider policies, resource allocation, information and knowledge flows, and assessment and evaluation as part of organizational management remains.

**Recommendation 7:** The following recommendations can help systematize equity , diversity, and inclusion throughout ASIS&T:

- The current Marketing, Social Media, Communications, and Education policies should be updated to ensure that equity, diversity, and inclusion is integrated across procedures. Leaders should then establish mechanisms to deal with cases when members do not follow such policies.
- Next, ASIS&T leaders must also prepare for the possibility of public controversy. There must also be a step-by-step contingency plan so problems are examined and resolved justly.
- Third, in a discussion session on D&I held by ASIS&T president on 15 July, it was suggested that an ombudsperson be appointed to address and resolve grievances. Ombuds programs help maintain equity, equality, and equal opportunity within organizations.
- Finally, ASIS&T leaders can monitor and report on the organization's state of equity, diversity, and inclusion in its annual report (if there are such reports for the Board). Accountability practices such as regular evaluation (e.g., the very existence of this Task Force) and grievance procedures should be included in this report and made available to members.

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Increasing representation and equity in governance (by diversifying Executive Board composition) was among the recommendations in the Luncheon report. The survey showed that this is still an area in which people want to see improvement. Our feedback here is straightforward: it must be accomplished. Survey statements like, “Board members [should] take a much stronger leadership role in directing the course of ASIS&T in this area” suggests that members desire improvement in leadership. Some Taskforce members believe that there should be more and consistent engagement between leaders and members beyond ASIS&T Hours and President’s Programs at the Annual Meetings.

**Recommendation 8:** Survey responses included the call for greater involvement and inclusion of members when it comes to decision-making processes (for instance, budget decisions), particularly when it came to connecting with the Board. ASIS&T should consider ways to improve racial equity in representation for running elections for the Board of Directors. One ASIS&T Hour Diversity & Inclusion participant suggested that there be a board member from each continent. Another suggestion was that members from non-academic or research backgrounds be included in governance and leadership, particularly the Board.

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## D. Fostering intentionality around Equity, Diversity, and Inclusion

Care must be taken to recognize and maintain (and ensure visibility of) what ASIS&T does well and then introduce new practices, initiatives, and strategic goals that can further support equity, diversity, and inclusion efforts. Our survey included literature-derived or adapted questions that assess member experiences with different dimensions of inclusion. Although not statistically robust, the results indicate there is moderate satisfaction, though there is certainly room for improvement. The scores (based on a scale of 1=strongly disagree to 5=strongly agree) for most of the dimensions ranged from 3.6 to 3.8:

- General (ASIS&T committed to EDI) = 3.6
- Fairness (fair treatment of everyone regardless of background, etc.) = 3.8
- Belonging and respect (feeling included and respected, etc.) = 3.5
- Opportunity and resources (equal opportunities for leadership, etc.) = 3.6
- Voice (open environment and being able to voice an opposing opinion, etc.) = 3.7
- Decisions (being satisfied and included in decisions, etc.) = 3.6

The fact that this report was produced, recommended actions are being reviewed indicates that equity, diversity, and inclusion is a priority for the organization. Regular evaluation and improvement will positively impact how members perceive ASIS&T. The theme of this year's Annual Meeting was likewise positively mentioned in the survey and shows the intention of the organization for improving equity, diversity, and inclusion. The executive director was praised in the comments for her openness and inclusiveness.

However, positive practices and efforts to increase equity, diversity, and inclusion will be futile so long as there is inaction toward prejudiced and biased behaviors or outcomes. Throughout our review, we encountered anecdotes of negative experiences within ASIS&T. (e.g.,



“I have experienced microaggressions on the part of ASIS&T members, including senior members of the community, at meetings and events”, “I have found it fairly comfortable for LGBTQ+ issues, but there are still weird comments and binary gender constructions that are a challenge.”) It was suggested in the survey that the membership composition is still skewed towards older academics as well as white members or those with Euro/Anglo-centric origins, or that the organization is racist and elitist. Another aspect of equity entailed that ASIS&T is too “librarianship-centred” and therefore, people from adjacent disciplines do not find it a good match for their interests. Similarly, participants mentioned the organization should strengthen outreach to practitioners since the organization is predominantly composed of researchers.

There are ways for ASIS&T to encourage members to “learn to view things from the perspective of others and to discover mutually beneficial resolutions,” raised by Hanassab (2006, p. 169) particularly for the “new and diverse situations” students, academics, and other knowledge workers will often find themselves in. Similarly, ASIS&T can help members be aware of their own cultural values, have respect for diversity in the values of others - including the values of others as part of one’s individual and collective knowledge - and commit to championing positive cross-cultural communications and interactions (pp. 169-170). These practices can affect profound change through the entire association. For example, it can encourage members to be open to all types of research, ideas, and member backgrounds. Indeed, can simply extend to good project management and team collaborations.

**Recommendation 11:** ASIS&T leaders should consider establishing Community Agreements. These guidelines will establish expectations for not only members but partners and vendors. In comparison to the more statutory and “procedural” policies and ombudsperson, Community Agreements help articulate and encourage positive social atmospheres. These guidelines go beyond discouraging and remedying harassment, incivility, and disruption. Instead, they amplify positive and community-building practices such as anti-biased dialogue, good faith, conflict-resolution, and shared governance. If ASIS&T members are expected to embrace Community Agreements, however, they must see these guidelines modeled and integrated throughout the organization.

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A key component of diversity and inclusion practices within an organization such as ASIS&T is the relationship between mentoring and diversity, covered in detail in a volume edited by Clutterbuck & Ragins (2002). While the editors intended their volume as “a series of reflections ... not as a treatise or manual” (p. x) and it cannot be reflective of further research and practice work in the intervening 18 years, the chapters here address highly visible demographic factors like gender and race; demographics that may be invisible such as sexual orientation; and non-demographic factors such as geography, rank, or role type (e.g. academics vs. practitioners).

Earlier chapters, in particular, summarize pre-existing research and practice (as of 2002) and present models and strategies that can be followed in constructing mentoring programs grounded in inclusion and the celebration of diversity. Ragins's theoretical framework presented in Chapter 2 (pp. 23-53) and Clutterbuck's more practical guidelines for establishing a mentoring program in Chapter 3 (pp. 54-86) could be particularly useful, if with necessary adaptation to the unique contexts of an academic and professional association such as ASIS&T. The book also speaks well to the differences in mentoring practices that exist even between North America and Western Europe, where we might otherwise assume more similarities in practices, and to the yet further different expectations and understandings of those from other geographies and cultures.

Of course, other experts have since contributed to the literature on mentoring across international boundaries, particularly in terms of mentoring international or transnational students. While a thorough review of the mentoring literature alone would take up significant space and time (and we wish to be inclusive of the diversity of activities in and around ASIS&T and not focus too deeply on this one facet), in our own field the work of Sugimoto (e.g. 2012a, 2012b) in studying mentoring in LIS doctoral education is worth at least a brief mention; despite the somewhat different setting of graduate education versus an academic and professional association, the latter is made up substantially of those same graduate students and educators, and so lessons from the research of Sugimoto and others in information science could be particularly useful in a deeper study of ASIS&T's mentoring activities.

**Recommendation 10:** As ASIS&T becomes increasingly international, its mentoring programs such as the New Leaders program must take into account the differing current expectations and prior experiences of mentees and others who may potentially contribute to the next generation of SIG, Chapter, Committee, and Association leadership. We suggest building on the synthesized theory and best practices provided by Clutterbuck and Ragins (2002), Sugimoto (e.g. 2012a, 2012b), and others, from both mentoring and diversity and inclusion best practices, in guiding any and all changes that may be necessary to ensure the New Leaders program and other mentoring opportunities truly foreground diversity, inclusion, equity, and respect. The 2017 ASIS&T Mentorship Program initiated by then president Lynn Connaway was incredibly helpful for two of the Taskforce members.

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The overall message throughout this report is that there should be greater consciousness and reflection throughout ASIS&T. The commitment to improve equity, diversity and inclusion requires purposeful and systemic action. Hays-Thomas (2017, pp. 283-298) suggests that there must be training around awareness, skills, leader development, and mentoring, often informed

by psychology and social science. Part of this awareness entails being aware that initiatives may also have unintended consequences when placed in broader organizational, social, and cultural contexts. Understanding of what makes for a successful or effective initiative that balances both intended and unintended consequences is key. Leslie (2019, pp. 539-540) proposes, in addition to success, that there may be “backfire” toward equity, diversity, and inclusion in the form of “negative spillover” that negatively impacts other organizational goals and “false progress” where metrics improve, but no actual progress on equity, diversity and inclusion is made. ASIS&T can prepare to mitigate negative results.

We believe any diversity and inclusion practices put into place by an organization such as ASIS&T, including those suggested herein, must consider both the intended and unintended consequences of these practices, and keep in mind the “signals” (as Leslie, 2019, and others call them) that may lead to unintended consequences. Essentially, this agrees with the usual recommended practice of considering both strengths and weaknesses, and both opportunities and threats, for any new proposed strategic endeavour, but stresses this sort of analysis should not stop at an organization’s existing situation.

**Recommendation 9:** We encourage taking such a view that is inclusive of both positive and negative impacts along the lines of Leslie’s (2019, pp. 539-540) explanation of backfire, negative spillovers, and false progress. This goes for considering potential new ASIS&T practices and programs developed, as well as potential changes to existing practices and programs. Some practical suggestions include 1.) consulting with diverse experts and communities before embarking on new endeavors and 2.) ensuring that reflection and dialogue are built into prospective initiatives, and 3.) documenting all decisions in order to articulate methodologies when faced with critique.

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## Appendix A: 2020 Diversity & Inclusion Questionnaire

### Invitation email

Dear \_\_\_\_\_,

We are reaching out to you as a member of ASIS&T family on behalf of the ASIS&T Diversity and Inclusion Task Force. The taskforce has been charged with reviewing the "Diversity and Inclusion in ASIS&T: A Report and Recommendations from AM16 Luncheon Discussion". The aim of this survey is to collect information that can help us evaluate the implementations of the recommendations made in the report and propose further possible recommendations for improving Diversity and Inclusion within the ASIS&T community.

This survey will take 10-15 minutes to complete. It is anonymous and individual responses will be kept confidential. The data will be used only to inform the evaluation and recommendations that Diversity & Inclusion Task Force will present as a report to the ASIS&T Board of Directors. No identifiable information will appear in the final report.

Best Regards,

Hamid Jamali & Ana Ndumu

Co-Chairs, Diversity & Inclusion Task Force

### ***Link to the survey***

#### Questionnaire

1. How many years have you been an ASIS&T member? (Please write a whole number, e.g. 3)
2. In the last four years, which ASIS&T groups have you participated in? (Select all that apply)
  - Special Interest Groups
  - Regional Chapters
  - Student Chapters
  - Annual Meeting Committee
  - Publications (JASIS&T, Inside ASIS&T Newsletter)
3. Which of these apply to you? (Select one)
  - Academic
  - Student
  - Practitioner
4. Where do you reside? (list of countries presented)

5. Were you aware of the “Diversity and Inclusion in ASIS&T: A Report and Recommendations from AM16 Luncheon Discussion” before we approached you?

- No, I didn’t know about it (go to Q8)
- Yes, but haven’t fully read it (go to Q6)
- Yes, and I have had a close look (go to Q6)

6. In your leadership role, have you taken any measures to improve diversity and inclusion as a result of the recommendations in the report?

- Yes

→Please list or provide examples of such measures and actions.

- No

7. Have you witnessed any measures or actions being taken by other ASIS&T leaders as a result of the recommendations in the report?

- Yes

→Please list or provide examples of such measures and actions.

- No

8. Regardless of the recommendations in the report, have you taken or seen other people take measures and actions that aimed at improving Diversity & Inclusion?

- Yes

→Please list or provide examples of such measures and actions.

- No

9. Based on your experience within ASIS&T, please describe opportunities for improving diversity and inclusion.

10. Based on your experience within ASIS&T, please describe challenges to improving diversity and inclusion.

11. To what extent do you agree or disagree with each of these statements?

(Scale: Strongly disagree to Strongly agree)

- ASIS&T is committed to diversity and inclusion.
- Members who are different from most others are treated fairly within ASIS&T.
- People of all cultures and backgrounds are respected and valued within ASIS&T.
- I believe ASIS&T will take appropriate action in response to incidents of discrimination or bias.
- I feel included, respected, and a sense of belonging within ASIS&T.

- I am comfortable talking about my background and cultural experiences with other ASIS&T members.
- I rarely feel like I am “the only one.”
- I often worry I do not have things in common with other members of ASIS&T.
- I have sufficient support to develop my leadership skills.
- I identify with current ASIS&T leaders in terms of background and experiences.
- Members of different backgrounds are encouraged to apply for leadership positions.
- ASIS&T provides an environment for the free and open expression of ideas, opinions and beliefs.
- I can voice an opposing opinion without fear of negative consequences.
- I am satisfied with how decisions are made within ASIS&T
- I am given the opportunity to participate in decisions that impact me or are related to my membership and contribution.

*This final section will help us gauge the level of diversity among a sample of ASIS&T members. Your response will be used to inform the extent and manner in which ASIS&T might collect member demographic data:*

12. Which of the following do you identify as (select all that apply):

- Racial and/or Ethnic minority

We invite you to specify: \_\_\_\_\_

- Person with a visible or invisible disability

We invite you to specify: \_\_\_\_\_

- Immigrant, refugee, or asylee

We invite you to specify: \_\_\_\_\_

- Gender and Sexual minority

We invite you to specify: \_\_\_\_\_

- Non-traditional university student or professor

We invite you to specify: \_\_\_\_\_

- Multilingual

We invite you to specify: \_\_\_\_\_

13. Are you willing to participate in a short follow-up interview (10-15 minutes)

- Yes

→ Please insert email address:

- No

14. We welcome you to share comments or suggestions regarding the Diversity & Inclusion Report and/or diversity within ASIS&T:

Thank you for participating in this survey. Your responses will help improve representation and equity within ASIS&T. For questions or concerns, please contact the Taskforce at [h.jamali@gmail.com](mailto:h.jamali@gmail.com) (Hamid Jamali) or [andumu@umd.edu](mailto:andumu@umd.edu) (Ana Ndumu).

## Appendix B: Conference attendance by location

Table 3: Attendance by Geographic location

|                  | 2016 (Denmark) | 2017 (DC) | 2018 (Vancouver) | 2019 (Australia) |
|------------------|----------------|-----------|------------------|------------------|
| Asia             | 39             | 27        | 43               | 114              |
| Africa           | 2              | 2         | 2                | 2                |
| Australia and NZ | 6              | 8         | 16               | 91               |
| Canada           | 33             | 22        | 79               | 31               |
| Europe           | 106            | 25        | 14               | 12               |
| Middle East      | 7              | 7         | 6                | 4                |
| South America    | 5              | 4         | 3                | 2                |
| South Asia       | 3              | 5         | 3                | 5                |
| Southeast Asia   | 8              | 6         | 3                | 5                |
| UK               | 26             | 11        | 8                | 4                |
| US               | 188            | 418       | 322              | 180              |

Asia – includes China, Japan, Hongkong, Taiwan, Kyrgyzstan

South Asia – includes India, Bangladesh, Pakistan, Afghanistan

Southeast Asia – Thailand, Singapore, Vietnam

Middle East – includes Israel, Qatar, Turkey, UAE, Saudi Arabia, Cyprus

Europe – includes Switzerland

## Appendix C: Engagement Presentation Material

### Diversity and Inclusion Dialogue

July 15, 2020

#### **Objective:**

Discuss substance and application of the *ASIS&T Diversity Statement* in order to determine its relevance and implementation.

**understanding | commitment | implementation**

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#### **We are ASIS&T: *Be, Belong, Become***

- 2019-20 President's three-pronged plan for organization and social transformation

- **BE:** focuses on connecting with ourselves and each other, and contributing to not just ASIS&T but to Society (locally and globally).
- **BELONG:** focuses on a strong sense of identity.
- **BECOME:** focuses on thriving.

83rd ASIS&T Annual Meeting

*Information for a Sustainable World: Addressing Society's Grand Challenges*

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**GO/STAY WHERE YOU'RE  
CELEBRATED,  
NOT WHERE YOU'RE  
TOLERATED**

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### **Diversity @ ASIS&T**

#### [ASIS&T Diversity Statement](#)

The ASIS&T community is committed to the values of diversity and inclusion, which we believe support our efforts to achieve and sustain excellence in the information science and technology field. We believe that we can best promote excellence by engaging diverse group members and other stakeholders and providing opportunities at all levels of engagement for any individual or group that shares these values. ASIS&T leaders, volunteers, and staff will strive to keep diversity and inclusion at the forefront of all program planning and development efforts in order to ensure the most welcoming and engaging environment possible for our stakeholders.

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## committed to the values of diversity and inclusion

*What do we understand as diversity and inclusion? Does it have borders?*

| Diversity  | Inclusion  |
|--|--|
| <ul style="list-style-type: none"> <li>• EDI as relevant terms</li> <li>• Demographics, religion, height, etc. – what is it?</li> <li>• Intersectionality (K. Crenshaw), positionality, includes all and connections among all</li> <li>• Is relevant internationally, diversity is applicable globally</li> <li>• Have tended to focus on diversity as a US-national phenomenon; have viewed diversity as international, global south; seconded. Not necessarily focused on poverty internationally</li> <li>• Class as a diversity focus is an experience in another setting</li> <li>• Now less diversity of employment setting of our members (now more academics, excluding others in programming and offerings)</li> </ul> | <ul style="list-style-type: none"> <li>• Proactive rather than reactive</li> <li>• Access (joining association, to information, finances shouldn't be a barrier, cost of conference may be a barrier, opportunity engage and participate, opening up more opportunities and be intentional in committees and programs and services)</li> <li>• Multi-language</li> <li>• Multicultural understanding; cultural competency</li> <li>• Recognize time differences</li> </ul> |

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Multicultural context  
 language

- **Human diversity** is characterized by an employee's physical differences, personal preferences, or life experiences.
- **Cultural diversity** is characterized by embracing differing beliefs, values and personal characteristics.
- **Systems diversity** is characterized by the organizational structure and management systems.

• Diversity @ Sempra Energy <http://www.sempra.com/diversity/dAbout.htm>



Image: <https://newdentistblog.ada.org/how-diversity-and-inclusion-guides-the-ada/>

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**engaging diverse group members and other stakeholders  
and providing opportunities**

| YES  | NO   |
|--|--|
| <ul style="list-style-type: none"> <li>• Diverse committees and programming</li> <li>• NOTE: white supremacy exists generally, so the issues need to be dismantled</li> <li>• Board should be able to address</li> <li>• Ombudsperson or some mechanism to address issues</li> </ul> | <ul style="list-style-type: none"> <li>• Diverse members are invited to serve on a committee. Such member are not treated equally; they are informed afterwards by members and staff of decisions that were made and how they should implement [they can think and contribute; they are not there to just assist]</li> </ul> |

ensure the most **welcoming and engaging** environment possible for our stakeholders.

| YES   | NO   |
|---|--|
| <ul style="list-style-type: none"> <li>• On each of us to speak up. I call people out.</li> <li>• There is a code of conduct for the conference but not for the association; do we need one for the association, more clarity.</li> <li>• "Leave your attitude at the door" Have respect for other people's feelings and less judgmental. We can agree to disagree. "What you are thinking [negative] may be not what you say"</li> <li>• A mechanism for addressing unwelcoming environment</li> </ul> | <ul style="list-style-type: none"> <li>• One of us commented that work being done by members is "Amateur hour...GIGO and not worth the Board's time." and that this type of discourse is "healthy discussion and debate".</li> <li>• Rolling of eyes when another person speaks</li> </ul> |



What are ways to implement it? *Does it need any revision?*

**ASIS&T Diversity Statement**

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## Annual Meeting Code of Conduct

<https://www.asist.org/am20/additional-information/>

The ASIS&T community is diverse and inclusive, and this meeting is intended to be enriching and safe for everyone who participates virtually. We expect all attendees, speakers, sponsors, and volunteers to treat everyone else respectfully, regardless of race, religion, gender, sexual orientation, disability, physical appearance, opinion, or national origin. Harassing behavior, such as offensive verbal comments, deliberate intimidation, sustained disruption of talks, or unkind feedback will not be tolerated. If you believe you are being harassed, notice that someone else is being harassed, or have any other concerns, please notify ASIS&T staff, who will assist you to ensure you feel safe and that the issue is resolved. ASIS&T reserves the right to take any action deemed necessary to enforce this code of conduct. It is our collective responsibility to foster a safe and inclusive environment for all.

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### Draft strategic plan

<https://www.asist.org/2020/05/28/draft-strategic-plan-member-input-requested/>

- is equity, diversity and inclusion integral or an add-on?

ASIS&T is a global community that **values**:

- Equity, diversity and inclusion to ensure that a range of voices advance information science and technology research and practice around the world;
- TACTIC 1.1.4: Develop, implement and track a membership strategy to increase participation from under-represented groups across equity, diversity and inclusion lines, taking into consideration recommendations made by the Diversity and Inclusion Task Force, starting 2021 [Responsibility: Membership Committee and Director of Membership]

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# SMARTIE GOALS

(<https://www.managementcenter.org/resources/smartie-goals-worksheet/>)

- **Specific** (simple, sensible, significant).
- **Measurable** (meaningful, motivating).
- **Achievable** (agreed, attainable).
- **Relevant** (reasonable, realistic and resourced, results-based).
- **Time bound** (time-based, time limited, time/cost limited, timely, time-sensitive).

- **Strategic** – It reflects an important dimension of what your organization seeks to accomplish (programmatic or capacity-building priorities).
- **Measurable** – It includes standards by which reasonable people can agree on whether the goal has been met (by numbers or defined qualities).
- **Ambitious** – It’s challenging enough that achievement would mean significant progress; a “stretch” for the organization.
- **Realistic** – It’s not so challenging as to indicate lack of thought about resources or execution; possible to track and worth the time and energy to do so.
- **Time-bound** – It includes a clear deadline.
- **Inclusive** – It brings traditionally marginalized people—particularly those most impacted—into processes, activities, and decision/policy-making in a way that shares power.
- **Equitable** – It includes an element of fairness or justice that seeks to address systemic injustice, inequity, or oppression.

| SMART example   | SMARTIE   |
|---|---|
| <i>Launch a marketing campaign to secure 100 new regular members each year starting in 2021 ...</i> | ...with at least 30 members of diverse or international backgrounds recruited as emerging leaders, so that they can help shape the way we recruit and engage diverse members. |

## Next steps

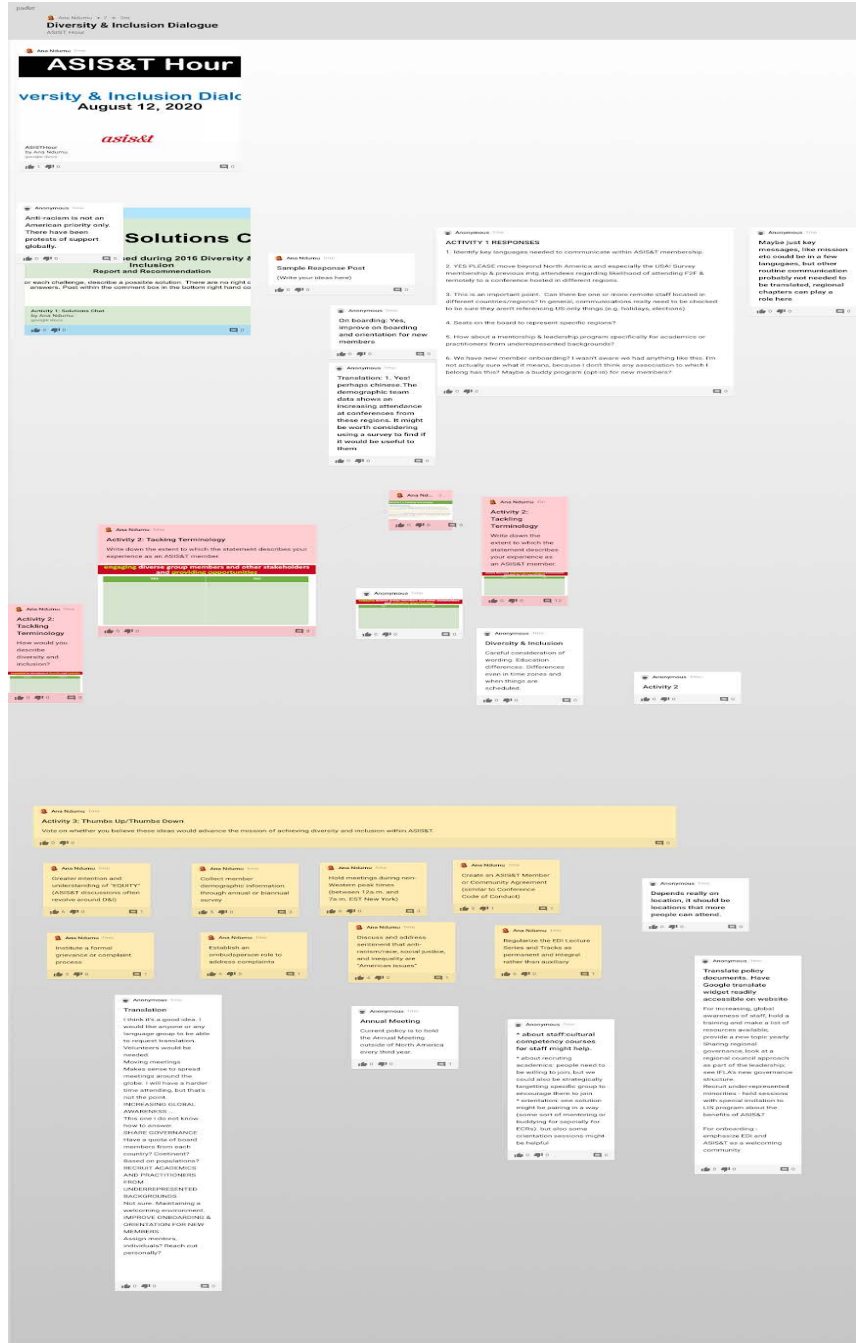
- Add to D&I Task Force charge:
  - Actionable approach: State what we mean by EDI, what are our ASIS&T priorities to shape our actions
  - Ombudsperson – description of individual(s); process to respond to concerns
  - Revisit Diversity Statement: add equity

### Notes:

- Cultural intelligence, including implicit and explicit bias: webinar
- Good to have processes so people can speak out
- Good to have actionable items; on right track; good to have EDI at the forefront and to move it forward, not stagnant
- Good to have conversations on these issues, we may not be aware of bias, speaking up will change the future to create an EDI environment
- Good to communicate EDI
- Celebrate representation on Board, conference program
- How do we each address our own biases and do better as the other of speaking up
- Well-run, collegial and good discussion

# [Link to August 12th ASIS&T Hour Diversity & Inclusion Dialogue activities](#)

Image of activities below



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**October 2020**