

6

Equity of Access, Diversity, and Inclusion

Kawanna Bright

Editor's Introduction

Chapter 6: Equity of Access, Diversity, and Inclusion addresses critical issues that are at the forefront of any community-serving agency, especially in the information profession. Equity, diversity, and inclusion (EDI) affect every touch point in information services, including who is able to access the information organization, what collections and resources the organization offers, and who the organization hires to carry out its mission. Kawanna Bright, assistant professor at East Carolina University and expert on EDI, addresses the essentialness of EDI to the work of information services today. EDI, she emphasizes, is not only about individuals but also about communities.

Bright explores EDI as a collective concept, but only after delving into the definitions and importance of understanding each term—"equity," "diversity," and "inclusion"—on its own. An important distinction that Bright offers is that the significance of EDI work extends beyond increasing access to diverse individuals; it also includes helping all individuals combat the plethora of mis- and disinformation through the access of reliable information.

The application of EDI in the information organization starts with the organization's employees. Bright emphasizes an organization's commitment to EDI is demonstrated through the skills, competencies, and behaviors of those working for the organization. In addition to meeting information needs of diverse people and communities, information organizations must also integrate EDI into their policies, hiring practices, training, and professional development offerings. Bright specifically highlights three competencies: intercultural communication competence, cultural competency, and cultural humility. Wherever the reader is at in his or her own understanding of EDI work, Bright highlights how critical these competencies are to one's own career development.

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This chapter introduces the concepts of equity, diversity, and inclusion (EDI) as they relate to the work of information organizations and information professionals. In addition to introducing definitions of the concepts, this chapter also details how EDI work fits within the profession in the form of competencies for information professionals, including intercultural communication competence, cultural competency, and cultural humility. The chapter closes with a discussion of leading EDI change through staff training, organizational audits, advocacy, and the development of partnerships.

EDI are topics that have implications beyond information organizations. From major social justice movements like Black Lives Matter (BLM) to legislative battles for trans rights and continued discus-

sions of gender pay equity, EDI is much larger than what the acronym may imply (see also Chapter 7: Social Justice). But within information organizations, EDI has also risen to the forefront as essential concepts that not only impact those working in information organizations but also the communities they support. After completing this chapter, the reader should have an understanding of:

- each concept (equity, diversity, and inclusion);
- the importance of the concepts to information organizations; and
- how intercultural communication competence, cultural competence, and cultural humility can support successful EDI work in information organizations.

Defining EDI

Before we can fully understand the importance of EDI in information organizations, we must first understand what each concept entails. The terms “equity,” “diversity,” and “inclusion” are often lumped together to form acronyms, such as EDI and DEI, and used by organizations to encompass a number of related concepts that may also include accessibility, anti-racism, and even social justice. To fully understand what EDI means for information organizations, it is essential to parse out each individual concept and identify definitions that can apply directly to information organizations.

Equity

Alone, the term “equity” can be broadly defined as “freedom from bias or favoritism.”¹ This broadness allows the concept of equity to be discussed across numerous venues, such as education and pay equity. Within information organizations, discussions of equity include education and pay but also can encompass everything from digital health and racial equity to equity of access. It is the equity of access that most information organizations focus on because this concept often aligns with standards applied by national professional organizations that support the work of those in information organizations. For example, the American Library Association (ALA) includes “Equitable Access to Information and Library Services” as one of eight Key Action Areas that serve as guiding principles for the Association.²

As outlined by ALA, equity is not just being fair in offering access, or even universal access, to information and services.³ Equity of access also extends to proactive actions that ensure communities being served have access to the resources they need, regardless of aspects of their identities including age, race, ethnicity, sexuality, religion, disability status, or socioeconomic status.⁴ This view of equity of access ties directly to another ALA Key Action Item, the concept of intellectual freedom (see also Chapter 38: Intellectual Freedom)—a “basic right in a democratic society and a core value of the library profession.”⁵ For information organizations, supporting intellectual freedom equates to “defend[ing] the right of library users to read, seek information, and speak freely as guaranteed by the First Amendment.”⁶

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Diversity

The term “diversity” has often been used as an all-encompassing way to describe connected concepts such as inclusion, equity, and accessibility. However, when used in this manner, the term does not acknowledge the nuance that is found in those concepts (as evidenced by the separate definitions offered in this chapter) or acknowledge that the terms are not interchangeable. For understanding

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the role and impact of diversity in information organizations, a more standardized definition of diversity is needed. For information organizations, diversity is defined by the various ways that people may be seen as similar or different based on categories including race, ethnicity, age, gender identity, sexual identity, religion, language, socioeconomic status, veteran status, and family structures.⁷

From this perspective, diversity can be equated with identities because people may choose to identify as being part of a group (e.g., gender identity) or may

be identified by others as being part of a group (e.g., race or ethnicity).⁸ The introduction of multiple identities into the definition of diversity also carries with it the need to acknowledge the existence of intersectionality. As introduced by Kimberlé Williams Crenshaw,⁹ intersectionality is the reality that most people have multiple identities and that these identities overlap and influence how people are viewed. In other words, there are no singular identities and people may be diverse in a multitude of ways. Within this chapter, diversity is further discussed both within information organizations as workplaces and within the communities they serve.

Inclusion

In many ways, inclusion is the toughest of the three EDI terms to define, likely due to how closely it aligns to both equity and diversity. For information organizations, a useful definition for inclusion is the creation of “an environment in which all individuals are treated fairly and respectfully; are valued for their distinctive skills, experiences, and perspectives; have equal access to resources and opportunities; and can contribute fully to the organization’s success.”¹⁰ To be inclusive is to proactively work to ensure that those who have historically been marginalized are invited to the table. Inclusion focuses on making sure that multiple perspectives are not only recognized but also fully included in conversations, decision-making processes, and resource provision.

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The Role of Equity of Access in the Information Organization

As core tenets of information work, it is essential for those working in information organizations to fully understand the importance and impact of equity of access and intellectual freedom on nearly

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every aspect of their work. Whether working to ensure the presence of multiple perspectives in print and online collections or providing access to or means to access information, information organizations play an integral role in preserving intellectual freedom.¹¹ The rise in mis- and disinformation found on the internet and easily accessible to millions makes this role of information provider crucial, particularly due to the fact that information organizations are able to provide access to vetted and valid information that can combat the damage done by mis- and disinformation.¹²

TEXTBOX 6.1

Discussion Question

EDI as an acronym has often been used as a stand-in or a stand-alone term meaning just diversity. But as this chapter indicates, each aspect of EDI has distinctive meanings. In your own words, how would you distinguish among equity, diversity, and inclusion as they relate to the work of information organizations and information professionals?

Diversity in the Workplace

As previously noted, workplace diversity encompasses the multitude of identities that people hold and the intersectionality of those identities. However, within information organizations, discussions of diversity in the workplace most often center on issues of recruitment and retention of Black, Indigenous, and People of Color (BIPOC) and gender disparities found within the number of women in the field versus the number of women in leadership positions (see also Chapter 25: Managing Human Resources). This section focuses briefly on both these workplace diversity topics.

Information organizations have a spotty history when exploring racial and ethnic diversity within their ranks. Despite years of special programming, including scholarships and leadership programs, the field has not seen any major changes in the number of BIPOC people working in their organizations.¹³ In 2010, the number of credentialed librarians who identified as non-white was approximately 12 percent.¹⁴ Estimates from 2019 indicate a slight increase to approximately 16.9 percent,¹⁵ though a less than five-point increase over a decade is not likely to be seen as progress.¹⁶

What this stagnancy indicates is that while the field has identified and made moves to address the recruitment issues for the field, retention has continued to be a problem. Programs, like ALA's Spectrum Scholarship Program,¹⁷ the Association of College & Research Libraries' (ARCL) Diversity Alliance,¹⁸ and the Association of Research Libraries' (ARL) Kaleidoscope Program,¹⁹ have shown success in recruiting the historically underrepresented to the field. However, these programs have not been structured to support their retention. Although no large-scale research studies have been conducted to identify why retention is an issue, other studies have suggested possible barriers to retention, including toxic workplaces, racism within the workplace,²⁰ lack of mentoring,²¹ and lack of support and opportunities for advancement.²² These potential barriers highlight the importance of understanding diversity in the workplace because a lack of understanding has the potential of exacerbating the issue. Retention issues may also negatively impact the organization's ability to fully support the needs of diverse communities.²³

The Importance of Inclusion to Creating Sustainable Information Organizations

Although diversification of the workforce in information organizations is an important aspect for future success, for true sustainability and longevity within the workplace, information organizations need to ensure that inclusion is also highly addressed. Why is diversification not enough? Within the workplace, those from diverse backgrounds often struggle with barriers to their success and job satisfaction due to feeling excluded in the organization.²⁴ This exclusion may take the form of not having their work or experience respected, experiencing racism and microaggressions that are unacknowledged, not being invited to collaborate or join in on social engagements, or being excluded from leadership opportunities.²⁵ This exclusion can have a negative impact on diverse employees' job satisfaction and lead to a decision to leave the organization.²⁶ High diverse employee turnover could lead to low morale for other employees in the workplace and also make it more difficult to attract diverse employees to the organization due to a negative reputation.

Information organizations that want to maintain their diverse workforce and create sustainable and supportive working environments for all employees should focus on creating fully inclusive workplaces. One inclusive practice suggested to support organizational success is the creation of an EDI plan. Having EDI plans in place, whether within the organization's overarching strategic plan or as a separate action plan, indicates that EDI is not an afterthought and that the organization is proactively taking steps to ensure inclusivity.²⁷ Targeted training, particularly focused on bias and combatting bias in the workplace, also offers another inclusive strategy.²⁸ These trainings, especially if embedded into the normal practices of the organization, may help to diminish the occurrences of racism and microaggressions that diverse employees experience. Another inclusive practice is to encourage and support employee affinity groups to help provide opportunities for employees to connect with each other across similar interests.²⁹ Such affinity groups can help to offset the isolation that some diverse employees may experience in an organization. A final suggested inclusive practice is mentoring programs. These programs can help to support diverse employees' professional development, leadership, and advancement efforts.³⁰

Diversity in the Communities Supported by the Information Organization

Regardless of the racial and ethnic makeup of those who work in information organizations, one key aspect of EDI work is the need to support the diverse communities supported by information organizations. The diversification of the US population has been a topic of conversation for many years, with claims that minorities would become the majority by 2043.³¹ The US population has indeed shown increased diversification in the last forty years, with those who identify as white decreasing from 80 percent in 1980 to 60.1 percent in 2019.³² The Latino and Hispanic population has shown the most gain at 18.5 percent, with Asian Americans increasing to 6 percent and the Black population remaining steady at 12.5 percent.³³ Within this diversification, it should also be noted that many of the gains seen are within the younger-than-sixteen age group, with the Latino or Hispanic and Black populations making up almost 40 percent of the US population.³⁴

With this changing population comes a diversity of needs and increased pressure on information organizations to provide support and resources that align with those needs. The struggle of information organizations to recruit and retain diverse staffing has often been seen as detrimental for the organizations' ability to provide support for their diversifying communities (see also Chapter 4: Information Communities).³⁵ However, the idea that only "diverse" information organization employees can provide services and support to diverse communities is unsubstantiated. While diverse employees may have an affinity with a diverse community and may find it easier to work with and within those communities, all information organization employees can learn how to work with and within diverse communities.³⁶ To do this, efforts must be made by information professionals to gain competencies in EDI to improve their ability to

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EDI Competencies for the Information Professional

Identifying specific EDI competencies for the information professional is essential for supporting the work of a successful information organization. Although a number of competencies for the workplace could be identified as beneficial for information professionals, three that reflect EDI and have been identified as important for supporting EDI work include intercultural communication competence, cultural competency, and cultural humility. While cultural diversity and communication is covered more in depth in Chapter 30: Communication, Marketing, and Outreach Strategies, this chapter focuses specifically on intercultural communication competence, along with cultural competency and cultural humility as they apply in information organizations.

Intercultural Communication Competence

Broadly defined, intercultural communication encompasses “communication activities involving parties of different cultural backgrounds.”³⁷ However, for EDI competency within information organizations, it would be more useful to focus on intercultural communication competence (ICC), which can be defined as “knowledge, motivation, and skills to interact effectively and appropriately with members of different cultures.”³⁸ Also referred to as cross-cultural competence, intercultural sensitivity, and intercultural effectiveness,³⁹ whether someone has ICC is a perception of someone’s ability to communicate effectively interculturally, not the actual action of communicating.⁴⁰

The external perception of someone’s ICC is likely to be based on the desired external outcome of using their intercultural knowledge, skills, and attitudes to behave and communicate effectively and appropriately in achieving their goals.⁴¹ Internal perception of ICC is likely to be based on the desired internal outcome of a shift in their informed frame of reference.⁴² This can be seen in:

- an ability to adapt to different communication styles and adjust to new cultural environments;
- an ability to be flexible when selecting and using appropriate communication styles and behaviors;
- having an ethnorelative⁴³ view; and
- having empathy.⁴⁴

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Three Essential EDI Competencies for Information Professionals

- Intercultural communication competence,
- Culture competency, and
- Cultural humility.

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Because perception can be flawed, relying on perception alone (e.g., through self-report scales) to identify someone’s ICC is not recommended,⁴⁵ though some scales (e.g., the Intercultural Communication Competence Scale) have shown some promise as a validated ICC assessment tool.⁴⁶

The key to ICC is to recognize that it is a dynamic process that requires ongoing learning.⁴⁷ This learning can be seen not just for the individual but for the information organization itself because individuals in

the organization working toward ICC will also move the organization as a whole toward ICC.⁴⁸ Before individuals and organizations move toward ICC, the organization must value and commit to cultural diversity and view both cultural diversity and interculturality as necessary for goal achievement and success.⁴⁹ When viewed this way, ICC is seen as a process that relies on inclusive strategies that are “learned, formulated, revised and tested regularly” as they are used to respond appropriately to different circumstances.⁵⁰

Cultural Competency

Cultural competency is highly related to ICC, and many aspects of ICC can be found in or based on cultural competency. Broadly defined, cultural competence is an organization’s ability “to interact effectively with people of different cultural backgrounds.”⁵¹ This definition encompasses individuals working in information organizations because they are the ones interacting with the community on behalf of the organization. To be culturally competent, the individuals engaged in this work must use a set of behaviors, attitudes, and policies both within their organizations and among themselves.⁵² And similar to ICC, cultural competence is a process, one that exists on a continuum of levels or stages that both individuals and organizations can progress through.⁵³

The Cultural Competence Continuum is itself an assessment tool designed to assess where an individual or organization falls in terms of culturally appropriate responses to the needs of their communities.⁵⁴ There are six levels or stages on the continuum that move from left (negative) to right (positive) (see Figure 6.1).⁵⁵ The lowest level and most negative is cultural destructiveness, where attitudes, beliefs, and behaviors are seen as damaging to another culture and its people, often in the form of racism or beliefs in a superior race.⁵⁶ The next level, cultural incapacity, encompasses having “an extremely biased” view of their own and other cultures; while not intentionally destructive, those at this level often engage in discriminatory practices.⁵⁷ Those at the third level, cultural blindness, are seen as “well-intentioned but uninformed,” typically ignorant of the importance of culture, with an ethnocentric view of the world.⁵⁸

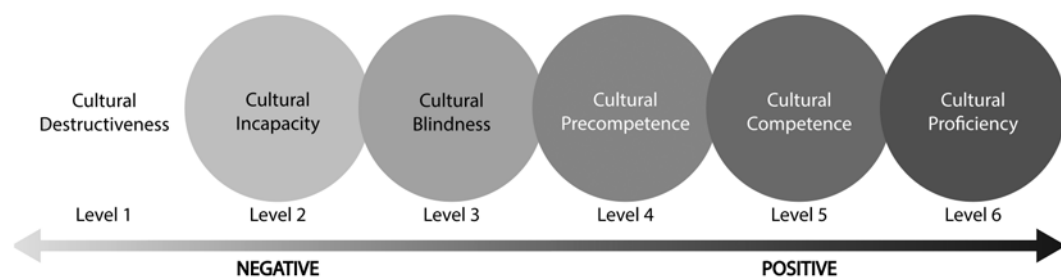


Figure 6.1. Cultural Competence Continuum

Source: Image created by author: Kawanna Bright, “Cultural Competence Continuum,” 2021.

The remaining three levels are seen as the positive side of the continuum. The fourth level, cultural precompetence, describes those who recognize the importance of culture, want to provide unbiased service but struggle with the how.⁵⁹ Those at this level also tend to either become overly confident when they are first successful in providing culturally responsive service but also overly negative if they fail to do so.⁶⁰ Level 5, cultural competence, describes someone or an organization that not only values cultural diversity but that also continuously self-assesses, reflects, and self-develops their cultural knowledge.⁶¹ Those at this level are seen as sensitive to the needs of diverse individuals and communities. Finally, the sixth level, cultural proficiency, describes those who “hold culture in high esteem,” are highly committed to learning and adding to the culturally competent knowledge base, and seek to support the development of other’s cultural competence.⁶²

Cultural competence is not a new idea in information organizations. In fact, cultural competence was a primary and popular suggestion for information organizations looking to meet the needs of

their quickly diversifying communities.⁶³ Despite the suggestion, information organizations and information professionals still struggle with cultural competence.⁶⁴ Patricia Montiel Overall argues that the development of cultural competence for information professionals requires a clear and agreed on definition of cultural competence, a full understanding of the cultural issues affecting minoritized populations, and knowledge of the impact of cultural issues on how information organizations are perceived.⁶⁵ Overall goes on to offer a proposed cultural competence model and conceptual framework to support organizations' and individuals' ability to move into the more positive levels of the continuum.⁶⁶ So, although uptake of cultural competence within information organizations has not been as successful as many hoped, the potential positive impact for creating a culturally competent information organization still exists.

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Cultural Humility

The struggle for information organizations and information professionals to become culturally competent may be due to views that competencies are skills that can be built but may still be incorrectly applied.⁶⁷ Based on the cultural competency continuum it appears easy for organizations and individuals to reach the cultural precompetence level, but they can quickly become discouraged if they do not see immediate or obvious success. A possible alternative to cultural competence that has recently been suggested as plausible for information organizations is cultural humility. Rather than a set of competencies, cultural humility can be conceptualized “as a virtue or disposition” that fits within an overarching cultural orientation.⁶⁸ Cultural humility can be seen as working alongside cultural competence, and indeed aspects of Level 5 and Level 6 of the Cultural Competence Continuum reflect cultural humility processes.⁶⁹

A definition from the medical field offers a clear view of what cultural humility entails: “Cultural humility incorporates a lifelong commitment to self-evaluation and critique, to redressing the power imbalances in the physician-patient dynamic, and to developing mutually beneficial and nonpaternalistic partnerships with communities on behalf of individuals and defined populations.”⁷⁰ This definition

“ As a mindset or orientation, cultural humility is active and intentional. It is about daily, reflective practice that includes thinking ‘about the effect that your thoughts, words, actions, and behaviors have on the work that you do.’ This self-reflective practice also encourages openness and vulnerability. ”

easily translates for information organizations, with the only adjustment being redressing power imbalances in the information professional-patron rather than physician-patient dynamic. As Twanna Hodge points out, these power imbalances do exist both in person and virtually within information organizations because information professionals may be unintentionally perceived as condescending or belittling toward patrons.⁷¹

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encourages openness and vulnerability,⁷³ hallmarks of humility that many may find difficult because it requires both acknowledging a lack of expertise while also acknowledging potential biases and power differentials.⁷⁴ It is within this openness and vulnerability, within the self-reflection, self-awareness, and self-critique, that information organizations can start to see successful outcomes in their efforts

to support EDI and provide equitable, inclusive, and diverse services, information, and resources to their communities.⁷⁵

Leading EDI Change: Staff Training, Advocacy, and Partnerships

One reality of EDI work, which has become clearer in recent years, is much work is still needed to create information organizations that are fully supportive of EDI. EDI work is often synonymous with change because recognizing, integrating, and supporting EDI typically requires changes be made at many different levels of the organization (see also Chapter 22: Change Management). But this change will not happen on its own; real change requires leadership, both within and outside of organizations (see also Chapter 40: Leadership Skills for Today's Global Information Landscape). Information organizations have taken a number of approaches to leading EDI change, including focusing on staff training, organizational audits, advocacy efforts, and engaged partnerships. The following section of this chapter details some of these approaches and the impact they have on information organizations and information services.

EDI Training

EDI training is often suggested as a standard way for information organizations to support EDI change. However, not all EDI training is created equal, and some types of training can be seen as detrimental to the organization's EDI efforts.⁷⁶ Training that is seen as forced on employees (mandatory), designed only to avoid legal issues, or presented from a negative stance may have the opposite effect than intended and lead to increased issues with bias.⁷⁷ Instead, better, longer-lasting results have been seen with voluntary training where employees can choose to attend.⁷⁸ Training that is designed to build awareness and is more self-paced and participatory (including attending book talks and participating in book clubs) has also shown positive outcomes for promoting EDI.⁷⁹ The psychology behind the different reactions to different types of training is complicated, but knowing about the different results attributed to each approach should help information organizations in their efforts to encourage EDI training in the workplace.

Organizational Audits

For an information organization to fully measure its EDI efforts and the true amount of change brought on by implemented initiatives, some type of organizational assessment needs to be conducted. EDI audits, commonly known as diversity audits, offer information organizations a method for identifying not only their baseline for EDI efforts but also their progress in relation to their change efforts.⁸⁰ Although diversity audits can be conducted for specific areas within information organizations, whole organization audits are actually recommended. For a diversity audit to be successful in identifying both strengths and weaknesses of an organization's EDI functioning, all members of the organization should be involved in the process because it is their work, experiences, and knowledge that should be reflected in the audit.⁸¹

While diversity audits may be highly recommended for information organizations, finding an audit that aligns with the needs of the organization may be more difficult. A number of diversity audits have been created for different disciplines that could possibly translate over to information organizations; however, their value outside of their fields has not yet been determined. For information organizations, fewer audits have been created or used widely, though more efforts in this area are currently being developed.⁸² One example of an audit created specifically for public libraries is the Social Inclusion Audit and Toolkit developed by the Canadian Urban Libraries Council (see also Chapter 10: Community Anchors for Lifelong Learning: Public Libraries).⁸³ Although focused on social inclusion, the Social Inclusion Audit offers public libraries a way to assess their openness, intentionality, and inclusion toward EDI.⁸⁴ For academic libraries, the Diversity, Equity, and Inclusion Self-Assessment Audit (or DEISAA) is an instrument constructed to offer academic libraries and other information organizations

a tool to assess their overall DEI efforts (see also Chapter 9: Learning and Research Institutions: Academic Libraries).⁸⁵ While still in development, the DEISAA has shown promise and adaptability for use as an organizational EDI assessment tool that provides necessary baseline information while also encouraging organization-wide discussion of EDI.

Advocacy Efforts

Advocacy is a key component of the work of information organizations, whether supporting intellectual freedom, user privacy and confidentiality (see also Chapter 37: Information Privacy and Cybersecurity), or banned books.⁸⁶ Advocacy, specifically for EDI efforts, has been a priority within information organizations as well (see also Chapter 31: Advocacy). A primary focus of information organization EDI advocacy is access to resources and information, highly related to the need for equity in access. Two high-level and connected access equity issues that information organizations have supported are the digital divide and net neutrality.

Due to economic and social inequalities, many communities do not have the same access to modern information technologies, including high-performance computers and high-speed internet access.⁸⁷ This lack of access has negative ramifications for community members' educational attainment, career development, and even a community's economic growth.⁸⁸ Directly related to this lack of access to modern information technologies is the push for net neutrality—"the principle that internet service providers (ISPs) must enable access to all content and applications regardless of the source and without favoring or blocking specific services or websites" (see also Chapter 38: Intellectual Freedom).⁸⁹ Lack of net neutrality impacts not only the communities that information organizations support but also the information organizations themselves because their internet services are often targets of increased pricing and prohibitive service prioritization.⁹⁰ Through their services and their efforts in their communities, information organizations have fought to help bridge the digital divide and advocate for the equal access to modern information technologies.

Engaged Partnerships

For information organizations to truly see change in EDI, collaborative efforts that involve entities and stakeholders outside of information organizations are necessary. These partnerships can be done on any scale, from small but essential partnerships with the surrounding community to bring awareness and support to the EDI needs of the community, to larger partnerships with professional entities designed to support research into, assessment of, or development of EDI efforts in information organizations. One example of a recent large-scale collaborative project is the development of an anti-racism talent management audit. A collaborative project among the Binghamton University Library, the University of Delaware Library, and Ithaca S+R, the anti-racism talent management audit is developed to "inventory policies, practices, and outcomes related to recruitment, employment, promotion, and retention patterns."⁹¹ Projects such as this offer an example of the effort needed for information organizations to lead for EDI change.

TEXTBOX 6.2

Discussion Question

This chapter offers some suggestions for ways information organizations can lead EDI change. But knowing where to start in this process can be daunting. If you were working in an information organization and preparing to engage in EDI work, what would be the first issue or concern you would want to address? Describe the issue and one or two approaches you feel could be used to help address the issue. What would be the impact of success on the information organization field?

Conclusion

Understanding the importance of EDI to information organizations begins with understanding what each of those concepts means; however, the importance of equitable access to information, the need to further diversify the profession and support increasingly diverse communities, and the effort to proactively and intentionally work toward inclusive services and practices, clearly go beyond just knowing the definition of a term. Application of EDI requires effort on the part of the information organization that can be seen through the development of competencies and skills, such as ICC, cultural competency, and cultural humility. Through the development of these competencies and other efforts, information organizations can begin leading EDI change and truly reap the benefits of EDI within their organizations.

Notes

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5. "Key Action Areas."
6. *Ibid.*
7. US Department of Housing and Urban Development, "Diversity and Inclusion Definitions," accessed May 13, 2021, https://www.hud.gov/program_offices/administration/admabout/diversity_inclusion/definitions.
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