The Expectation and Learning Impact Framework (ELIF): Evaluating Diversity, Equity, and Inclusion Professional Development Events for Academic Librarians

Abstract

This study examines the experiences of academic librarians in Canada and the U.S. at diversity, equity, and inclusion (DEI) professional development events (PDE) and makes recommendations for improving PDE on DEI. It pursues the following overarching research problem: What accounts for the effectiveness of learning at DEI PDEs and what makes PDEs impactful and memorable? The study is framed through select theories of learning, epistemologically guided by hermeneutic phenomenology, and relies on the critical incident approach and qualitative self-administered survey, enriched by descriptive statistics. It results in the analytical Expectation and Learning Impact Framework (ELIF) for organizing DEI-related PDEs and a specific Checklist of recommendations for improving PDEs. This research will benefit academic librarians, LIS educators, as well as anyone wishing to organize meaningful DEI events. This is particularly instrumental when librarians have a wide variety of events to choose from but limited time and funding for attending them. It is also hoped that this study findings will expand an understanding of DEI PDEs, in general.

Keywords: academic librarians; change; diversity; equity; inclusion; learning; professional development

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Introduction

In the rapidly changing socio-cultural and political climate in Canada and the U.S., which brings the issues of diversity, equity, and inclusion (DEI[1]) to the forefront, professional development (PD) and ongoing learning related to DEI becomes the focus of societal and professional concerns. The field of LIS in general and academic librarianship in particular are no exceptions, and PD options for academic librarians abound as a result. Not all of them are equally effective and useful, however. From PD workshops and conference panels and presentations to entire academic and professional events dedicated to DEI, their usefulness and long-term sustainable effects vary. At the same time, our understanding of the factors determining either sustainable learning at DEI-related PDEs or their fleeting consequences is somewhat limited. This study contributes to addressing this gap.

Its purpose therefore is twofold: (1) to understand the experiences of academic librarians at DEI-related PDEs and factors that account for making these events impactful; and (2) to make recommendations for improving PDE on DEI. To achieve this, the authors work along both theoretical and applied dimensions simultaneously, which results in developing the Expectation and Learning Impact Framework (ELIF) for organizing and evaluating DEI-related PDEs and the Checklist of specific recommendations for improving PDEs in this area**.** The ELIF provides a conceptual framework for the overall planning and design of PDEs, while the Checklist presents specific steps for implementing the concept.

Guided by the tenets of hermeneutic phenomenology, relying on theories of learning and change combined with the critical incident approach, and using the qualitative survey method, this study pursues the following overarching *research problem*: What accounts for the effectiveness of learning at DEI PDEs

[1] It is acknowledged that a more inclusive term is DEIA – Diversity, Equity, Inclusion, and Accessibility. However, as will be addressed in this study later on, the accessibility aspect did not come through in this survey; hence, the term DEI will be used throughout.

and what makes PDEs impactful and memorable? This research problem is broken down into several research questions (RQ): (RQ1) What kinds of PDEs related to DEI do academic librarians attend? (RQ2) What factors account for librarians' perception of PDEs as impactful? and (RQ3) What recommendations do academic librarians have for improving these PDEs? In this study, two clusters of PDE-related learning have emerged: one related to the organization of a PDE itself and its impact; and another related to the changes undergone by PDE participants and their workplaces. The study results are reported in the series of two articles. This article addresses RQ1, RQ2, and RQ3 and focuses on the aforementioned "event" cluster[2].

This research will benefit academic librarians, LIS educators, as well as anyone wishing to organize meaningful DEI events. This is particularly useful when librarians have a wide variety of events to choose from but limited funding for attending them. Limited time is another consideration; even when events are free, librarians need criteria on which to base their informed decisions to choose one event over another. It is hoped that helping academic librarians realize what accounts for the sustainable impact of PDEs and what they can and should expect of such events will guide them in decision-making and choosing future PD opportunities. It is also hoped that this study findings will expand an understanding of DEI PDEs, specifically. This research seems to be rare or first of its kind in LIS, as was determined after a thorough literature search and, as a result, it is exploratory in nature. Although there are some descriptive statistics included, for key issues explored, the survey relies on open-ended questions to elicit narrative responses and stories that will help to answer the intended RQs and chart the course for future research.

A few notes on terminology and the commonly employed terms—diversity," "inclusion," and "equity"—are used. "Diversity," in the broadest possible sense, includes the diversity of demographic characteristics (e.g., race, ethnicity, sexual orientation, body ability, etc.), as well as different manifestations of diversity in the field of LIS, for example, e.g., diversity of the workforce; diversity of

[2] The follow-up article focuses on an additional RQ: "How do impactful DEI-related PDEs change academic librarians' attitudes and professional practice at the personal and organizational levels?"; as a result, it focuses on the "change" (personal and organizational) cluster.

user communities; diversity of resources and collections; and so on (e.g., Dali & Caidi, 2017). "Inclusion" in events is the state whereby participants feel that they belong and that their uniqueness as humans and professionals is truly valued (e.g., Randel et al., 2018). Inclusion is a step toward equity. "Equity" is defined as a social or organizational situation whereby all participants have the assets that they need to succeed. The addressed PDEs are related to DEI and social justice in LIS practice (e.g., Bantukul et al., 2021[3]).

Indeed, various DEI training offerings have become a mainstay in the world of LIS, both in academia and in the field of practice. In the U.S. and Canada, the years preceding the COVID pandemic were marked by rising racism, ethnic tensions, anti-immigrant sentiments, ableism permeating society, intolerance to religious minorities, and other expressions of oppression, discrimination, and inequity. The civic protests of the summer 2020 in the U.S. and across the world and the new momentum for the Black Lives Matter (BLM) movement underscored the need for deeper soul-searching, both within the profession and on a personal level. In this socio-political context, the timing of this survey was interesting. Librarians provided their answers in the height of the pandemic and post-BLM protests, in the atmosphere of the heightened DEI awareness and intensified discussions. However, they reflected on the events that took place at least a year prior. This context should be taken by article readers when they engage with this report.

Literature Review

Situating PDEs in the Context of DEI Discourse

Across disciplines and professional fields, DEI literature can be found in abundance, discussing DEI practices as a means to maximize talent potential and organizational creativity. For LIS, enhancing DEI awareness and implementation is not only a socio-political imperative; it is also an imperative and a

[3] We would like to note that, although we provide citations to the three specific sources that played a role in our operationalization of definitions, these are by no means the only sources that informed our definitions; these definitions also integrate our personal experiences and views of diversity and result from the many years of DEIA work.

core of professional expectation in 21st century libraries (Dewey and Keally, 2008). As Davis and Hall (2007) put it, "[t]he very existence of libraries rests on our ability to create institutions and resource centers where would-be users see their information needs and themselves reflected" (pp. 18-19). However, the problem of underrepresentation does not start in the field of practice. Statistics collected in LIS programs demonstrate that the field of LIS does not educate a sufficiently large contingent of racially and ethnically diverse candidates to further diversify the workforce. For instance, in 2018-2019, only

> [s]even percent of the total [ALA-accredited MLIS degrees] were awarded to Hispanic students of any race. Degrees awarded to Black or African American students […] comprised five percent of the total each. Three percent were awarded to Asian students. Students who identify with two or more races were awarded two percent of the total degrees awarded. Less than one percent of the degrees awarded went to American Indian or Alaskan Native students (0.3%) and to Native Hawaiian or Pacific Island students (0.1%) (ALISE, 2020, p. 15).

That is to say, efforts to improve the representation of diverse professionals in the workforce should start with higher education and community college programs educating library personnel. LIS has made the first step by recognizing that the problem exists and that there is a need to recruit and retain BIPOC (Black, Indigenous, and People of Color) staff, LGBTQIA+ staff, and staff with the firsthand experience of immigration and migration; however, this recognition is woefully inadequate and does not easily translate into the actual diversification of the workforce. It is also unevenly applied to various diverse communities, for example, to library staff with disabilities. Library patrons with disabilities are mostly served by non-disabled librarians; the recruitment of staff with disabilities is minimal; and the negative perceptions of employees with disabilities as "unexpected workers" (Dale-Stone, Crooks, & Owen, 2013, p. 151) prove resistant to change (Bowman & Jaeger, 2007; Dali, 2019; Dow, Lund, & Douthit, 2019). In fact, disability is frequently excluded even from DEI conversations and, unfortunately, our survey findings were no exception.

Frequently observed are awareness without action, recognition without results, and intentions without deeds. That is despite the fact that LIS literature has generated a large number of DEI-related publications over the last 20 years, ranging from books to research articles, from conference proceedings

to viewpoint and experience-sharing papers (e.g., Cruz, 2019; de la Peña McCook & Geist, 1993; de la Peña McCook, 2000; Hastings, 2015; Helton, 2010; Ivancevich & Gilbert, 2000; Lowry & Hanges; Mestre, 2010; Winston, 1998). Specifically highlighted has been the notion of cultural competence, which reflects the "ability to understand and respect cultural difference and to address issues of disparity among populations competently" (Montiel-Overall, 2009, p.176). Expanding on this concept, some publications have turned their attention to unresolved and underrepresented topics in the DEI discussion, stressing organizational approaches to managing diversity and improving inclusion and equity in libraries.

For example, drawing on the findings from a multicultural symposium, Qayyum (2012) "suggests an intercultural training framework that can be utilized by information professionals" and identifies several major themes: "recognizing and bridging intercultural boundaries," "extending cultural comfort zones," "facilitating intercultural champions," "developing a culturally aware information professional," "increasing intercultural understanding through exchange programs," and "promoting libraries as intercultural arenas" (pp. 226, 228-229). More recently, in the survey-based case study of the City University of New York (CUNY) library system, N.A. Sanchez-Rodriguez (2020) discusses how "maximizing the current organizational culture and diversity/inclusion practices" is pivotal "to retaining highly talented support staff with significant potential for future leadership roles" (p. 185). The study builds on "a CUNY-wide Library Workplace Climate survey on the perceptions of diversity, universal inclusion, and career progression," which allows for comparing "the different perspectives of CUNY librarians, full-time library classified paraprofessionals, and part-time classified staff to measure CUNY's commitment to addressing the diversity gap in the library profession" (p. 185). Hosoi, Evans, & Kirkpatrick (2020) focus "on what can be done to cultivate diversity based on findings from management literature" and explore how to link "those findings with some practical steps managers and individuals can take to increase racial and ethnic diversity in libraries as well as address[] some gender issues" (p. 1); they also provide recommendations for navigating libraries as workplaces from the standpoint of underrepresented groups.

In her recent book chapter, N. Bell (2021) turns her attention to LIS PDEs as a reflection of the state of DEI in professional associations. While acknowledging the importance of DEI training in fostering the cultural competence of LIS professionals, Bell interrogates the limited usefulness of many of these events, building on the comparative analysis of two approaches that she observed at different PDEs: "diversity as add-on" (i.e., one-off sessions on DEI tacked on to general conference programs) and the "diversity as 'separate, but equal'" model (i.e., dedicated conferences on DEI). She then reviews an alternative approach that incorporates a "Diversity by Design" mindset and derives from critical analysis.

Bell's chapter brings the discussion to the crux of the matter: the limited effectiveness of DEI PDEs, including training workshops and programs (Paskoff, 1996), with some researchers indicating that sustainable and substantive change requires more than a single training workshop (Ellis and Sonnenfeld, 1994) and others lamenting the lack of adequate and systematic evaluation, which does not allow for determining the true value of such PD engagements (Roberson, Kulik, & Pepper, 2001). Yet another cluster of concerns is related to elucidating what constitutes "learning" and "change" in PDEs in question, and this is the cluster that will become the focus of this study, which will be looking in-depth at what exactly accounts for the effectiveness of DEI learning at PDEs; what makes PDEs impactful and memorable; and what lessons learned are sustainable and meaningful.

What Constitutes "Learning" and "Change" in PDEs: A View from Select Learning Theories

In this regard, referring to adult learning theories may be useful. Specifically, we highlight the concepts of experiential learning, significant learning, meaningful learning, and transformative learning, and the centrality of reflection and self-reflection in learning.

The notion of *experiential learning* that has been garnering attention in recent years has roots in major philosophical and pedagogical schools, including humanistic pedagogy by Carl Rogers (1959; 1969). In education, experiential learning can be defined as simply "learning by doing" that allows individuals to "learn through practical experience rather than through formal instruction" (Wallace, 2015, para. 1). However, the original Rogerian definition thereof is more profound and underscores the "quality

of personal involvement—the whole-person in both [their] feeling and cognitive aspects being in the learning event" (Rogers, 1969, p. 5). Rogers contends that experiential learning is jumpstarted by a real-life problem that the learner faces; as something relevant and consequential to the learner's life, this problem encourages self-direction which, in turn, results in problem-solving and learning.

Two other concepts of interest to this study are significant learning and meaningful learning. As described by Rogers (1959), *significant learning* is one that is "more than an accumulation of facts" and "an accretion of knowledge" (p. 232). It is the type of learning that makes a difference in one's present behavior, future actions, attitudes, and personality; in other words, the Rogerian notion of learning as a conduit of change for the whole person is evident here as well. *Meaningful learning* is another important concept, describing the process which occurs when the learner makes meaning through an event or activity. This type of learning has the following five attributes:

- Active: involves manipulating an object and observing effects
- Constructive: involves reflecting on activities and observations
- Cooperative: involves collaboration and conversation
- Authentic: involves real life knowledge and skills and is contextual
- Intentional: goal-directed (Jonassen et. al, 2003)

Just as in Rogerian conception, in the works of Kolb and Fry, who developed the theory of experiential learning further, experiential learning and change are dependent on the integration of "emotional experiences with cognitive processes: conceptual analysis and understanding" (Kolb & Fry, 1975, p. 34). This attempt at the integration of emotion and cognition often results in some tension, which is vital to learning. Intuitively, trainers and teachers know that *reflection* is an important element of learning, but this is not always built into the learning experience. Reflection is needed at different stages of the learning process (before, during, and after the experience).

Reflection also proves central to another important concept – *transformative* learning. Mezirow and Taylor (2009) describe this type of learning as

> an approach to teaching based on promoting change, where educators challenge learners to critically question and assess the integrity of their deeply held assumptions about how they relate to the world around them" (p. xi).

Potential outcomes of reflection include having *new perspectives on experiences, change in behavior, readiness for application and commitment to action* (Mezirow & Taylor, 2009, p. 36). While self-reflection is useful, Boud, Keogh, and Walker (2013) stress the importance of facilitators or teachers in helping learners self-reflect in a more constructive fashion and in supporting the learner at various stages of the reflective process. Reflection in learning can be done through different means and activities.

An interesting technique for *self-reflection* (*the retrospective technique*), emanating from the field of computer software development, may prove useful in the evaluation of the PD learning experience. Gorman and Gottesdiener (2010) developed the 4Ls Retrospective Technique for feedback. The 4Ls include asking participants what they Liked, Learned, Lacked, and Longed For as guiding points of reflection on a learning activity. The reflective process is thus vital in preparing the learner for new experiences which, in turn, result in further learning.

The concepts of experiential, significant, transformative, and meaningful learning and the centrality of reflection, action, change, and intentionality are particularly important in professional education, including PD, and will be relied upon heavily in the current data analysis and interpretation. Specifically, they are used for situating the study findings in the context of extant literature in the Discussion section.

Methodology

Epistemological and Theoretical Framing. The Qualitative Survey

Epistemologically, this study was guided by hermeneutic phenomenology, which focuses on "interpretive structures of experience [and] how we understand and engage things around us in our human world" (Smith, 2013, para. 37; see also, Applebaum, 2011; Laverty, 2003; Lopez & Willis, 2004). Hermeneutic phenomenology builds on people's lived experiences and elucidates the meaning of the phenomenon arising from participants' accounts. It is rooted in the belief that "[b]ecause individuals live and narrate

their lives in time and place, they provide us with knowledge about much more than themselves" (Rashotte & Jensen, 2007, p. 102, citing Gergen & Gergen, 2000). The study therefore stands to collect and analyze the lived experiences of participating librarians, underpinned by the following assumptions:

- The impact of such a phenomenon as a DEI PDE is best understood "from the actors' own perspectives […] as experienced by the subjects", that is, by librarians who responded to the survey; in other words, "the important reality is what people perceive it to be" (Kvale, 1996, pp. 52-54);
- Unlike in descriptive/classical phenomenology, the "bracketing"[4] of researchers' expertise and professional knowledge in hermeneutic phenomenology is not required (Lopez and Willis, 2004, p. 729), this knowledge and expertise are considered instrumental in data interpretation and analysis, insofar as care is taken to control for biases (Lopez and Willis, 2004, p. 730), as described, for example, in the "Researchers as Instrument" subsection;
- Since phenomenological hermeneutic does not preclude the usefulness of preexisting knowledge, meaningful data interpretation and analysis will be assisted by additional change and learning theories; these theories are not used either to generate *a priori* hypotheses and assumptions or to create analytical frames; they support an *a posteriori* analysis of data that organically emerges from the study.[5]

These principles reaffirm the hermeneutic phenomenological belief in the validity of participants' constructed realities. To support this overarching vision, the method of qualitative survey[6] has been chosen. Qualitative surveys are used for collecting qualitative narrative data from a population larger than small samples of respondents usually seen in interview-based studies; however, they still give access to

[4] In classic phenomenology, bracketing means suspending the researcher's judgment and keeping their pre-existing knowledge, biases, and preconceptions neutralized in order to prevent these biases from affecting the study design, data collection, and data analysis/interpretation.
[5] If readers are interested in a concise and clear overview of the differences and tension between classical and hermeneutic phenomenology, the article by Lopez & Willis (2004) provides a good starting point.
[6] We conceive of phenomenology as a broader philosophical concept that determines our approach to this study, not only as a qualitative research method/method of data collection. Phenomenology determines our belief in the validity of individual people's realities and the merit of understanding the variety of human experiences with the phenomena. Conceived broadly, phenomenology—as a frame of reference and a worldview—can guide different data collection methods, not limited to interviews. We recommend the following sources on the wider use and broader understanding of phenomenology: Smith (2018), Gordon (2013); and Martiny, Toro, & Høffding's (2021).

rich qualitative information and allow to analyze "the diversity of member characteristics within a population" (Jansen, 2010, p. 1). The diversity of experiences with, perceptions of, and recommendations for DEI PDEs that emerged from librarians' responses are analyzed; this diversity is elucidated through open coding rather than predefined codes and categories (Jansen, 2010, p. 1). Descriptive statistics add to the qualitative data analysis.

Procedures

The survey was conducted using the Qualtrics software package, during the COVID pandemic and the work-from-home stage for many or most American and Canadian academic librarians. It is believed that it may have had an effect on the response rate, although it is an impressionistic statement and should be viewed as such. The survey was available for four consecutive weeks; invitations to participate were sent to several major listservs for academic librarians in the U.S. and Canada and distributed internally through the researchers' respective institutions, and personal networks. The full text of the survey and of the implied informed consent can be found in Appendix A. Two reminders were sent after the two- and three-weeks intervals. The study ethics protocol was approved by the Institutional Review Board (IRB) at the University of Denver.

> Among others, this study relies on the critical incident approach (e.g., Allen, 2018), which
>
> is a qualitative method designed to draw out the most memorable aspects of an event or experience from the study's participants (Ruben 1993). It has been used to evaluate programs or services and to inform their improvement (Radford, 2006, p. 46).

When this method is employed, "[r]espondents are asked about significant incidents that have occurred in their private or professional lives, often framed around a specific topic" which, in this article, refers to a chosen DEI PDE that was deemed memorable or important (Pierson, Goulding, & Campbell-Meier, 2020). Most importantly,

> The critical incident technique provides a way to elaborate on an individual incident or collection of incidents and their lasting effects on behaviour, perception, and identity development. […] [S]uch incidents may not be grand gestures, but quotidian; the designation of 'incident' and

> quality of its criticality are from the meaning ascribed to them by respondents (Pierson, Goulding, & Campbell-Meier, 2020, p. 3).

In alignment with the critical incident approach, this survey asked participants to focus on a single DEI event that they attended in the last five years, excluding the year immediately preceding the survey – an event that they still remembered and considered influential and memorable. It could be memorable either in a positive or in a negative way. One year was viewed to be a sufficient lag of time that could allow for meaningful personal reflection, retrospection, and the implementation of some changes in professional practice, either on the personal and/or on the institutional level. Guided by the theoretical tenets explained in the literature review, participants were not requested to focus on very recent events, those attended within the year prior to the survey because there was no attempt to elicit a "gut reaction" to possibly successful (or unsuccessful) and emotionally uplifting (or upsetting) events. In other words, there was a desire to document that some sustainable learning had occurred. This was done in departure from most event evaluations that are performed in the immediate aftermath of DEI events or training sessions. Given the lack of previously published similar research, the study was exploratory in nature.

Participants

A diverse population of academic librarians from institutions of higher education in the U.S. and Canada was invited to participate in the survey. There were no research participation limits by gender, age, race, ethnicity, country of origin, language, sexual orientation, gender identity, body ability, religion, and other demographic characteristics. Academic librarians could respond to the survey insofar as they had attended DEI PDEs and were interested in sharing their experiences anonymously. Given that the sampling frame, i.e., the population of academic librarians who have attended impactful DEI, events was unknown, the number of responses/potential participants was impossible to estimate; however, based on the authors' previous experience of conducting surveys with similar sampling frames, the number of participants was unlikely to exceed 200; indeed, 141 usable responses were received, some of them partial. For each reported survey question, a total number of responses (n) is indicated. Participants answers remained anonymous and confidential; the survey did not ask for identifying information beyond the country of

practice (the U.S. or Canada) and the type of institution at which you work (public or private); nor did it ask participants to name a specific event in order not to make event organizers uncomfortable. Any identifying information that accidentally slipped into the survey responses was eliminated or anonymized in data processing. The study results are reported in aggregate. IP addresses automatically collected by Qualtrics were immediately removed from the data downloaded into the Excel spreadsheet and never figured in data analysis. There was no compensation offered to survey participants.

Researchers as Instrument

In qualitative studies, iterative in nature, there is always room for researchers' judgment, ad hoc solutions, imagination, sensitivity, empathy, and intuition factoring into decision making and data interpretation (Kvale, 1996, p. 105, pp. 148-149). In hermeneutic phenomenology, all of the above can be positive factors; however, an important step here is controlling for bias and making sure that researchers do not channel their own logic into data analysis but stay alert to "the categories and the logic used by the respondent" (McCracken, 1988, p. 21). Unlike in in-person interviews, when qualitative surveys are used, it is impossible to enact the researcher's judgement at the stage of data collection; however, it is essential that it be done at the stage of data analysis and interpretation. Bias control can be done through different methods; and there are several options to leverage researchers' personal backgrounds in a positive way rather than in a way that skews the research results. This study resulted from the collaboration of three academic institutions in the U.S. and Canada. The team of researchers involved in this study is diverse on several characteristics: race; ethnicity; national origin; native language; place of residence (Canada or the U.S.); immigration status; gender identity; career stage; disability; age; professional or academic positions; and workplace settings (i.e., public and private academic institutions in which they are employed). This has allowed for the multitude of diversity perspectives to benefit this study design and data analysis and interpretation. Intersectional identities have also ensured perspectival intersubjectivity and allowed the researchers to control for bias. This is essential in qualitative studies in which the

sensitivity of the human instrument is required, and the researchers serve as a study instrument themselves.

Coding

The coding of open-ended qualitative questions is described under "Findings," alongside the analysis of respective questions: Q8, Q12, Q13, and Q16. We felt it would be more logical if this information were consolidated.

Study Limitations

This study has several limitations both typical of the survey research and related to the study content. Despite our best efforts, we concede that participants could have a different understanding and/or misinterpretation of some questions. Despite the multiple mechanisms for bias control and the fact that data interpretation and analysis were done by a team of researchers, not by a single researcher, there is still a possibility for misunderstanding participants' intent and misclassifying responses. We addressed the research population of unknown size, which did not allow us to estimate the response rate, and operated with a convenience sample. The study topic was sensitive in a sense that certain types of responses, even to an anonymous survey, could be unpleasant, uncomfortable, and damaging to self-image; there are certain things that people do not wish to admit even to themselves and, especially, put them in writing. Hence, some responses could have resulted from the desire to say the "right thing," something socially acceptable; as such, social desirability bias and participants' desire to serve up expected responses cannot be ruled out (e.g., Kreuter, Presser, & Tourangeau, 2008). Finally, our main argument, including the ELIF, relied on the classification/categorization of responses; we acknowledge that no classification is ever perfect and other researchers could have arrived at a different categorization. This is typical of qualitative research. To address this issue, we carefully documented and made transparent our entire process.

Findings: Zeroing in on the Impactful Event

Characteristics of Participating Academic Librarians

We received 141 usable survey responses, with 88 (62.4%) complete and 53 (37.6%) partial responses, which proved useful nonetheless, especially for collecting quantitative data. 102 responses (77.9%) came from the U.S., and 29 (22.1%) from Canada (Q2; n=131). Out of 130 participants who responded to Q3, 92 (70.8%) worked in public institutions in either country; 37 (28.5%) worked in private schools; and one person (0.8%)[7] worked in a religious institution. All Canadian librarians who responded to this question and the question about their country of employment (n=28) were employed in public universities, whereas 62.8% of U.S. librarians who responded to both questions were employed in public universities (n=102). Out of 126 librarians who responded to Q4, 55 (43.7%) worked in the field for over 15 years; 16 (12.7%) worked for 11-15 years; 28 (22.2%) worked for 6-10 years; and 27 (21.4%) worked for up to five years. That is to say, that over half of participants (56.4%) worked as librarians for 11 or more years. As Table 1 shows, this holds true for both Canada and the U.S.; it's also interesting that both countries have the same representation from the most recent cohort of librarians, who worked in the field for up to five years (21.4%)

Table 1.

Years of Experience by Country

Years of Experience	Canada (n=28)	U.S. (n=98)
Over 15 Years	13 (46.4%)	42 (42.9%)
11-15 Years	4 (14.3%)	12 (12.2%)
6-10 Years	5 (17.9%)	23 (23.5%)
0-5 Years	6 (21.4%)	21 (21.4%)

PDEs Attended by Academic Librarians (RQ1)

Addressing RQ1 through the survey findings, it is important to keep in mind that participants were only asked about a single PDE that proved to be the most impactful or memorable in a positive or negative

[7] Numbers do not add to 100% due to rounding.

way within a specified timeframe; it is in the context of this delimiter that responses should be interpreted (see Table 3).

Table 3.
Details of the DEI PDE in the Focus of Participant Responses (Q6, n=106)

Details of the PDE	Num (%)
Workshop dedicated to the issues of diversity and inclusion	35 (33.0%)
Speech/talk/presentation/panel dedicated to the issues of diversity, equity, and inclusion	34 (32.1%)
Single conference/symposium session specifically dedicated to the issues of diversity, equity, and inclusion as part of a more general conference	14 (13.2%)
Conference dedicated to the issues of diversity, equity, and inclusion	13 (12.3%)
Other, please describe below	10 (9.4%)

For the largest and an almost even number of participants (33% and 32.1%, respectively), these PD opportunities consisted of DEI-dedicated workshops or speeches/talks/presentations. Coupled with an additional 13.2% of participants who attended single session at larger PDEs (e.g., conferences, symposia, etc.), it becomes clear that most DEI PDEs that participants chose to discuss were single-shot DEI-dedicated sessions. Several individuals elaborated on "other" PDEs they attended, for example, courses on inclusive management; focused listserv discussions on DEI matters; a full-day preconference event; a series of conversations initiated on campus for faculty and staff; a series of faculty development workshops for the entire campus, including the university library for a total of 20 hours of instruction; conferences hosted by specific departments/schools within the university; organizational reads with multiple discussion groups; and so on. One librarian commented that "Diversity & Inclusion did not exist on [their] college campus until 2020" but the "Library had hosted some events." A greater percentage of Canadian librarians (n=24) mentioned DEI workshops, talks and presentations as impactful (79.2%) compared to American librarians (61%; n=82); however, American librarians mentioned more dedicated conference sessions and entire conferences on DEI as impactful 29.2% (n=82) compared to 12.5% (n=24). These findings may have something to do with a difference in the scope of opportunities and access to various types of training available to Canadian and American librarians. Similarly, more librarians from public institutions mentioned workshops, presentations, and talks as impactful (70.7%)

compared to librarians from private institutions (51.6%); at the same time, 32.6% of librarians from private institutions named conference talks and full conferences as impactful, compared to 22.7% of librarians from public institutions. It may be a fluke in this study sample or an indication of access to different types of training (e.g., funding).

Ninety-three librarians outlined the scope of the PDE in question (Q9), with 40 (43%) mentioning that it was a local PDE, which mostly attracted participants from their city, province, or state); 35 (37.6%) indicating that it was a national PDE, which chiefly attracted participants from one country, e.g., the U.S. or Canada); and only five (5.4%) participants attending an international PDE that attracted a substantial number of participants from more than two countries. Another 13 (14%) librarians who gave "other" responses described PDEs that were limited to their university campus; to their library; or to the forum for U.S. and Canadian librarians. As one person commented, "Although people from anywhere could attend, most participants were from a particular region of the U.S."

Seventy-three (78.5%) librarians attended an on-site PDE, while 20 (21.5%) participated in a virtual one; we would like to remind our readers that participants were reflecting on pre-COVID experiences (Q10, n=93). An interesting finding emerged from Q11 (n=92), whereby only slightly over 50% of PDEs named by participants (49, 53.3%) were LIS-specific, while 30 (32.6%) PDEs were interdisciplinary and 3 (3.3%) PDEs were in a discipline other than LIS (e.g., higher education; mathematics; and religion/theology). Other impactful PDEs comprised 10.9% (10 PDEs) and included annual library staff meetings; PDEs wherein participants were librarians but trainers were from outside of LIS; a campus-wide PDE; in-service training; a PDE for teaching faculty and staff; and others.

What Factors Account for Librarians' Perception of PDEs Related to DEI as Impactful (RQ2)

Coding Procedures for Qualitative Open-Ended Questions

The underlying principle of hermeneutic data analysis is the hermeneutic circle, which guides all stages of analysis and interpretation from code development to report production. It is

> a process in which the meaning of the separate parts is determined by the global meaning of the text, as it is anticipated. The closer determination of the meaning of the separate parts may eventually change the originally anticipated meaning of the totality, which again influences the meaning of the separate parts, and so on. (Kvale, 1996, p. 47).

Following this approach, all three researchers read survey responses laterally or horizontally, in the order of survey questions, in their entirety, to get an overall idea about the content, including participants' backgrounds, experiences, and opinions. Individual survey responses were later downloaded separately and read by the researchers to get an impression of each participant's experience in the context of this participant background (e.g., country; type of institution/library; years of experience in the field; etc.). Both of these stages helped to begin identifying emergent themes and categories. The codebook was developed collaboratively by the researchers. Then, codes were applied independently, with each question coded by two people: one researcher coded all six open-ended questions (Q8, 12, 13, 14[8], 15, and 16); two researchers coded two questions each; and a research assistant coded two questions. Then, a research assistant and three researchers got together to review, discuss, and reconcile discrepancies in coding. The consistency and quality of coding were ensured by the fact that one researcher coded all questions and that all final coding was vetted by all three researchers. These processes were accompanied by several additional thematic readings done by all researchers. Coding was considered acceptable when all discrepancies were resolved. Data interpretation did not stop at the stage of coding, however, as should be the case in interpretive phenomenological studies. In the process of study report production, thematic and sub-thematic interpretations were constantly verified against the totality of data and against individual responses.

In more specific terms, while interpreting qualitative questions, derived meaning and interpretations were checked against:

[8] Q14 and Q15 are covered in the follow-up article. See Appendix A.

- The survey question as it was posed and the dimension it emphasized (e.g., "How did the event affect you personally?", stressing the personal and, possibly, affective dimension; versus "What were some important lessons…", stressing the cognitive, rational dimension).
- The context of a specific response (e.g., who the respondent was based on the totality of their answers, i.e., a BIPOC librarian; a minoritized librarian; a white male librarian, etc.);
- The diverging or converging understandings of the same response by all the coders involved, with an open discussion of personal biases involved in interpretation.

Data interpretation was considered finished when the report was free from internal contradictions and unresolved issues, which allowed researchers to achieve a "good Gestalt" (Kvale, 1996, p. 48) whereby the overall cohesive meaning is observed, and the report flows as a logical story.

Following the described coding procedure, participants' responses were divided into five large categories, with each reflecting an aspect of learning, as follows, (1) Cognitive: Awareness & Learning; (2) Personal: Self-awareness & Self-improvement; (3) Behavioral: Action; (4) Social: Interaction, including Networking; and (5) Affective: Emotion. Each category had sub-categories[9] (e.g., Personal: Self-Awareness & Self-improvement—Coping with personal experiences (discrimination, racism, microaggressions; gender identity); Behavioral: Action (Proposed or Taken)—Changing organizational culture). A single response could be assigned more than one category/sub-category. As a result, n-s presented in Table 2 reflect the number of responses matching each category, not the number of participants who provided answers. Where possible, sub-categories were kept consistent. However, as needed, additional sub-categories were created and/or the existing ones were modified. Basically, the data guided the development of categories and there was no attempt to mold the data into pre-existing categories if there was no natural fit.

[9] Sub-categories were numerous; for the sake of readability, only examples of the largest sub-categories are given, not all of them are named; the authors can be contacted for the complete Codebook.

These categories were used to code Q8-Q13 (see Table 2 for details). Q16, asking for recommendations on improving PDEs was coded into the following categories: session administration; event organization; policy-related; participant's responsibility (i.e., ensuring participants are ready and willing to learn); and accessibility. The aspects of learning elucidated from the analysis of Q8, Q12, and Q13 are represented in Table 2.

Aspects of Learning Reflected in Responses to Open-Ended Questions

Table 2
Aspects of Learning Reflected in Responses to Open-Ended Questions

Category	Q8. What were your goals, expected outcomes, or intentions in attending this event? (n=105)	Q12. Why was this event memorable or influential? Please elaborate. (n=140)	Q13. What were some important lessons from the event that you remember? (n=147)
Cognitive: Awareness & Learning	**39 (37.1%)**	**63 (45.0%)**	**92 (62.6%)**
Personal: Self-awareness & Self-improvement	17 (16.2%)	10 (7.1%)	15 (10.2%)
Behavioral: Action	**30 (28.6%)**	17 (12.1%)	**32 (21.8%)**
Social: Interaction	16 (15.2%)	**29 (20.7%)**	2 (1.4%)
Affective: Emotion	3 (2.9%)	***21 (15.0%)***	6 (4.1%)
	EXPECTATIONS	***LEARNING AT THE PDE***	

The cognitive category that accommodates different aspects of awareness and learning has been the largest category across all questions (see Table 2). The second largest category was the action-driven category, of the behavioral aspect; and the social category, which encompassed interaction and networking, was the most prominent in Q12. The expression of emotion was also the highest in Q12 which asked about the reasons for choosing the PDE as the most memorable or influential and about how the PDE affected participants personally. The consistently 'in-between" category was the category of personal self-awareness and self-improvement. The survey questions presented in Table 2 also fall into two large clusters: Expectations and PDE. Q8 (in addition to some other survey questions) also provides a

context for interpreting all the subsequent answers while Q12 and Q13 address the PDE in question. This summary will be recurrently addressed in the responses to all RQs posed in this study.

Understanding the Context

To create a context for answering RQ2, it is important to understand what motivated librarians to attend the chosen PDE and what goals they pursued when they chose to participate in the PDE and/or complete the training. Said goals, the expected outcomes of PDEs, and librarians' intentions varied dramatically, and responses to Q8 (n=105) provided an interesting insight into librarians' mindset at the start of the PDE. It is clear that the leading reasons and goals were related to *improving awareness* of different DEI aspects (37.1%), that is, the *cognitive aspect* of learning (see Table 2). The responses pointed to the goals of improving general awareness, and there were also indications that some participants' goals for and expectations of training were vague and non-specific. Some responses referred to improving awareness of privilege, bias, stereotypes, and prejudice, "how to interrupt bias on a one-to-one, department, and institutional level," and how to address microagressions "in real time." The rest of responses indicated that participants wanted to improve awareness of experiences by specific groups (in the absence of firsthand personal experience) and "hoped to better understand the diverse population on campus." Specifically highlighted was the desire

> to come out of the PDE with a greater understanding of how racism impacts the lives and experiences of BIPOC. I also expected to learn more about how this impacts college students; and how I, as a librarian and educator, can help make my university a more inclusive space.

In Canadian context, there was a comment on learning "more about Canada's history of exclusion, in order to avoid repeating the same harm against Indigenous peoples." In the context of the U.S., there was a drive to "become more familiar with the experiences of undocumented students and gain a better understanding of their needs." Similarly, there was an expressed interest "to gain a better understanding of ways we could help our LGBTQ+ student body and colleagues," to learn "more about current experiences of college students across the gender and sexuality spectra; […] about non-binary and transgender folks and the current social/political issues of importance to them."

Thirty participants (28.6%, n=105) attended the PDE to seek *practical actionable guidance* (which reflects the *behavioral* aspect of learning, see Table 2), "to learn concrete actions [they] could implement in [their] work to further the aims of DEI and justice, and be in conversation about DEI with other librarians who were also invested in the work." They hoped to change organizational culture, improve procedures and processes, specifically with regard to the hiring, recruitment, retention of the diverse workforce, and modify core library activities, such as collection management, outreach, or information literacy, wanting to "learn more about how [they] can promote EDI in the library instruction classroom" and do collection diversity audit. In responses to this question, there was an almost even split between pursuing goals of *self-awareness and self-improvement* (i.e., the *personal aspect* of learning, see Table 2, 17 responses, 16.2%) and *interactive goals* (the *social aspect* of learning, see Table 2, 16 responses, 15.2%). Personal goals varied widely. Most participants wanted "to find better ways to be more inclusive in [their] actions and words," and "to be able "to support [their] colleagues who struggle with issues of inequity, misunderstanding, and just being accepted." Finally, social and interactive goals mentioned by participants stressed the need to expand their "network of colleagues dedicated to changing our environment," and the desire for "networking with other LGBTQ employees" and hearing "about the experiences of Black women in librarianship"; some wanted to hear "more voices of women of color" "attend presentations related to equity, diversity, and inclusion put on primarily by librarians of color." A recurrent theme about conference attendance was an interest in hearing distinguished guest speakers.

The Impactful PDE: The What and the Why

Responses to Q12 and Q13 triangulate and complement each other; Q12 encourages participants to think about the impact of the PDE or training in a more holistic and less structured way, while Q13 guides them toward a more analytical and specific way of thinking about outcomes and lessons learned. Q12 (n=140) was the only question in the survey where the second large category of responses fell under the social, interactional aspect (29 responses, 20.7%) and also the question with the highest percentage of responses expressing emotion (21 responses, 15%).

The Cognitive Aspect: Awareness and Learning.

Cognitive, awareness-related experiences accounted for the largest category of factors that made the PDE memorable and the ensuing learning significant (Q12: 63 responses, 45%, n=140 and Q13: 92 responses, 62.6%, n=147). There were many aspects to this learning, with some responses pointing out increase in the *general awareness* of DEI issues and changes in the worldview. Participants discussed it in terms of beginning to "think about things in a different way than [they] ever had before."

Other participants stressed impactful learning about and increased awareness of such systemic issues as racism, bias, whiteness, white supremacy, microaggressions, understanding the difference between equity and equality, and the impact of colonization, describing several PDEs where "white people were the minority of attendees and presenters." The importance of understanding privilege and its relation to bias and racism was also stressed, amid the comment that "there is no such thing as reverse racism."

Some lessons related specifically to microaggressions that "involve a power differential (or perceived power differential) between people" and came through not only in discussions and presentations but also through observations of ongoing interactions during the PDE. One provided example described how the BIPOC speaker was unwilling "to give in on the principles of her talk and to be questioned by annoying white men in the audience. She was in total control of her presentation of her intellectual property and it was up to us to learn from her, she wasn't going to change or dumb down what she was saying."

Equally important was improved awareness of life and work experiences by specific groups, in the absence of one's personal firsthand experience; hearing personal stories was what made the PDE particularly impactful and memorable. Participants spoke of developing empathy in the sessions that were "eye-opening," taught them the "importance of questioning our own assumptions" and helped them understand that "people in the dominant culture [should] not expect to turn to the POC to make change." Mentioned in particular were BIPOC colleagues, patrons, and students; international students; and LGBTQUIA+ students. In these responses, the topic of intersectionality came up very often in different

contexts, including an example when the participant had difficulty grasping the significance of intersectional identities:

> The speakers described the difficulties of working while dealing with aging parents, children, sick spouses, and professional duties. This did not actually seem too different from my own experience as a white woman, and I am still trying to figure out how being Black made it any worse.

Intersectionality also introduced the essential nuances into DEI conversations, as noted below:

> Having someone who speaks to one aspect of diversity (in her case, she identified as a lesbian) does not entitle them to speaking on other aspects of diversity (race, as she didn't speak to any sort of intersectionality, and biphobia/transphobia, as she made some very ignorant comments).

Another participant concurred that when "the focus is not intersectional," DEI training suffers:

> A colleague who is neurodivergent had to leave the session within the first 10 minutes due to an aggressive icebreaker that put participants on the spot.

The most memorable training was that which delivered practical, relevant content, with concrete takeaways for specific settings that went beyond the basics instead of stopping "at the "diversity is important" message and which were able to introduce a differentiated approach after learning about their audience's preparedness for DEI discussions. It is in these cases that training was transformative, even if "the workshop content made many [participants] uncomfortable."

Many responses to both questions stated that the specific DEI training approaches, employed techniques, the balance of interactive, informal and formal exercises, and effective relevant activities and concepts made the PDE in question impactful and memorable. Examples of specific exercises named by participants are given in the "Discussion" section below. Other participants experienced the benefit of training that overcame the "us versus them" division.

> Our culture likes to create either/or scenarios and the division between organized religion and the LGBTQ+ community is one of the biggest either/or divisions of our time. Being with a group of people who were interested in and working toward bringing those two groups together was a breath of fresh air.

However, some PDEs were memorable because librarians had a negative experience, often, either because facilitators promoted their own agenda and used participants to collect research data or because they misread the audience, as described in the example below:

> The training missed the mark as far as the participants' previous knowledge. We sent them a lot of information about us, but they delivered a canned presentation aimed at business organizations where no one has thought about these issues or read anything. Also, they did a simulation event that badly triggered one of the participants and deeply upset others (such as me) in a way I found irresponsible... or at least inconsiderate based on the circumstances.

There were some other factors that accounted for the impact of the PDE. In some cases, remembering the PDE was connected to external factors, the political climate, and the tragic traumatic events happening in the country, such as Michael Brown's murder in Ferguson, MO. In other cases, the impact was a function of temporal and contextual dimensions. A few responses pointed to the primacy effect, that is, when the human mind and memory retrieve, by default, "the first items in a series than those in the middle" (Colman, 2015). For some, the PDE was memorable because it was their "first smudge" or because it was the first time that they gave consideration to how "Indigenous publications […] are treated by libraries"; because it was their "first, and early, introduction to the 1619 project."

The Social Aspect: Interaction and Networking.

As mentioned earlier, Q12 was the only question with the second largest number of responses falling under the social category, which may point to the fact that the communicational, interactive aspect can become a major influential factor in training PDEs. Comments on meaningful interactions abounded, reflecting that "It was nice to see so many colleagues gathered together - and gauge their level of engagement with diversity issues"; that the PDE "provided a space [for those who] shared interest in EDI" and helped "learn from each other and develop a strong network for ongoing personal and career support"; that librarians were "inspired by colleagues continuing to persevere in the face of injustice."

Very often, it was "knowledgeable," "outstanding," "excellent," and "highly skilled" instructors who made a difference and helped the PDE stand out. One participant recalled that "The guest speaker drew from her own experiences as a Black woman and noted her own biases. She also drew the (very

large) group into the discussion effectively." Another participant described a very complex social interaction, with flashbacks and reflections.

> This particular event was very informative and inclusive and gave opportunities to discuss topics and connect with my colleagues in a new way. I'd attended a similar workshop, delivered by the same person, a couple of years previous and something changed between the two experiences that made it much better the second time. I believe it was partly in the delivery and partly in me. The first time which was not as positive included a moment for me where I accidentally outed someone. I don't believe any harm was done in the process (the person was already out to the other workshop attendee who knew them) but I felt a lot of shame about what happened and that colored my experience. I think during the second workshop, the presenter had also honed the presentation so they anticipated some of the difficult points and figured out ways to best address them.

As in other instances, there was a mix of positive and negative experiences:

> I was able to attend several discussion groups, so it was interesting to see how the conversation unfolded in each one. One was memorable because the conversation got so heated, as someone with problematic views tried to dominate the conversation. Another was memorable because it felt like a lot of lip service on my colleagues' part, but never really delved deeper into the topic, as we were asked to do by the book.

A transformative encounter with distinguished speakers was one of the staples that made PDEs impactful, as transpired from many responses, while participants commented on the "passion and knowledge of the speaker[s]" and their ability to open "the audience's eyes to situations they were unaware of." Participants appreciated the chance to hear such inspirational speakers as Roxane Gay, Nikole Hannah-Jones, and Fobazi Ettarh, as well as a chance to "support them in person"; these individual were valued as role models and as trailblazers who "created the new praxis for academic librarians."

The Behavioral Aspect: Action.

As stated previously, specific actionable strategies were both one of the most common desired outcomes for attending the PDE and one of the most frequently mentioned lessons learned (see Table 2). Often PD participants attend training not just to build awareness, but to also to "take back" tips, strategies, knowledge, and examples to apply what they learn to their own professional practice, and in their work

environments. The most common theme was to learn in order to change organizational culture and procedures, especially those related to the hiring, recruitment, and retention of the diverse workforce; knowing how to detect bias in hiring is an applied skill that can be put to work expeditiously:

> Be wary of finding the right "fit" for a position as this thinking can lead to discrimination and find ways to work EDI training into professional development (which can be as simple as learning how to apologize which can apply beyond EDI situations).

Applied learning also addressed support for LIS practice in specific areas, such as collections, outreach, and information literacy. Participants discussed practical take-aways to “increase diversity in the collection” and concrete steps in “working with underrepresented/unrepresented groups” for resource development. An important aspect thereof addressed specific actions that would improve interpersonal communication on controversial topics.

The Personal Aspect: Self-Awareness and Self-Improvement.

Smaller clusters of responses to both Q12 and Q13 indicated that participants learned important personal lessons related to self-awareness and self-improvement; the clusters were even smaller than a cluster of corresponding responses to Q8 which stated intended outcomes and reasons for attending the PDE, as follows (see Table 2; Q8 - 17 (16.2%); Q12 - 10 (7.1%); Q13 - 15 (10.2%)).

As one person remarked,

> Listen first; Ask someone how they want to be identified; When your action is a microagression, accept that you have erred and apologize if it is appropriate - show that you understand you have made an error and are learning not to do so again.

Another participant highlighted the importance of thinking “carefully about the deficit model/paradigm,” unlearning much of what is known, and “watch[ing] what words [they] use and [their] body language.” The bulk of responses stressed improved self-awareness of personal biases and privileges and increased personal sensitivity and cultural competence.

The Affective Aspect: Emotion.

Finally, while most responses across the board were cognitively driven, strong emotion also came through and Q12 was the question whereby the largest number of participants expressed emotion (21 responses, 15%; see Table 2). One prevailing emotion was a sense of surprise and compelling realization. As one person recounted,

> At ACRL 2017, I remember [the keynote speaker] saying how "white" the audience was. I am a white woman and heterosexual and her comment(s) made me pause and really think about how it must feel to be "other" in whatever capacity that manifests - it has stuck with me - even 3 years later.

Feeling heartened, encouraged, and inspired was another common theme. Participants felt encouraged, for example, because "it was the first time the university had allowed a presenter to speak positively about LGBTQI+ topics" or because they "felt that a lot of [their] colleagues were present by choice." They were "able to hear from several single presenters, and panelists, who were people of color, specifically Black women, about the challenges they face in library-land. The fact that several conference sessions were devoted to this was very heartening and useful." The sense of discomfort has been brought up several times in the context of learning and participation. One person recalled that the experience put them "outside of [their] comfort zone to practice how [they] would handle microaggressions" and others noted that they did not feel that "you can grow without some discomfort." Yet another substantial group of responses indicated that people felt disappointed and even insulted, albeit for a wide array of reasons. In the words of one participant,

> The event was emotionally and intellectually impactful for me, and a number of other participants. Few people who participated identified as BIPOC though (I am a POC), and during the sharing circle, instead of sharing what they learned, some participants chose to approach the Blanket Exercise as a lesson in pedagogy, rather than engaging in the content of the activity. I found this somewhat disheartening.

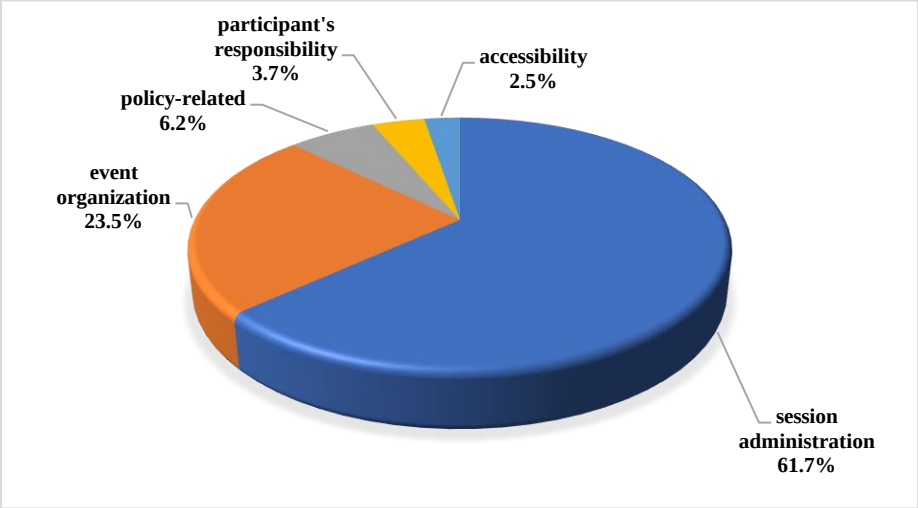
Another participant had a different experience, albeit no less disappointing:

> It was disappointing. There was good information there, but it fell far short of my expectations. I also felt that when the speaker would ask participants for comments and ideas, there were predetermined right answers to these very nuanced questions. So it sometimes felt like a trap was being set. We chose to part of this initiative, and we came to learn. That sense of the presenter waiting for us to be "wrong" was unsettling.

Disappointment had clearly grown to insult when one of conference presenters "was only partially trained and made some very biphobic comments as part of their presentation."

Recommendations for the Improvement of PDEs (RQ3)

Figure 1.
Suggestions for Improving DEI PDEs (Q16, n=81)



Q16, which solicited 81 responses, sought to collect open-ended feedback from participants on what recommendations or advice they would provide to future event organizers for designing the most impactful and useful engagements for participants in the areas of diversity, equity, and inclusion. All responses were reviewed and coded into the following categories: session administration (61.7%); event organization (23.5%); policy-related (6.2%); participant's responsibility (i.e., ensuring participants are ready and willing to learn (3.7%); and accessibility for disabled participants (2.5%), see Figure 1.

Session Administration

Participants offered insight into the methods they felt could improve the DEI training experience in specific sessions. Several comments highlighted the importance of communicating with the audience in advance, for example, identifying "clear outcomes", providing questions for consideration, and supplying training material to attendees ahead of time. One person suggested the following:

> Ask for questions ahead of time - anonymously - some people are afraid to speak up because they don't want to be called racist when they are trying their best and want to change or update their actions and words.

Another one similarly argued that there should be "no 'gotchas' unless you're trying to shake the audience out of its complacency." Inclusiveness in session design was also a common theme:

> Engagements need to be inclusive, and there is room for basic definitions but content needs to appeal to all knowledge levels in the audience. If there is time for reflection, make sure that participants are given either the prompts beforehand or some sort of instruction or lesson first so that they feel equipped to speak on these matters.

Specific suggestions were also given to the manner of delivery and the nature of the content of individual presentations; one common theme was the need for authenticity, making presentations more "meaningful for the participants and relatable," "personal whenever possible," including "people and voices that can actually speak to the issues," and "avoid[ing] white privilege perspectives."

Engaging the audience and incorporating their lived experiences and expressed messages was another technique welcomed by participants. One more suggestion was keeping session practical and applied; according to participants, this could be achieved by "[b]uilding in takeaways, or practical things, the participants can do with the things they learn" and "incorporate […] into their professional lives." A bulk of suggestions related to different aspects of facilitating conversations and maintaining effective communication and interpersonal dynamics during the session. There was an expressed disappointment with white male participants "dominating the conversations."

Event Organization

There was some overlap in suggestions related to session design and responses addressing event organization; it is also worth noting that some events mentioned by participants were not symposia or conferences but single-shot workshops or sessions. However, there were some unique commentaries related to DEI events as a whole. Mentioned was the merit of inviting "experts from outside of libraryland - experts who can help enable those who are dedicated to DEI work find additional ways to articulate the universal value of this work." Another suggestion related to specific strategies (e.g., empathy in hiring). Presenter selection was deemed very important, and not only on the basis of developing an adequate DEI experience, but also in terms of ensuring that session leaders are equipped to lead potentially difficult conversations. One participant commented that the capacity to navigate difficult group discussions can often be pivotal to the event's success:

> I think that the recommendation I could give is not trying to make the training comfortable for white attendees. I have compared the [association training] I attended to the Safe Space trainings I have attended at my current and previous institutions. These were much more effective for me, in large part, because I was told at the outset that I might be uncomfortable and to just be prepared for that. Libraries have a real problem with EDI, especially when it comes to race. If the "experts" who organize and speak at EDI events are not willing to break away from keeping white people comfortable, we can never hope to make a difference.

Inclusion, as pivotal with regard to session design, was reiterated as a crucial element for running DEI events as a whole. The centrality of facilitators was also reemphasized.

A more specific suggestion included paying "Black women what they ask for and deserve and give them featured speaker slots. Have moderators be other Black women […]" Building on answers to other questions, one participant suggested creating dedicated spaces

> for people of color only so they could be in a safe place and discuss issues. I think that should be recommended to any event organizers! meanwhile the white folks [could be] learning about their own issues and systematic racism to work through.

The notion of a safe environment was pronounced in several responses and deemed central in facilitating dialogue that covered difficult or potentially uncomfortable topics. Some encouraged "a code of conduct that is respectful to those with differing opinions," while others noted the importance of including "mindfulness space in sessions, [and] maybe continued community discussion after the session when folks return to regular work." Safe spaces were also necessary, specifically, for participants to be able "to leave conversation as needed. Finally, "providing space at the beginning [of the event] for centering and building rapport before courageous conversations begin" was also described as instrumental. Yet, participants also recognized that creating a safe environment with limited time and opportunity to earn the audience's trust can often be challenging.

On a more logistical side, there was a suggestion to "reach for management/leadership who need to make bold choices so that those in our profession who do not wish to 'rock the boat' [would] be more inclined to do better. Also stressed was the need to "demonstrate intentionality in conference opportunities for networking."

Policy-related Suggestions

Five responses in one or another way involved ideas for policy-related enhancements, although most of them focused on policies at participants' workplaces. One participant expressed disappointment with the practice of labeling DEI events as optional, wishing that "more optional events were mandatory. They tend to be more engaging and applicable and less dry and institutional." Another participant echoed this concern:

> Diversity, equity, and inclusion events are difficult: in a dysfunctional workplace, BIPOC individuals end up shouldering the burden of engaging participation and leading change. The worst outcome is that administrators view such events as a "to do" item to be checked off, without really engaging in meaningful change, or committing to making diversity, equity, and inclusion a continuous, long-term conversation.

Accessibility for Participants with Disabilities

The invisibility of accessibility and disability issues in the DEI conversation in this survey was very pronounced. Only two responses, in a cursory fashion, mentioned the importance of "better accessibility options," such as "closed captioning," the use of microphones, and so on.[10]

From the preceding qualitative data analyzed and profoundly honest quotes derived from the survey responses, a kaleidoscope of experiences emerged, which has culminated in the development of the Expectation and Learning Impact Framework for organizing DEI PDEs and the Checklist of specific recommendations presented in detail in the "Discussion" section.

Discussion

As stated in the "Introduction," this study investigated the following overarching *research problem*: What accounts for the effectiveness learning at DEI PDEs, what makes PDEs impactful and memorable; and what lessons learned are sustainable and meaningful? It was broken down into the following RQs: (RQ1) What kinds of PDEs related to DEI do academic librarians attend? (RQ2) What factors account for librarians' perception of PDEs as impactful? (RQ3) What recommendations do academic librarians have for improving these PDEs? The article focused specifically on addressing the improvement of PDEs rather than on the change in attitudes and perceptions of librarians and changes in their organizational environments. The latter focus is picked up in the follow-up article. In this article, based on the findings, the framework called ELIF for organizing DEI-related PDEs is proposed and the Checklist of practical recommendations for PDE improvement is shared.

Situating the Study Findings in the Context of Extant Literature

Underlying this study methodological design was the concept of retrospective reflection, which is considered paramount to learning before, during, and after the experience, with potential outcomes of reflection including new perspectives, change in behavior, readiness for commitment to action, and

[10] For a more in-depth discussion of the implications of missing disability and accessibility issues from DEI conversations, see our companion piece to this article (Dali, Bell, & Valdes, 2021).

personal growth (Boud, Keogh, and Walker, 2013, p. 36). Participants were asked to choose a PDE that they attended at least a year prior to the survey and that had left an impression on them by virtue of being positively or negatively impactful. It should therefore come as no surprise that, invited to engage in retrospective reflection, participants had brought up the multiple aspects of learning and change – from cognitive to emotional, from interactive and social to introspective, all of which were factored into the ELIF.

By the same token, the elected approach and data coding aligned with the respectable body of extant theory on *experiential, significant,* and *meaningful* learning, addressed in the "Literature Review" section, and focused on the impact of PDEs on the "the whole-person" (Rogers, 1969), their cognition, emotional state, social connections, behaviors, and personal characteristics. The notion of relevance of PDEs to participants' personal and professional life and the concept of learning that is "more than an accumulation of facts" and "an accretion of knowledge" (Rogers, 1959, p. 232) are paramount to experiential and significant learning. This study approach also accounted for meaningful learning whereby meaning is made through an event or activity, and the process itself is active, constructive and reflective, cooperative and collaborative, authentic and contextual; and international and goal-oriented (Jonassen et. al, 2003). These aspects shone through in participants responses and were further categorized by the authors into the five categories comprising the ELIF. Also unmistakable was the presence of *transformative* learning, promoting change, whereby "educators challenge learners to critically question and assess the integrity of their deeply held assumptions about how they relate to the world around them" (Mezirow & Taylor, 2009, p. xi). All of these accounted for the aspects of learning that made the chosen PDE memorable and impactful. The proposed ELIF can also draw some parallels with the 4Ls Retrospective Technique for feedback developed by Gorman and Gottesdiener (2010), which denotes what learners Liked, Learned, Lacked, and Longed For in the learning experience in retrospect. Addressing the impactful PDE, the survey participants commented on positive, negative, and clearly missing elements, while recommending steps for future improvement. These parallels with existing studies have given the authors confidence that the *a posteriori* study design is firmly situated in the world

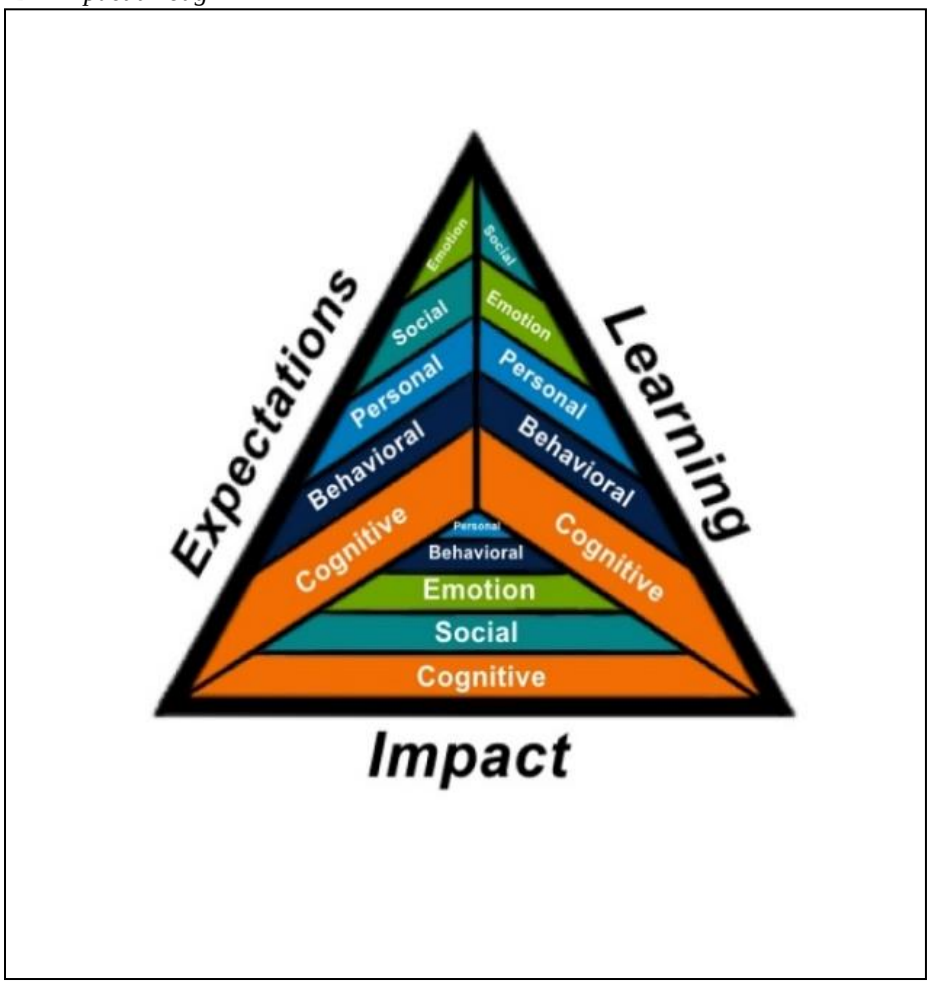
of published research and theory. However, it should be reiterated that this study design and data analysis were not modelled after any specific theoretical framework, allowing study findings and frameworks to emerge from empirically collected data and interpretive phenomenological analysis. As a result, the ELIF is different from the models and frameworks in all the surveyed studies, even if it intersects with them in many ways. The ELIF is detailed below.

The ELIF in Action

The ELIF has grown out of our research data and, specifically, from the categories and results presented earlier in Table 2 ("Aspects of Learning Reflected in Responses to Open-Ended Questions"). In Table 2, the five foundational categories of learning that we discerned from the study findings were divided into two large clusters: Expectations (what librarians expected of PDEs) and Learning (what learning, actually, happened at PDEs). Q8 signaled Expectations; Q12 and Q13 indicated the actual Learning along the five dimensions: cognitive (awareness and learning), personal (self-awareness and self-improvement), behavioral (action), social (interaction and networking), and affective (emotion). The interplay of Expectations of learning and the actual Learning, occurring at the PDE in question is what produced the Impact, as shown in Figure 2[11].

[11] Figure 2 is an artist's rendition of the ELIF and is not to scale.

Figure 2.
PDE Impact through ELIF



What exactly happens in Figure 2, and how do expectations of learning and the actual experience at PDEs communicate to produce the impact? Responses to Q13 (Table 2), which asked participants about lessons learned from the PDE, quantitatively, mirrored the distribution of responses to Q8 about reasons and goals for attending the PDE that we combine under the umbrella of "expectations" (Table 2). As was expected by participants, the largest percentage of lessons learned from the PDE fell into the *cognitive category of awareness* (62.6%) and *the behavioral category of action* (21.8%), with the category of *personal self-awareness and self-improvement* as the third largest category (10.2%) and the category of *emotion* involved in recounting lessons as quite insignificant[12] (6, 4.1%). Lessons learned in the *social*

[12] Please note that because it is a qualitative hermeneutic study, "significant" in this report is a narrative value qualifier and does not refer to significance as it is understood in quantitative, statistically significant research studies.

area of interaction and networking were not as numerous as expected, however: 15.2% of responses indicated that participants attended the PDE with the goals of self-awareness in mind, while only 1.4% of responses recorded lessons learned in this regard.

Q12 encouraged participants to think less cerebrally and more holistically than Q13 about the impact and memorable qualities of the PDE, and the distribution of responses was noticeably different (Table 2). Still, as was expected, shifts and changes in one's *awareness* (the *cognitive aspect*) accounted for the largest number of factors that made the PDE impactful (45%), followed by the *interactive social* category of factors (20.7%), which was not significant at all when participants formulated lessons learned from the PDE or training. Q13 also produced the largest emotional response across all qualitative questions (15%). That is to say, cognitive and interactive aspects, associated with strong emotions experienced during training, seem to make the PDE most memorable (Q12); the practical usefulness of the PDE seems to be thought of primarily in terms of cognitive and actionable outcomes (Q13).

In combination, these findings provide PDE and training organizers and planners with much food for thought about what (and to what extent) should be integrated and included in PDEs that stand to have a real-life impact. As a result the ELIF presents a conceptual framework for planning and designing PDEs. It works in tandem the Checklist of recommendations, which delineates specific steps for implementing the concept. In other worlds, the ELIF is the strategy for designing impactful PDEs while the Checklist, introduced in the next sub-section, is the tactics.

Improving DEI PDEs: The Checklist of Recommendations

Session Administration

1. General Principles
    a. Development of specific levels of awareness
        i. Awareness of systemic issues (whiteness, racism, power differential, microaggressions)
        ii. Awareness of experiences by specific groups
    b. Addressing intersectionality and intersectional identities

c. Addressing the “us versus them” mentality

d. Being sensitive to and addressing external, contextual, or current events into the training (e.g., political events; news; social and cultural happenings; legislative developments)

e. Making PDEs practical and making sure that participants leave with concrete take-aways

2. Advance communication with attendees, if registration practices allow

a. Communicating intended outcomes in advance

b. Providing training materials in advance

c. Soliciting questions from the audience in advance anonymously

d. Psychologically preparing participants that conversations will be uncomfortable

e. Taking a differential approach to session design and delivery based on the different levels of knowledge, awareness, and preparedness of participants – trying to gauge this knowledge in advance; including basic definitions and also go beyond the basics.

f. For the most effective reflection, providing prompts so that participants are equipped to speak on these matters

3. Communication and Dynamics During the Session

a. Acceptance: trying to understand different ways of thinking and expression; instead of prescribing “right” ways of approaching DEI issues, expose participants to alternative ways of thinking and expression

b. Relatability: Designing engagements and exercises that allow participants to relate to DEI issues from the standpoint of their own life experiences

4. Specific Engagement Techniques

a. Cultural knowledge and sensitivity: approaching sessions with an understanding of “specific cultures and backgrounds”

b. Marathon, not a spring: devoting “a significant amount of time to the topic instead of holding “one-shot brief sessions,” with the related emphasis on “repetition, reinforcement, and scalability, persistence and creativity;

c. Variety: combining multiple pedagogical techniques, e.g., recommended readings provided in advance; lectures; videos; individual and group reflections sessions; balance of formal and informal engagements; balance of interactive and instructive content; relevant activities and concepts; role playing; small group discussions; kinetics exercises.

   Specific exercises named included

   - kinetics exercise "where others in the room placed their organizations on a continuum";
   - the Blanket Exercise that "forced participants to listen actively as they engaged physically in the exercise through a combination of role play, story-telling, and sharing circle";
   - an exercise where participants "had to read a scenario and take a jelly bean if [they] had experienced that situation";
   - the "Groundwater framework for thinking about systemic racism";
   - the Privilege Walk (currently scrutinized for benefits and risks);
   - the Equity Walk.

d. Power of Personal Narratives: using narrative techniques and storytelling as "personal stories are a way to reach and engage people on an emotional level

Event Organization

1. Facilitators (mentioned in both "Session Design" and "Event Organization" but recorded here):
   a. Inviting individuals with firsthand experiences in DEI in their personal and professional lives as facilitators and presenters; also, including them in sessions as participants
   b. Inviting experts from outside of LIS who specialize in DEI training
   c. In PDEs related to race and racism, inviting facilitators who are skilled at leading uncomfortable conversations instead of keeping the white majority in their comfort zone

    d. Ensuring that facilitators have a good deal of experiential and expert reflection on DEI and on their role as facilitators and are able to intervene effectively if the situation escalates or becomes harmful to some participants
    e. Ensuring fair compensation to BIPOC facilitators who are often not only asked but also overextended by requests for PDEs facilitation
2. Safe Spaces (ensured through codes of conduct and otherwise) for BIPOC and other minoritized participants in order to allow them to
    a. Leave threatening conversations as needed
    b. Have a chance to discuss issues of relevance and concern in a safe environment
    c. Have the opportunity to get centered and build rapport
3. Other
    a. Being intentional in developing networking opportunities at PDEs
    b. Integrating mindfulness sessions into PDEs

Policy-related Suggestions

1. Making more DEI-related PDEs mandatory, not optional
2. Being acutely aware that BIPOC and other minoritized colleagues shoulder the burden and responsibility of DEI training facilitation and factor this in decision-making
3. Holding managers and leaders accountable for ensuring DEI training opportunities and effectiveness

Accessibility for Participants with Disabilities

1. Demonstrating accessible and inclusive practices e.g., “using the microphone, asking whether people have dietary restrictions, using accessible materials for people with low vision, etc.”

Encompassing multiple aspects of the PDE, the Checklist presents a practical companion to the ELIF.

Conclusion: How to Make DEI PDEs Impactful. Directions for Future Research

This study findings have shown that most DEI PDEs that participants attended and deemed impactful were single-shot dedicated DEI sessions, either standalone or offered as part of a larger venue (65.3%). American librarians seem to have a greater availability of dedicated DEI events (e.g., conference, symposia) to choose from than Canadian librarians, which may possibly indicate differences in access to DEI-related PD opportunities in both countries. Similarly, there seems to be a difference in access to different types of PDEs (e.g., workshops vs. conferences) by librarians from private and public institutions. Future research, using representative samples and resulting in statistically significant findings, could confirm whether these two observations are a function of the chosen methodology and sampling technique or if it indicates a pattern existing in the field. 80.6% of events mentioned by participants as impactful were either local or national, which may be indicative of the fact that the most useful, impactful, and memorable events are those rooted in the immediately relevant professional and social context. On the flip side, it shows a regrettable lack of international collaboration and cross-pollination in the area of DEI.

Only slightly over 50% of PDEs named by participants were LIS-specific, which may be a sign of growing interdisciplinary cooperation on the issues of DEI. Finally, librarians were asked to reflect on the past pre-COVID events; as a result, only 21.5% of those who responded mentioned a virtual event. It would be interesting to see how the impact of PDEs changes post-COVID.

These were the conclusions drawn from the quantitative and short-answer questions of the survey.

In addition, based on an in-depth phenomenological hermeneutic analysis of the qualitative, open-ended survey questions, enriched with descriptive statistics, the ELIF has been developed. This framework helps with understanding (1) expectations of DEI-related PDEs by academic librarians in Canada and the U.S.; (2) the actual learning that occurs at these PDEs; and (3) how expectations and learning work together to create an impact. As such, the ELIF should be useful as a guiding framework for future PDE organizers interested in planning impactful and useful events. It is clear from Table 2 that 37.1% of participants expected to increase their level of awareness of DEI issues. However, in reality,

many more (62.6%), reported lessons that can be categorized as cognitive learning, and 45% of participants highlighted awareness-related experiences that made the event impactful. As such, the ELIF prompts event organizers to invest in developing a variety of PD opportunities that increase participants' awareness of DEI; this study report also provides a nuanced analysis of different aspects of cognitive awareness that could be addressed at PDEs.

The situation is in reverse with learning related to self-awareness and self-improvement, whereby 16.2% of participants expected to enhance this area but only 10.2% mentioned lessons learned in this regard and only 7.1% of participants indicated that factors related to personal growth accounted for the PDE impact. PDE organizers may wish to be more intentional about providing training and networking opportunities that improve participants' self-awareness; however, this findings may also indicate that, despite the best intentions, personal change is the most challenging. On this assumption, not only the number but also the content and quality of engagements affecting personal growth should be subject to creative, out-of-the-box thinking, careful design, and thoughtful reflective approaches.

Expected outcomes in the behavioral, action-oriented category were fairly close to what transpired in reality, that is, 28.6% of participants expected to gain practical, actionable knowledge from the PDE and acquire implementable techniques, and 21.8% of participants, actually, did. However, only 12.1% felt that this particular area of learning made their training impactful. This discrepancy warrants further scrutiny in future studies. At this point, interpretation is akin to guesswork; it could be a function of the implemented data processing; however, it could also indicate that while some practical knowledge is gained, it is not particularly memorable or far-reaching, nor does it bring about significant and sustainable change. For event organizers, though, it could serve as a thinking point: Do activities and engagements offered at PDEs constitute a list of dos, don'ts, and how-tos, or do they translate into more consequential implementation, like policy change and change in decision making practices?

While 15.2% of participants were looking forward to meaningful interactions, networking, and socializations at PDE, more participants (20.7%), in fact, experienced them, despite the fact that only 1.4% of participants named specific take-aways. Interaction and socialization seem to be important even

without any specific lessons; socialization is an outcome in itself. It is about "being" rather than learning, doing, or acting; being in the moment, being with others, being part of what is happening – this is what counts the most. And this is what may also contribute to the impactful emotional response. While only 2.9% of participants expressed emotions discussing their goals and expectations of PDEs, and while only 4.1% of participants expressed emotions describing lessons learned, 15% of participants were emotional when talking about the impact of the PDEs. In application to event organization, it is clear that, engaging the "whole person" by combining cognitive, actionable, and emotional learning opportunities, is the most impactful and effective way of designing training opportunities. When a new event or a single session is contemplated, it would be useful if organizers scrutinized their proposed plan and design through the lens of the five elements comprising the ELIF. And if they are interested in more specific suggestions, a detailed Checklist of practical recommendations is provided in the "Discussion" section of this article, courtesy of generous and dedicated academic librarians from Canada and the U.S. who shared their stories, wisdom, and experiences for the benefit of the whole LIS community.

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Appendix A

*Survey questions marked with ** are not covered in this article*

Diversity and Inclusion in Professional Development for Academic Librarians

Preamble: You are invited to participate in a research study titled "Diversity and Inclusion in Professional Development for Academic Librarians" because you work as an academic librarian in the U.S. or Canada.

Purpose: The purpose of this study is to understand the experiences of academic librarians at diversity, equity, and inclusion professional development events and their effects on participants' attitudes, perceptions, and work-related practices. From professional development workshops and conference panels and presentations to entire academic and professional events dedicated to the issues of diversity and inclusion, the usefulness and long-term/sustainable effects vary. This research is exploratory in nature, intended to examine the types of events academic librarians attend; what affects their perception of professional development events as impactful; how these events change their professional practice; and what recommendations they have for improving such events.

What we focus on: We ask you to focus on one event that you attended in the last five years, excluding last year (e.g., events that took place between summer 2014 and summer 2019) but that you still remember and consider influential and memorable. It can be memorable either in a positive or in a negative way. One year is a sufficient lag of time that could allow for meaningful personal reflection, retrospection, and the implementation of changes in professional practice. We ask you not to focus on very recent events; that is, those attended by you between summer 2019 and summer 2020. We are not trying to elicit a "gut reaction" to possibly successful (or unsuccessful) and emotional (or upsetting) events.

What diversity means in our survey: We use "diversity" in the broadest possible sense, including the diversity of demographic characteristics (e.g., race, ethnicity, sexual orientation, body ability, etc.), as well as different manifestations of diversity in the field of LIS (e.g., diversity of the workforce; diversity of user communities; diversity of resources and collections; and so on). Inclusion in events is the state when participants feel that they belong and that their uniqueness as humans and professionals is truly valued. Inclusion is a step toward equity. We define equity as a social or organizational situation whereby all participants have the assets that they need to succeed. The events we would like to address can be related to diversity, equity, inclusion, as well as related issues such as social justice.

What we ask you to do: We would therefore appreciate it if you could complete the following brief questionnaire, which should take about 15-20 minutes to complete. Your answers will remain anonymous and confidential. We will not ask for identifying information beyond the country of practice (the U.S. or Canada) and the type of institution at which you work (public or private). We will not ask you to name a specific event in order not to make specific event organizers uncomfortable. All results will be reported in aggregate. Should we detect some information in survey responses that may identify participants or events, it will be removed or anonymized in data reporting.

Who conducts the survey? This research is conducted by a group of LIS faculty and academic librarians, namely: Dr. Keren Dali (RMIS, U of Denver (DU), USA); Norda Bell (Scott Library, York University, Toronto, Canada); and Zachary Valdes (Newton Gresham Library, Sam Houston State University, USA).

Consent to Participate in this Survey: If you decide to participate, please understand your participation is voluntary and you have the right to withdraw and discontinue participation at any time without penalty or loss of benefits to which you are otherwise entitled. The alternative is not to participate. If you decide

to participate, complete the following survey. Your completion of this survey indicates your consent to participate in this research study. No benefits accrue to you for answering the survey, but your responses will be used to benefit academic librarians, LIS educators, as well as anyone wishing to organize diversity and inclusion events in a meaningful way. This is particularly useful when librarians have a wide variety of events to choose from but limited funding for attending them. Helping academic librarians realize what constitutes sustainable impact resulting from professional development events and what they can and should expect of such events will guide them in decision-making and choosing future professional development opportunities. Moreover, it will expand our understanding of diversity, equity, and inclusion professional development events specifically. Any discomfort or inconvenience to you are minimal, and risks associated with your participation in the study are not expected to be any greater than anything you encounter in everyday life. Data will be collected using the Internet; no guarantees can be made regarding the interception of data sent via the Internet by any third party. Confidentiality will be maintained to the degree permitted by the technology used. IP addresses automatically collected by Qualtrics will be immediately removed from the data downloaded into data processing applications (e.g., Excel spreadsheet) and will not be used in data processing. If you decide to participate, you are free to stop at any time; you may also skip questions if you don't want to answer them or you may choose not to return the survey.

Please feel free to ask questions regarding this study. You may contact the principal investigator Dr. Keren Dali (Research Methods & Information Science Department, Morgridge College of Education, DU) if you have additional questions at keren.dali@du.edu or 303-871-7923.

If you are not satisfied with how this study is being conducted, or if you have any concerns, complaints, or general questions about the research or your rights as a participant, please contact the University of Denver (DU) Institutional Review Board to speak to someone independent of the research team at (303) 871-2121, or email at IRBAdmin@du.edu.

Sincerely,

Keren Dali, Ph.D.
Research Methods & Information Science Department, Morgridge College of Education, University of Denver.

By clicking the link below, I confirm that I have read this form and decided that I will participate in the project described above. Its general purposes, the particulars of involvement, and possible risks and inconveniences have been explained to my satisfaction. I understand that I can discontinue participation at any time. My consent also indicates that I am at least 18 years of age. [Please feel free to print a copy of this consent form]

I agree to participate
I do not consent

SURVEY

I. TELL US ABOUT YOURSELF

1. Are you an academic librarian currently working in a college or university library?
   - Yes
   - No

2. In what country do you work?
   - U.S.
   - Canada
3. In what type of higher education institution is your library located?
   - Public
   - Private
   - Other, please describe below
4. How many years of experience as a librarian (academic or otherwise) do you have?
5. Do issues of diversity, equity, inclusion, and related questions constitute one of your primary areas of professional and/or personal interest? Choose one answer that best describes your situation.
   - Yes, it is a matter of professional interest
   - Yes, it is a matter of personal interest
   - Yes, it is a matter of both professional and personal interest
   - No, I attended the diversity, equity, and inclusion event I'd like to discuss by chance
   - Other, please describe below

II. TELL US ABOUT ONE MEMORABLE EVENT RELATED TO DIVERSITY, EQUITY AND INCLUSION

Please focus on one event that you attended in the last five years, excluding last year (i.e., events that took place between summer 2014 and summer 2019) and that you consider to be the most influential and memorable for you personally. It can be memorable in a positive way, because it was meaningful; or it can be memorable in a negative way.

6. Please provide some details of the event. Was it a
   - Conference dedicated to the issues of diversity, equity, and inclusion
   - Workshop dedicated to the issues of diversity and inclusion
   - Speech/talk/presentation/panel dedicated to the issues of diversity, equity, and inclusion
   - Single conference/symposium session specifically dedicated to the issues of diversity, equity, and inclusion as part of a more general conference
   - Other, please describe below
7. ** Were you required to attend this event, or was it your choice to attend?
   - I was required to attend
   - It was my choice
   - Other, please describe below
8. What were your goals, expected outcomes, or intentions in attending this event?
9. Please select the best geographic descriptor for this event's scope
   - Local (e.g., mostly attracted participants from your city, province, or state)
   - National (e.g., mostly attracted participants from one country, e.g., the U.S.,
   - Canada, another country)
   - International (i.e., attracted a substantial number of participants from more than two countries, e.g., not limited to the U.S. and Canada)
   - Other, please describe below

10. Please select the type of event
    - Onsite
    - Virtual
    - Other, please describe below
11. Please select the most applicable disciplinary descriptor for this event
    - An LIS event
    - An interdisciplinary event
    - An event in a discipline other than LIS (specify which discipline below)
    - Other, please describe below
12. Why was this event memorable or influential? Please elaborate.
13. What were some important lessons from the event that you remember?
14. **How did the event affect you personally in terms of perceptions of and attitudes toward diversity, equity, and inclusion?
15. **How did the event change your workplace/organizational practices, if at all?
16. What recommendations or advice could you give to future event organizers for designing the most impactful and useful engagements for the participants in the area of diversity, equity, and inclusion?
17. Any other comments you'd like to add