

August 31, 2019

Dear colleagues (members of the AUPresses Board of Directors),

AUPresses is a community that has communicated and embraced an ethos of progressive equity, and yet ongoing thoughtful and constructive peer review of ourselves affirms that we have not yet achieved that. The Task Force on Diversity and Inclusion illuminated challenges of bias, racism, and homogeneity of our community, not unlike many sectors of the publishing industry. And the #MeToo movement calls for a similarly candid and rigorous self-assessment of the ways in which our community experiences biases related to gender.

In 2018, the Board approved the [Gender Equity and Cultures of Respect Task Force](#), and we are honored to have spent this year initiating research into the dynamics and experience of gender within our presses, and in our collaborations. We are inspired by the work of the Diversity and Inclusion Task Force, and acknowledge that racial equity—as well as socio-economic diversity—remain pronounced areas of much needed intentional work.

But the GECOR Task Force has also learned this year, through an all-community survey about the experience of gender and racial inequities, a review of the 2016 and 2018 compensation surveys, and research into best practices of creating cultures of respect, that there is a multiplicity of meaningful actions member presses can take to achieve greater gender equity. While the percentages of women, men, and individuals who identify as nonbinary in the AUPresses community are not explicitly stated, to be equitable we also very much need to create an environment of respect and inclusion for nonbinary-identified AUPresses members.

As we facilitated peer review of the lived gender experience of our community, we are aware that the degree of resources and autonomy to effect change varies by member press and their governance vis-à-vis parent institutions. But as gender inequity is a widely known and ongoing debacle throughout the higher education landscape (see, for example, [“Sexism in the Academy”](#)), we are hopeful that our findings and recommendations may also be of use in framing conversations about gender equity and cultures of respect with university administrators. We recommend the development of a toolkit for presses for establishing racial and gender equity, and one which would be inclusive of staff at multiple levels of responsibility and experience. This toolkit could include the following priorities:

- Guidelines, recommendations, and resources for manager and director training
- Data for pay equity assessments
- Templates or models for codes of conduct
- A gender inclusivity checklist—what best practices can all AUPresses undertake immediately to increase gender equity?
- Templates for assessing gender equity of authors, reviewers, vendors

There are also many excellent ideas and aspirations that were shared at the GECOR Collaboration Lab at the AUPresses annual meeting in Detroit (see Appendix E), that could

inspire the toolkit. And specific gender equity mentorship and leadership programs within the AUPresses would be an ideal way to further share and expand upon successful initiatives.

All-community Survey:

We felt it was important to first understand how members of our community are experiencing gender equity within member presses. We therefore focused our initial Task Force efforts on developing a survey as part of our charge to conduct an environmental scan. The survey adopted an intersectional approach in order to understand gender equity in a more holistic manner. This allowed us to gather information on experiences of gender as they intersect with other social and cultural identities. Thank you to all who participated in the survey, which supplemented the earlier survey of press directors conducted by the Diversity and Inclusion Task Force. Aggregate quantitative data is shared in Appendix B.

Survey respondents numbered 517 and represented a wide range of departments and positions across member presses. Although we understand that this is a small fraction of total staff within the (then) 148 member presses, we are pleased the sample size was large enough to give us a sense of the issues facing our community. We were grateful for the respondents' thoughtful engagement, particularly through the comment fields where many shared their experiences and ideas about challenges they have faced at their presses and within our industry more generally. It is clear to us that members of our community are eager to engage further in discussions and projects around equity work in our industry. Over 40% of respondents, for example, indicated that they think their presses should be doing more to increase gender equity and 75% indicated that they should do more about racial and ethnic equity. While many expressed appreciation for our survey within the comments fields, some wondered why we centered gender instead of race, given the demographics of our industry and the underrepresentation of people of color. It will be important in future discussions of the Gender Task Force or this survey to situate work focusing on gender as a subset of a larger AUPresses project around equity. It might also be worth highlighting the intersectional approach we adopted as a way to acknowledge and address racial homogeneity within our industry.

Among the most concerning survey findings is that 185 respondents (36%) indicated that they had experienced harassment, discrimination, or other misconduct within their press. These respondents indicated that they experienced this misconduct at the hands of: coworkers 46%, authors 38%, supervisors 37%, conference attendees or staff 14%, other publishing industry professionals 10%, campus faculty or staff 10%, and vendors 3%. We urge the AUPresses Board to share this data with press directors and encourage directors to further assess their own presses in order to understand the specific types of misconduct staff are experiencing. Although we understand that there is a margin of error in the 36% figure due to our sample size, we feel that there is a clear need to address what appears to be fairly widespread misconduct issues within our community. The individual anonymous comments shared via the survey also suggest that presses should create more forums for sharing staff experiences, as they are likely to be more revelatory in the way that recent [articles and posts](#) capture firsthand the experience of people of color in scholarly publishing and resonate more because of the specifics they include.

In addition to individual experiences of misconduct, 266 respondents (51%) indicated that they had witnessed or received first-hand accounts of harassment, discrimination or other misconduct at their presses. Those engaging in misconduct in these cases were: 68% coworkers, 47% supervisors, 37% authors, 17% conference attendees or staff, 11% other publishing industry professionals, 7% campus faculty or staff; and 2% vendors. Our recommendation based on these results is for the community to focus more on internal dynamics and experiences, but in so doing, to also empower staff to manage external experiences such as with faculty or vendors. We are also aware that the participation in the survey was not as broad among departments that would routinely work with vendors.

In another survey response, over a third of respondents were not able to say that their press had clear guidelines for what to do about misconduct in the workplace. On the positive side, approximately 62% of respondents indicated that there were clear protocols for communicating experiences of misconduct. We hope that Directors will be encouraged by the AUPresses Board to offer clearer communication of policies and procedures around misconduct to their staff, which would include having them in all employee handbooks, in onboarding materials for new hires, available in shared spaces within press buildings, and reinforced and refined consistently.

As mentioned above, survey respondents were incredibly engaged in the comment fields and raised a number of important issues therein. Among them were a need for increased attention to: age discrimination against both older and younger staff; racism, microaggressions and bias; pay inequities, low overall industry salaries, and the way that low salaries discriminate against recruiting and retaining staff from underprivileged backgrounds; challenges in recruitment and retention of diverse candidates, as well as the challenges that press location adds to these efforts; infrastructural challenges within presses, such as gender neutral bathrooms, lactation rooms, and universally accessible spaces; inadequate parental leave policies; perceived lack of valuation of community where individuals feel undervalued generally, and for emotional labor in particular. Our Task Force would like to encourage AUPresses to engage the future committee on equity in further exploring these issues within our industry in order to develop best practices guidelines around each.

Our sense is that in addition to measures directly addressing misconduct and inequities, increased managerial training would be beneficial to our community. We noted that only 52% of respondents felt that people turned to them to share ideas when important decisions were made at their press. Similarly, only 40% of respondents felt like their press was a meritocracy and only 46% had a clear understanding of what was needed for advancement. Twenty five percent of respondents also indicated that they did not have consistent opportunities to learn, grow and advance. Our Task Force suspects that many of these areas would be improved if managers learned to coach and provide consistent and specific feedback to their employees so that staff feel valued and respected in their workplace. Within our university ecosystems exist scholarship and data to serve as resources, for example:

<https://online.wharton.upenn.edu/blog/5-ways-to-empower-your-team-to-make-decisions/>

The Gender Pay Gap:

Pay inequities have been cited across the higher education system. The [AAUP's Annual Report on the Economic Status of the Profession](#) reports that 93 percent of all reporting institutions pay men more than women at the same rank. The Department of Education has also conducted surveys of gender pay inequality among graduates, and of the 117 top schools as defined by US News College Rankings, the gaps in pay 6 years post-graduation date is as high as \$36,000 (Stanford), with Princeton (\$32,300), MIT (\$30,000), Duke (\$31,600) graduates [showing considerable disparity](#).

Within publishing, the gaps are just as material. In spring 2018, a study of Hachette Ltd.'s gender pay gap garnered considerable attention. *The Bookseller* revealed that Hachette has a "median gender pay gap of 24.71 percent, a mean gender pay gap of 29.69 percent, and a median bonus gender pay gap of 62.64 percent." *The Bookseller* expanded their survey, and 84 percent of participants in the publishing industry expressed concern about the clear difference in pay in their own companies. Within the scholarly publishing community, pay gaps ranged from as low as 14%, to as high as 40% (Elsevier).

With hope and confidence that our own community, especially embedded within universities prioritizing equity, had closed the gap, we turned to the AUPresses Compensation Survey for a more comprehensive understanding. With the support of the Board, we were able to secure analyses of two years of biennial salary survey data. The data revealed that our community is not immune to these inequities. [Note: The Compensation Survey reports and data are generally only distributed to participating press directors; the Task Force obtained permission to study the last two reports. As presses have long participated in that important data collection program with an understanding of confidentiality, the Association is not permitted to share the full quantitative reports beyond the Board and Task Force.]

Our analyses of the compensation data suggest that more intentional work may be needed at the moment of first promotion, as the gender pay gap widens considerably past the entry level. There is a positive steer at the Director level, but the earnings ratio for women-identified directors was still .93 in 2018; and we saw a lack of equity at the department-head level. We also note that at the tier 3 position, which has some alignment with mid-career, there is a marked drop for women, which may correlate in some [cases to child birth and rearing](#). We urge those colleagues involved in salary setting, recruiting, and hiring to use this information in support of equitable correctives and compensation. In all positions, we have 66% representation by women, with an earnings ratio of only .78—this shows just how intentional the work around salary equity needs to be. We recommend that each press institute an [annual gender parity compensation review](#), and to assess with it the average salary increases (and time span between promotions) by gender associated with each promotion, to ensure equity over career trajectories. If a press is able to participate in the biennial AUPresses Compensation Survey, they will obtain much more detailed information to help address pay inequities locally.

Codes of Conduct:

An increasing number of professional organizations have developed codes of conduct in recent years. Codes of Conduct (or Ethics) help establish a common understanding of an organization's values and can serve to guide action, both for internal collaborations and for external partnerships (authors, vendors, etc.) These codes can foster safe and equitable workplaces focused on professional growth and collaboration. They can also provide some clarity on what constitutes equity as well as harassment, bias, and misconduct. We recommend that AUPresses adopt a code of conduct of its own, perhaps as an initiative of the soon to form Equity and Inclusion Committee, as well as encourage individual member presses to adopt their own.

Below we highlight some useful features of Codes of Conduct to consider, adopt, or respond to in whatever ways you find most rewarding and feasible at your institution. Several members of our AUPresses community have created or adopted Codes from their parent institutions and therefore this might be a good place to start. At the end of this document you will also find Appendix C listing the Codes of Conduct we reviewed in preparation for this document.

We encourage to display your code of conduct or code of ethics in the "About" tab of your press or in other locations which are visible and intuitive for your different kinds of users to access. Active and positive language such as "environment," "culture," "safety," "dignity" targets the ethical labor everyone connected to publishing is required to do. This kind of language also makes it clear that it is behaviors, patterns, systems that must support equity, inclusion, and diversity. Acknowledge that harmful or unsafe behavior negatively impacts one's performance. Lastly, make it clear that standards apply to all, not just those directly related to the press and/or the institution. In order to develop clear expectations, member presses can also create separate guidelines for staff, for partnerships, for vendors, etc.

As is stated elsewhere in this document, one quarter of respondents did not think there were clear protocols at their presses or some also have wondered about the personal and/or professional costs to reporting. Therefore, it is crucial that staff understand who they can contact for recourse. While this position can and perhaps should be assigned to the Director, we encourage for there to be multiple points of contact, including a designated person in the Human Resources Department and/or an Ombudsperson. Perhaps a future aim could entail a body within AUPresses that has access to reporting or perhaps can serve as a point of contact for reporting for such incidents. We also suggest that, as far as it is possible, there should be transparency in the protocol should an incident arise. Some ways that this could be addressed include statistics of the volume and how the university/department/Press handled previous cases, timeframe of process from reporting to resolution, etc. To be clear, these materials should not be framed as a user-experience model and there should be an expectation that a serious situation should be treated with respect and timeliness, but there must be transparency about what that process entails.

Other positive practices include providing codes in multiple languages and an audio version for accessibility. If possible, member presses could frame the Code of Conduct as a national or legal

mandate. In relation to this, the Codes of Conduct can and perhaps should be framed with what is occurring in related fields. Lastly, we believe that the links, emails, phone numbers, and other related links should be active. Directors and Managers should review and update any information online and/or in print periodically, ideally every year.

For this document, we surveyed efforts made by the American Association of University Professors (AAUP) and the Association of College & Research Libraries (ACRL); details can be found in Appendix D. For Faculty, we have found that the majority of resources and statistics are related to student relations. Other formal figures document an alarming drop in equity and diversity in tenure track professions which of course affects us as publishers. For Librarians, their recent annual conference included a panel on diversity and equity. Their results are similarly upsetting. Their results point to librarianship being a “pink collar” profession that in some ways reflects certain trends in our study. While women might be represented in more numbers in the profession, inequity in terms of compensation, retention, advancement must be taken into account. Nonetheless, these two societies, like ours, are trying to address these issues through a number of tactics.

Implicit Bias:

Bias is at the heart of many of the inequalities we see across organizations, including progressive, well-intentioned places like university presses. Studies like [Women in the Workplace 2018](#), the largest study of women workers in corporations, found that women are left behind from the get-go. They note that “although women earn more bachelor’s degrees than men, they are less likely to be hired into entry-level jobs. At the first critical step up to manager, the disparity widens further. Women are less likely to be hired into manager-level jobs, and they are far less likely to be promoted into them.” We recommend that the future AUPresses Equity and Inclusion Committee develop best practices guidelines to address race and gender bias within member presses.

Interrogating possible bias in hiring and promotion decisions, but also in relation to author selection and marketing and production support for authors is essential in our industry. Possible recommendations to develop as part of best practice guidelines could include [Harvard’s Project Implicit](#). Learning to de-bias practices and procedures should be part of required training for every manager at our presses.

Gender inequities in publications programs:

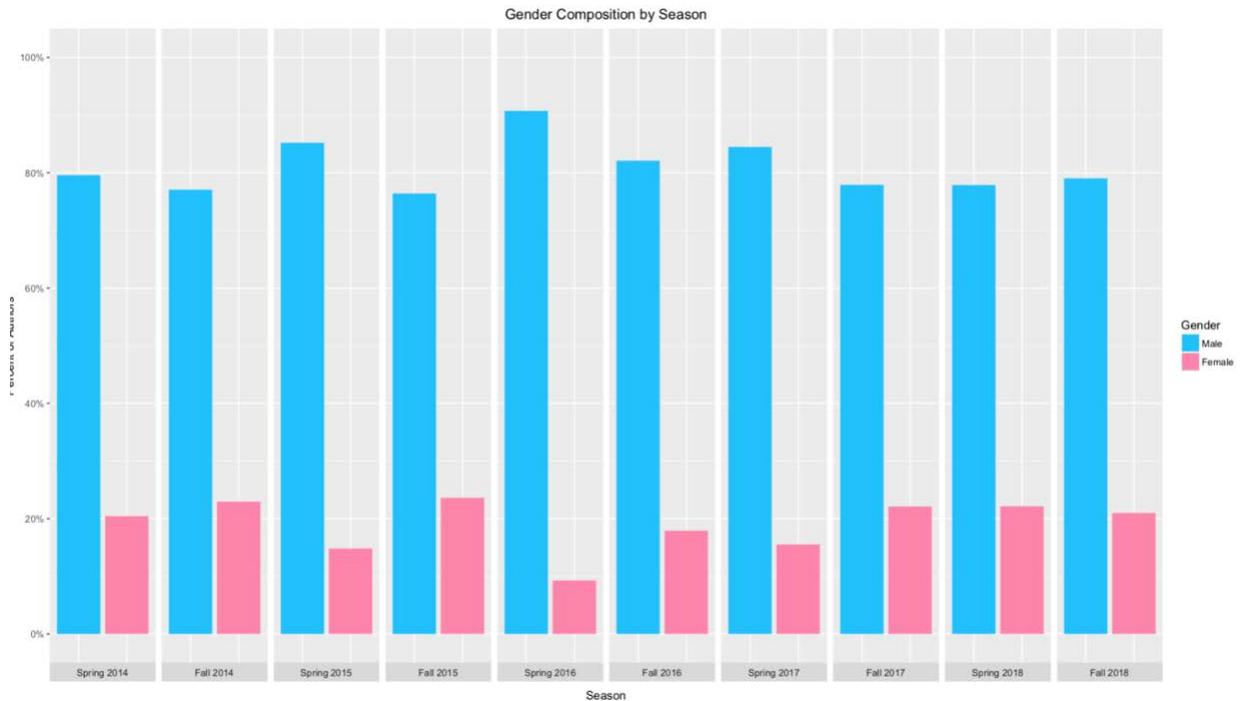
Members of the Association of University Presses are encouraged to conduct data analysis of their book lists and publishing programs to better understand the gender diversity of authors and peer reviewers. This is the first step to further understanding the gender breakdown of authors and peer reviewers and further identify areas of inequity. Self-identification of authors

and peer reviewers can provide data going forward; presses may also want to consider conducting surveys/data cleanup of past/existing authors and peer reviewers in order to better analyze historical trends and their pipeline. This analysis should include detailed study of catalog positioning and print runs by gender.

In order to accomplish this, publishers need to input gender of authors into their title management system. If you have not asked authors to self-identify, we recommend using the author biographies, author’s academic websites, and new coverage of the author’s work to identify the correct pronoun. Data could include the following, exported to an Excel or CSV file:

- Author
- Title
- Gender
- Season
- Catalog Position
- Price
- Print Run
- Discipline (or BISAC Code)
- Editor
- Financial numbers such as advances

By running the data through an analysis program (such as *r*), you can then produce graphics such as the example below:



The data can also be parsed by discipline, catalog position, editor, financials, etc. for deeper analysis.

*Note: similar work can be performed for peer reviewers. This necessitates the use of title management system software for tracking of peer reviewers, which this task force is recommending.

[For more information on this process, please reach out to Princeton University Press; Christie Henry or Lyndsey Claro.]

Gender data can be more readily completed by press staff, but the methodology could be applied to other identifiers, such as ethnic or racial diversity. We recommend that presses integrate author and peer-reviewer self-identification through an online portal or typical author forms.

While current data collecting is not developed enough to give concrete statistics, it is important to remember that we as academic publishers are part of the large landscape of higher education, and it is incumbent on us as publishers to try to disrupt or intervene to change trends in higher education. Much has been written about the difficulties in certain areas of academia for women, as well as the drop-off of female scholars in certain fields and at certain stages. Certain academic fields struggle with appropriate gender representation, and as such, we need to be both cognizant of that as we endeavor to improve our author and peer reviewer pools, but also help to lead these fields, where possible, towards more equitable gender breakdowns.

Examples of support that AUPresses members could experiment with could include:

- Encouraging editors to expand campus travel to more diverse universities
- Consideration of expanding peer review network from “who knows who” to become more inclusive
- Consider publishing more by first-time authors, not those who are already full professors
- Have conversations with authors and reviewers in your fields about how publishers can help
- Providing financial support (through subsidies, advances and other financial measures) to underrepresented and early career authors for book talks, publicity tours, developmental editing, or teaching commitments
- Presses may consider fundraising for further support of underrepresented authors - see, for example, the recent MIT Press news - <https://www.insidehighered.com/quicktakes/2019/05/07/mit-press-fund-diverse-voices>
- Hold book writing or proposal workshops at conferences or on your home campuses for early career professors and/or professors from underrepresented communities.
- Co-sponsor events with scholarly societies for authors from underrepresented communities.
- Participate in the Lee and Low Diversity Baseline survey - <https://www.leeandlow.com/about-us/the-diversity-baseline-survey>

Marketing collateral (ads, seasonal and subject catalogs, publicity plans, and other materials) should also be developed with a sensitivity to diversity and equity.

We would also recommend that presses conduct systematic reviews of various decisions that might be influenced by gender of author (or gender of staff management), including:

- Print runs
- Catalog positioning
- Discounts (trade, academic trade, specialist)
- Schedules
- Publicity spend

Inclusivity of Trans and Gender Nonconforming People:

Many university campuses have established centers that provide resources for gender and sexual equity. The University of Maryland’s LGBT Equity Center, for example, has an extensive website that provides [an inventory of how to create more inclusive campuses](#). Many of these guidelines on their website can be adapted to university press office practices in order to create spaces that are inclusive of trans and gender nonconforming staff, authors, vendors, and other collaborators. We recommend that the AUPresses Board encourage member press directors to consult this website, as well as similar resources, to assess their current practices. Three examples of suggested questions to consider include:

1. Are individuals who work in or visit the areas where you meet, work, or conduct events made aware of where to access the nearest gender-inclusive restrooms?
2. When distributing forms that ask for gender information, are respondents able to self-identify and to choose an option other than “man/male” or “woman/female” (i.e., nonbinary/other)?
3. Do you have a place on business cards (and email signature lines) for including gender pronouns? (This practice should be optional, but encouraged/available.)
4. Have you established Employee Resource Groups?

Management:

If there is a through line to the task force’s research and discovery, it is that as a community we would benefit from additional training in equity and inclusion—gender, race, class, age. As the establishment of organizational norms and ethos is guided by the Director and leadership teams, we hope the AUPresses community will consider prioritizing Director and leadership training. With our workforce transitioning rapidly, and shifting from Baby Boomers to Millennials, we believe even the most experienced of leaders would greatly benefit from specific training around equity and inclusion, implicit bias, and creating cultures of equity and

inclusion. This might include, for example, more specific programming for directors at the annual meetings on equity and inclusion, and a transparent way of sharing that commitment with the entire community to instill confidence. It might also involve establishing mentor systems for incoming directors or those seeking to transition to more progressive management styles, and a toolkit for directors about how to understand issues of inequity within a press. We recommend each director, working with leadership teams, seek out partners on campus, as many universities have established centers or positions to support equity and inclusion. Stanford's Center for the Advancement of Women, for example, has a sociologist piloting programs to reduce gender inequality focusing on "small wins." University-inspired coaching teams like the Cornell Interactive Theater Ensemble have adapted university knowledge to wider training initiatives. Many university press authors (and publications) are also excellent resources of knowledge for creating equitable communities. Might we assemble a list of recommended UP author speakers and fund their travel to UPs to increase equity and inclusion initiatives? As we have acknowledged, there is little management training in the UP world, much like our sister community of higher education. But with the acute need for change and growth in our cultures, a focus on excellence of management skills as a critical component of publishing skills is something we feel we should aspire to.

It has been illuminating and motivating to spend this year researching our experiences and varying degrees of success in establishing cultures of equity. We thank the Board for entrusting this to us, and for creating an environment that reinforces the role of peer review in building more impactful and resilient publishers (as well as publications).

With gratitude,

The GECOR TASK FORCE

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Appendix A: Resources and relevant writings

These are supplemental to the embedded links. We recommend AUPresses initiate a shared resource site, with thematic organization, for resources on Equity and Inclusion that the community could contribute to (and provide commentary on).

<https://www.independent.co.uk/arts-entertainment/books/features/women-publishing-gender-pay-gap-wage-british-library-hachette-penguin-random-house-a8285516.html>

<https://news.stanford.edu/2017/12/19/new-approach-reducing-gender-inequality-work/>

<https://www.mckinsey.com/featured-insights/gender-equality/women-in-the-workplace-2018>

<https://www.pay-equity.org/day.html>

<https://www.inc.com/rebekah-iliff/3-common-themes-that-empower-both-women-men.html>

<https://www.weforum.org/agenda/2019/03/gender-equality-in-the-future-of-work/>

<https://www.forbes.com/sites/hennainam/2018/04/08/how-to-create-gender-equality-in-the-workplace/#5d1ed91e1e11>

<https://scholarlykitchen.sspnet.org/2019/03/08/guest-post-from-diversity-to-inclusion-and-equity-moving-beyond-good-intentions/>

<https://www.theguardian.com/books/2018/mar/23/gender-pay-gap-figures-reveal-big-publishings-great-divide>

https://academic.oup.com/eurpub/article/27/suppl_3/ckx189.067/4556851#.XPeOxIk118

<https://www.theguardian.com/books/2017/may/11/are-things-getting-worse-for-women-in-publishing>

<https://www.mhpbooks.com/dan-mallorys-story-fits-neatly-into-the-epic-failures-of-our-society/>

<http://www.thereviewreview.net/publishing-tips/inequality-publishing-what-can-be-done>

<http://www.hercircleezine.com/2011/02/10/how-to-publish-women-writers-a-letter-to-publishers-about-the-vida-count/>

<https://ooligan.pdx.edu/publishing-gender-gap/>

<https://www.huffpost.com/entry/5-ways-to-combat-gender b 9778914>

<https://www.independent.co.uk/arts-entertainment/books/features/women-publishing-gender-pay-gap-wage-british-library-hachette-penguin-random-house-a8285516.html>

<https://publishingperspectives.com/2019/03/first-dinner-london-book-fair-2019-supporting-publishing-women/>

<https://www.thebookseller.com/tags-bookseller/year-publishing-women>

<https://www.theguardian.com/books/2016/jan/27/us-study-finds-publishing-is-overwhelmingly-white-and-female>

<https://www.catalyst.org/research/the-modern-guide-to-equality/>

Q1 Which of the following best describes your current role at your press?

Answered: 517 Skipped: 2

ANSWER CHOICES	RESPONSES
Support/assistant position	19.15% 99
Position is independent but has limited decision-making outside of your own work	37.52% 194
Top position in a department, but not department head (you have authority to make departmental or program decisions autonomously and/or in the absence of the department head)	13.54% 70
Top position in a department/department head	21.66% 112
Press Director	8.12% 42
TOTAL	517

Q2 Which describes your primary job duties?

Answered: 517 Skipped: 2

ANSWER CHOICES	RESPONSES
Acquisitions Editorial	28.63% 148
Production Editorial	13.93% 72
Manufacturing	0.77% 4
Digital Production	1.74% 9
Design	4.45% 23
Marketing	13.35% 69
Advertising	0.39% 2
Publicity	4.45% 23
Sales	5.61% 29
Finance	3.09% 16
Administration	9.67% 50
IT	2.71% 14
Rights/Contracts/IP	4.06% 21
Other (please specify)	7.16% 37
TOTAL	517

Q3 Are your primary responsibilities in:

Answered: 511 Skipped: 8

ANSWER CHOICES	RESPONSES
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Books	73.39%	375
Journals	9.98%	51
Both	12.72%	65
Other (please specify)	3.91%	20
TOTAL		511

Q4 About how many years have you been in your current position?

Answered: 516 Skipped: 3

ANSWER CHOICES	RESPONSES	
Less than 1 year	15.31%	79
At least 1 year but less than 3 years	26.36%	136
At least 3 years but less than 5 years	21.71%	112
At least 5 years but less than 10 years	12.79%	66
At least 10 years but less than 20 years	16.09%	83
20 years or more	7.75%	40
TOTAL		516

Q5 About how many years have you been at your current press?

Answered: 515 Skipped: 4

ANSWER CHOICES	RESPONSES	
Less than 1 year	10.87%	56
At least 1 year but less than 3 years	20.58%	106
At least 3 years but less than 5 years	17.86%	92
At least 5 years but less than 10 years	16.70%	86
At least 10 years but less than 20 years	21.94%	113
20 years or more	12.04%	62
TOTAL		515

Q6 I enjoy working at my press because of the following (select all that apply):

Answered: 512 Skipped: 7

ANSWER CHOICES	RESPONSES	
Feeling I am making a difference in the world	52.73%	270
Supporting the mission of my press	72.07%	369

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Having a strong relationship with my coworkers	64.45%	330
Helping my organization to excel and grow	63.28%	324
Doing interesting, challenging work that gives me a sense of accomplishment	82.81%	424
Being respected and valued	56.84%	291
Receiving the pay I take home	54.69%	280
I don't get any pleasure from working	2.34%	12
Other (please specify)	5.27%	27
Total Respondents: 512		

Q7 Would you characterize your press workplace as:

Answered: 477 Skipped: 42

ANSWER CHOICES	RESPONSES	
Always respectful	19.50%	93
Mostly respectful	58.28%	278
Somewhat respectful	19.92%	95
Rarely respectful	2.31%	11
Never respectful	0.00%	0
TOTAL		477

Q8 Would you characterize your press workplace as:

Answered: 476 Skipped: 43

ANSWER CHOICES	RESPONSES	
Always equitable	11.13%	53
Mostly equitable	44.75%	213
Somewhat equitable	35.29%	168
Rarely equitable	8.19%	39
Never equitable	0.63%	3
TOTAL		476

Q9 The press I currently work at is gender diverse:

Answered: 476 Skipped: 43

ANSWER CHOICES	RESPONSES	
Strongly agree	39.50%	188
Somewhat agree	32.35%	154

Neither agree nor disagree	7.56%	36
Somewhat disagree	15.34%	73
Strongly disagree	5.25%	25
TOTAL		476

Q10 The press I currently work at is racially and ethnically diverse:

Answered: 475 Skipped: 44

ANSWER CHOICES	RESPONSES	
Strongly agree	4.21%	20
Somewhat agree	20.21%	96
Neither agree nor disagree	4.84%	23
Somewhat disagree	34.95%	166
Strongly disagree	35.79%	170
TOTAL		475

Q11 Do you agree or disagree with the following statement: “People regularly turn to me to share ideas when making important decisions at my press.”

Answered: 476 Skipped: 43

ANSWER CHOICES	RESPONSES	
Strongly agree	21.01%	100
Somewhat agree	31.09%	148
Neither agree nor disagree	17.23%	82
Somewhat disagree	19.33%	92
Strongly disagree	11.34%	54
TOTAL		476

Q12 Do you agree or disagree with the following statement: “In my press, new ideas—either my own or the ideas of others—are generally treated with respect.”

Answered: 474 Skipped: 45

ANSWER CHOICES	RESPONSES	
Strongly agree	29.96%	142
Somewhat agree	40.51%	192

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Neither agree nor disagree	11.18%	53
Somewhat disagree	14.56%	69
Strongly disagree	3.80%	18
TOTAL		474

Q13 How well does the following statement describe your press? “My press is a meritocracy (that is, promotions are based only on individual employee performance.)”

Answered: 477 Skipped: 42

ANSWER CHOICES	RESPONSES	
Strongly agree	14.05%	67
Somewhat agree	26.62%	127
Neither agree or disagree	18.66%	89
Somewhat disagree	20.75%	99
Strongly disagree	10.48%	50
I don't know	9.43%	45
TOTAL		477

Q14 How well does the following statement describe your personal experiences at your press? “I have consistent opportunities to learn, grow, and advance.”

Answered: 477 Skipped: 42

ANSWER CHOICES	RESPONSES	
Strongly agree	26.62%	127
Somewhat agree	36.69%	175
Neither agree nor disagree	11.53%	55
Somewhat disagree	16.98%	81
Strongly disagree	8.18%	39
TOTAL		477

Q15 How well does the following statement describe your understanding of professional development at your press? “I have a clear sense of the opportunities and requisites for advancement.”

Answered: 473 Skipped: 46

AUPresses 2019 Task Force Survey Assessing Gender Equity

ANSWER CHOICES	RESPONSES	
Strongly agree	12.90%	61
Somewhat agree	33.62%	159
Neither agree nor disagree	17.76%	84
Somewhat disagree	22.41%	106
Strongly disagree	13.32%	63
TOTAL		473

Q16 In your opinion, how important are the following in career advancement opportunities at your press:

Answered: 474 Skipped: 45

	EXTREMELY IMPORTANT	VERY IMPORTANT	SOMEWHAT IMPORTANT	NOT TOO IMPORTANT	NOT IMPORTANT AT ALL	I DON'T KNOW	TOTAL	WEIGHTED AVERAGE
Gender	2.77% 13	5.76% 27	20.90% 98	20.68% 97	39.23% 184	10.66% 50	469	2.02
Religion	0.21% 1	0.64% 3	2.98% 14	8.30% 39	75.53% 355	12.34% 58	470	1.19
Race/Ethnicity	2.60% 12	4.56% 21	17.79% 82	14.10% 65	39.48% 182	21.48% 99	461	1.94
Publishing knowledge and ability	39.53% 187	35.94% 170	18.60% 88	1.06% 5	1.06% 5	3.81% 18	473	4.16
Age	2.78% 13	6.84% 32	27.78% 130	23.29% 109	23.93% 112	15.38% 72	468	2.31
Education	7.73% 36	31.76% 148	39.91% 186	7.73% 36	4.94% 23	7.94% 37	466	3.32
Other (please specify below)	20.65% 19	20.65% 19	5.43% 5	0.00% 0	4.35% 4	48.91% 45	92	4.04

Q17 How many managers (direct and other) at your press have actively assisted you in developing professionally and advancing your publishing career?

Answered: 473 Skipped: 46

ANSWER CHOICES	RESPONSES	
None	16.07%	76
One	30.66%	145
Two to three	45.45%	215
Four to five	5.92%	28
More than five	1.90%	9

TOTAL	473
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Q18 In your opinion, there is a gender balance among those who actively mentor and offer professional development advice at your press:

Answered: 475 Skipped: 44

ANSWER CHOICES	RESPONSES	
Strongly agree	13.47%	64
Somewhat agree	23.79%	113
Neither agree nor disagree	17.47%	83
Somewhat disagree	21.68%	103
Strongly disagree	13.05%	62
I don't know	10.53%	50
TOTAL		475

Q19 In your opinion, there is a gender balance among those who actively seek mentorship and professional development at your press:

Answered: 477 Skipped: 42

ANSWER CHOICES	RESPONSES	
Strongly agree	9.22%	44
Somewhat agree	21.59%	103
Neither agree nor disagree	21.59%	103
Somewhat disagree	15.30%	73
Strongly disagree	9.22%	44
I don't know	23.06%	110
TOTAL		477

Q20 Within your press, have you experienced harassment, discrimination, other misconduct from the following (check all that apply):

Answered: 185 Skipped: 334

ANSWER CHOICES	RESPONSES	
coworker	46.49%	86
supervisor	37.30%	69
campus faculty or staff	9.73%	18
conference attendee or staff	14.05%	26

AUPresses 2019 Task Force Survey Assessing Gender Equity

vendor	3.24%	6
author	38.92%	72
other publishing industry professional	10.27%	19
Total Respondents: 185		

Q21 Within your press, have you witnessed or received first-hand accounts of harassment, discrimination, other misconduct committed by the following (check all that apply):

Answered: 266 Skipped: 253

ANSWER CHOICES	RESPONSES	
coworker	67.67%	180
supervisor	46.99%	125
campus faculty or staff	6.77%	18
conference attendee or staff	16.92%	45
vendor	1.50%	4
author	37.22%	99
other publishing industry professional	10.90%	29
Total Respondents: 266		

Q22 Within your press, there is clear communication about what constitutes harassment, discrimination, and misconduct:

Answered: 467 Skipped: 52

ANSWER CHOICES	RESPONSES	
Strongly agree	32.55%	152
Somewhat agree	33.83%	158
Neither agree nor disagree	10.28%	48
Somewhat disagree	14.99%	70
Strongly disagree	8.35%	39
TOTAL		467

Q23 Within your press, there are clearly established protocols for communicating experiences of harassment, discrimination, and misconduct.

Answered: 466 Skipped: 53

AUPresses 2019 Task Force Survey Assessing Gender Equity

ANSWER CHOICES	RESPONSES	
Strongly agree	29.18%	136
Somewhat agree	33.26%	155
Neither agree nor disagree	11.37%	53
Somewhat disagree	15.88%	74
Strongly disagree	10.30%	48
TOTAL		466

Q24 Within your press, there is sufficient educational training offered to raise awareness of harassment, discrimination, and misconduct.

Answered: 467 Skipped: 52

ANSWER CHOICES	RESPONSES	
Strongly agree	25.91%	121
Somewhat agree	32.55%	152
Neither agree nor disagree	15.42%	72
Somewhat disagree	17.99%	84
Strongly disagree	8.14%	38
TOTAL		467

Q25 In your opinion, the press's training on harassment, discrimination, and misconduct has made a positive impact on the organizational culture.

Answered: 467 Skipped: 52

ANSWER CHOICES	RESPONSES	
Strongly agree	10.71%	50
Somewhat agree	26.77%	125
Neither agree nor disagree	32.55%	152
Somewhat disagree	11.13%	52
Strongly disagree	4.71%	22
N/A	14.13%	66
TOTAL		467

Q26 How well does the following statement describe your press: Workforce inclusivity (e.g., employees with a broad range of experiences, race, gender, age) is a top priority for my press.

Answered: 440 Skipped: 79

AUPresses 2019 Task Force Survey Assessing Gender Equity

ANSWER CHOICES	RESPONSES	
Extremely well	6.14%	27
Very well	22.95%	101
Somewhat well	35.68%	157
Not too well	23.18%	102
Not well at all	8.86%	39
I don't know	3.18%	14
TOTAL		440

Q27 How important is gender equity:

Answered: 438 Skipped: 81

	THE MOST IMPORTANT PRIORITY	A TOP PRIORITY, BUT NOT THE MOST IMPORTANT	IMPORTANT BUT LOWER PRIORITY	NOT TOO IMPORTANT	NOT IMPORTANT AT ALL	I DON'T KNOW	TOTAL
At your press generally	1.83% 8	34.93% 153	35.84% 157	10.96% 48	6.39% 28	10.05% 44	438
To the press director	6.88% 30	34.86% 152	23.17% 101	9.17% 40	7.11% 31	18.81% 82	436
To your direct manager	3.70% 16	34.64% 150	25.17% 109	11.32% 49	7.39% 32	17.78% 77	433

Q28 Do you think your press should be doing more to increase gender equity at your workplace, doing less, or is the amount of effort being dedicated about right?

Answered: 435 Skipped: 84

ANSWER CHOICES	RESPONSES	
More	41.38%	180
Less	1.38%	6
About right	57.24%	249
TOTAL		435

Q29 Does your press offer gender equity programs or initiatives?

Answered: 438 Skipped: 81

ANSWER CHOICES	RESPONSES	
Yes	13.24%	58

No	48.40%	212
I don't know	38.36%	168
TOTAL		438

Q30 Does your press offer gender equity programs, initiatives, or resource groups that include non-binary genders?

Answered: 439 Skipped: 80

ANSWER CHOICES	RESPONSES	
Yes	11.39%	50
No	50.57%	222
I don't know	38.04%	167
TOTAL		439

Q31 If your press does have programmatic gender equity initiatives, how effective are they?

Answered: 297 Skipped: 222

ANSWER CHOICES	RESPONSES	
Extremely	0.34%	1
Very	3.37%	10
Somewhat	8.42%	25
Not very	3.37%	10
Not at all	4.38%	13
I don't know	80.13%	238
TOTAL		297

Q32 Would you participate in gender equity programs or resource groups if they were offered?

Answered: 436 Skipped: 83

ANSWER CHOICES	RESPONSES	
Yes	41.97%	183
No	12.39%	54
Maybe	45.64%	199
TOTAL		436

Q33 How important is racial and ethnic equity:

AUPresses 2019 Task Force Survey Assessing Gender Equity

Answered: 437 Skipped: 82

	THE MOST IMPORTANT PRIORITY	A TOP PRIORITY, BUT NOT THE MOST IMPORTANT	IMPORTANT BUT LOWER PRIORITY	NOT TOO IMPORTANT	NOT IMPORTANT AT ALL	I DON'T KNOW	TOTAL
At your press	2.75% 12	36.38% 159	33.18% 145	12.59% 55	7.55% 33	7.55% 33	437
To the press director	4.37% 19	36.78% 160	25.75% 112	9.66% 42	5.98% 26	17.47% 76	435
To your direct manager	4.19% 18	32.09% 138	29.77% 128	9.30% 40	6.28% 27	18.37% 79	430
To you	16.17% 70	61.20% 265	20.09% 87	0.69% 3	0.69% 3	1.15% 5	433

Q34 Do you think your press should be doing more to increase racial and ethnic equity at your workplace, doing less, or is the amount of effort being dedicated about right?

Answered: 434 Skipped: 85

ANSWER CHOICES	RESPONSES	
More	75.35%	327
Less	0.69%	3
About right	23.96%	104
TOTAL		434

Q35 Does your press offer race and ethnicity equity programs, initiatives, or resource groups?

Answered: 437 Skipped: 82

ANSWER CHOICES	RESPONSES	
Yes	31.12%	136
No	39.13%	171
I don't know	29.75%	130
TOTAL		437

Q36 If your press does have programmatic racial and ethnic equity initiatives, how effective are they?

Answered: 331 Skipped: 188

AUPresses 2019 Task Force Survey Assessing Gender Equity

ANSWER CHOICES	RESPONSES	
Extremely	0.60%	2
Very	4.83%	16
Somewhat	19.94%	66
Not very	10.27%	34
Not at all	6.65%	22
I don't know	57.70%	191
TOTAL		331

Q37 Would you participate in racial and ethnic equity programs or resource groups if they were offered?

Answered: 434 Skipped: 85

ANSWER CHOICES	RESPONSES	
Yes	51.84%	225
No	12.21%	53
Maybe	35.94%	156
TOTAL		434

Q38 Do you feel your press HR benefits (broadly defined to include telecommuting, flextime, leave policies, and other benefits) support equity across gender, race, and ethnicity?

Answered: 434 Skipped: 85

ANSWER CHOICES	RESPONSES	
Yes	57.14%	248
No	14.98%	65
Maybe	27.88%	121
TOTAL		434

Q39 Are there other experiences you have had at your current press that challenge a culture of equity?

Answered: 140 Skipped: 379

Q40 What is the most meaningful change your press could make to enhance a culture of gender equity?

Answered: 150 Skipped: 369

Q41 What is the most meaningful way AUPresses can support cultures of gender equity?

Answered: 129 Skipped: 390

Q42 Do you have additional comments related to equity within our industry?

Answered: 116 Skipped: 403

Q43 What is your gender?

Answered: 436 Skipped: 83

ANSWER CHOICES	RESPONSES	
Woman	70.87%	309
Man	23.17%	101
Non-binary	0.69%	3
Prefer not to answer	5.28%	23
TOTAL		436

Q44 What is your age?

Answered: 438 Skipped: 81

ANSWER CHOICES	RESPONSES	
18-20	0.23%	1
21-29	17.35%	76
30-39	25.80%	113
40-49	20.32%	89
50-59	21.92%	96
60 or older	8.22%	36
Prefer not to answer	6.16%	27
TOTAL		438

Q45 What race/ethnicity best describes you (please choose only one)?

Answered: 435 Skipped: 84

AUPresses 2019 Task Force Survey Assessing Gender Equity

ANSWER CHOICES	RESPONSES	
American Indian or Alaskan Native	0.23%	1
Asian or Pacific Islander	3.91%	17
Black or African American	2.76%	12
Latinx	3.91%	17
White or Caucasian	78.62%	342
Prefer not to answer	5.75%	25
Multiple ethnicity or Other (please specify)	4.83%	21
TOTAL		435

Q46 What is your approximate average household income?

Answered: 437 Skipped: 82

ANSWER CHOICES	RESPONSES	
0-\$24,999	1.37%	6
\$25,000-\$49,999	17.62%	77
\$50,000-\$74,999	18.31%	80
\$75,000-\$99,999	15.33%	67
\$100,000-\$124,999	12.81%	56
\$125,000-\$149,999	5.72%	25
\$150,000-\$174,999	4.12%	18
\$175,000-\$199,999	3.20%	14
\$200,000 and up	8.92%	39
Prefer not to answer	12.59%	55
TOTAL		437

Q47 What is the highest level of education you have completed?

Answered: 436 Skipped: 83

ANSWER CHOICES	RESPONSES	
Less than high school	0.00%	0
High school or equivalent	0.00%	0
Some college	1.38%	6
Associate's degree	0.46%	2
Bachelor's degree	44.27%	193
Master's degree	41.74%	182

AUPresses 2019 Task Force Survey Assessing Gender Equity

Doctoral or professional degree	8.94%	39
Prefer not to answer	3.21%	14
TOTAL		436

Appendix C: Code of Conduct Samples

Australian Publishers Association: <https://www.publishers.asn.au/resources/workplace-safety>

Cambridge: <https://www.cambridge.org/files/2715/5655/2339/code-of-ethics.pdf>

Canadian: <http://dialognews.ca/canadian-university-press-code-ethics>

Edinburgh: <https://edinburghuniversitypress.com/publish-with-us/publication-ethics>

Penguin Random House:

https://global.penguinrandomhouse.com/compliance/PRH_Supplier_Code_of_Conduct_EN.pdf

Princeton: <https://press.princeton.edu/about/mission-and-values>

Oxford: https://global.oup.com/about/way_we_work/code_conduct/?cc=us

Tallanin: <https://www.tlu.ee/en/tlupress/code-of-conduct>

UK Book Trade agreed to a community wide Code of Conduct:

<https://www.publishersweekly.com/pw/by-topic/international/international-book-news/article/78761-u-k-book-trade-agrees-to-code-of-conduct.html>

This effort was in response to the [Bookseller survey](#) on sexual harassment.

Although there are many things to note, most troubling was the lack of reporting of these incidents because the people affected felt that their careers.

Wiley: [https://authorservices.wiley.com/editors/ethical-guidelines/committee-on-publication-ethics-\(COPE\)/index.html](https://authorservices.wiley.com/editors/ethical-guidelines/committee-on-publication-ethics-(COPE)/index.html)

Appendix D: Related Professions and Equity

American Association of University Professors

<https://www.aaup.org/report/statement-professional-ethics>

AAUP does have resources on equity, “Women in the Academic Profession.” Unfortunately, some are very outdated and problematic (i.e., “Does Diversity Make a Difference? Three Research Studies on Diversity in College Classrooms Executive Summary” from 2000). Also, this resource does not address the issue of non-binary gender identities.

<https://www.aaup.org/issues/women-academic-profession>

From AAUP representatives: “Thanks for your interest in the Faculty Compensation Survey. The report that you found is the most recent we have available, although we’ll be releasing the 2018-19 report later in May. The 2018-19 data will be available starting next Wednesday on our website, but the report will be coming out later. We do have [corrected tables and appendices of individual institutions](#) to go along with the report that may be useful for you. You can also take a look at our data through [Inside Higher Ed](#) which will be easier to see the salary equity ratio for a given rank.”

The Annual Report on the Economic Status of the Profession, 2017-18: look at Figure 6 and page 10 https://www.aaup.org/sites/default/files/ARES_2017-18.pdf “in 2018-2019, 93 percent of all reporting institutions ... pay men more than women at the same rank ... No change in gender equity in visible as faculty advance through the professional ranks, indicating that equity is not likely to be achieved in the near future.”

They also have a resource from 2008 entitled “Gender Equity Guidelines for Department Chairs.” <https://www.aaup.org/issues/women-higher-education/gender-equity-guidelines-department-chairs>

Interesting case about salary and equity: <https://www.aaup.org/news/unis-faculty-union-and-administration-reach-major-accord-salary-equity#.XKXtfJhKiUk>

Federal Funding and Gender Equity, by Anne Sisson Runyan

<https://www.aaup.org/article/federal-funding-and-gender-equity#.XKXtgZhKiUk>

Association of College & Research Libraries

<http://www.ala.org/acrl/>

Recent (2019) ACRL conference dedicated a panel on “Institutional Vagaries of Retention and Recruitment and the Actuality of Emotional Labor in Diversity Initiatives.” An ALA survey compared the demographics between 2007 and 2017. Although the percentage of people who identified as Caucasian decreased by 2%, it was still at 87%. African Americans, Asian/Pacific Islanders, Native Americans experience a decrease in

representation while Hispanic/Latino representation increased by 2.3%. They have also found that librarianship is considered to be a “pink collar” industry meaning that the majority of the workforce is women while the leadership continues to be white men. This trend mirrors our own findings in the survey which, perhaps alarmingly, showed that the “minority” workforce--men--believe that there is a gender imbalance in terms of representation. Other issues such as salary, compensation, benefits, and status must also be considered when thinking about the demographics of the profession.

BACKGROUND

Current LIS Workforce

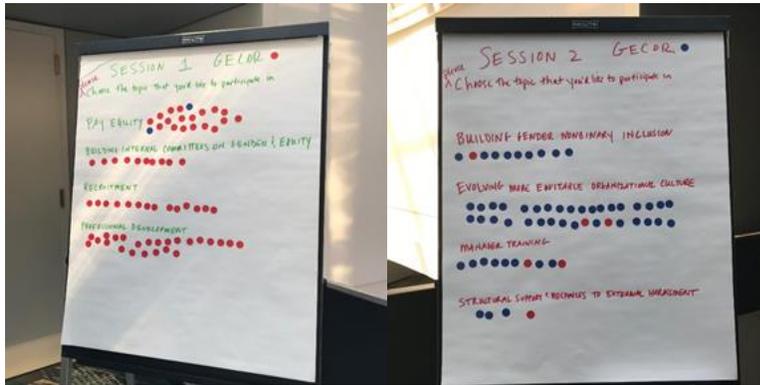
ALA Membership Demographics Comparison	
2007	2017
Caucasian - 89%	Caucasian - 87%
African American - 4.5%	African American - 4.4%
Asian/Pacific Islander - 2.7%	Asian - 3.6%; Hawaiian/Pacific Islander - .2%
Native American - 1.4%	American Indian/Alaskan Native - 1.2%
Hispanic/Latino - 1.4%	Hispanic/Latino* - 4.7%

*the 2017 Hispanic/Latino query referred to ethnicity rather than race.

Link to the survey: <http://www.ala.org/tools/research/initiatives/membershipsurveys>

Appendix E: Notes from GECOR Collaboration Lab

AUPresses, June 2019



Professional Development

Manager training is needed, and essential. Too many managers in AUPresses move into management without any leadership training or skills—impression is that the promotions are made without assessment of leadership viability.

Need to increase transparency around career paths, particularly for those starting at assistant level. Also need path to promotion documentation to be more transparent. It is too often discretionary, and not inclusive.

Is there room for AUPresses to offer more programming and support networks?

Presses should let staff assess management (though studies of 360s have shown them to be more problematic than productive). Pair successful managers with new managers for mentorship and coaching. Can this be done across presses within the AUPresses community?

Mandate that a fixed percentage of each annual budget be dedicated to professional development.

Consider multiple mentors for each staff member and intern—with one dedicated to professional development. And prioritize mentorship. There were numerous concerns raised that Editors are no longer investing in mentoring EAs, are not incentivized or motivated to develop EAs. Could AUPresses expand the Acquisitions Hangouts to longer-term mentorships across presses? And offer training in other career paths in publishing?

Focus more training and development on interns.

Establish programs within or across presses to share information about different jobs, department structures, and responsibilities.

Create a core values of management document.

Create platforms for communication and feedback to assess the development needed— suggestion boxes, list-serves, newsletters, open door policies.

Create a document for employees of all the resource centers on campus and the university community that provide support and engagement in regards to equitable and growth-oriented professional development

Beyond Hetero-Normative Cultures

Establish preferred pronouns in many workflows for staff and authors.

Need AUPresses resources page for best practices.

Create gender neutral bathroom.

Consider adding field in database for gender of authors, including nonbinary. Add a question to author questionnaire about pronouns.

Include pronouns in their signatures.

Start each meeting with introductions that include pronouns. Misgendering also happens in peer review process. People make a lot of assumptions, including editors. Consider adding gender pronouns question to reviewer questionnaire.

Work with universities to ensure healthcare and wellbeing programs that are inclusive of nonbinary individuals.

Default to them/they/theirs when gender is unknown.

Anytime you meet people, it's best to do a real quick going around to make sure people know people's pronouns.

Universities have centers for gender and sexual inclusivity and have access to resources in those centers that they should use.

Manager Training

Need training in difficult conversations for all managers.

Most universities offer extensive programming for managerial training. Should be mandatory for all AUPresses managers.

What are expectations and best practices of management? We don't make that transparent.

How do we address the issue that the managers who need the most training are often the least aware and most resistant?

Can AUPresses help establish norms for leadership expectations, especially at Director level? It seems many directors don't invest in learning about leadership—why aren't hiring committees responsible for this? Can AUPresses create more leadership training—or a bootcamp for new directors on leadership?

Recruiting

Is your university or press inclusive in its recruiting? There are best practices in other industries. Can AUPresses create a series of templates for job descriptions that would model inclusivity? And that presses could then adapt to local HR?

Can universities and presses provide additional resources to seek out candidates that would build diversity?

Ensure all internships are paid.

Work with central university recruiting on resources—websites, lists—for underrepresented candidates. Is this something that we could do at the AUPresses association level?

Make sure inclusive recruiting is also applied to the selection of faculty board members.

Peer review job descriptions: what does this position do? What requirements do you actually need and does that require a credential? What skills do you need from this person? Think about it in terms of what someone not in your group would understand. Turn into bullet points so you can read apps and see the fits better.

Supporting / empowering staff

Create a culture that allows people to take risks and make mistakes, not punish people, push them above capabilities without letting them hang, having a culture that accepts mistakes.

Ensure there are clear paths for reporting harassment, bullying, exclusion, follow up.

Add training programs that empower staff to train other people in what their area does, articulate their own work and learn about others.

Involve junior people in higher-level planning, including strategic planning-type things.

Make sure equity and inclusion groups are incorporated and supported by press leadership.

Add training on anti-harassment, racism, and biases.

Assess all vendors for alignment with Codes of Conduct and values.

Create documentation procedure for incidents that occur with authors and incorporate in their contract files

Could AUPresses create a series of best practices documents? Including for the author/publisher relationship, events, and conferences?

Pay Equity

This is countable, and it should therefore be fixable.

Can AUPresses salary survey be used to leverage conversations with Universities, who are also invested in pay equity.

Can there be more transparency in salaries?

Consider external compensation analyst as best form of peer review.

Focus on ways to break pattern of longer-term employees being compensated at less than industry levels.

Include HUD guidelines, cost of living surveys by geographic location, in all compensation decisions.

Wouldn't more transparency with compensation establish trust?

Organizational Change

Consider equity assessments by outside firms, i.e., Equity Paradigm (value this investment as much as financial auditing).

Horizontal structures are more likely to be equitable than hierarchical. Examine org charts for opportunity.

Greater transparency and understanding of all jobs and responsibilities can build respect and trust.

Supporting Staff with External Harassment

Establish formal and transparent process so you know what to do when someone (author or vendor) has violated codes of conduct.

Provide bystander training and defense training for all staff.

Build more empowerment programs for all staff, regardless of position.