DEIA Task Force Base Survey 1

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Survey Information

Survey: Diversity, Equity, Inclusion and Accessibility (DEIA) Base Survey
Total submissions: 120 (approx. 36% response rate)
Survey Dates: 3/30/21 – 4/14/21
Survey Tool: WebTools

Introduction

The Diversity, Equity, Inclusion, and Accessibility (DEIA) Task Force was formed in January 2021 with the intention of supporting and advancing diversity and inclusion within the Library community. The DEIA Task Force has distinct goals to accomplish during its two year lifespan, all of which can be found on the DEIA TF Committee page on the Staff Website. The Assessment team within the DEIA Task Force focuses on two Year 1 goals:
- Identify a method(s) to measure the impact of the Task Force's work with improving DEIA in the Library, and
- Summarize the specific needs, challenges, and opportunities for improving DEIA within the Library.

To address those goals, the Assessment team created the Base Survey to obtain a baseline of Library employee experiences and perspectives on DEIA related issues within the Library. The Base Survey was neither a "climate survey" nor an in-depth "needs assessment" but a short survey that the Task Force can use to measure the impact of our DEIA work within the Library. We intend to administer this survey again at the end of the Task Force's second year (2022).

Methods

All University Library employees were invited to participate in the DEIA Base Survey from March 30 to April 14, 2021. The survey had 12 questions and was available online via WebTools with a secured access setting (see Appendix A for survey). Respondents were required to authenticate with their Illinois user accounts in order to enter the survey; however, the survey did not record any personally identifiable information about the respondents. Of the approximate 330 Library employees employed in Spring 2021, 120 of them completed the survey (36% response rate). Only 4 respondents self-identified as administrators. Some employees who may be viewed by others as administrators may have personally identified as members of other employment

classification groups such as "Library Faculty." The distribution of respondents by employee classification group is in the table below (see Table 1).

Table 1. Respondent classifications by percent and count

Employment Classification	Percent	Count
Academic Hourlies	1%	1
Academic Professionals	17%	20
Administrators (Dean, Associate University Librarians, Directors or Department Heads)	3%	4
Civil Service Staff - Traditional	33%	39
Civil Service Staff - Professional	10%	12
Library Faculty	25%	30
Graduate Assistant	8%	10
Graduate Hourly	0%	0
Student Assistant	0%	0
Other	3%	3

The response rates for Academic Professionals, Civil Service staff (traditional + professional) and faculty were calculated via the use of the University Division of Management Information (DMI) data (employee headcount as of Spring 2021). The number of Graduate Assistants employed during Spring 2021 is an estimate from the University Library Business & Human Resources Service Center (BHRSC) (see Table 2).

Table 2. AP, CS, Faculty, and GA response rate

	Response Count	Headcount	Approx. Response Rate per Employment Classification
Academic Professional	20	70	29%
Civil Service Staff (Traditional + Professional)	51	149	34%
Library Faculty	30	73	41%
Graduate Assistant	10	88	11%

Due to concerns about student privacy and institutional data issues, the University Division of Management Information (DMI) does not make lists of Graduate Assistants, Undergraduate Assistants, or hourly employees publicly available. Therefore, we are not able to estimate the response rates for these Library employee classification groups besides the Graduate Assistants.

Results

Result analysis was divided into two sections: Workplace Evaluation (quantitative) and Open-ended Comments (qualitative).

Workplace Evaluation (results from multiple-choice questions)

Question 2 - In the Library I am personally treated with respect by most or all (check all that apply): Academic Hourlies, Academic Professionals, Administrators (Dean, Associate University Librarians, Directors or Department Heads), Civil Service Staff - Traditional, Civil Service Staff - Professional, Library Users, Library Faculty, Graduate Assistants, Graduate Hourlies, Student Assistants, Other.

The four employment classification groups that respondents identified as treating others with the most respect were:

- Civil Service Staff - Traditional (89%)
- Student Assistants (87%)
- Graduate Assistants (85%)
- Academic Professionals (82%)

On the other hand, the three employment classification groups that were least selected as treating others with respect were Library Faculty (67%), Library Administrators (70%), and Library Users (72%). A respondent who selected the 'Other' option stated that they have not interacted with all employment classification groups or do not know the classification of those with whom they work.
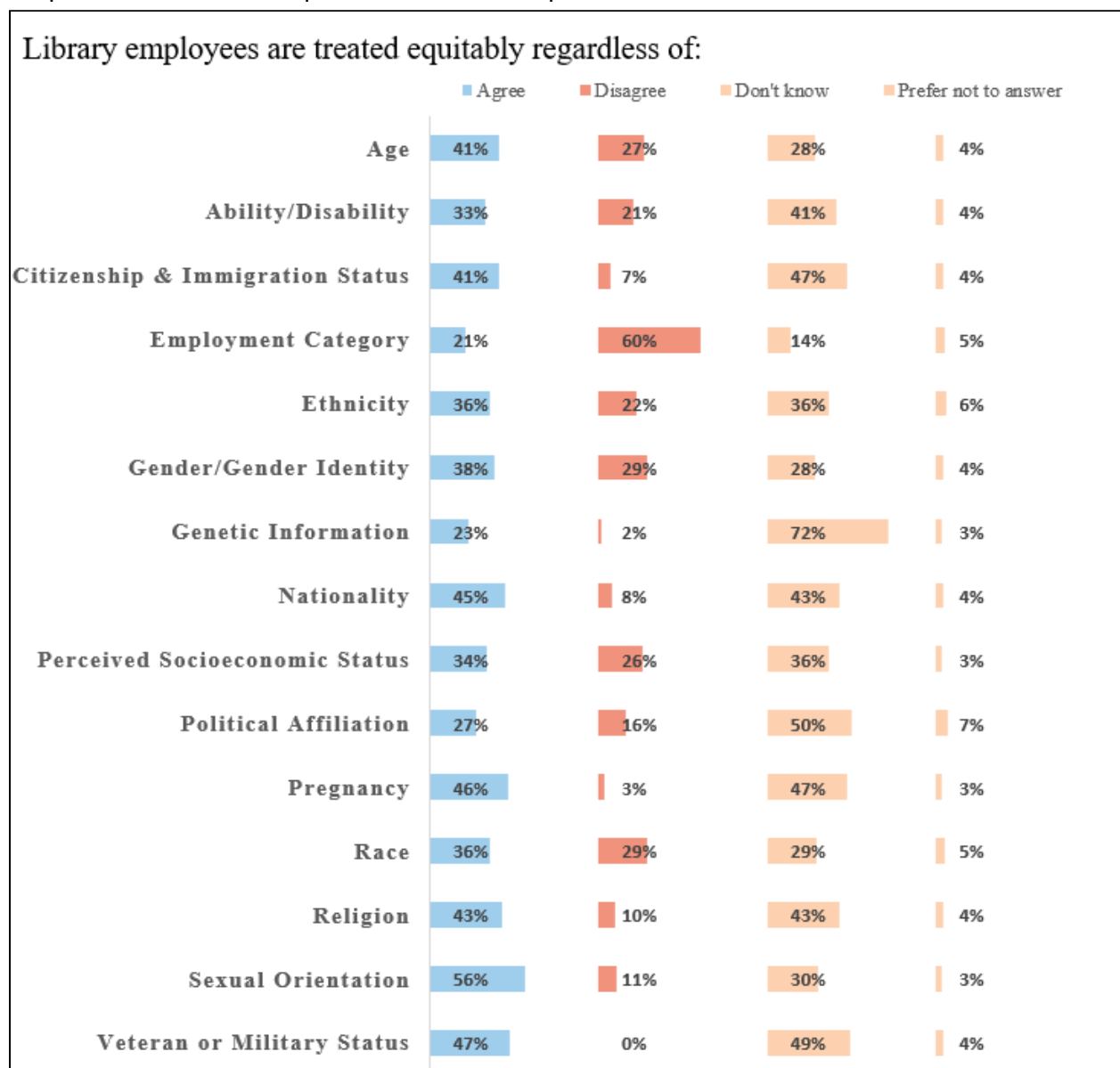
Question 3 - Library employees are treated equitably regardless of: age, ability/disability, citizenship & immigration status, employment category, ethnicity, gender/gender identity, genetic information, nationality, perceived socioeconomic status, political affiliation, pregnancy, race, religion, sexual orientation, veteran or military status.

60% of the respondents disagreed with the statement that Library employees are treated equitably regardless of employment category. Other sources of inequitable treatment are:

- Age (27%)
- Gender/Gender Identity (29%)
- Perceived Socioeconomic Status (26%)
- Race (29%)

For each aspect of diversity surveyed, a large percentage of respondents selected the "Don't know" option. In other words, the respondents were unsure if people belonging to certain diverse groups are treated equitably. This is especially true for areas where a person may not immediately perceive an identifiable difference amongst their colleagues, such as with "genetic information" (72%) (see Graph 1).

Graph 1. Breakdown of equitable treatment responses

Library employees are treated equitably regardless of:

	Agree	Disagree	Don't know	Prefer not to answer
Age	41%	27%	28%	4%
Ability/Disability	33%	21%	41%	4%
Citizenship & Immigration Status	41%	7%	47%	4%
Employment Category	21%	60%	14%	5%
Ethnicity	36%	22%	36%	6%
Gender/Gender Identity	38%	29%	28%	4%
Genetic Information	23%	2%	72%	3%
Nationality	45%	8%	43%	4%
Perceived Socioeconomic Status	34%	26%	36%	3%
Political Affiliation	27%	16%	50%	7%
Pregnancy	46%	3%	47%	3%
Race	36%	29%	29%	5%
Religion	43%	10%	43%	4%
Sexual Orientation	56%	11%	30%	3%
Veteran or Military Status	47%	0%	49%	4%

Question 4: Within the Library, during the past three years, I have personally experienced bias, exclusion, apathy/being ignored, isolation, and or discrimination based on (check all that apply): age, ability/disability, citizenship & immigration status, employment category, ethnicity, gender/gender identity, genetic information, nationality, perceived socioeconomic status, political affiliation, pregnancy, race, religion, sexual orientation, veteran or military status.

Respondents indicated that the five highest ranking reasons that they have personally experienced bias are:

-   Employment Category (31%)
-   Gender/Gender Identity (22%)
-   Age (15%)
-   Ability/Disability (10%)
-   Perceived Socioeconomic Status (8%).

No one indicated that they had experienced bias based on "Citizenship & Immigration Status" or "Pregnancy." There may be individuals who didn't feel safe indicating bias based on citizenship & immigration status. 13% of the respondents stated they had experienced bias but were unsure why. In addition, 13% of respondents indicated they had experienced bias based on factors not listed. A portion of respondents who chose to write in a specific bias stated that they have experienced microaggressions but struggled to state for what reason.

Question 5: Within the Library, during the past three years, I have personally witnessed bias, exclusion, apathy/being ignored, isolation, and or discrimination based on (check all that apply): age, ability/disability, citizenship & immigration status, employment category, ethnicity, gender/gender identity, genetic information, nationality, perceived socioeconomic status, political affiliation, pregnancy, race, religion, sexual orientation, veteran or military status.

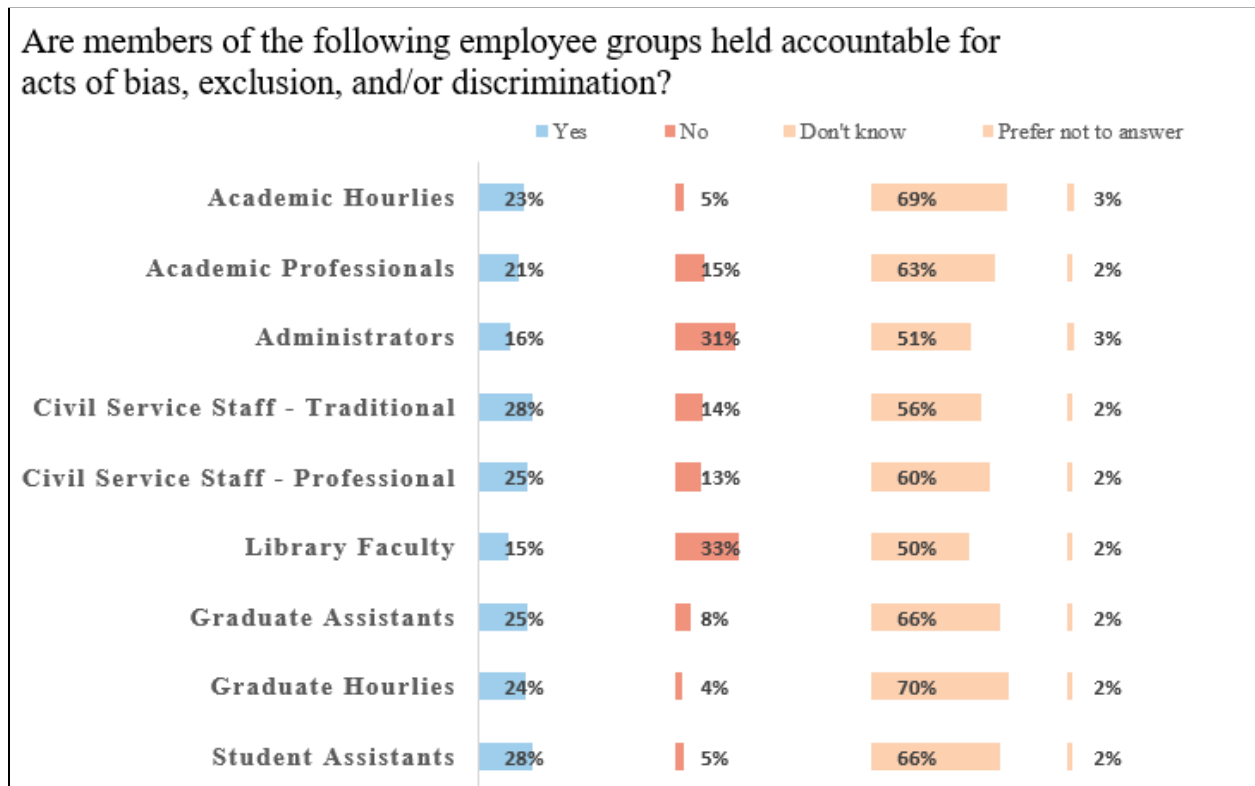Respondents indicated that the five most reported forms of witnessed bias were:

- Employment Category (49%)
- Gender/Gender Identity (36%)
- Age (31%)
- Race (27%)
- Ability/Disability (24%)

11% of respondents indicated that they had witnessed bias but were unsure why. Approximately 6% of respondents stated that they had witnessed bias based on factors not listed.

Question 6: Are members of the following employee groups held accountable for acts of bias, exclusion, and/or discrimination?: Academic Hourlies, Academic Professionals, Administrators (Dean, Associate University Librarians, Directors or Department Heads), Civil Service Staff - Traditional, Civil Service Staff - Professional, Library Users, Library Faculty, Graduate Assistants, Graduate Hourlies, Student Assistants, Other.

When respondents were asked to indicate which employee groups are held accountable for their actions of bias, exclusion, and/or discrimination, the highest percentage of responses answered "I don't know" for all employment groups. Not only is this true for all employment categories, but the percentiles are quite high, ranging from 50% for Faculty to 70% for Academic Hourly. Administrators (31%) and Faculty (33%) were the two employee groups that most respondents believe are not held accountable for their actions of bias, exclusion, and/or discrimination (see Graph 2).

Graph 2. Respondent accountability responses

Are members of the following employee groups held accountable for acts of bias, exclusion, and/or discrimination?

	Yes	No	Don't know	Prefer not to answer
Academic Hourlies	23%	5%	69%	3%
Academic Professionals	21%	15%	63%	2%
Administrators	16%	31%	51%	3%
Civil Service Staff - Traditional	28%	14%	56%	2%
Civil Service Staff - Professional	25%	13%	60%	2%
Library Faculty	15%	33%	50%	2%
Graduate Assistants	25%	8%	66%	2%
Graduate Hourlies	24%	4%	70%	2%
Student Assistants	28%	5%	66%	2%

Question 7: Overall, the Library provides a work environment that is: Accessible, Friendly, Inclusive, Supportive, Welcoming.

Respondents rated "Friendly" (average: 7.12 on a scale of 1 to 10, 10 being the best score) slightly higher than:

- Welcoming (6.83)
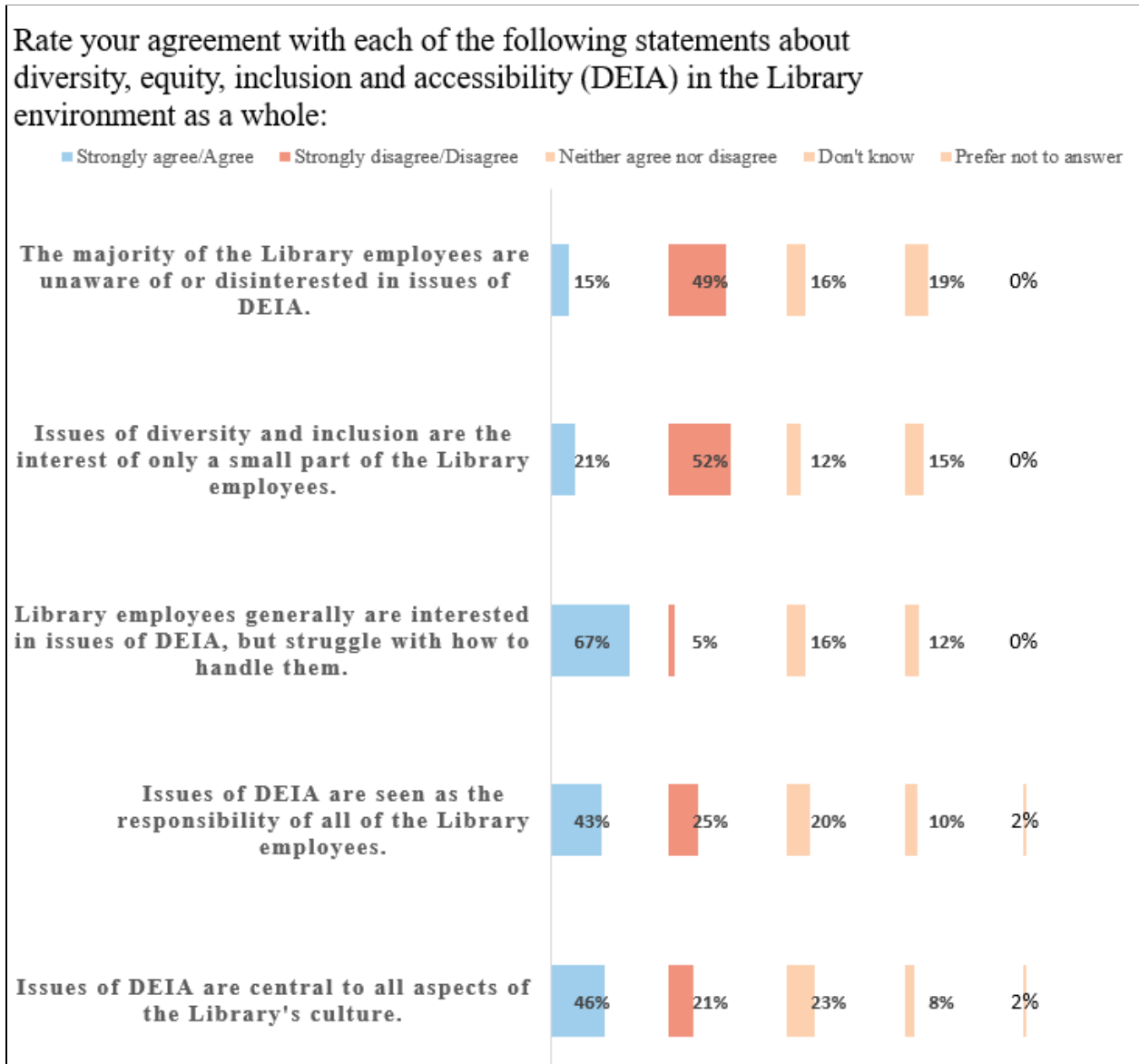- Supportive (6.67)
- Inclusive (6.71)
- Accessible (6.57)

Civil Service staff respondents (traditional and professional) rated the work environment lower than other employment classification groups in all work environment attributes. The lowest rating was given by the Civil Service Staff - Traditional regarding "Supportive" (6.03).

Question 8: Rate your agreement with each of the following statements about diversity, equity, inclusion, and accessibility (DEIA) in the Library environment as a whole:
   a. *The majority of the Library employees are unaware of or disinterested in issues of DEIA.*
   b. *Issues of diversity and inclusion are the interest of only a small part of the Library employees.*
   c. *Library employees generally are interested in issues of DEIA, but struggle with how to handle them.*
   d. *Issues of DEIA are seen as the responsibility of all the Library employees.*
   e. *Issues of DEIA are central to all aspects of the Library's culture*

49% of respondents disagreed or strongly disagreed that the majority of Library employees are unaware of or disinterested in issues of DEIA. Respondents also disagreed or strongly disagreed (52%) that issues of diversity and inclusion are of interest to a small part of Library employees. The remaining percentiles for this question are: 21% agreed or strongly agreed, 15% don't know, and 12% neither agreed nor disagreed. 67% of respondents agreed or strongly agreed that issues of DEIA are of interest to Library employees but that we struggle with how to handle them. Overall, 43% of respondents agreed or strongly agreed that DEIA issues are seen as the responsibility of all Library employees. 25% disagreed or strongly disagreed with the statement, while 20% neither agreed nor disagreed, and 10% stated they didn't know. Respondents largely indicated they agreed or strongly agreed (46%) that issues of DEIA are central to all aspects of the Library's culture (see Graph 3).

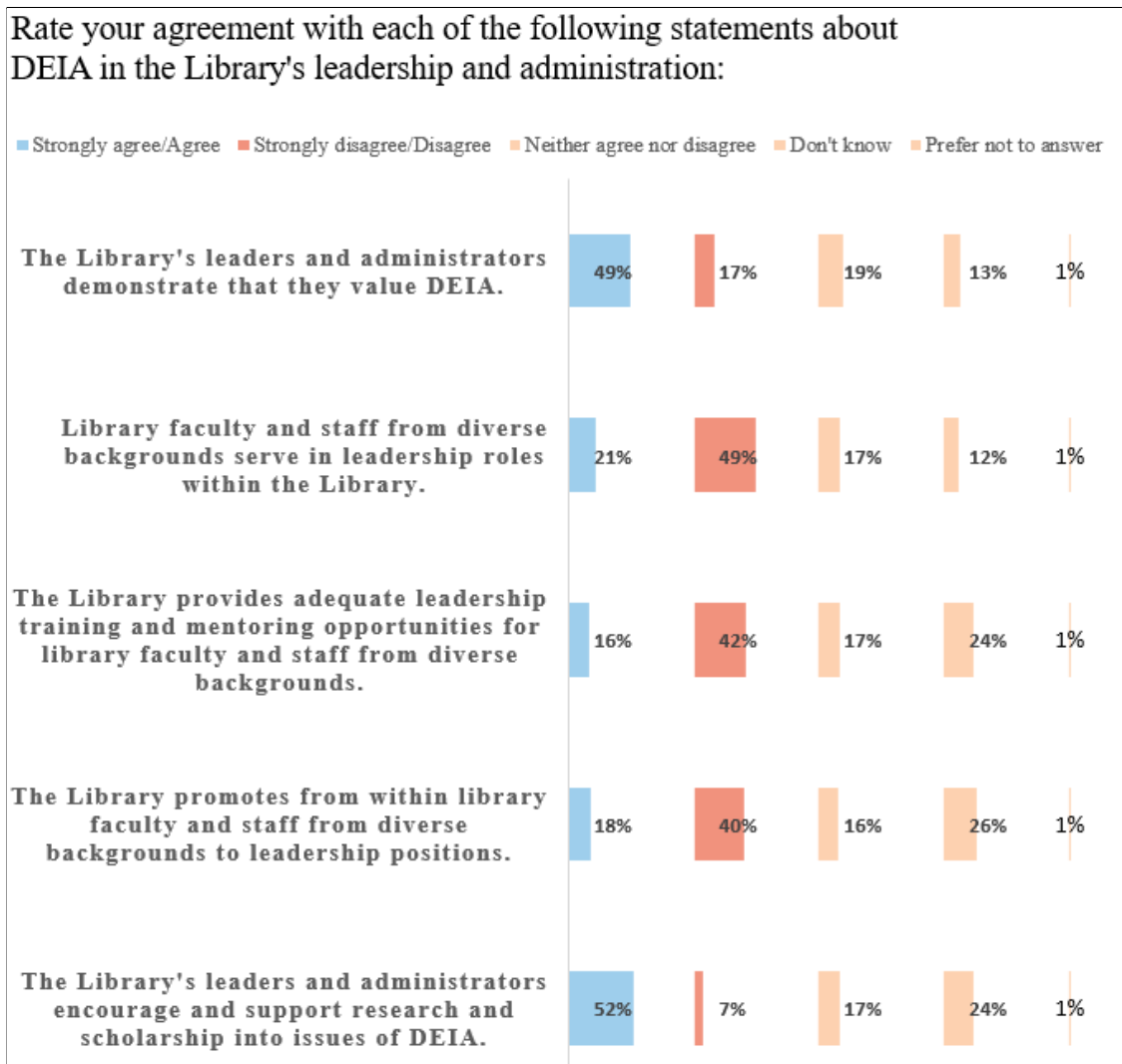Graph 3. Respondent agreement with statements about DEIA in the Library

Rate your agreement with each of the following statements about diversity, equity, inclusion and accessibility (DEIA) in the Library environment as a whole:

■ Strongly agree/Agree ■ Strongly disagree/Disagree ■ Neither agree nor disagree ■ Don't know ■ Prefer not to answer

Statement	Strongly agree/Agree	Strongly disagree/Disagree	Neither agree nor disagree	Don't know	Prefer not to answer
The majority of the Library employees are unaware of or disinterested in issues of DEIA.	15%	49%	16%	19%	0%
Issues of diversity and inclusion are the interest of only a small part of the Library employees.	21%	52%	12%	15%	0%
Library employees generally are interested in issues of DEIA, but struggle with how to handle them.	67%	5%	16%	12%	0%
Issues of DEIA are seen as the responsibility of all of the Library employees.	43%	25%	20%	10%	2%
Issues of DEIA are central to all aspects of the Library's culture.	46%	21%	23%	8%	2%

Question 9: Rate your agreement with each of the following statements about DEIA in the Library's leadership and administration:

    a. The Library's leaders and administrators demonstrate that they value DEIA.
    b. Library faculty and staff from diverse backgrounds serve in leadership roles within the Library.
    c. The Library provides adequate leadership training and mentoring opportunities for library faculty and staff from diverse backgrounds.
    d. The Library promotes from within library faculty and staff from diverse backgrounds to leadership positions.
    e. The Library's leaders and administration encourage and support research and scholarship into issues of DEIA.

Overall, respondents agreed or strongly agreed (49%) that the Library's leaders and administrators demonstrate that they value DEIA. 49% of respondents disagreed that Library faculty and staff from diverse backgrounds serve in leadership roles within the Library. The negative opinions about Library leadership and administration are echoed in regard to leadership and mentoring opportunities. When asked if the Library provides adequate leadership training and mentoring opportunities for Library faculty and staff from diverse backgrounds, 42% disagreed or strongly disagreed, 24% didn't know, 20% agreed or strongly agreed, and 17% neither agreed or disagreed. In addition, respondents stated they disagreed or strongly disagreed (40%) that the Library promotes Library faculty and staff from diverse backgrounds to leadership positions from within. 26% of respondents didn't know, 16% neither agreed or disagreed, and 18% agreed or strongly agreed with the above statement. Finally, respondents largely agreed or strongly agreed (52%) or didn't know (24%) if the Library's leaders and administrators encourage and support research and scholarship into DEIA issues (see Graph 4).

Graph 4. Respondent agreement with statements regarding Library Leadership and Administration

Rate your agreement with each of the following statements about
DEIA in the Library's leadership and administration:

■ Strongly agree/Agree ■ Strongly disagree/Disagree ■ Neither agree nor disagree ■ Don't know ■ Prefer not to answer

Statement	Strongly agree/Agree	Strongly disagree/Disagree	Neither agree nor disagree	Don't know	Prefer not to answer
The Library's leaders and administrators demonstrate that they value DEIA.	49%	17%	19%	13%	1%
Library faculty and staff from diverse backgrounds serve in leadership roles within the Library.	21%	49%	17%	12%	1%
The Library provides adequate leadership training and mentoring opportunities for library faculty and staff from diverse backgrounds.	16%	42%	17%	24%	1%
The Library promotes from within library faculty and staff from diverse backgrounds to leadership positions.	18%	40%	16%	26%	1%
The Library's leaders and administrators encourage and support research and scholarship into issues of DEIA.	52%	7%	17%	24%	1%

Question 10: The Library provides adequate…
    a.   *…training on DEIA issues*
    b.   *... programming and events on DEIA*
    c.   *…communications related to DEIA*

Respondents indicated that they are pretty evenly split in opinion about the Library's provision of adequate training on DEIA issues. 34% agreed or strongly agreed with the statement, 31% disagreed or strongly disagreed and 23% stated they neither agreed or disagreed. Overall, most respondents agreed or strongly agreed (47%) that the Library provides adequate programming and events around DEIA. 21% disagreed or strongly disagreed with the statement, while 26% indicated they neither agreed or disagreed. Respondents agreed or strongly agreed (43%) that the Library provides adequate communications relating to DEIA. 31% neither agreed or disagreed and 21% of respondents disagree or strongly disagree with the statement.

Open-ended Comments

The survey had two optional fill in the blank questions that respondents could fill out if desired. 43% of all respondents (out of 120) provided a comment for Question 11. For Question 12, 37% of all respondents (out of 120) provided a comment.

> *Question 11 - "What would you like to see the Library do to demonstrate its commitment to DEIA?"*
> *Question 12 - "Is there anything you would like to add either to amplify your responses or address a topic that you feel was not covered above?"*

The methods used to analyze the written comments include deep reading, qualitative coding, and topic modeling. Qualitative coding is a process of organizing unstructured data into themes and patterns for analysis. Topic modeling is a form of machine learning that organizes text into different topics that best represent the information of that group. We used topic modeling to organize comments into groups that all convey a similar message. The model then chose a single comment from a group that best represents the tone or feeling of the entire group. We chose to include portions of these representative comments along with others that provide the same tone within the following sections.

The Assessment Team met together several times to discuss the various themes that were pulled from analyzing the comments. Comments that did not provide DEIA related information such as "na" or "thank you for doing this survey" were removed from the dataset before analysis. Quotes are chosen intentionally to not include identifiable information. Following qualitative data best practices, this report's use of quotes is "to support researcher claims, illustrate ideas, illuminate experience, evoke emotion, and provoke response."[1] Quotes should not be used or interpreted as "word counts" or quantitative measures.

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[1]Margaret Sandelowski, "Focus on Qualitative Methods: The Use of Quotes in Qualitative Research," *Researching in Nursing & Health* 17, no.6 (1994): 479, accessed Aug 20, 2021 , https://doi.org/10.1002/nur.4770170611.

DEIA Issues

Respondents had a lot to say about DEIA issues, most of which revolved around the Library's lack of inclusion of DEIA. A common sentiment was that the Library often talks about the existence of DEIA issues, but needs to take action in order for change to occur. Further, many comments brought up the issue that those who voluntarily attend the trainings usually don't need them and those who would benefit from the trainings don't attend. Two comments that represent respondent impressions on the state of DEIA in the Library stated:

> "Provide training to help think about DEIA issues more and make it more a part of the culture so everyone participates. This is especially important for people who have majority identities and have not done much on their own."

> "I think more lip-service is given to DEIA issues than action that creates change. People still feel excluded, and that is a problem."

Another common point in the comments regarding DEIA work was the need for the Library to center DEIA as a main aspect of its work. A culture of active participation and engagement in DEIA will improve the state of DEIA in the Library.

Bullying

One of the more disturbing issues that came up in the qualitative responses was the amount of discussion around being bullied in the Library. A central aspect of bullying is unequal power dynamics between perpetrators and targeted individuals. Two examples of respondent comments detailing their issue and desire for change surrounding bullying are:

> "I've personally been bullied by tenured faculty (as an untenured faculty member) and I didn't feel supported."

> "Bullying needs to be addressed. Toxic environments need to be addressed."

Toxicity was an underlying theme across a lot of qualitative responses and branches out among the various themes listed here.

Lack of Administrative Buy-In

Respondents had much to say about the lack of administrative buy-in regarding not only DEIA issues but also the organizational culture as a whole. Some of the most common comment themes in the survey were the lack of Library leadership diversity, a need for concrete action to be taken, and a concern for the Library's organizational health. Respondent quotes from the survey provide an example of Library employee experiences and desires regarding the administration:

> "In the past several years, library leadership has become less diverse and less open to ideas that don't come from the top."

> "...[DEIA] very much does not feel like part of our culture or an expectation of how we do our work. I'd like to see DEIA be the center of every conversation, not something we address as a side-project."

> "I'd like to see more of our library leadership working on organizational health. This is treated as a priority in most large organizations, but for some reason not here."

The idea that Library administration has also become less open to DEIA topics from outside of administration is a concerning observation. The need for administration to address organizational health is reflected throughout this report.

Employment Classes and Empowerment

The issue of the Library employment classes came up throughout the qualitative comments. Between employment classifications, there is a sense of distrust and unease. This issue is directly tied to the Library's organizational culture. The following comments represent some of the respondents thoughts relating to inclusion and employment classification:

> "...there's still a lot of ongoing tension from an artificial divide between civil service staff and faculty/administrators."

> "...I think we'd benefit most by taking a critical look at our organizational culture and structure and address how to improve it so that we become organically diverse and inclusive rather than theoretically so."

> "My biggest concern with what I perceive to be DEIA issues is the lack of agency for staff. From the bigger things like having a say in projects or decision making, to even the small things like being able to communicate with others in the library. Library Faculty pretty much [have] all the say, and they go about having their power with no real concern for sharing that power. A token staff member on a committee here or there is essentially nothing...And I think this is a real detriment to inclusivity and accessibility for staff and also for the library at large."

Perhaps in one of the most concerning comments, one respondent pointed out the inequities of treatment and punishment based on one's employment classification,

> "The Library picks-and-chooses which infractions count as infractions based as much (or more) on the physical identity of the participants, rather than on the nature of the actual incident, or at least, such is the common perception of the cultural climate."

Recruitment and Retention

Respondents were clear in noticing that there is a lack of diversity in Library leadership. In the interest of improving hiring and retention for individuals, respondents expressed a need for promotions within

departments while also offering paid professional development opportunities. Some of the comments that best represent the need for increased efforts in recruitment and retention are:

> "More diversity in leadership and promoting from within the department."

> "Hire more people of color in leadership roles."

> "Offer paid professional development and training opportunities [for] non-White LIS GAs...There is so much focus on recruiting BIPOC LIS students, but so little focus in actually investing in our professional development and success."

There is a lack of empowerment for Library employees to speak up about DEIA issues and this contributes to issues around recruitment and retention.

Recommendations

Prioritization of DEIA Activities by Administration

As discussed above, Library administration has to put real and sustained effort into prioritizing DEIA activities and programs. Library administration also needs to diversify itself away from the current majority configuration of white, male, heterosexual, and abled. While the creation of a DEIA Task Force and creation of the DEIA Director position are a start, long term sustainability to prioritize DEIA activities is what will determine the success of these initiatives.

Recruitment and Retention Strategy

Some respondents gave suggestions for solutions to the recruitment and retention issues present in the Library, of which one respondent stated,

> "Provide training or learning opportunities to help all employees to feel more confident and empowered to join the conversation and be a part of the solution, rather than feeling unqualified to speak up."

This is an important recommendation because it reflects that most employees probably do not feel empowered to speak up because of organizational culture. The Library is responsible for recruiting a diverse staff, but the community they will be joining may not value their whole diverse self. Part of the Library's recruitment and retention strategy is going to have to address the toxic organizational climate and bullying within the Library. This is especially true as it relates to minorities.

> "Take action to control bullying behavior in the library mostly from tenured librarians to others (tenure track, staff, GAs, etc.). Promote a culture where bullying is not tolerated."

Address the Power Hierarchy

Part of what fuels the discrimination within the Library is the power imbalance between employment categories. 31% of respondents said they have personally experienced exclusion apathy/being ignored, isolation and/or discrimination based on employment category. 49% of respondents said they've witnessed the same issue. In an effort to address this, the Library needs to promote employees from diverse backgrounds within the organization. In addition, a dedicated effort to provide leadership training and mentoring opportunities for diverse staff and faculty is needed.

Understand that Discrimination is Intersectional

Employment category, gender/gender identity, and age were the most common sources of experienced or witnessed discrimination. While some respondents said they have never witnessed or experienced any discrimination, more than half of the respondents said they have experienced or witnessed more than one type of discrimination. In fact, one in four respondents said they experienced more than 3 forms of discrimination and witnessed more than 7 types of discrimination, and many respondents in this group were Civil Service (traditional or professional) staff. Those who are experiencing the most potent forms of discrimination are individuals who identify as being diverse in more than one form.

Sustained DEIA Training

Based on comments from respondents, a real, sustained, and well-planned DEIA training program that is required for all employees is needed, not just for people who usually attend. This program needs to be robust, all-encompassing, and inclusive. DEIA training needs to address the equal validity of visible and invisible differences within Library employees since the qualitative data shows that employees are especially unaware of how those with invisible differences are treated. DEIA should be part of the organizational culture and not a by-product of one-off initiatives.

Psychological Empowerment

Psychological empowerment refers to the ability of employees to speak up when they see problems and to act based on their expertise without being second guessed by supervisors or fellow employees. Psychological empowerment was a weakness identified through ClimateQUAL and the DEIA Base Survey results. On average, all respondents rated the Library as a relatively supportive (6.69 on a 1-10 scale) and accessible (6.54) work environment, but both scores leave significant room to grow. Civil Service (traditional and professional) respondents rated Supportive lowest (6.03). While 67% of respondents agreed with the statement that Library employees are generally interested in DEIA issues, only 35% felt that the Library provides adequate training on DEIA issues and communications relating to DEIA. One respondent wrote,

> "I hear a lot of lip service to DEIA but don't see it demonstrated."

Conclusions

The Base Survey is a step towards accomplishing the Task Force's charge to identify ways that we can work to improve DEIA within the Library. Using the survey, the DEIA Task Force has been able to identify key issues within the Library system, such as lack of diversity, bullying, need for administrative support on DEIA issues, an unequal power structure, and little recruitment and retention efforts for diverse faculty and staff. This is an initial baseline survey to allow for the measurement of future actions.

Appendix A

1. Please select ONE of the following that best applies to your current employment classification:
- Academic Hourly
- Academic Professional
- Administrator (Dean, Associate University Librarians, Directors or Department Heads)
- Civil Service Staff - Traditional
- Civil Service Staff - Professional
- Library Faculty
- Graduate Assistant
- Graduate Hourly
- Student Assistant
- Other (with an optional free text box)

2. In the Library I am personally treated with respect by most or all: (check all that apply)
- ☐ Academic Hourlies
- ☐ Academic Professionals
- ☐ Administrators (Dean, Associate University Librarians, Directors or Department Heads)
- ☐ Civil Service Staff - Traditional
- ☐ Civil Service Staff - Professional
- ☐ Library Users
- ☐ Library Faculty
- ☐ Graduate Assistants
- ☐ Graduate Hourlies
- ☐ Student Assistants
- ☐ Other (with an optional free text box)

3. Library employees are treated equitably regardless of:
- Age
  - Agree
  - Disagree
  - Don't know
  - Prefer not to answer
- Ability/Disability
  - Agree
  - Disagree
  - Don't know
  - Prefer not to answer
- Citizenship & Immigration Status
  - Agree
  - Disagree
  - Don't know
  - Prefer not to answer
- Employment Category
  - Agree

- ○ Disagree
- ○ Don't know
- ○ Prefer not to answer
- ● Ethnicity
  - ○ Agree
  - ○ Disagree
  - ○ Don't know
  - ○ Prefer not to answer
- ● Gender/Gender Identity
  - ○ Agree
  - ○ Disagree
  - ○ Don't know
  - ○ Prefer not to answer
- ● Genetic Information
  - ○ Agree
  - ○ Disagree
  - ○ Don't know
  - ○ Prefer not to answer
- ● Nationality
  - ○ Agree
  - ○ Disagree
  - ○ Don't know
  - ○ Prefer not to answer
- ● Perceived Socioeconomic Status
  - ○ Agree
  - ○ Disagree
  - ○ Don't know
  - ○ Prefer not to answer
- ● Political Affiliation
  - ○ Agree
  - ○ Disagree
  - ○ Don't know
  - ○ Prefer not to answer
- ● Pregnancy
  - ○ Agree
  - ○ Disagree
  - ○ Don't know
  - ○ Prefer not to answer
- ● Race
  - ○ Agree
  - ○ Disagree
  - ○ Don't know
  - ○ Prefer not to answer
- ● Religion
  - ○ Agree
  - ○ Disagree

- ○ Don't know
- ○ Prefer not to answer
- ● Sexual Orientation
    - ○ Agree
    - ○ Disagree
    - ○ Don't know
    - ○ Prefer not to answer
- ● Veteran or Military Status
    - ○ Agree
    - ○ Disagree
    - ○ Don't know
    - ○ Prefer not to answer

4. Within the Library, during the last three years, I have personally experienced bias, exclusion, apathy/being ignored, isolation and or discrimination based on: (check all that apply)

- ☐ Age
- ☐ Ability/Disability
- ☐ Citizenship & Immigration Status
- ☐ Employment Category
- ☐ Ethnicity
- ☐ Gender/Gender Identity
- ☐ Genetic Information
- ☐ Nationality
- ☐ Perceived Socioeconomic Status
- ☐ Political Affiliation
- ☐ Pregnancy
- ☐ Race
- ☐ Religion
- ☐ Sexual Orientation
- ☐ Veteran or Military Status
- ☐ I have, but I don't know why
- ☐ Prefer not to answer
- ☐ Other factors, please specify (with a free text box)

5. Within the Library, during the last three years, I have witnessed bias, exclusion, apathy/being ignored, isolation, and/or discrimination based on: (check all that apply)

- ☐ Age
- ☐ Ability/Disability
- ☐ Citizenship & Immigration Status
- ☐ Employment Category
- ☐ Ethnicity
- ☐ Gender/Gender Identity
- ☐ Genetic Information

- ☐ Nationality
- ☐ Perceived Socioeconomic Status
- ☐ Political Affiliation
- ☐ Pregnancy
- ☐ Race
- ☐ Religion
- ☐ Sexual Orientation
- ☐ Veteran or Military Status
- ☐ I have, but I don't know why
- ☐ Prefer not to answer
- ☐ Other factors, please specify (with a free text box)

6. Are members of the following employee groups held accountable for acts of bias, exclusion, and/or discrimination?

Information about Illinois employment classification can be found at https://humanresources.illinois.edu/employees/current- employees/index.html.

- Academic Hourlies
  - ○ Yes
  - ○ No
  - ○ I don't know
  - ○ Prefer not to answer
- Academic Professionals
  - ○ Yes
  - ○ No
  - ○ I don't know
  - ○ Prefer not to answer
- Administrators
  - ○ Yes
  - ○ No
  - ○ I don't know
  - ○ Prefer not to answer
- Civil Service Staff - Traditional
  - ○ Yes
  - ○ No
  - ○ I don't know
  - ○ Prefer not to answer
- Civil Service Staff - Professional
  - ○ Yes
  - ○ No
  - ○ I don't know
  - ○ Prefer not to answer
- Library Faculty

- ○ Yes
- ○ No
- ○ I don't know
- ○ Prefer not to answer
- Graduate Assistants
  - ○ Yes
  - ○ No
  - ○ I don't know
  - ○ Prefer not to answer
- Graduate Hourlies
  - ○ Yes
  - ○ No
  - ○ I don't know
  - ○ Prefer not to answer
- Student Assistants
  - ○ Yes
  - ○ No
  - ○ I don't know
  - ○ Prefer not to answer

7. Overall, the Library provides a work environment that is:

Accessible
- ○ 1 (Worst)
- ○ 2
- ○ 3
- ○ 4
- ○ 5
- ○ 6
- ○ 7
- ○ 8
- ○ 9
- ○ 10 (Best)

Friendly
- ○ 1 (Worst)
- ○ 2
- ○ 3
- ○ 4
- ○ 5
- ○ 6
- ○ 7
- ○ 8
- ○ 9
- ○ 10 (Best)

Inclusive
- ○ 1 (Worst)
- ○ 2
- ○ 3
- ○ 4
- ○ 5
- ○ 6
- ○ 7
- ○ 8
- ○ 9
- ○ 10 (Best)

Supportive
- ○ 1 (Worst)
- ○ 2
- ○ 3
- ○ 4
- ○ 5
- ○ 6
- ○ 7
- ○ 8
- ○ 9
- ○ 10 (Best)

Welcoming
- ○ 1 (Worst)
- ○ 2
- ○ 3
- ○ 4
- ○ 5
- ○ 6
- ○ 7
- ○ 8
- ○ 9
- ○ 10 (Best)

8. Rate your agreement with each of the following statements about diversity, equity, inclusion and accessibility (DEIA) in the Library environment as a whole:

The majority of the Library employees are unaware of or disinterested in issues of DEIA.
- ○ Strongly agree
- ○ Agree
- ○ Neither agree nor disagree
- ○ Disagree
- ○ Strongly disagree
- ○ Don't know

- ○ Prefer not to answer

Issues of diversity and inclusion are the interest of only a small part of the Library employees.
- ○ Strongly agree
- ○ Agree
- ○ Neither agree nor disagree
- ○ Disagree
- ○ Strongly disagree
- ○ Don't know
- ○ Prefer not to answer

Library employees generally are interested in issues of DEIA, but struggle with how to handle them.
- ○ Strongly agree
- ○ Agree
- ○ Neither agree nor disagree
- ○ Disagree
- ○ Strongly disagree
- ○ Don't know
- ○ Prefer not to answer

Issues of DEIA are seen as the responsibility of all of the Library employees.
- ○ Strongly agree
- ○ Agree
- ○ Neither agree nor disagree
- ○ Disagree
- ○ Strongly disagree
- ○ Don't know
- ○ Prefer not to answer

Issues of DEIA are central to all aspects of the Library's culture.
- ○ Strongly agree
- ○ Agree
- ○ Neither agree nor disagree
- ○ Disagree
- ○ Strongly disagree
- ○ Don't know
- ○ Prefer not to answer

9. Rate your agreement with each of the following statements about DEIA in the Library's leadership and administration:

The Library's leaders and administrators demonstrate that they value DEIA.
- ○ Strongly agree
- ○ Agree
- ○ Neither agree nor disagree
- ○ Disagree

- ○ Strongly disagree
- ○ Don't know
- ○ Prefer not to answer

Library faculty and staff from diverse backgrounds serve in leadership roles within the Library.
- ○ Strongly agree
- ○ Agree
- ○ Neither agree nor disagree
- ○ Disagree
- ○ Strongly disagree
- ○ Don't know
- ○ Prefer not to answer

The Library provides adequate leadership training and mentoring opportunities for library faculty and staff from diverse backgrounds.
- ○ Strongly agree
- ○ Agree
- ○ Neither agree nor disagree
- ○ Disagree
- ○ Strongly disagree
- ○ Don't know
- ○ Prefer not to answer

The Library promotes from within library faculty and staff from diverse backgrounds to leadership positions.
- ○ Strongly agree
- ○ Agree
- ○ Neither agree nor disagree
- ○ Disagree
- ○ Strongly disagree
- ○ Don't know
- ○ Prefer not to answer

The Library's leaders and administrators encourage and support research and scholarship into issues of DEIA.
- ○ Strongly agree
- ○ Agree
- ○ Neither agree nor disagree
- ○ Disagree
- ○ Strongly disagree
- ○ Don't know
- ○ Prefer not to answer

10. The Library provides adequate…

... training on DEIA issues

- ○ Strongly agree
- ○ Agree
- ○ Neither agree nor disagree
- ○ Disagree
- ○ Strongly disagree
- ○ Don't know
- ○ Prefer not to answer

... programming and events focusing on DEIA

- ○ Strongly agree
- ○ Agree
- ○ Neither agree nor disagree
- ○ Disagree
- ○ Strongly disagree
- ○ Don't know
- ○ Prefer not to answer

... communications related to DEIA

- ○ Strongly agree
- ○ Agree
- ○ Neither agree nor disagree
- ○ Disagree
- ○ Strongly disagree
- ○ Don't know
- ○ Prefer not to answer

11. What would you like to see the Library do to demonstrate its commitment to DEIA? (with an optional free text box)

12. Is there anything you would like to add either to amplify your responses or address a topic that you feel was not covered above? (with an optional free text box)