

Diversity and Inclusion at UMD Libraries

Survey Results

Prepared by Diversity Advisory Committee

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Introduction

The Diversity Advisory Committee (DAC) conducted a Diversity Climate Assessment Survey in order to assess the diversity health of the University of Maryland Libraries. The survey was initially conducted for three weeks in July-August, 2014 and re-activated, per Dean Steele's instructions, for another week in September to get as good a view of diversity issues in the Libraries as possible. This DAC snapshot reports findings on how library faculty, staff and student workers perceive the current state of diversity and inclusion within the Libraries. It also provides information about what organizational changes, training, and programs will be most beneficial to the library staff.

We embrace diversity in our community; it fosters respect for ideas and perspectives, enriching our decisions and interactions with each other.

~From UMD Libraries' Values Statement¹

Definitions of Diversity and Inclusion

The use of these key terms in the survey echoes the established uses within the UMD campus community and were vetted through the Office of Diversity and Inclusion.

- ✚ **Diversity** is defined as the differences between identity groups based on social categories such as race, ethnicity, gender, nationality, socioeconomic status, sexual orientation, disability, age, or other differences.
- ✚ **Inclusion** is defined as creating and sustaining a climate that is welcoming, affirming and embracing of all people; where people feel respected and affirmed, regardless of their diverse backgrounds.

The survey was made available online to library faculty, staff, and student workers. Participation in the survey was completely voluntary, and each individual question was entirely optional. In accordance with UMD policy, responses were treated as confidential. Fewer than five responses in a particular category were considered identifiable by the U.S. Department of Education and were not included in this report. Therefore, percentages may not sum to 100 due to rounding. The data included in this report represent only the responses of survey respondents, not all UMD libraries' employees. Therefore, use caution when generalizing. Only summarized group results are being reported to appropriate campus units.

The University of Maryland Libraries Community

Those who participated in the survey represent a significant portion of the Libraries' community. When the survey was launched in the fall 2014, the Libraries employed a total of 213 faculty, staff, and graduate assistants (Appendix, p. 13). The survey was completed by a total of 178 respondents, which yielded a response rate of 78% of the total number of employees, excluding student assistant workers. Twelve student assistants also participated in the survey and their responses are included in the survey results, but were not included in the calculation of the response rate. (The number of student assistants employed during the timeframe of this survey cannot be determined).

¹ UMD Libraries' Values Statement (<http://www.lib.umd.edu/about/deans-office/mission>)

Demographics

The responses in the demographic categories demonstrates a clear **majority population**. Those familiar with the composition of the information profession, would not be surprised to learn that the majority of respondents were:

- ✚ White (67%) (Figure 1)
- ✚ Heterosexual/straight (81%) (Figure 2)
- ✚ Female (65%) (Figure 3)
- ✚ Married/partnered (55%) (Figure 4)

The Libraries have not yet broken away from the historically predominant demographic trends in the profession.

However, the results also demonstrated a **great range of diversity** among those not in the majority:

- ✚ Race/ethnicity - 16% were Black or African–American, 12% were Asian and 4% were Hispanic/Latino (Figure 1).
- ✚ Sexual orientation - 15% self-identified as Gay, Lesbian, Asexual, Bisexual, or Queer (Figure 2).
- ✚ Disability status - 91% reported they did not have a physical or mental impairment that substantially limits one of more major life activities; while 4% reported a physical impairment (Figure 5).
- ✚ Role in Libraries - The majority of the respondents were staff (47%), followed by librarians (36%), student assistants (7%), graduate assistants (5%) and administrators (3%) (Figure 6).

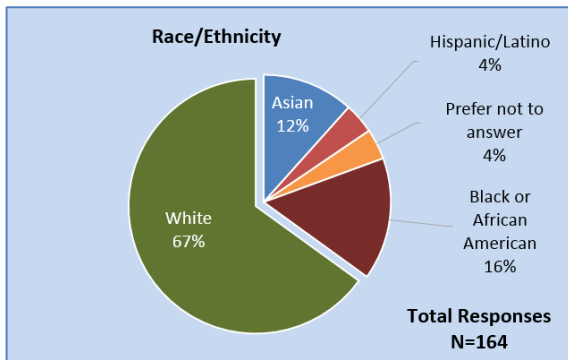


Figure 1. Race/ethnicity

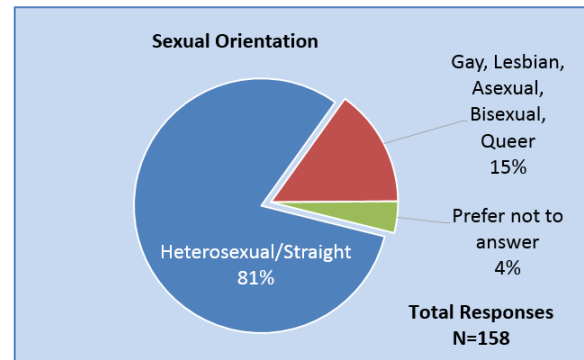


Figure 2. Sexual orientation

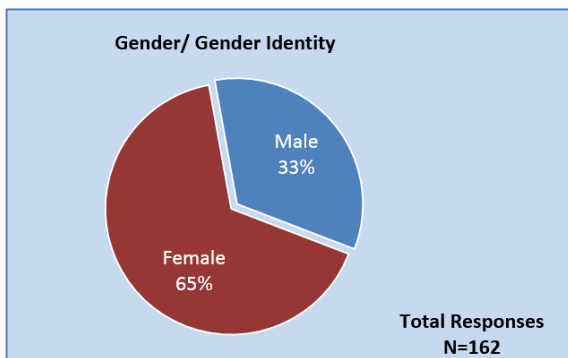


Figure 3. Gender/gender identity

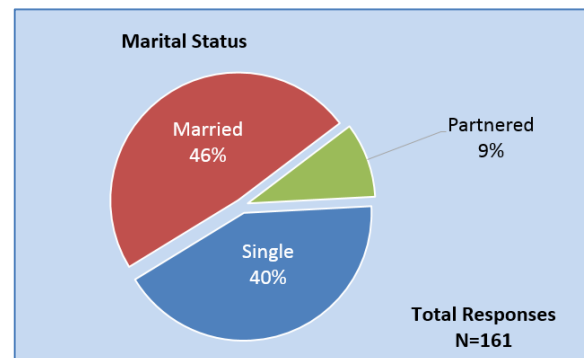


Figure 4. Marital status

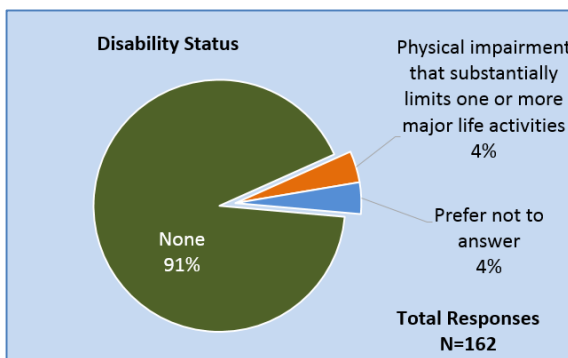


Figure 5. Disability status

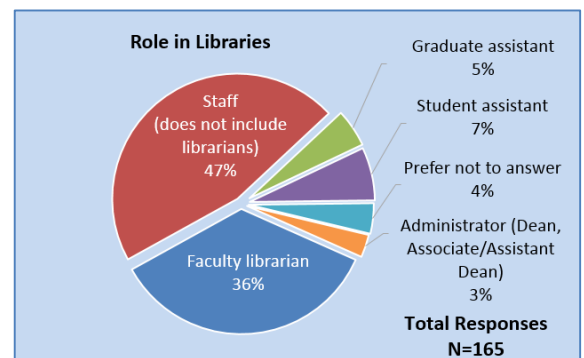


Figure 6. Role in Libraries

Climate

A majority of the respondents believe that they are treated with respect across all employment categories and by our library users (Figure 7). However, administrators and faculty librarians seem to score lower among library employees with library users being conspicuously low. Employment category and age discrimination were the two areas of greatest concern.

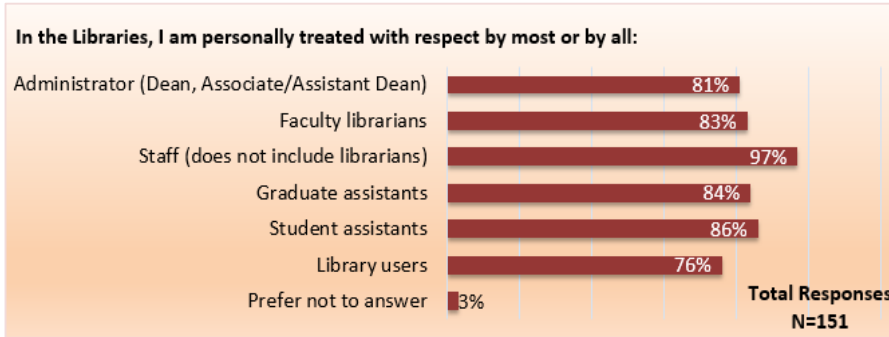


Figure 7. Results from a question: *In the Libraries, I am personally treated with respect by most or by all (check all that apply)...*

Results show several areas of concerns:

- Employment status.** Respondents reported that they had personally experienced (18%) and witnessed (30%) discrimination, and 40% believed bias existed based on employment status. Additionally, 55% of the respondents said that their employment status had the greatest impact on their work experience.
- Age.** Respondents reported that they had personally experienced (13%) and witnessed (40%) discrimination based on age. Contradictory to those responses only 25% believed there was bias and discrimination based on age.

When asked if people **faced consequences for discriminating against colleagues**, most respondents did not know if people in different categories were guilty of discrimination or if there were consequences for discriminating against others.

In addition, respondents were asked to rate the **Libraries' work environment** on a scale from 1 to 10 with 1 being the worst and 10 being the highest on four criteria. Overall, the respondents rated the Libraries 8 or higher as a supportive (58%), inclusive (55%), welcoming (62%), and friendly (62%) work environment. (Figure 8).

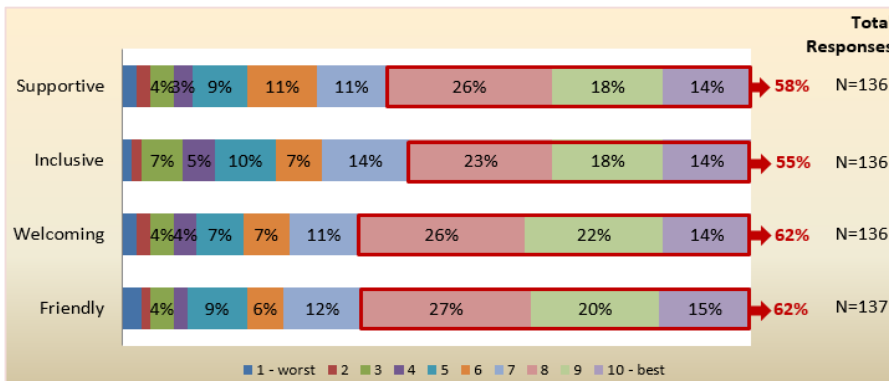


Figure 8. Libraries' work environment



Recommendations

- Facilitate follow-up discussions and forums** to ascertain what groups are being targeted, why they are being discriminated against, how the discrimination is manifesting itself, and employees' opinions on how to address the problem.
- Hire an external consultant** to devise the best course of action for addressing age based and employment category bias and discrimination. This may entail, but not limited to facilitating discussions and training for supervisors and employees.

Education and Training

The majority of UMD Libraries' employees **are familiar with or show interest in issues of diversity and inclusion**. However, many struggle with how to manage it. The observations are evident by their responses, when asked to rate their agreement with each of the statements. (Figure 9).

- ✚ Over half (53%) disagree that most of the Libraries' employees are unaware of, or disinterested in issues of diversity and inclusion.
- ✚ Less than a third (28%) agree that issues of diversity and inclusion are the interest of only a small part of the Libraries' employees.
- ✚ More than a third (42%) agree that Libraries' employees generally are interested in issues of diversity and inclusion, but struggle with how to handle them.
- ✚ Half (50%) agree that issues of diversity and inclusion are seen as the responsibility of all of the Libraries' employees, while a quarter (25%) disagree, and almost a quarter (24%) didn't know.
- ✚ Less than a third (30%) disagree that issues of diversity and inclusion are central to all aspects of the Libraries' culture.

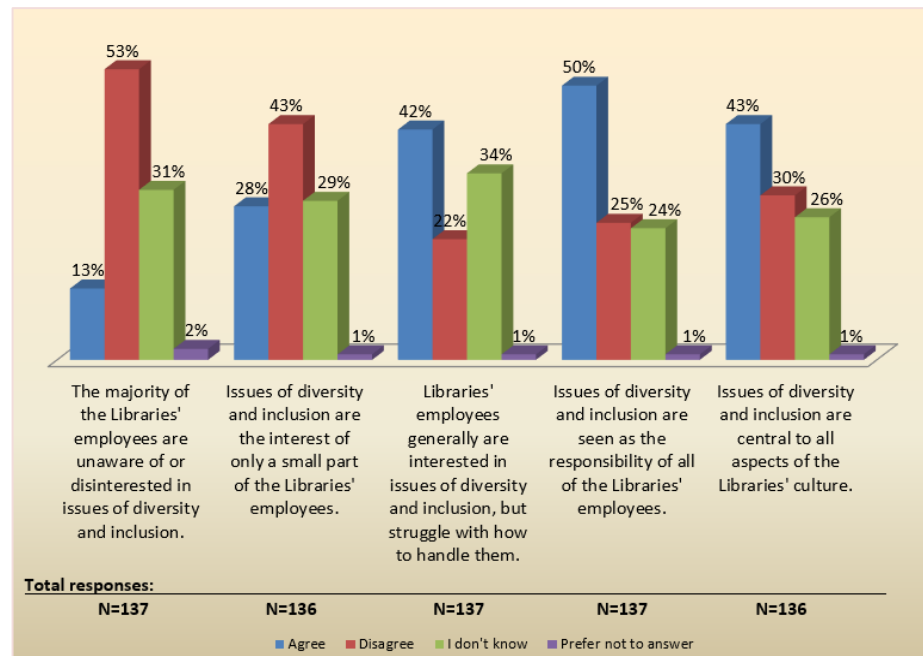


Figure 9. Interest in issues of diversity and inclusion



Recommendations

1. Education and training on diversity and inclusion must have the support of the UMD Libraries' administration.
2. Equip employees with the skills necessary for working effectively in a diverse workplace, including education and training on cultural differences and the need to value diversity and inclusion.
3. Provide credible and substantive education and training that not only defines diversity and inclusion, but undertakes active follow-up/follow-through. Although not exclusively, education and training should address topics such as gender, sexual orientation, and team building.

Education and Training (continued)

Library staff are satisfied with the Libraries' communication on issues of diversity and inclusion. They are mixed in their appreciation of programming and events. Training remains an area for improvement (Figure 10).

- ✚ The majority (62%) of respondents agreed communications on diversity and conclusions are adequate.
- ✚ Nearly half (48%) of respondents agreed programming and events are adequate. Nearly that many (42%) disagreed or remained neutral.
- ✚ Only 41% of respondents agreed training was adequate. Nearly one-quarter (23%) of respondents felt it wasn't.

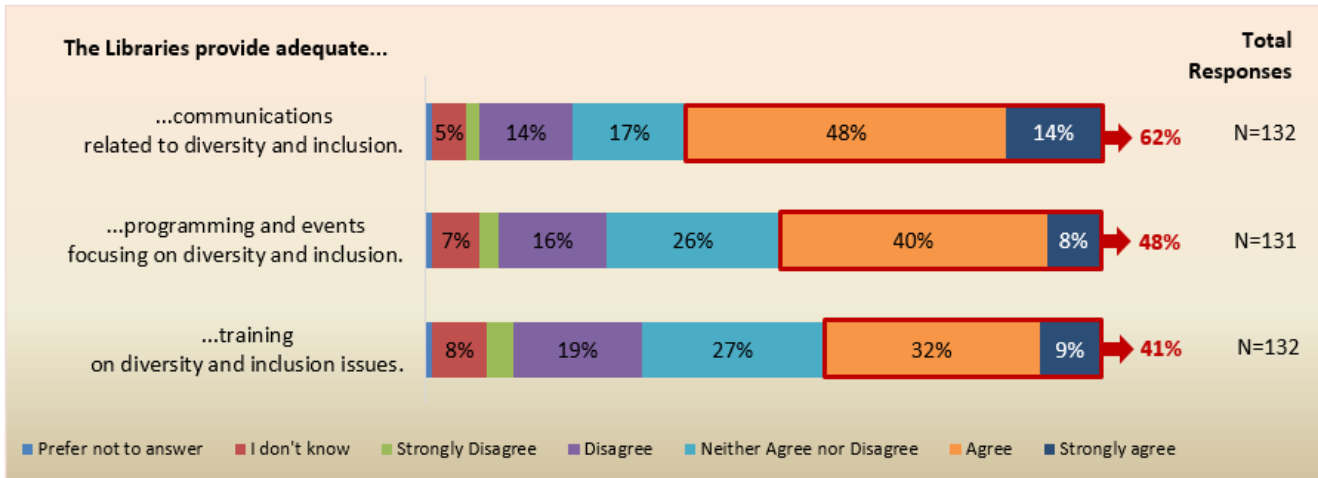


Figure 10. Results from a question: *The libraries provide adequate (check all that apply)...*

In addition to recruitment and retention (27%), UMD Libraries' employees (25%) expressed a need for education and training on issues related to diversity and inclusion (Table 1). They would like to see UMD Libraries demonstrate its commitment to diversity and inclusion through education and training programs.

	Total Responses	
	N=	%
Recruitment and Retention	16	27%
Education and Training	15	25%
Climate (fairness, inclusion, equity, etc.)	9	15%
Nothing (Libraries already are doing well)	6	10%
Community Engagement (external focus)	5	8%
Leadership	4	7%
I don't know (e.g. have no idea, not sure, not familiar, hard to know)	3	5%
Prefer not to answer (e.g. no comment, no opinion)	2	3%

Table 1. Results from the following question: *What would you like to see the Libraries do to demonstrate its commitment to diversity and inclusion?* (The responses trended towards specific themes, based on the responses of 60 library employees).

Recruitment and Retention

UMD Libraries' staff has a strong desire to put more of a premium on diversity when **recruiting and hiring** administrators and librarians (Figure 11).

- ✚ Sixty two percent (62%) of respondents see a pressing need for a greater commitment to recruiting diverse administrators.
- ✚ Fifty eight percent (58%) of the respondents indicate the need of diversifying the pool of faculty librarians.

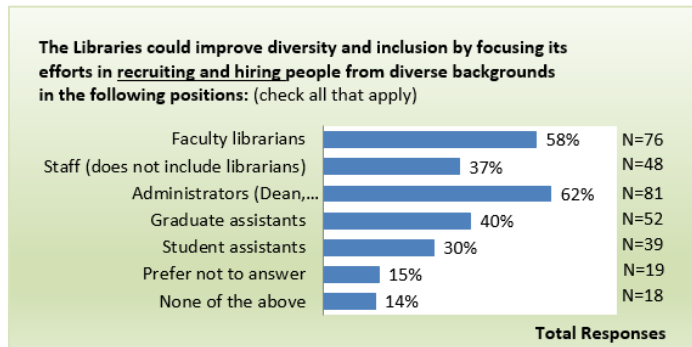


Figure 11. Results about recruiting and hiring people from diverse backgrounds

When UMD Libraries do succeed in hiring someone who brings diversity to library staff, people would like to see putting efforts into **retaining** them on a permanent basis, regardless of employment category (Figure 12).

The most pressing needs are:

- ✚ To retain diverse faculty librarians, as indicated by sixty one percent (61%) of the respondents
- ✚ To retain diverse staff according to fifty two (52%) of the respondents.

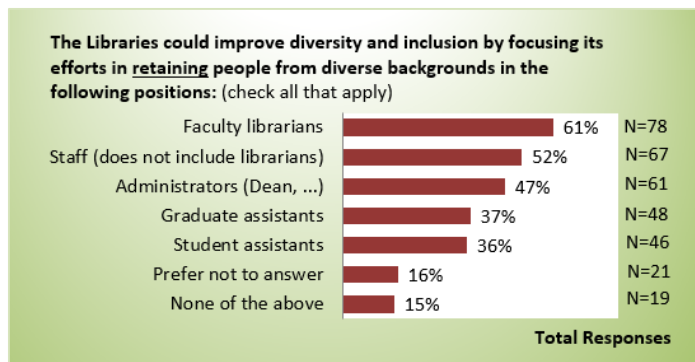


Figure 12. Results about retaining people from diverse backgrounds

This data is reinforced by the open ended responses where several respondents indicated a greater need for diversity in administration positions, hire people with proper skills (even if not trained as librarians), and overcome the inequality in treatment/representation of minorities in staff positions compared to other levels/ranks. These challenges were known before the survey, but the findings make clear it is time for the UMD Libraries to refocus efforts on recruiting for diversity at the administration's and librarian's level.

Hiring committees need to focus on new strategies for reaching administrators and faculty from underrepresented populations, either among current faculty/staff or at other institutions.

Recommendations

1. Support the development of diverse internal candidates for promotion. Send them to leadership institutes and cultural competency training.
2. Research and develop a list of academic libraries that historically have large numbers of people from different cultural, ethnic, gender and racial backgrounds, and people with disabilities. Contact those libraries for their recruiting/retention practices.
3. Develop partnerships with minority library professional organizations, and library schools that historically have a large number of minority students.

Leadership and Administration

Library staff recognize the value placed on diversity and inclusion by library leaders and administrators (Figure 13). However, they remain unsure how this is administratively supported.

- By a slim margin, the majority (57%) of respondents agreed our library leaders and administrators value diversity and inclusion. A similar percentage (56%) agreed our library leaders among faculty and staff are from diverse backgrounds.
- A sizable percentage (41%) of respondents agreed leadership training and mentoring are adequate for faculty and staff from diverse backgrounds, yet significant percentages either disagreed (15%) or didn't know (21%).
- Although 38% of respondents agreed the Libraries promote diverse faculty and staff to leadership positions, more than a full quarter (26%) of respondents disagreed and many (21%) didn't know.
- Nearly half (44%) of respondents agreed the leadership encourages and supports research and scholarship into diversity and inclusion. However, many (27%) respondents didn't know enough to address this issue.

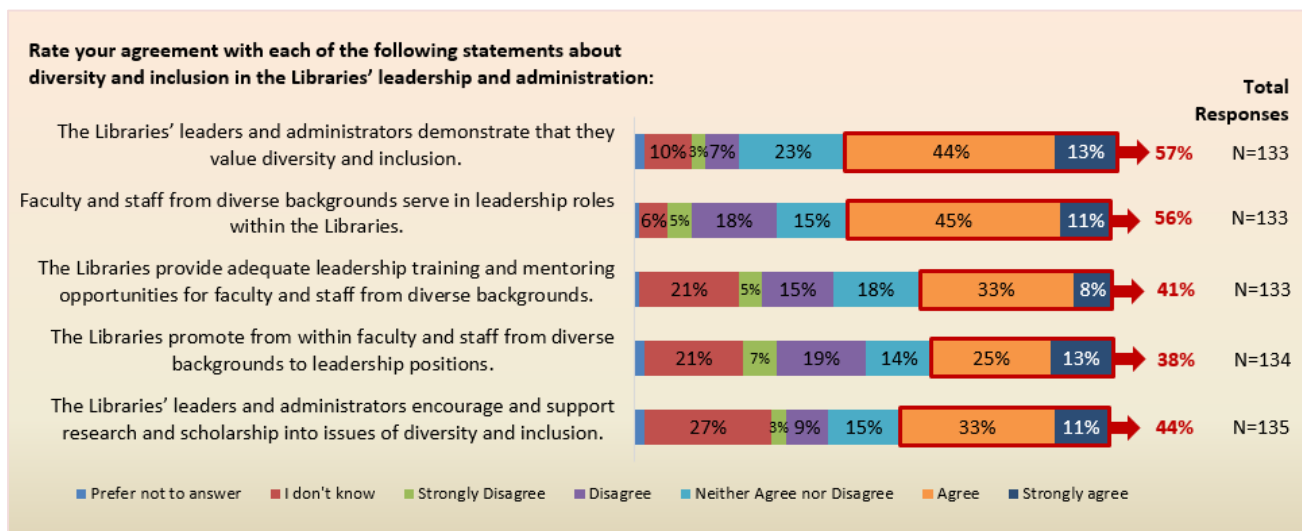


Figure 13. Diversity and inclusion in the Libraries' leadership and administration

Recommendations

1. Improve awareness of how the Libraries' administratively support and encourage faculty and staff from diverse backgrounds.
2. Review how diverse faculty and staff are promoted within the Libraries to leadership positions.

Community Engagement

- Perceptions of survey respondents indicate the Libraries' relationship with its communities on issues related to diversity and inclusion are mostly positive, but there is room for improvement in this area. A large majority (75%) of respondents agree or strongly agree that we are welcoming to members of the UMD community of all backgrounds and more than half (60%) agree or strongly agree that we are supportive of groups at UMD committed to diversity and inclusion (Table 2).
- In contrast, less than half of respondents (48%) agree or strongly agree that we have a positive impact on diversity and inclusion in the UMD community. The answer to this discrepancy may lie in the facts that only 33% of respondents agree or strongly agree that we engage in outreach to the UMD community on issues related to diversity and inclusion. Additionally, a significant number (33%) of respondents indicated they don't know if the Libraries engage in outreach to the UMD community on these issues (Table 2).
- In relation to whether or not Libraries' staff reflect the diversity of the UMD community, a little more than half (52%) of respondents agree or strongly agree that library staff, as a whole, reflects the diversity of the UMD community. Overall, these responses may also indicate a need to be even **more** supportive of groups at UMD committed to diversity and inclusion; and better communicate our efforts to our libraries' staff (Table 2).



Question	Strongly agree/ agree	Neither agree/ disagree	Disagree	Strongly disagree	I don't know	Prefer not to answer	Total Responses N=	%
The Libraries are welcoming to members of the University of Maryland community from all backgrounds.	99	15	5	1	10	1	131	75%
The Libraries are supportive of groups at the University of Maryland committed to diversity and inclusion.	78	19	3	0	29	1	130	60%
Overall, the Libraries have a positive impact on diversity and inclusion in the University of Maryland community.	63	29	7	1	28	2	130	48%
The Libraries engage in outreach to the University of Maryland community on issues related to diversity and inclusion.	44	28	13	1	43	1	130	33%
The Libraries' staff as a whole (including administrators, faculty librarians, staff, graduate assistants, and student assistants) reflects the diversity of the University of Maryland community.	69	22	19	4	16	1	131	52%

Table 2. Results to the following statement: *Rate your agreement with each of the following statements about the Libraries' relationship with its communities on issues related to diversity and inclusion:...*

Recommendations

1. The Libraries, including library administration, should actively participate and support diversity related events in the libraries, on campus, and through various local, state, and national organizations.
2. Create a more prominent face for community engagement and over time, this could lead to recruitment of people from diverse populations and more engagement with community organizations.
3. Develop a communication plan to market internally (library staff) the Libraries' community engagement efforts and initiatives.

How well are we serving diverse populations through our . . ?

Libraries staff were asked three open-ended questions about how well we are serving diverse populations through our services, collections, space and infrastructure.

The Diversity Advisory Committee coded all of the responses to these questions as positive, negative/critical, neutral, or don't know/no comment (Figure 14).

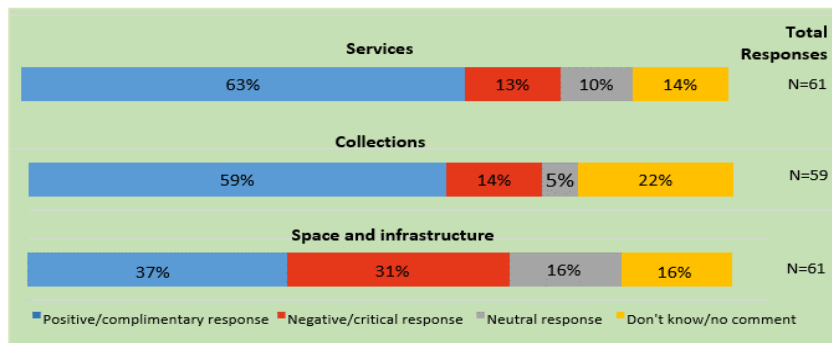


Figure 14. Results from open ended questions

Overall, Libraries staff think we are doing a good job of serving diverse populations through our services and collections. Sixty three (63%) of respondents gave a positive answer to the question about services and 59% gave a positive answer to the question about collections, while only 13% and 14% of respondents respectively answered these two questions with negative/critical comments. Libraries staff are less enthusiastic about how well we are serving diverse populations through our space and infrastructure, with only 37% of respondents giving a positive answer to the question on this topic, with an almost equal number, 31%, answering the question with a negative/critical comment.

Responses include:

- ✚ Multiple suggestions that Libraries should invest more resources in assessing user needs in these areas.
- ✚ Libraries should try to serve better patrons with disabilities, those who do not speak English as a first Language, and LGBT patrons through services and collections.
- ✚ Many suggestions that space and infrastructure are insufficient to serve the needs of patrons with disabilities.
- ✚ Multiple requests for the creation of gender-neutral and/or LGBT restrooms, and for additional lactation rooms.
- ✚ Comments that services for “internal populations” (i.e. Libraries staff) are lacking, and that the quality of equipment and furniture provided to librarians is superior to that which is provided to staff.
- ✚ Recommendations to highlight the diversity of our collections and of the UMD student body through exhibits, special events, press announcements, etc.
- ✚ Mentions of the availability of adaptive technologies and the adoption of Patron-Driven Acquisition (PDA) as successful initiatives which have improved the quality of our service to diverse populations.

Recommendations

1. Develop a plan to gather feedback from library users about how well our services, collections, and space/infrastructure serve the needs of diverse populations. Special attention should be paid to assessing the needs of patrons with disabilities, patrons who do not speak English as a first language, and LGBT patrons.
2. Create gender-neutral restrooms and additional lactation rooms in the Libraries.
3. Look for opportunities to highlight the diversity of our collections and of the UMD student body through exhibits, special events, and other initiatives.
4. Conduct a follow-up study which explores staff perceptions about the quality of services for internal populations and investigates the possible existence of inequality between working conditions for faculty librarians and non-faculty staff utilizing surveys, listening tours, town hall meetings, and other means.

What would you like to see the Libraries do. . ?

Libraries staff were asked an open-ended question about what would you like to see the Libraries do to demonstrate its commitment to diversity and inclusion. Sixty comments were coded into general themes modeled after the sections within the survey (Table 3).

Themes	Total Comments N=60	%
Recruitment and Retention	16	27%
Education and Training	15	25%
Climate	9	15%
Nothing (Libraries already are doing well)	6	10%
Community Engagement	5	8%
Leadership	4	7%
I don't know (e.g. have no idea, not sure, not familiar)	3	5%
Prefer not to answer (e.g. no comment, no opinion)	2	3%

Table 3. Results from open-ended question: *What would you like to see the Libraries do to demonstrate its commitment to diversity and inclusion?*

Over half of the comments focused on either recruitment/retention or education/training.

Summary of the responses:

- ✚ Ten of the **Recruitment and Retention** comments mentioned a need for greater diversity in Libraries administration; 4 desired a greater effort in recruiting a more diverse candidate pool for Libraries positions.
- ✚ For **Education and Training** there were some specific suggestions for training topics – gender, sexual orientation, team building, while others mentioned simply expanding current efforts to be more inclusive.
- ✚ Approximately half of **Climate** comments dealt with issues related to staff-faculty/admin relationships; a couple mentioned a misplaced focus on diversity with other areas deserving higher priority (listening to all staff, focus on inclusion and not diversity, greater professional development opportunities).
- ✚ **Community Engagement** comments mentioned both the need for more diverse/welcoming spaces and services.
- ✚ **Leadership** comments mainly dealt with institutional commitment (admin support, admin active participation, and strategic planning as examples).



Did we forget anything . . . ?

Libraries staff were asked an open-ended question about *Is there anything you would like to add either to amplify your responses or to address a topic that you feel was not covered above?* There were 48 responses to this question, though nearly 40% of these were to simply say that they had nothing further to add.

Of the remaining 29 comments, there was not a significant number relating to any particular topic.

Ideas that were brought up that were not mentioned elsewhere included:

- ✚ A need to define **diversity** with a further emphasis to move toward a more comprehensive or less limiting word like **inclusion** instead.
- ✚ Besides previous comments that related to looking at staff-faculty/administration relationships, a few comments in this section also related to staff-supervisor relationships.
- ✚ Comments related to education and training also mentioned a need for more “authentic” training as well as more active follow-up/follow-through.

The UMD Libraries should take a wide range of approaches related to diversity and inclusion. Figure 15 illustrates these approaches by having more of the broader, organization-wide topics at the bottom to form the base (such as defining diversity/inclusion for the entire organization), up through more targeted and specific efforts related to education and training that could pertain not only to the Libraries as a whole, but also to more specific groups and individuals within the Libraries. Other issues not explicitly stated, such as employee relations/climate, recruitment/retention, and community engagement would also be targets of these efforts.

Some suggested general actions for addressing diversity issues and inclusion in the UMD Libraries are:

Define Diversity/Inclusion

Although diversity is part of the UMD Libraries' values statement, it is imperative to develop a clear definition of diversity and inclusion that is embraced by all library staff. To achieve this goal, it is recommended to undertake the following action steps:

- ✚ Research other organizations' diversity definitions including but not limited to academic, public and special libraries, as well as organizations in business, corporate, government, and other institutions.
- ✚ Organize a forum or a workshop for library employees to understand their perceptions of diversity and inclusion.
- ✚ Based on the actions outlined in the previous two recommendations, write a definition of diversity and inclusion to be posted on the UMD Libraries' web site.

Organizational Commitment

- ✚ Gather feedback from library employees and users to explore diversity issues related to work climate, services, collections, space and infrastructure.
- ✚ Set goals that will lead to improvement of awareness of how Libraries' administratively support diversity and inclusion issues in the Libraries, on campus, and through various local, state, and national organizations.
- ✚ Review recruitment/hiring and retention practices:
 - Develop partnerships with minority library professional organizations, academic libraries and schools that historically have a large number of minority populations.
 - Support the development of diverse internal candidates for promotion.
 - Hire an external consultant to advise on diversity issues and discrimination at the workplace.

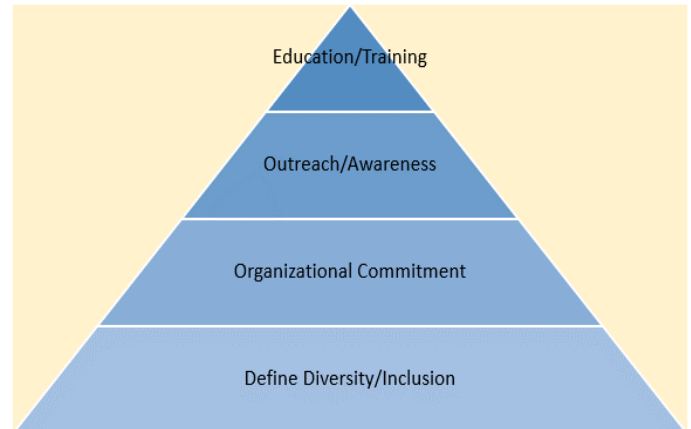


Figure 15. Suggested approaches related to diversity and inclusion

Outreach/ Awareness

- ✚ Highlight the diversity of Libraries' collections and the UMD student body through exhibits, special events, and other initiatives.
- ✚ Develop partnerships with minority groups on campus to increase the visibility of Libraries' efforts on diversity issues and inclusion.

Education and Training

- ✚ Consult with external diversity training experts on establishing training programs on building diversity inclusiveness in the workplace.
- ✚ Equip employees with the skills necessary for working effectively in a diverse workplace. Topics should include but not limited to gender, sexual orientation, cultural differences, and team building.

The Diversity Advisory Committee would like to extend our sincere gratitude to the following individuals for their time, support and advice for developing the survey instrument and for analyzing the results:

- ✚ **Dr. Paul Jaeger**, Professor and Program Director, MLS Program – UMD College of Information Studies
- ✚ **Stephanie D. Dolamore**, Research & Assessment Analyst – UMD Office of Institutional Research, Planning & Assessment
- ✚ **Emily Foley**, Research & Assessment Analyst – UMD Office of Institutional Research, Planning & Assessment
- ✚ **Thomas Dobrosielski**, Information Specialist – UMD Office of Institutional Research, Planning & Assessment
- ✚ **John Davies**, IT Coordinator – UMD Division of Information Technology, Learning Technologies and Environment
- ✚ **Eric Bartheld**, Director of Communications – UMD Libraries
- ✚ **Johnnieque B. Love**, (Consultant) Collection Development Projects Librarian – UMD Libraries
- ✚ **Peter Armstrong**, (Consultant) Library Services Specialist – UMD Libraries
- ✚ **Meng Qiu**, Graduate Student, Diversity Advisory Committee – UMD Libraries

Appendix

UMD Libraries Employee Demographics – Fall 2014

Provided by the Office of Institutional Research, Planning, and Assessment (IRPA)
University of Maryland, College Park

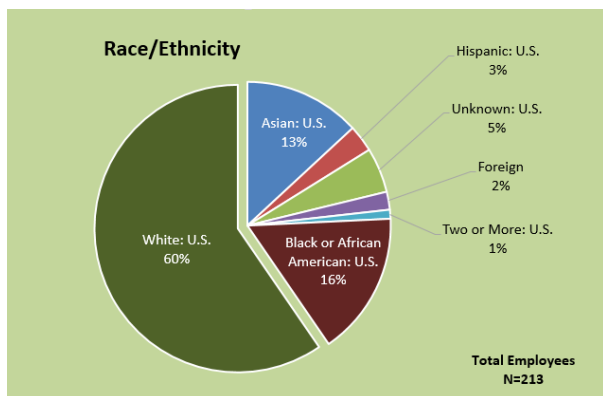


Figure 1. Race/Ethnicity

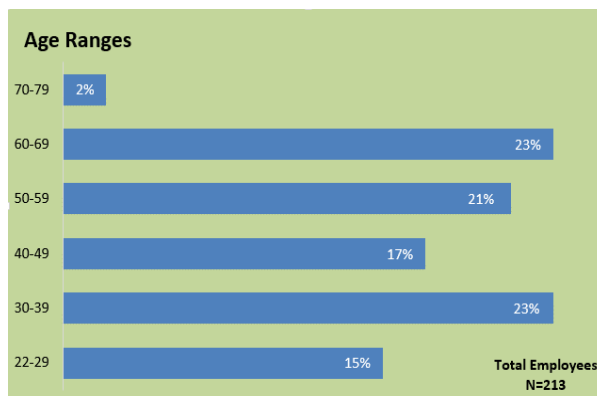


Figure 2. Age Ranges

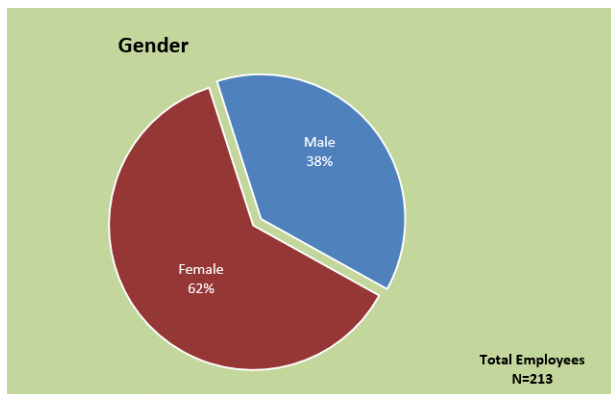


Figure 3. Gender

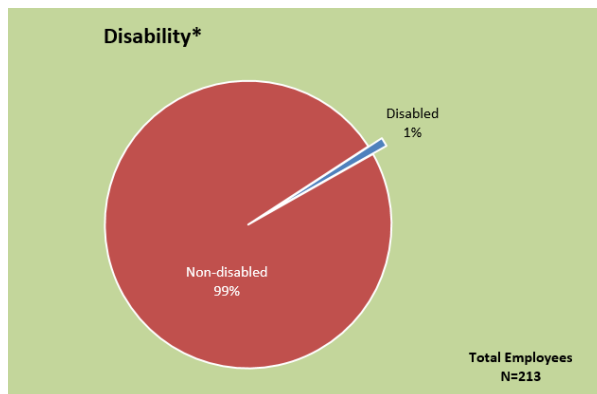


Figure 4. Disability

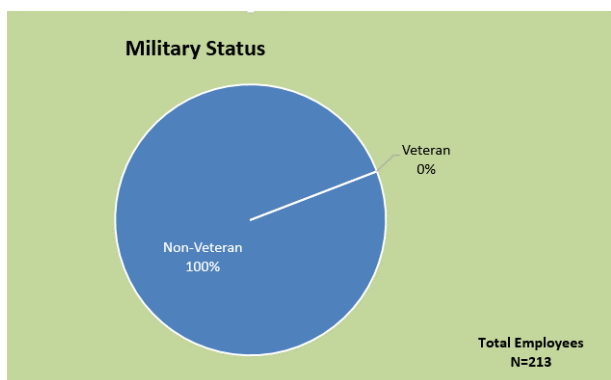


Figure 5. Military Status

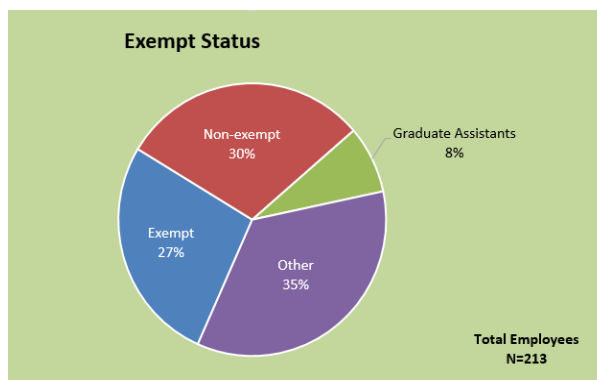


Figure 6. Exempt Status

* Disability is self-reported at the time of hiring. Non-disabled category includes those who left the field blank.

Appendix (continued)

UMD Libraries Employee Demographics – Fall 2014

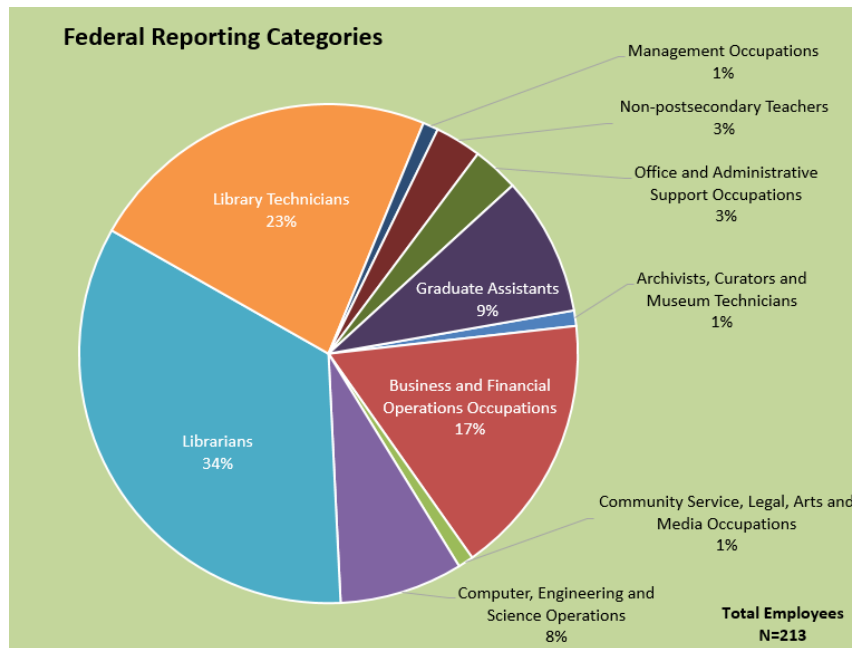


Figure 7. Federal Reporting Categories

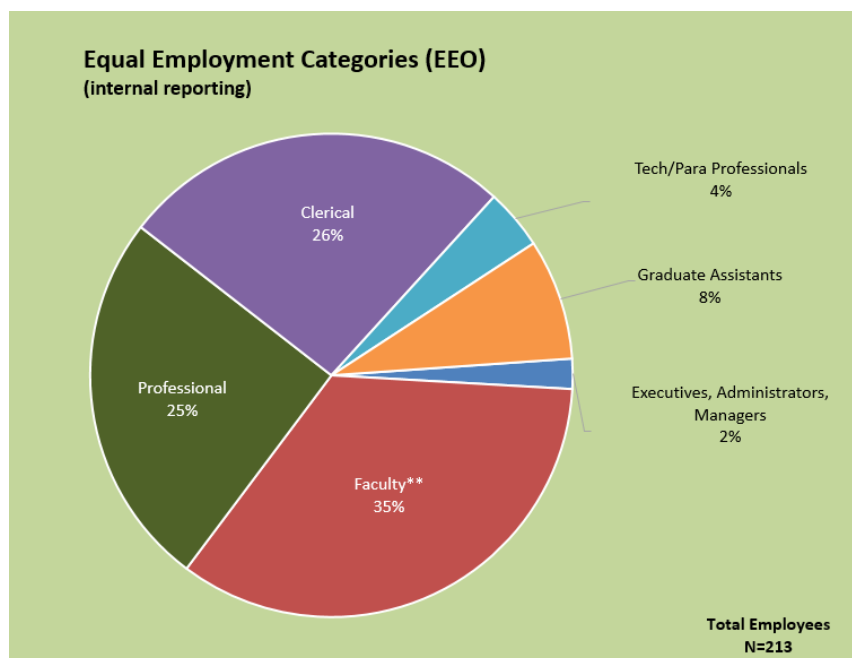


Figure 8. Equal Employment Categories (EEO)

** In Fall 2012, federal reporting methods shifted to using Standard Occupational Classification (SOC) codes. For more details on SOC, see IRPA website: https://www.irpa.umd.edu/Help/soc_explain.html