

About the Survey

DePaul University Library Inclusion-Diversity-Equity-Accessibility (IDEA) Committee Inclusion and Climate Assessment Survey

DePaul University Library is conducting this survey of library employees to assess your perceptions of the diversity and inclusion climate in the Library. Your responses will provide the Library with guidance about the types of organizational changes, training, and programs which will be beneficial for the staff and for the Library.

In addition, your responses to the demographic questions will provide data to help us understand the diverse population of our staff. Although your participation is completely voluntary, your input is very important.

If you choose to participate, please answer as many questions as possible; however, *you may decline to answer any of the questions listed.*

In accordance with university and library policy, your responses will be treated as confidential. Only summarized group results will be reported to library staff, to the University's Office of Diversity, Inclusion and Equity, and to the University Provost's office.

The deadline for responses is **FRIDAY, FEBRUARY 18, 2022**. We will send weekly reminders about the survey while it is open for responses.

The results of the survey will be presented to library staff when analysis is completed. The current plan is for the survey to be repeated every two years, to track our progress. If you have any questions about the survey, please contact the IDEA Committee at lib-idea@depaul.edu.

Thank you!

Definitions of IDEA

DEFINITION OF TERMS

ALA's Office for Diversity, Literacy and Outreach Services (ODLOS) provides a glossary of terms related to Equity, Diversity, Inclusion and Accessibility.

Inclusion – Inclusion means an environment in which all individuals are treated fairly and respectfully; are valued for their distinctive skills, experiences, and perspectives; have equal access to resources and opportunities; and can contribute fully to the organization's success.

Diversity -- Diversity can be defined as the sum of the ways that people are both alike and different. Visible diversity is generally those attributes or characteristics that are external. However, diversity goes beyond the external to internal characteristics that we choose to define as 'invisible' diversity. Invisible diversity includes those characteristics and attributes that are not readily seen. When we recognize, value, and embrace diversity, we are recognizing, valuing, and embracing the uniqueness of each individual.

Equity -- Equity is not the same as formal equality. Formal equality implies sameness. Equity, on the other hand, assumes difference and takes difference into account to ensure a fair process and, ultimately, a fair (or equitable) outcome. Equity recognizes that some groups were (and are) disadvantaged in accessing educational and employment opportunities and are, therefore, underrepresented or marginalized in many organizations and institutions. The effects of that exclusion often linger systemically within organizational policies, practices, and procedures. Equity, therefore, means increasing diversity by ameliorating conditions of disadvantaged groups.

Accessibility -- Accessibility is an ethic and set of design approaches that attempt to ensure that the fullest use of any resource is open to the greatest number of people. Physical accessibility facilitates equitable movement and physical access, comfort, and safety within an environment that is inclusive of people with a variety of abilities, racial and ethnic backgrounds, genders, and ages throughout built spaces. Web accessibility and "assistive technology" apply this ethic to the innumerable sites, formats, and other tools people use to interact with information. Information and resource accessibility ensures that publications and websites welcome a diverse group and content is accessible to everyone. Libraries, as purveyors of a vast amount of physical space and digital content, can and should help promote equitable access to all users, whether or not they are disabled.

(From ALA ODLOS glossary of terms <https://www.ala.org/aboutala/odlos-glossary-terms>)

Demographics

Which of the following best describes your Race or Ethnicity? (check all that apply)

- American Indian or Alaska Native
- Asian
- Black or African American
- Hispanic/Latinx
- Native Hawaiian or Other Pacific Islander
- White
- Other
- Unknown
- Prefer not to answer

Which of the following best describes your Gender/gender identity? (select all that apply)

- Female
- Male
- Non-binary
- Questioning/Not Sure
- Trans
- Other
- Prefer not to say

Which of the following best describes your sexual orientation? (select all that apply)

- Heterosexual/Straight
- Gay or Lesbian
- Asexual
- Bisexual
- Pan-sexual
- Queer
- Questioning/Not Sure
- Other
- Prefer not to say

Current marital status: (select one)

- Single
- Partnered
- Married
- Civil Union
- Widow/Widower
- Prefer not to answer

Do you identify as having a Disability? (check all that apply)

- Yes, a Sensory disability (for example, vision or hearing)

- Yes, a mobility impairment
- Yes, a cognitive or learning disability (e.g. ADHD, dyslexia)
- Yes, a mental health disorder
- Yes, not listed (please briefly state in the text box below)
- No
- Prefer not to answer

What is your role in the Library?

- Administrator/ Manager (Supervises librarians and/or full or part-time professional staff)
- Librarian (Does not supervise full or part-time professional staff)
- Full-time or Part-time Professional staff
- Student staff
- Prefer not to answer

Climate

In the Library, I am personally treated with respect by most or by all: (check all that apply)

	Strongly disagree	Disagree	Neither agree nor disagree	Agree	Strongly Agree	I don't know/does not apply	Prefer not to answer
Administrators/managers	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Librarians	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Professional staff	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Student assistants	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
University students at large (who are not library employees)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
University faculty and staff (who are not library employees)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Other library users	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Library employees are treated equitably regardless of: (check all that apply)

	Strongly agree	Agree	Neither agree nor disagree	Somewhat disagree	Disagree	I don't know	Prefer not to answer
Age	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Gender/gender identity	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Cognitive disability	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Employment category	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Nationality	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Perceived socioeconomic status	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Physical disability	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Race and/or Ethnic background	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Religion	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Sexual Orientation	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Within the Library, in the past year, I PERSONALLY experienced bias/exclusion/discrimination based on one of the following factors:

	YES	Maybe/Not sure	No	Prefer not to answer
Age	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Gender/gender identity	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

	YES	Maybe/Not sure	No	Prefer not to answer
Cognitive disability	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Employment category (Administrator/manager; librarian; professional staff; student staff)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Nationality	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Perceived socioeconomic status	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Physical disability	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Race and/or Ethnic background	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Religion	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Sexual orientation	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Other factors (you may enter brief text describing those factors below) <input type="text"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I have, but I don't know why	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

If you answered YES or MAYBE/NOT SURE to any one of the options in the previous question, saying that you HAVE experienced bias/exclusion/discrimination, please describe what happened, in general terms. If you don't want to describe what happened, please skip to the next question.

If you answered NO or PREFER NOT TO ANSWER to all of the options in the previous question, please skip to the next question.

I experienced the following:

Prefer not to answer/describe what happened

Within the Library, in the past year, I have witnessed (but did not personally experience) bias, exclusion, and/or discrimination:

Yes (Please describe what you witnessed in the text box below)

Maybe (Please describe what you witnessed in the text box below)

No, I have NOT witnessed any such bias/exclusion/discrimination

Prefer not to answer/describe the actions

Are you aware of any instances of members of the following groups committing biased, exclusionary or discriminatory actions?

	Yes	No	Not sure/I don't know	Prefer not to answer
Administrators/Managers	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Librarians (does not include administrators/managers)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Professional Staff (does not include librarians)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Student assistants	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

IF AND ONLY IF YOU ANSWERED "YES" TO ANY PART OF THE PREVIOUS QUESTION: Did the person/people committing these biased, exclusionary or discriminatory actions face any consequences for their behavior?(If you did not answer "yes" to the previous question, please skip this question.)

	Yes	No	I don't know if there were any consequences	Prefer not to answer
Administrators/Managers	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Librarians (does not include administrators/managers)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

	Yes	No	I don't know if there were any consequences	Prefer not to answer
Professional Staff (does not include librarians)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Student assistants	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Overall, the Library provides a work environment that is:

	Strongly Agree	Agree	Neither Agree nor Disagree	Disagree	Strongly Disagree	Prefer not to answer
Supportive	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Inclusive	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Welcoming	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Friendly	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

I feel that the populations I belong to are currently represented in the following Library employee groups:

	Strongly agree	Agree	Neither agree nor disagree	Disagree	Strongly disagree	I don't know	Prefer not to answer
Administration/Management	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Librarians	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Professional Staff (full or part-time)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Student Staff	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

My personal work experiences at the Library have been most shaped by my: (check all that apply)

- Age
- Gender/gender identity
- Cognitive disability
- Employment category (Administrator/manager; librarian; professional staff; student staff)
- Race and/or Ethnic background
- Nationality
- Perceived socioeconomic status
- Physical disability
- Religion
- Sexual orientation
- Other (please briefly describe in the text box below)
- None of these
- Prefer not to answer

Rate your agreement or disagreement with each of the following statements about diversity and inclusion in the Library environment as a whole:

	Strongly Agree	Agree	Neither Agree nor Disagree	Disagree	Strongly Disagree	Prefer not to answer
The majority of the Library employees are unaware of or disinterested in issues of diversity and inclusion.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Issues of diversity and inclusion are the interest of only a small part of the Library employees.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Library employees generally are interested in issues of diversity and inclusion, but struggle with how to handle them.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Issues of diversity and inclusion are seen as the responsibility of all of the Library employees.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Issues of diversity and inclusion are central to all aspects of the Library's culture.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Please rate your level of agreement or disagreement with the statements about Library STRATEGIES, BUDGET and COMMITMENT below.

	Strongly Agree	Agree	Neither Agree nor Disagree	Disagree	Strongly Disagree	Prefer not to answer
My library has anti-racist strategies for recruiting and/or retaining employees.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
My library has strategies for improving equity, diversity, inclusion, and accessibility for its employees.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
My library has strategies to decenter White authors and/or racist content and center the works of authors of color and/or anti-racist content	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I am concerned that budget cuts allocated to library staffing (e.g. salary freezes, reduced hours, reduced positions) may disproportionately impact employees of color.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I feel that our library has a strong commitment to diversity, equity, inclusion and accessibility.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Recruitment and Retention

The Library could improve diversity and inclusion by focusing its efforts in recruiting and hiring people from diverse backgrounds in the following groups:

	Strongly agree	Agree	Neither agree nor disagree	Disagree	Strongly Disagree	I don't know	Prefer not to answer
Administrators/Managers	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Librarians	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Professional Staff (does not include librarians)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Student assistants	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

The library could improve diversity and inclusion by focusing its efforts on RETAINING people from diverse backgrounds in the following groups:

	Strongly agree	Agree	Neither agree nor disagree	Somewhat Disagree	Disagree	I don't know	Prefer not to answer
Administrators/Managers	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Librarians	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Professional Staff (does not include librarians)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Student assistants	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Leadership

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

	Strongly agree	Agree	Neither Agree nor Disagree	Disagree	Strongly Disagree	I don't know	Prefer not to answer
The Library administrators and managers -- the leaders -- demonstrate that they value diversity and inclusion.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Individuals from diverse backgrounds serve in leadership (administration and managerial) roles within the Library.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

	Strongly agree	Agree	Neither Agree nor Disagree	Disagree	Strongly Disagree	I don't know	Prefer not to answer
The Library provides adequate leadership training and mentoring opportunities for staff from diverse backgrounds.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
The Library promotes librarians and staff from diverse backgrounds to leadership positions.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Education and Training

Rate your agreement with each of the following statements about diversity and inclusion in the Library's programming, education and training:

The Library provides adequate ...

	Strongly agree	Agree	Neither Agree nor Disagree	Disagree	Strongly Disagree	I don't know	Prefer not to answer
... training on diversity and inclusion issues	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
... programming and events focusing on diversity and inclusion	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
... communications related to diversity and inclusion	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Rate your agreement with each of the following statements about accessibility in the Library's education and training:

	Strongly agree	Agree	Neither Agree nor Disagree	Disagree	Strongly Disagree	I don't know	Prefer not to answer
The library has a clearly defined policy for services for patrons with disabilities, including information on how to request accommodations.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Library staff are trained in policies and procedures for providing accommodations to patrons with disabilities.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Accessibility is a primary consideration in the procurement of library holdings.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
The library has procedures in place that ensures timely response to requests for disability-related accommodations and other special assistance.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Library staff members have the knowledge and skills needed related to communicating with patrons of different races and ethnicities, ages, and abilities.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Library staff members are aware of accessibility options (e.g., enlarged text feature) included in on library computers and of assistive technology available in the library.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Information about how to request disability-related accommodations is included in publications promoting events.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Community Engagement

Rate your agreement with each of the following statements about the Library's relationship with its communities on issues related to diversity and inclusion:

	Strongly agree	Agree	Neither Agree nor Disagree	Disagree	Strongly Disagree	I don't know	Prefer not to answer
The Library staff as a whole reflects the diversity of the DePaul University community.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
The Library is welcoming to members of the DePaul University community from all backgrounds.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
The Library engages in outreach to the DePaul University community on issues related to diversity and inclusion.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
The Library is supportive of groups at the DePaul University committed to diversity and inclusion.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Overall, the Library has a positive impact on diversity and inclusion in the DePaul University community.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

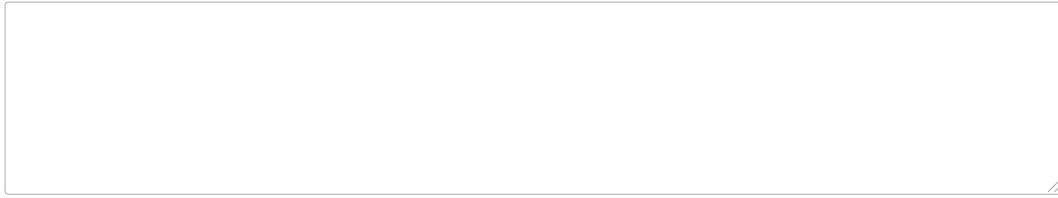
In your opinion, how well are we serving diverse populations through our services?

In your opinion, how well are we serving diverse populations through our collections?

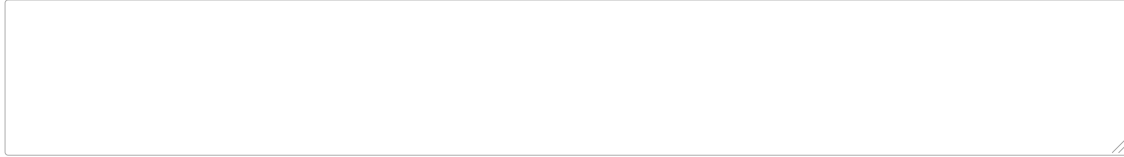
In your opinion, how well are we serving diverse populations within our library spaces?

Implementation and follow-through

What would you like to see the Library do to demonstrate its commitment to diversity and inclusion?

An empty rectangular text box with a thin black border and a small diagonal slash icon in the bottom right corner.

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?

An empty rectangular text box with a thin black border and a small diagonal slash icon in the bottom right corner.