

M25 Diversity Group survey results 2024

1. Abstract

This is the second running of the M25 Consortium of Academic Libraries diversity survey. The survey ran between July – September 2024 and had 41 responses. Although not a representative sample, several recommendations have been drawn from analyzing the data to help libraries within the consortium consider possible next steps.

A key difference between the 2024 survey and 2022 survey was a change to the questions to incorporate a broader look at diversity rather than concentrating solely on ethnicity. This reflects the broadening of the work of the M25 Diversity group and an understanding of the growing importance of taking an intersectional approach.

Although it has been difficult to make direct comparisons to the 2022 survey, due to the change in focus to a more intersectional one, the survey concludes that there have been signs of positive movement within the sector.

The survey, where possible, took an intersectional approach to reviewing the data and there were several questions where there was a difference in responses from respondents who identified with underrepresented groups within the profession and respondents who didn't. Numbers are small though, so this needs to be considered with caution.

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2. Introduction

2.1 Overview

The M25 Diversity working group's bi-annual survey took place in summer 2024 with all members of the M25 consortium invited to respond as individuals. The survey was not limited to one response per institution to enable the M25 Diversity group to get as wide a sense of opinions on the survey as possible.

There were responses from 41 individuals coming from 17 institutions, institutionally making up 31% of the membership. This size of response means it isn't representative of the whole consortium and conclusions based on the results need to be taken with caution. The results though have found some interesting outcomes that will help the consortium to take actions in the coming years.

The previous survey responses came from 25 institutions making up 45% of the membership and 58 individual responses.

The survey consisted of 21 questions (appendix 1), framed around networks/support, recruitment and training. In addition, the survey asked respondents to identify the type of role they have at their institution and whether they identified with an underrepresented group.

2.2 Who responded?

There were responses from a wide variety of roles within the profession including library assistants (10%), senior library assistants (13%), team leaders (15%) and librarians (25%).

Respondents could identify with multiple underrepresented groups in the profession in question 22 including working class background (31%), LGBTQ+ (18%), disability (15%), neurodivergent (15%) and global majority (6%). 10 respondents (24%) didn't identify with any groups listed, 10 (24%) with a single group and 20 respondents (49%) identified with multiple options.

The survey, where possible, took an intersectional approach to reviewing the data and there were several questions where there was a difference in responses from respondents who identified with underrepresented groups and respondents who didn't. Numbers are small though, so this needs to be considered with caution.

The report uses the term ‘group’, ‘multiple groups’ or ‘single group’ throughout the report to highlight when the data has been examined in relation to whether the respondent identified with an underrepresented group in question 22.

The M25 diversity group recognises that each individual respondent’s identity is unique, and this approach has limitations and issues. We have used the approach to help us to see whether there are any patterns in the data to suggest that members of the profession who identify with an underrepresented group, have a viewpoint that differs from respondents who don’t identify with a group. If the numbers of respondents to the survey had been larger, we would have done this analysis for each underrepresented group, but this was not possible. We recognise that this limits the value of this work.

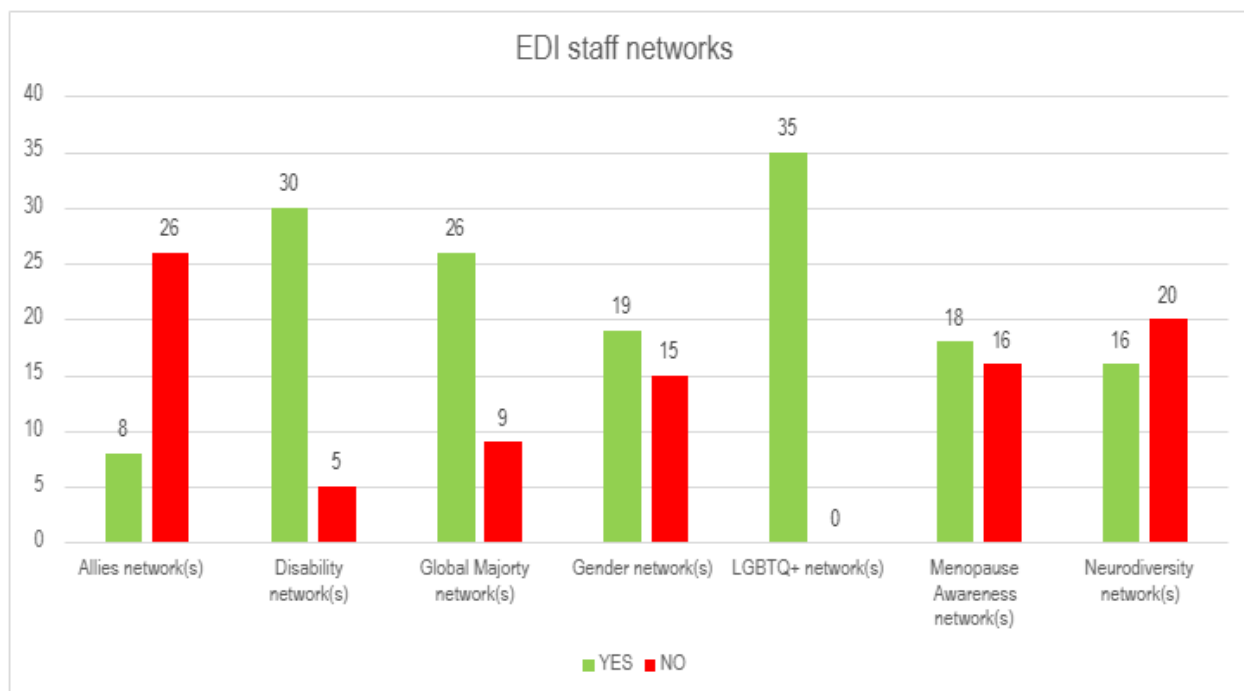
It was not possible, due to the numbers, to take a similar approach for roles within the profession.

Due to the number of respondents, no conclusions can be considered representative, but we found interesting results which we want to investigate further.

3. Results

3.1 Networks

5 respondents didn’t know what networks existed at their institution. From the respondents who knew, LGBTQ+ networks were the most common, with all participants stating that their institution had one. Conversely, Ally networks were the least common with only 24% of participants being aware of one at their institution. This may be because allies are often encouraged to participate in networks for minoritised groups, rather than having separate networks. Disability networks (86%) and global majority networks (74%) were also common, while roughly half of participants had gender (56%), menopause awareness (53%) and neurodiversity networks (44%).



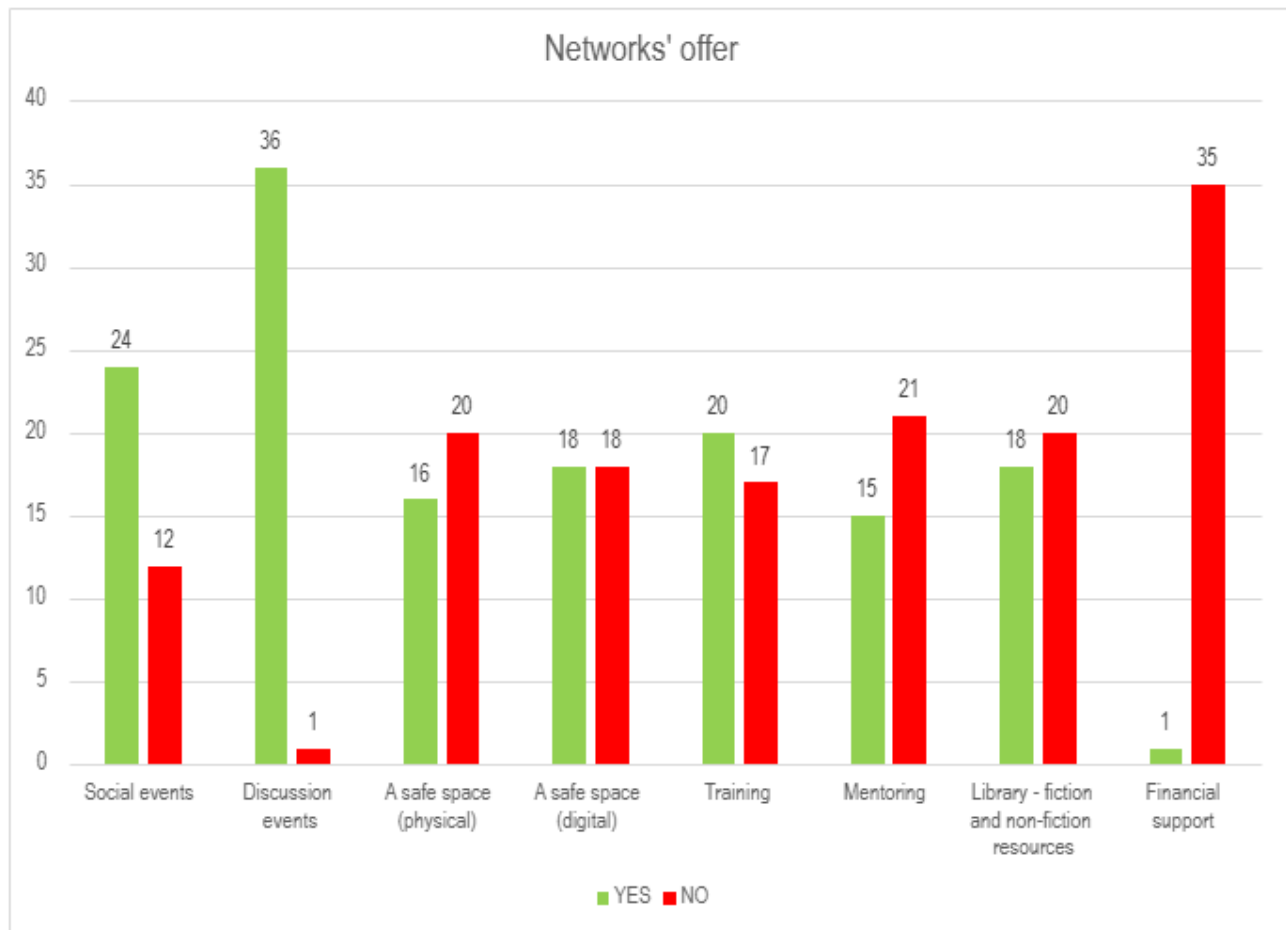
The 2022 M25 Diversity survey only asked about networks for ethnic minority staff and found that 62% of respondents had a BAME or joint BAME and Ally network within their institution. With 74% of respondents to the current survey having a global majority network, these seem to have increased in prevalence in the intervening two years.

However, it should be noted that the naming differences (BAME vs global majority) may have affected how people responded to this question. Only 8 institutions were represented in the responses from both surveys so while some new networks may have been created, the increase may just represent the difference in responding institutions.

For the question, ‘Does your library or institution have any other EDI staff networks?’, some respondents mentioned variations of networks stated in the question above e.g. women’s networks (gender), while others had networks that covered several or all the networks mentioned above. Of those not covered by the first question, the most common type of network was for parents, carers, and/or families, with 26% of respondents having these. Other types of networks mentioned were:

- Interfaith (1)
- Cancer support (2)
- Decolonising reading and listening group (1)
- Inclusivity forum (1)
- MASS action (Migrant and Asylum Seeker Solidarity and Action) (2)
- Supplier EDI working group (1)
- Part time and flexible working (1)

- Decolonising global health (1)



Networks offer a range of events and resources to members. Discussion events were the most offered (97%) and only 3% of networks offered financial support to members. The provision of safe spaces was slightly more common online (50%) than in person (44%), with only 10 respondents (23%) noting that their networks offered both. The other areas of provision mentioned in the question were:

- Social events (67%)
- Training (54%)
- Mentoring (42%)
- Fiction and non-fiction resources (47%)

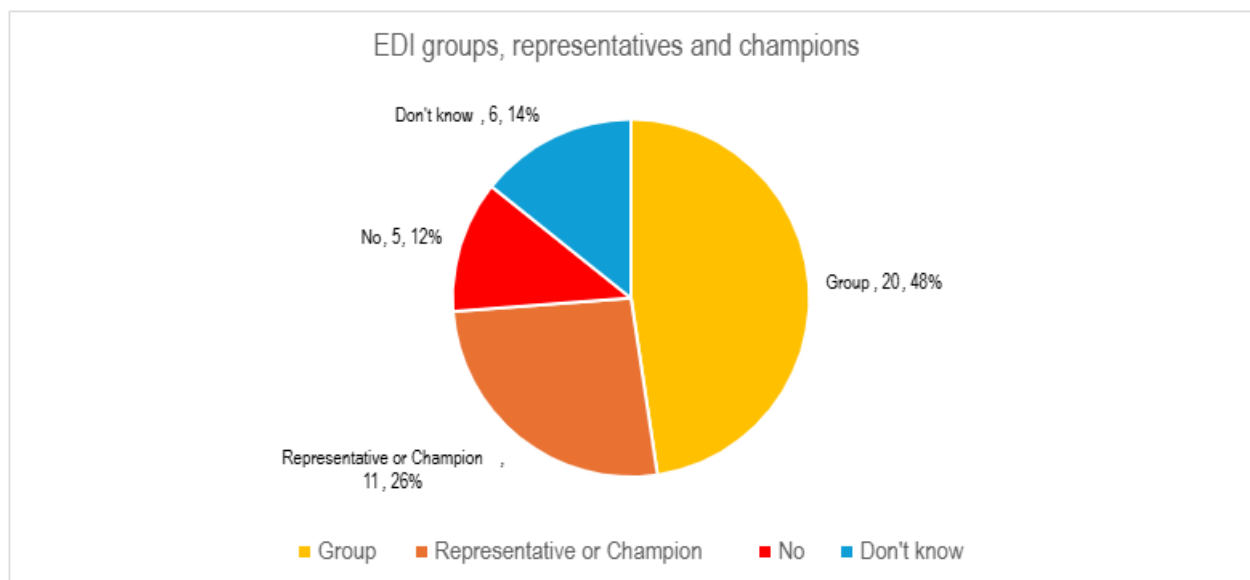
When asked what other resources networks offered, few respondents were aware of additional opportunities but an EDI staff member, other funding opportunities and intranet pages were mentioned.

The previous iteration of the survey gave fewer and less specific options for respondents to choose from so comparison is difficult. However, events appeared to be the most common provision across both surveys, with funding/financial support remaining least common.

3.2 Representation

The majority of respondents (71%) had an EDI group, representative or champion within their library, while 15% did not know if these existed. Groups were more common (48%) than individuals (26%) with responsibility for EDI.

This shows a positive growth from the 2022 survey where only 50% of respondents were able to confirm that they had a group or representative.



87% had no Ally group¹, representative or champion or were not aware of their existence. A total of 4 respondents had Ally representatives or champions but no Ally groups were reported. As with the networks, these low figures may suggest that there are few standalone Ally groups because allies are included in EDI groups within libraries. Future surveys will clarify the meaning of 'Ally' in this context to ensure accurate responses.

Some respondents selected the 'other' category and free-text responses here predominantly reflected notion of EDI as an underlying theme that all staff are encouraged to consider in their work, with some having this as part of their appraisals or performance reviews. Responses also noted that some individuals advocated for a commitment to EDI

¹ An ally can be defined as 'someone who champions underrepresented groups whilst not being a member of the group that they are defending' (Imperial College NHS Trust, https://www.imperial.nhs.uk/-/media/website/about-us/how-we-work/equality-and-diversity/allyship-toolkit_14_03.pdf)

as part of working and voluntary groups, though they were not officially champions or representatives.

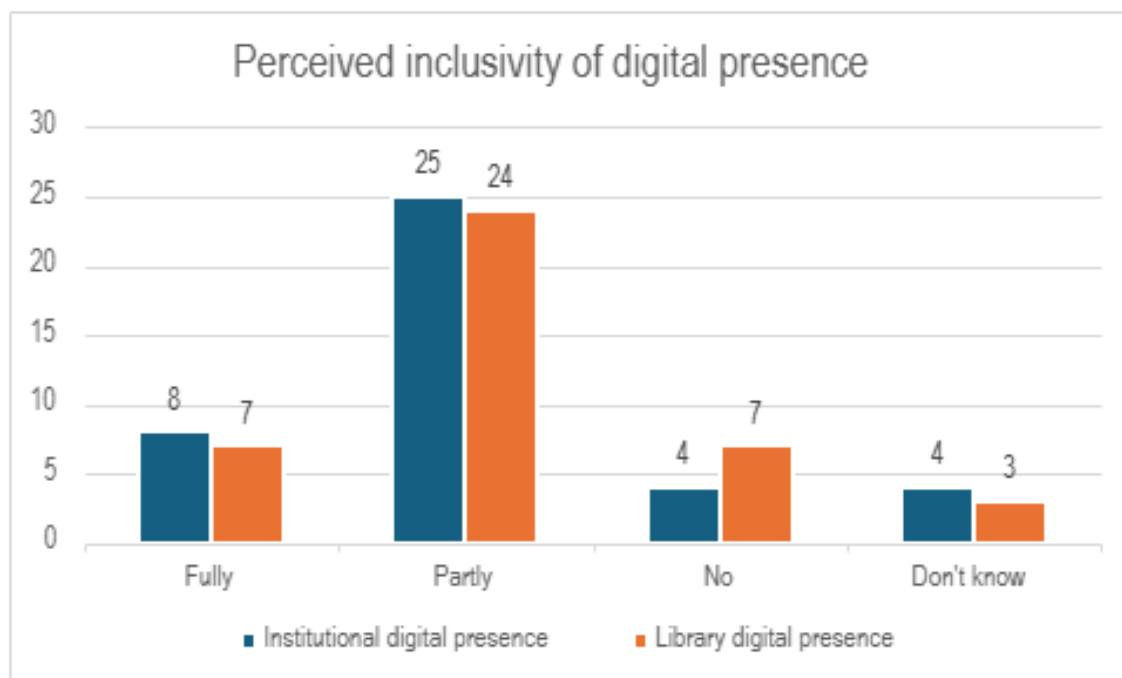
3.3 Digital Presence

Respondents were asked whether they felt that the digital presence (including the website and social media) of both the library and the wider institution catered to and engaged with the diversity of the institutional population. The majority responded that the digital presence only did so partially, with slight variations between the institutional and the library level (61% and 59% respectively). Only 20% and 17% respectively agreed that it did so fully, and a small proportion felt the digital presence did not do this at all (10% for the institution and 17% for the library) or did not know (10% and 7% respectively).

26% of respondents who identified with a group felt that the library digital presence didn't cater with or engage with the diversity of the institution's population at all, compared with 19% who felt it did fully and 56% who felt it did partially. Respondents who didn't identify with any group felt that the library digital presence fully (20%) or partially (80%) catered for and engaged with the institution's population.

At the institution level, there was more positivity with 85% of respondents who identified with a group feeling that it catered and engaged fully or partially. Similar to the library response, respondents who didn't identify with a group felt it was 100% fully or partially.

It is not possible to do a direct comparison with the 2022 survey as the previous question was only related to social media, and the 2024 question has been broadened to all the digital presence. However, it does look like positive changes are taking place as only 62% in 2022 felt that the institutions social media presence catered to and engaged the institutions diversity of member population, and we have now reached 80%.



Respondents were also asked whether their institution offered written guidance on the appropriate use of language for discussing or communicating about issues on EDI. The majority of respondents (66%) indicated that their institution offered some guidance. Only 22% felt they offered full guidance though, 44% partial guidance and 15% offered no guidance at all that survey respondents were aware of.

Although the question has been expanded from just social media, the 2022 survey showed 40% didn't know if there was any guidance, and this has reduced to 20% in this survey (although the guidance is for a wider portfolio of digital presence). So overall awareness seems to be higher.

However, of the intuitions who could confirm either way, 82% had guidance in 2024 compared to 86% in 2022 so this has reduced. This may reflect a change in the institutions the respondents came from.

3.4 Recruitment

A section of the survey was dedicated to recruitment practices. 61% of respondents indicated that they were involved in recruitment in their institutions. These respondents were asked whether their institutions undertook a range of positive action initiatives for all or some roles. Institutions were said to undertake the following initiatives for all or some roles (excluding responses who didn't know for each area):

Guidelines or rules regarding inclusive job descriptions	83%
Guidelines or rules regarding diversity in interview panel members	79%
Anonymous recruitment	79%
Sending out some or all questions in advance of the interview	54%
Hiring or interview quota for candidates with protected characteristics	39%
Protected roles for Global Majority candidates	15%

It was positive to see that high percentages of institutions were taking positive action. There was only 1 respondent to this question who didn't have any of these measures in place or didn't know. 4 respondents were only using one of them compared to 4 respondents who were doing 5 out of the 6 options and 1 respondent who was using all 6. 67% were using 3 of the options or more.

When compared to the 2022 survey, more positive actions were included so a direct comparison isn't possible. What is noticeable though is that anonymous shortlisting and inclusive JDs have now also been joined by 'diversity in panel members' as being well represented in workplaces.

Protected roles for Global Majority candidates (15%) were only reported at a minority of institutions.

Respondents were also asked whether their institutions undertook any positive action recruitment initiatives other than the ones listed. Targeted advertising in BAME networks was mentioned twice, and there were single mentions of liaising with an external consultant on improving existing inclusive recruitment practices and membership of the Disability Confident employer scheme.

There were some slight differences in terms of the recruitment practices when examined looking at whether a respondent had identified with a group or not. 75% of respondents who identified with a group said that they had guidelines or rules for inclusive job descriptions, compared to 100% of respondents who did not identify with a group. This was a similar percentage for anonymous shortlisting with 71% of respondents who identified with a group agreeing this was in place compared to 100% of respondents who did not identify with a group. It was a much more similar percentage difference for diversity in interview panels, 76% agreed who identified with a group and 83% agreed who did not identify with a group.

3.5 Appraisal/Performance reviews

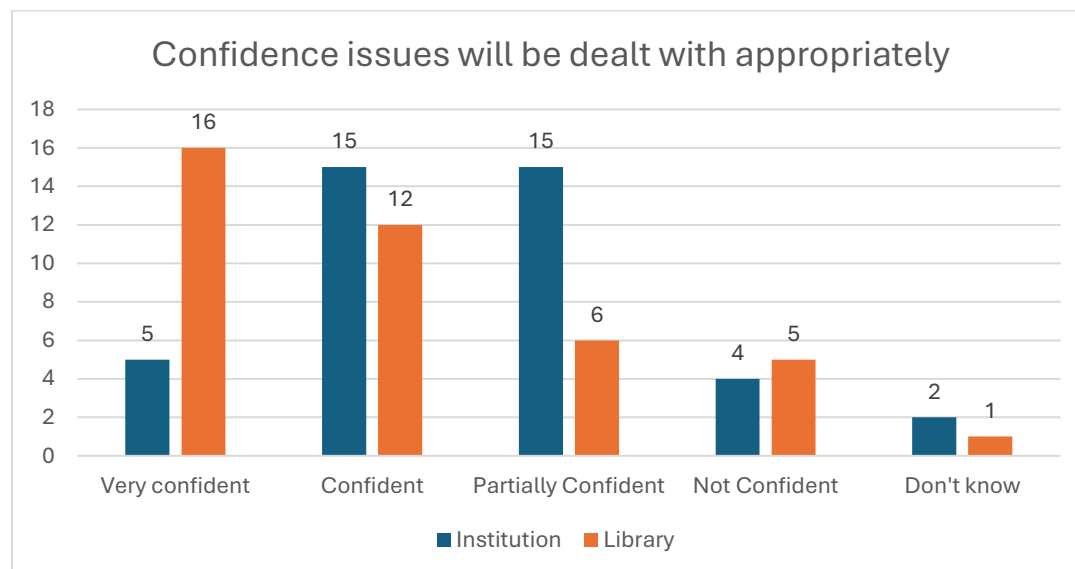
Respondents were asked whether they had EDI-related objectives set in appraisals or performance reviews. 56% responded affirmatively whilst 29% indicated that they didn't have EDI-related objectives and 15% didn't know. Although we can't be certain whether the respondents indicating they don't know did have EDI-related objectives, it is reasonable to conclude that the objective(s) weren't highlighted in their appraisal, or the objective(s) discussed from an EDI perspective.

3.6 Raising Concerns

The next set of questions gauged whether respondents knew how to raise concerns or share ideas relating to equality and diversity and how confident they would be doing so, at both the library level and the institutional level.

The majority indicated that they were aware of how to raise concerns, with 83% responding affirmatively for the institutional level, and a slightly higher proportion, 88%, indicating that this was the case at the library level.

There was a lot more variation between the institutional and the library levels in respondents' confidence levels in raising issues and these being dealt with appropriately: 70% indicated that they would either be 'very confident' or 'confident' raising issues within their library, but only 49% indicated that they would feel very confident or confident doing so at the institutional level.



16 respondents (40%) were very confident about raising issues in the library compared to 5 for the institution (12%).

Respondents who identified with multiple groups had lower confidence level that issues of equality, diversity and inclusion raised will be dealt with appropriately within their library. 50% confidence compared to 80% confidence for respondents who identified with a single group and 100% confidence who identified with no groups.

At an institutional level, only 50% of respondents who identified with multiple groups, or a single group were confident it would be dealt with appropriately compared to 67% confidence for respondents who identified with no groups.

Interestingly when it came to no confidence at all, there was a slightly higher figure for no confidence in raising in the library (5 respondents) than the institution (3 respondents). All 3 for the institution were also not confident for the library.

The 2022 survey had the same question at institution level but included a middle option of 'neither confident nor unconfident' so it is difficult to do a comparison. In terms of 'very confident', only 9% felt this in 2022 so we have had a slight rise in 2024 to 13%. 2022's confidence was 29% and 2024 has reached 38%. Overall, for the two highest confidence measures it is a rise from 38% to 49%. Although this is not as high as we would like to see, it is positive it is going in an upwards direction.

3.7 Training

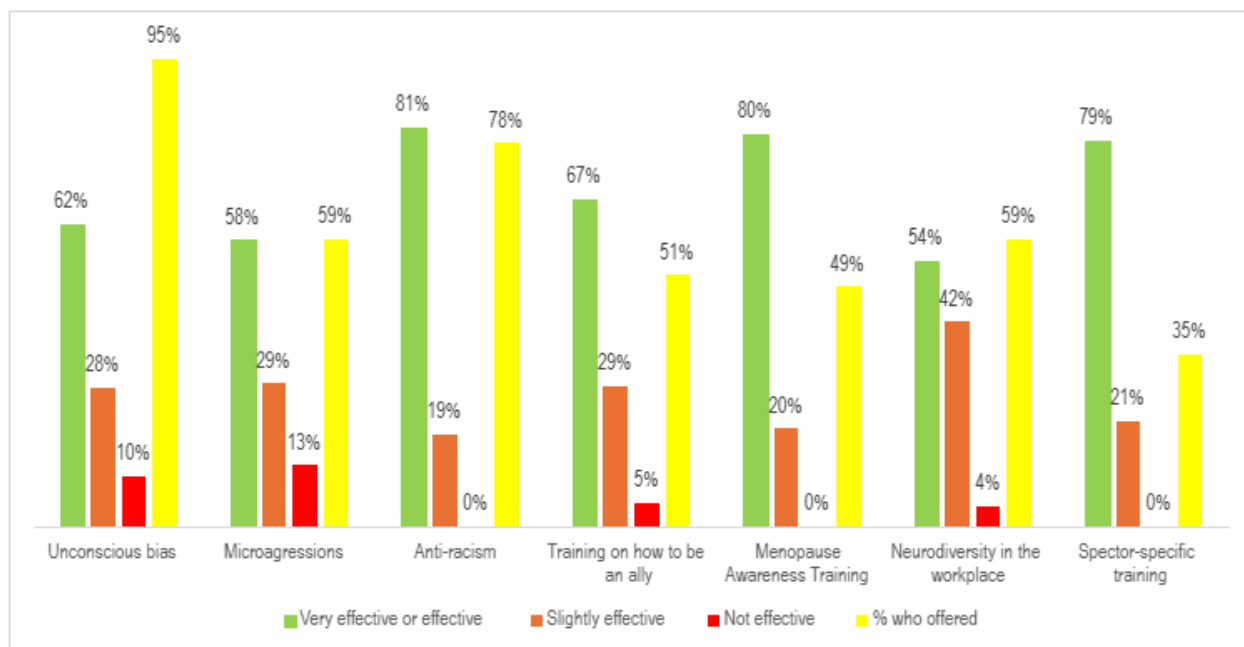
A good variety of training was reported as being offered to all respondents. Unconscious bias training was offered at nearly all institutions (95%), and anti-racism training was offered across most (78%).

59% of respondents mentioned microaggressions training being offered and 59% also mentioned that 'neurodiversity in the workplace was offered'. Training on how to be an ally was only offered at 51% of respondent's workplaces.

The least offered training was Menopause awareness (49%), although where this is offered it scores well on effectiveness (80% of those who had it scored it in the top two categories).

There was also little sector-specific training offered (35%), by far the lowest scoring. On reflection we believe this could have been affected by not suggesting enough ideas of what this could be. Examples suggested in the survey were producing content warning and creating inclusive collections.

The most effective training was anti-racism training (81%) and the least effective was 'neurodiversity in the workplace' with only 54% feeling it was very effective or effective.



Only 47% of respondents who identified themselves as being in multiple groups felt that the unconscious bias training was effective or very effective compared to 80% who didn't identify with a group. This was even more pronounced for microaggressions training where only 33% (single group) and 45% (multiple groups) felt it was effective compared to 100% (no group).

Conversely for the 'neurodiversity in the workplace training' 64% (multiple groups) and 67% (single group) felt it was effective or very effective compared to 29% (no group).

When comparing training to the 2022 survey, respondents used a free text box to respond so different options came through, but unconscious bias training was the most prevalent (93% of respondents in 2022 and 95% in 2024 reported it was taking place in their institution). It is noticeable though that in 2024 there is a more balanced picture with other training options having a higher number of respondents saying it is taking place. In 2022, 51% of training mentioned was unconscious bias whilst in 2024 it was 22%.

There were very few responses to the question regarding other training on offer. Most responses were either blank or 'don't know'. Those there were mentioned were:

- Disability.
- Bystander training.

- Inclusive management training.

There were also very few responses to the question of what training isn't offered currently which they would find useful. Only 3 respondents commented. Their suggestions included:

- External support networks for staff experiencing challenges around race, gender, or ability.
- Decolonising
- Trauma responsive action
- Neurodiversity awareness

This either means that generally training needs are met by institutions, or that people don't know what they want from training well enough to express it in a survey.

The question was specifically asking about training internal to the institution but a future area of interest for the M25 Diversity group would be considering external options for support and training offered within the profession.

Most respondents said that in the institution, there was a mixture of compulsory and optional EDI training (73%). A small number were either compulsory (15%) or optional (7%). When compared to the library, there were fewer respondents saying there was a mixture (51%) with a higher number of optional (23%) and the same percentage for compulsory (15%).

Taken together, it seems that there is room at both institutional and library level to make more EDI training compulsory.

All but 1 respondent was given time to attend training during working hours, which is positive.

3.8 Changes and initiatives

There were several ideas shared from respondents' workplaces. Along with responses covering several aspects of diversifying and decolonising collections and subject headings, respondents mentioned topics such as experience sharing, using measures of belonging to see how effective their EDI projects are, decorating the library during cultural festivals, and applying for the Race Equality Charter.

In terms of changes over the last 2 years, most comments reflected on the conversation being broader and more noticeable than two years ago. Several people noted that EDI is now more often a concern for senior management and policies reflect this. However, there was also a thread that despite this greater awareness, EDI issues are not always taken seriously and are still not central to everyone's work ethos, or that groups responsible for

EDI work within an institution are not able to enact change themselves. More work is needed by the M25 Diversity group to understand these issues, and this will form part of the group's work in the coming years.

4. Recommendations for next actions.

As noted earlier in the report, the survey results are not representative of the consortium due to the response rate being low. However, the below are some recommendations that we believe could be helpful to be investigated more by individual libraries and the M25 Diversity group.

4.1 Networks and representation

Institutions should aim to emulate the success of LGBTQ+ and Disability communities in the number of support networks, so Neurodiversity, Gender and Menopause networks are as prevalent, so these individuals / groups are offered this support.

The M25 Diversity group should look to collate and share good practice and success stories to share knowledge and know-how to the consortium.

Networks for Allies are low across the board – Institutions should aim to review this to increase the number of allies, developing support and resources to enable numbers to be increased. The M25 Diversity group will reframe the question in the next survey to investigate how allies are part of existing networks

M25 Diversity group to review how institutions / libraries define an Ally with the aim to provide a definition of 'Ally' to the consortium. The group to then collate and share good practice and success stories and investigate whether an event would be helpful to bring ideas together.

M25 Diversity group to investigate the possibility of setting up external to institutions support networks for groups across the consortium to prove a safe space for discussion and knowledge sharing.

M25 Diversity group to create a list of networks seen across the consortium, and where possible contact details to allow institutions to share best practice and resources.

Next survey to include the option of 'Parents / Carers / Families as a network as this was noted by multiple respondents in the free text box.

4.2 Digital Presence

Libraries should review their policies and current digital presence to ensure EDI aspects and communities are represented and consider why the institution's site is considered to

cater for and engage with the diversity of the institution's population more than the library site.

This is an ever-changing field, for example the use or change from BAME or BME to Global Majority. Different institutions use different terms depending on internal perspectives and needs. The M25 Diversity group could look at methods to help institutions and individuals, so consistency, clarity and current thinking is shared.

4.3 Recruitment Practice

Though EDI positive action practice is high through the presence of initiatives like anonymous shortlisting and diversity of panel members, institutions should review practice and procedure with an aim to make EDI recruitment practice the norm across the consortium.

M25 Diversity group to collate and share good practice and lessons learned.

4.4 Performance objectives / appraisals

M25 Diversity group to collate and provide a list of example objectives used by institutions / libraries, sharing resources and know-how to the consortium so there is more awareness of the value of this.

4.5 Resolving EDI issues

Libraries should review the relationship and effectiveness of actions and policies relating to intersectionality, where individuals who identify with multiple underrepresented groups to see how confidence in actions taken can be improved / brought in line with confidence levels of individuals identifying with a single group or no groups.

Libraries should investigate more why there is a much lower confidence in reporting things to the wider institution.

4.6 Events

M25 Diversity group to collate narratives on events held by different groups across the consortium to share good practice, success stories and lessons learned to assist institutions / libraries in developing their own events and share resources.

4.7 Training

Further investigation is needed in relation to what sector specific training is offered and needed within libraries. M25 Diversity group to collate and provide a list of training that has taken place, success stories and a list of trainers.

Future survey to provide more options of what sector level training is available to aid respondents in identifying training they have attended.

Libraries to take an intersectional approach to consider how effective their training is to staff.

4.8 Effectiveness and sharing success and good practice

M25 Diversity group to investigate setting up a virtual space to capture personal experiences and comments.

Group to also consider why despite a growing awareness, a theme from the survey free text comments showed that EDI issues are not always taken seriously.

5. Conclusion

The survey isn't representative of the consortium, so the recommendations from this report are ones that we believe could be helpful to be investigated more by individual libraries and the M25 Diversity group.

All the themes within the survey, networks/support, recruitment and training identified some potential actions to be taken either within the libraries of the consortium or by the M25 diversity group.

Although it has been difficult to make direct comparisons to the 2022 survey, due to the change in focus to a more intersectional one, there have been signs of positive movement within the sector.

There has been a growth in respondents knowing whether there is an EDI group or representative for EDI within the library, from 50% in 2022 to 71% in 2024. Although not a direct comparison, there looks to be positive changes taking place with institutions digital presence catering for and engaging with the diversity of the institution's population. This was 80% for 2024 compared to 62% in 2022 (though 2022 was limited to social media).

There was a high percentage of institutions taking positive action in relation to recruitment, with 67% using 3 or more actions.

Although still at less than 50%, there has been a growth in respondents noting that they were 'very confident' or 'confident' in raising EDI issues and these being dealt with appropriately at institution level. A rise from 38% in 2022 to 49% in 2024. The 2024 survey also looked at this issue at library level and the confidence was higher, 70%.

There was no respondent who said that their institution didn't have any networks, although 5 didn't know, and 2 institutions had all 7 options. Of the respondents who knew, the majority (69%) had 4 or more networks.

Anonymous shortlisting, inclusive JDs and ‘diversity in panel members’ as being well represented in workplaces.

A good variety of training was on offer with 3 training examples, anti-racism (81%), menopause aware training (80%) and sector specific training (79%), having high agreement of effectiveness at institutions where they knew it was offered. It is noticeable though that in 2024 there is a more balanced picture with other training options having a higher number of respondents saying it is taking place. In 2022 51% of training mentioned was unconscious bias whilst in 2024 it was 22%.

There were several questions, including questions on digital presence, recruitment, raising concerns and training, where there was a difference in responses from respondents who identified with underrepresented groups within the profession and respondents who didn’t. Numbers are small though, so this needs to be considered with caution.

Ensuring a higher response rate for the next iteration of this survey is critical to helping the consortium make a positive impact in this space. The group have considered options for this and, although we remain committed to wanting to hear from multiple voices within an organisation to increase the representation of our members, we will also instigate an expectation that all members provide an institutional response. We hope that this will strike a balance between hearing directly from members and their personal viewpoints and comments and hearing from all institutions to ensure we have representation from the varied types of organisations that constitute the consortium.

6. Appendix A: Survey questions.

1. Which of the following EDI staff networks does your library or institution have? (tick all that apply)

- Neurodiversity network(s)
- Allies network(s)
- Disability network(s)
- Global Majority network(s) (other names might be BAME / BME network)
- Gender network(s)
- LGBTQ+ network(s)
- Menopause Awareness network(s)
- Neurodiversity network(s)

- No networks
- Don't know

2. Does your library or institution have any other EDI staff network?

[Free text question]

3. Which of the following do your network(s) offer for members? (tick all that apply)

- Social events
- Discussion events
- A safe space (physical)
- A safe place (digital)
- Financial support
- Training
- Mentoring
- Library - fiction and non-fiction resources
- No networks
- Don't Know

4. If you have networks, do they offer any other resources?

[Free text question]

5. Within your library is there an:

[EDI]

- Group
- Representative or Champion
- No
- Don't know
- Other

[Ally]

- Group
- Representative or Champion
- No
- Don't know
- Other

If you ticked 'Other' in the previous question, please state which other form of EDI groups/representatives there is in your library:

[Free text question]

6. Do you feel the digital presence (including social media and website) caters to and engages with the diversity of the institution's population?

[Institutional Digital Presence]

- Fully
- Partly
- No
- Don't Know
- No digital presence

[Library Digital Presence]

- Fully
- Partly
- No
- Don't Know
- No digital presence

7. Does your institution offer written guidance on the appropriate use of language for discussing or communicating about issues on EDI?

- Fully
- Partly
- No
- Don't Know

8. Are you involved in recruitment at your library or institution?

- Yes (please answer Questions 9 & 10)
- No (Please go to Question 11)

9. If you are involved in recruitment at your library or institution, does your workplace undertake any of the following positive action initiatives?

- Yes
- No
- Don't know
- For some roles
- [Protected roles for Global Majority candidates]
- [Hiring or interview quota for candidates with protected characteristics]
- [Guidelines or rules regarding diversity in interview panel members]

- [Guidelines or rules regarding inclusive job descriptions]
- [Anonymous recruitment]
- [Sending out some or all questions in advance of the interview]

10. Does your workplace undertake any of positive action initiatives other than those already listed? Please type your answer below

[Free text question]

11. Do you have EDI related objectives set in appraisal / performance reviews?

- Yes.
- No.
- Don't know.

12. If you wanted to discuss issues related to equality and diversity, would you know how to raise concerns or share ideas?

[in Institution]

- Yes.
- No.
- Don't know.

[in Library]

- Yes.
- No.
- Don't know.

13. How confident are you that issues of equity, diversity and inclusion raised will be dealt with appropriately:

[In Institution]

- Very confident
- Confident
- Partially Confident
- Not Confident
- Don't know

[In Library]

- Very confident
- Confident
- Partially Confident

- Not Confident
- Don't know

14. Does your institution or library provide training on aspects of diversity, equality, and inclusion? (select all that apply)

- Training is provided by the institution
- Training is provided by the library
- Online resources for self-learning are provided
- External resources are provided
- External speakers are provided
- No training is provided
- Don't know

15. What training topics are offered and how effective is the training your institution offers?

- Very effective
- Effective
- Slightly effective
- Not effective
- Not offered
- Don't know

- [Unconscious bias]
- [Microaggressions]
- [Anti-racism]
- [Training on how to be an ally]
- [Menopause Awareness Training]
- [Neurodiversity in the workplace]
- [Spector-specific training (e.g. on producing content warning, creating inclusive collections)]

16. Are there training topics offered other than those listed above, and how effective are they?

[Free text question]

17. Have you any training needs relating to EDI which your institution or library does not currently offer training on that aren't mentioned above?

[Free text question]

18. Is EDI-related training:

[In Institution]

- Mixture of optional and compulsory
- All optional
- All compulsory
- Don't know

[In Library]

- Mixture of optional and compulsory
- All optional
- All compulsory
- Don't know

19. Are you given time to attend training during your work hours?

- Yes.
- No.
- Don't know.

20. Are there any other initiatives or ideas within your Library / institution that you would like to share?

[Free text question]

21. With regards to EDI what changes, if any, have you noticed in the workplace culture, training and support policy over the last two years?

[Free text question]

22. Which of the following do you identify with? Please select any that apply:

- LGBTQ+
- Global majority
- Neurodivergent
- Working class background
- Disability
- None of the above
- Other:

23. Please select the library role you most closely identify with

- Library Assistant
- Senior Library Assistant
- Assistant Librarian
- Librarian

- Senior Librarian
- Library Manager
- Team Leader/Head of Department/Head of Team
- Deputy Director
- Director
- Archivist
- Other:

7. Appendix B: Full survey results: data

1. Which of the following EDI staff networks does your library or institution have? (tick all that apply)

	Allies network(s)	Disability network(s)	Global Majority network(s)	Gender network(s)	LGBTQ+ network(s)	Menopause Awareness network(s)	Neurodiversity network(s)
YES	8	30	26	19	35	18	16
NO	26	5	9	15	0	16	20
TOTAL	34	35	35	34	35	34	36

2. Does your library or institution have any other EDI staff network?

[Free text question]

3. Which of the following do your network(s) offer for members? (tick all that apply)

	Social events	Discussion events	A safe space (physical)	A safe space (digital)	Training	Mentoring	Library - fiction and non-fiction resources	Financial support
YES	24	36	16	18	20	15	18	1
NO	12	1	20	18	17	21	20	35
TOTAL	36	37	36	36	37	36	38	36

4. If you have networks, do they offer any other resources?

[Free text question]

5. Within your library is there an:

Within your library	Group	Representative or Champion	No	Don't know	Total
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EDI	20	11	5	6	42
Ally	0	4	15	14	33

If you ticked 'Other' in the previous question, please state which other form of EDI groups/representatives there is in your library:

[Free text question]

6. Do you feel the digital presence (including social media and website) caters to and engages with the diversity of the institution's population?

	Institutional digital presence	Library digital presence
Fully	8	7
Partly	25	24
No	4	7
Don't know	4	3

7. Does your institution offer written guidance on the appropriate use of language for discussing or communicating about issues on EDI?

	Existing language guidance
Fully	9
Partly	18
No	6
Don't know	8

8. Are you involved in recruitment at your library or institution?

	Involved in recruitment
Yes	25
No	16

9. If you are involved in recruitment at your library or institution, does your workplace undertake any of the following positive action initiatives?

	No	Yes	Don't know	For some roles	Totals excl. don't know
Protected roles for Global Majority candidates	17	2	6	1	20
Hiring or interview quota for candidates with protected characteristics	14	7	3	2	23
Guidelines or rules regarding diversity in interview panel members	5	18	2	1	24
Guidelines or rules regarding inclusive job descriptions	4	18	3	2	24
Anonymous recruitment	5	16	2	3	24
Sending out some or all questions in advance of the interview	12	7	1	7	26

10. Does your workplace undertake any of positive action initiatives other than those already listed? Please type your answer below

[Free text question]

11. Do you have EDI related objectives set in appraisal / performance reviews?

	EDI related objectives
Yes	23
No	12
Don't know	6

12. If you wanted to discuss issues related to equality and diversity, would you know how to raise concerns or share ideas?

	Yes	No	Don't know
Institution	33	5	2

Library	36	4	1
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13. How confident are you that issues of equity, diversity and inclusion raised will be dealt with appropriately:

	Very confident	Confident	Partially Confident	Not Confident	Don't know
Institution	5	15	15	4	2
Library	16	12	6	5	1

14. Does your institution or library provide training on aspects of diversity, equality, and inclusion? (select all that apply)

Training is provided by the institution	37
Training is provided by the library	15
Online resources for self-learning are provided	34
External resources are provided	20
External speakers are provided	20
No training is provided	0
Don't know	0

15. What training topics are offered and how effective is the training your institution offers?

	Very effective	Effective	Slightly effective	Not effective	Don't know	Not offered
Unconscious bias	7	17	11	4	2	0
Microaggressions	3	11	7	3	7	10
Anti-racism	6	20	6	0	5	4
Training on how to be an ally	2	12	6	1	11	9
Menopause Awareness Training	3	13	4	0	11	10

Neurodiversity in the workplace	2	11	10	1	10	7
Sector-specific training	3	8	3	0	9	17

16. Are there training topics offered other than those listed above, and how effective are they?

[Free text question]

17. Have you any training needs relating to EDI which your institution or library does not currently offer training on that aren't mentioned above?

[Free text question]

18. Is EDI-related training:

[In Institution]

- Mixture of optional and compulsory
- All optional
- All compulsory
- Don't know

[In Library]

- Mixture of optional and compulsory
- All optional
- All compulsory
- Don't know

19. Are you given time to attend training during your work hours?

- Yes.
- No.
- Don't know.

20. Are there any other initiatives or ideas within your Library / institution that you would like to share?

[Free text question]

21. With regards to EDI what changes, if any, have you noticed in the workplace culture, training and support policy over the last two years?

[Free text question]

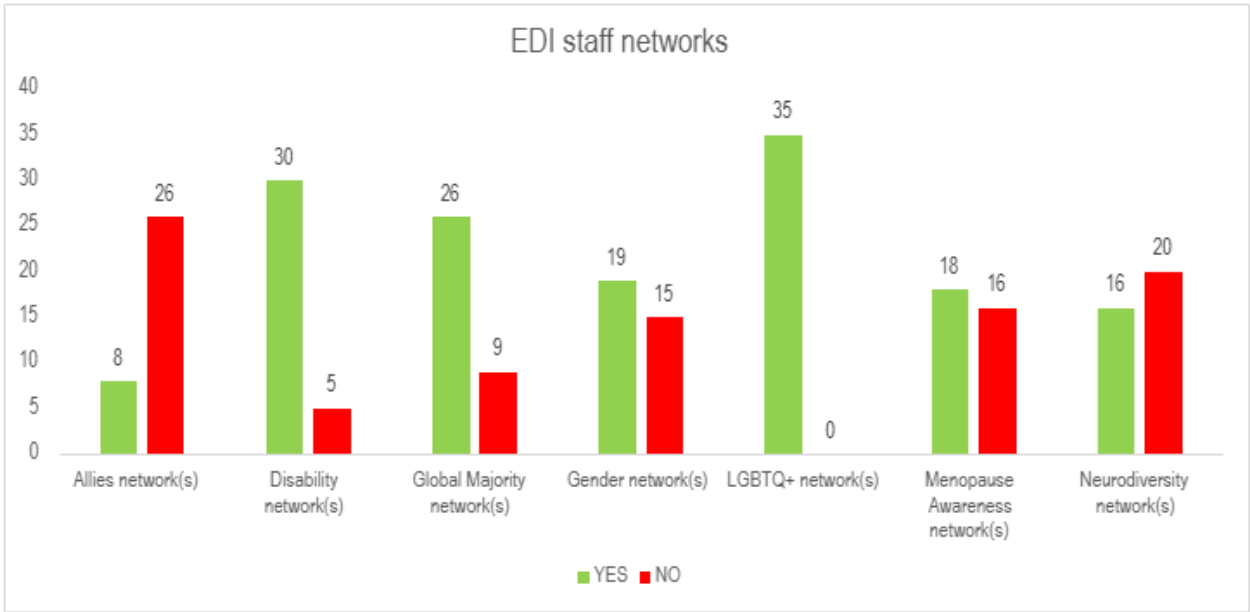
22. Which of the following do you identify with? Please select any that apply:

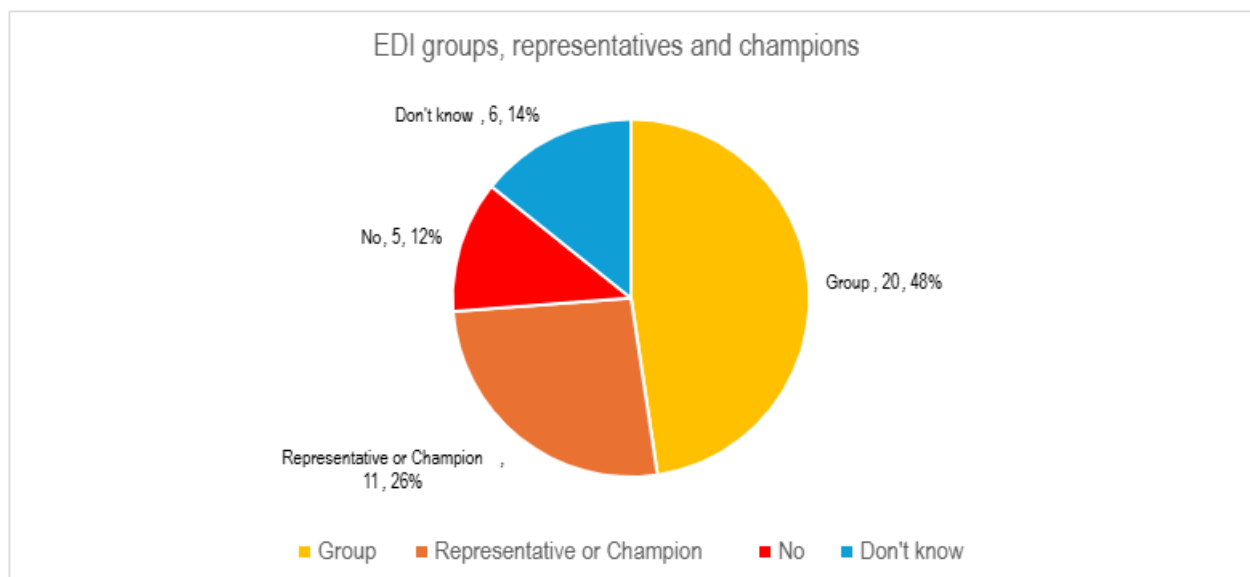
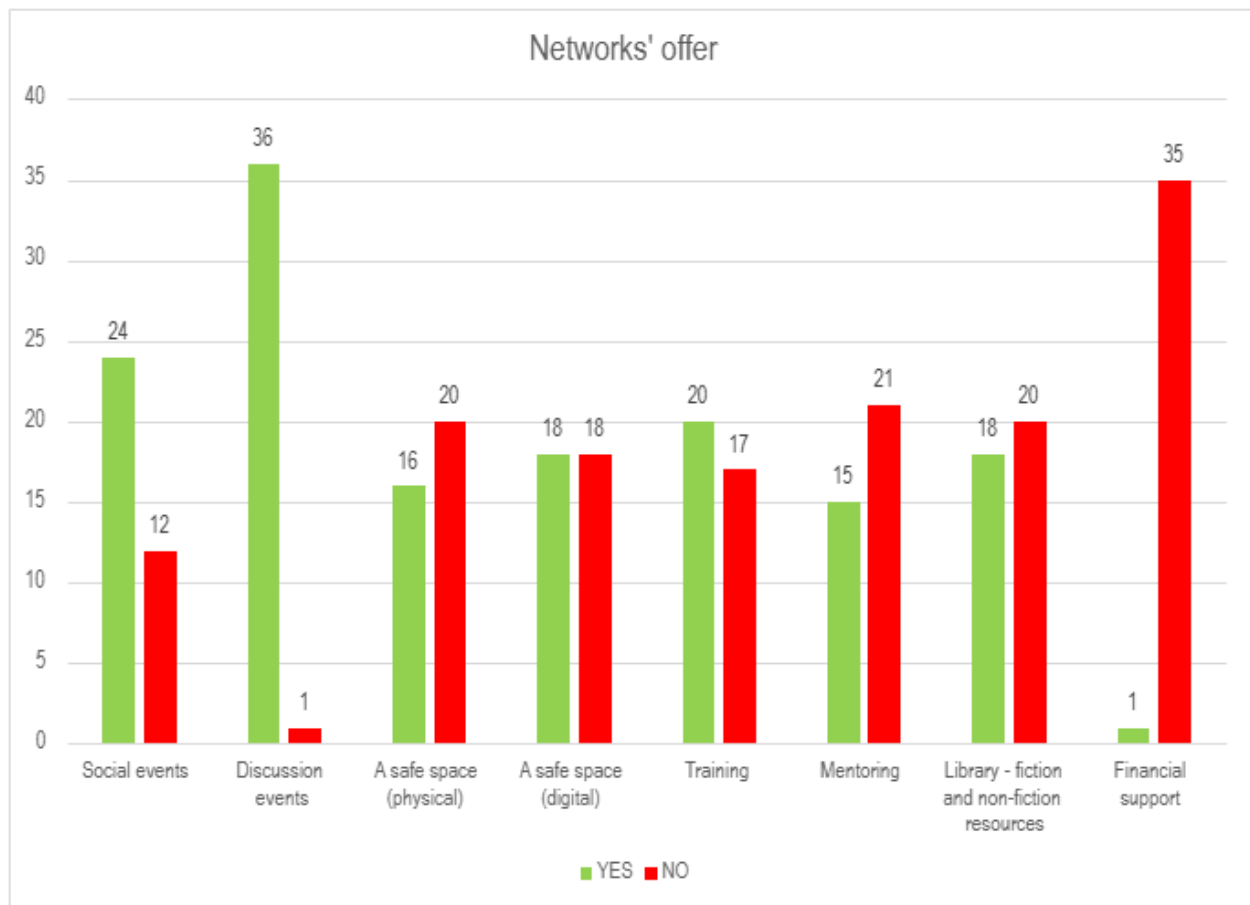
Under-represented groups	Count
Child of a refugee	1
Disability	10
Global majority	4
LGBTQ+	12
Neurodivergent	10
None of the above	10
Working class background	21

23. Please select the library role you most closely identify with

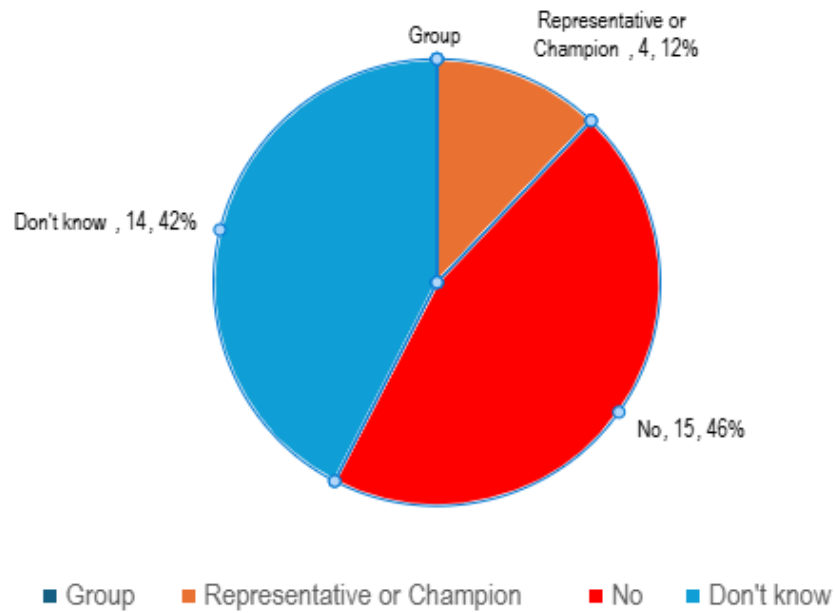
Role	Count
Director	3
Deputy Director	3
Senior Library Assistant	5
Team Leader/Head of Department/Head of Team	6
Librarian	10
Archivist	2
Museum Assistant	1
Assistant Librarian	3
Library Assistant	4
Senior Librarian	1
Library Manager	2
TOTAL	40

8. Appendix C: Full survey results: graphs

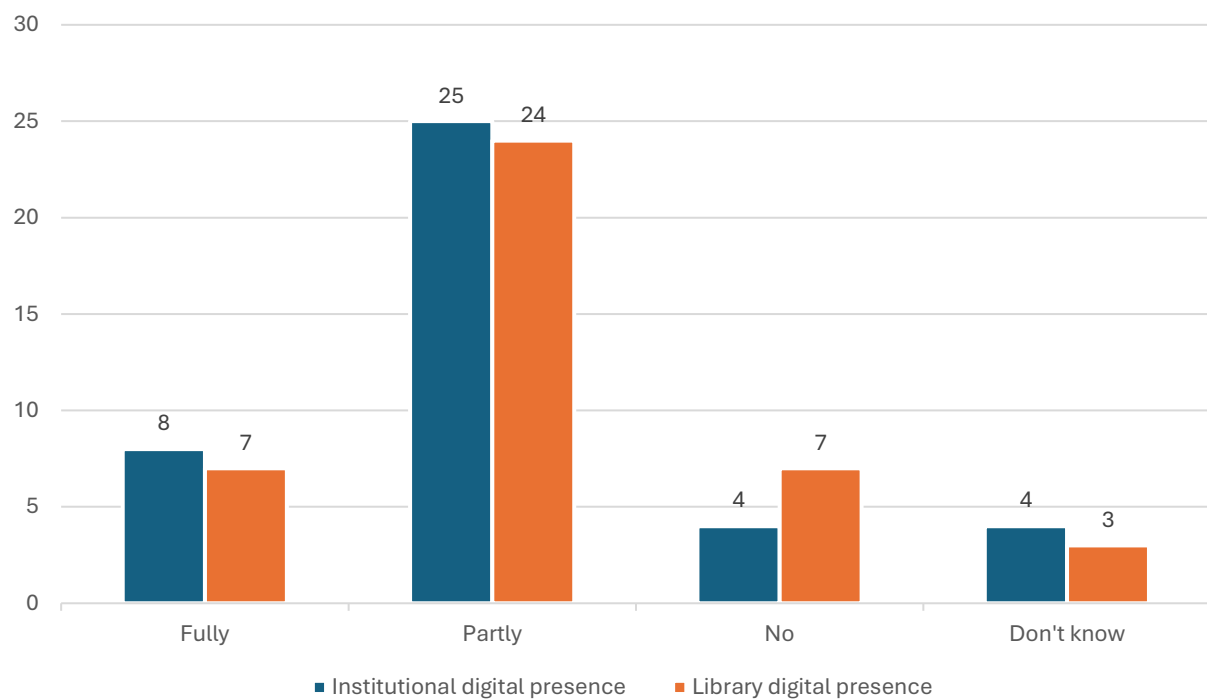




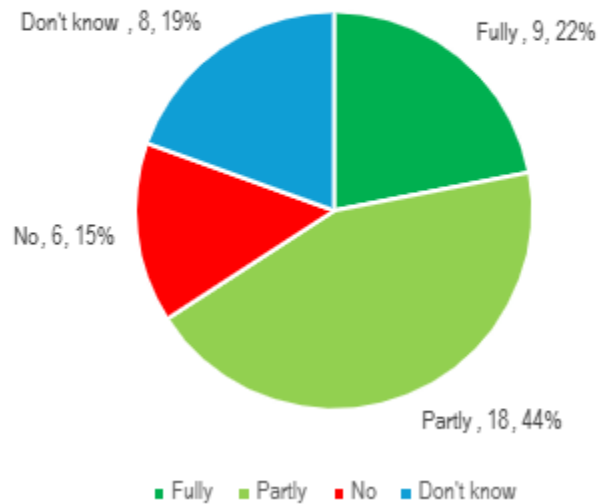
Ally groups, representatives and champions



Perceived inclusivity of digital presence

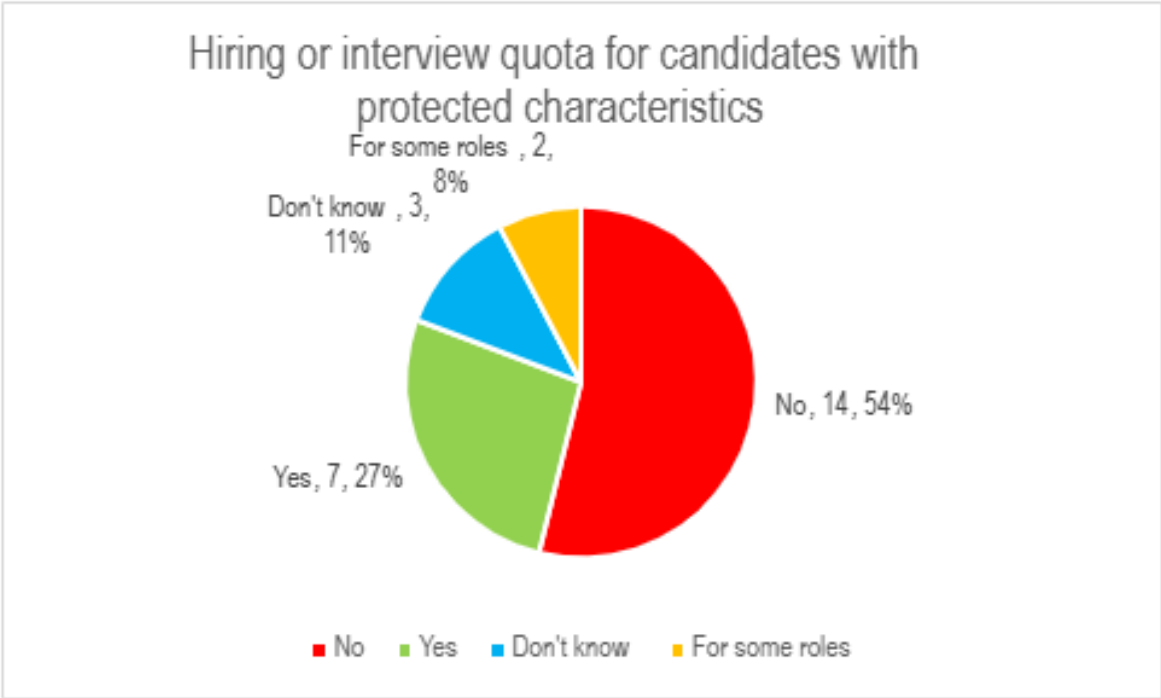
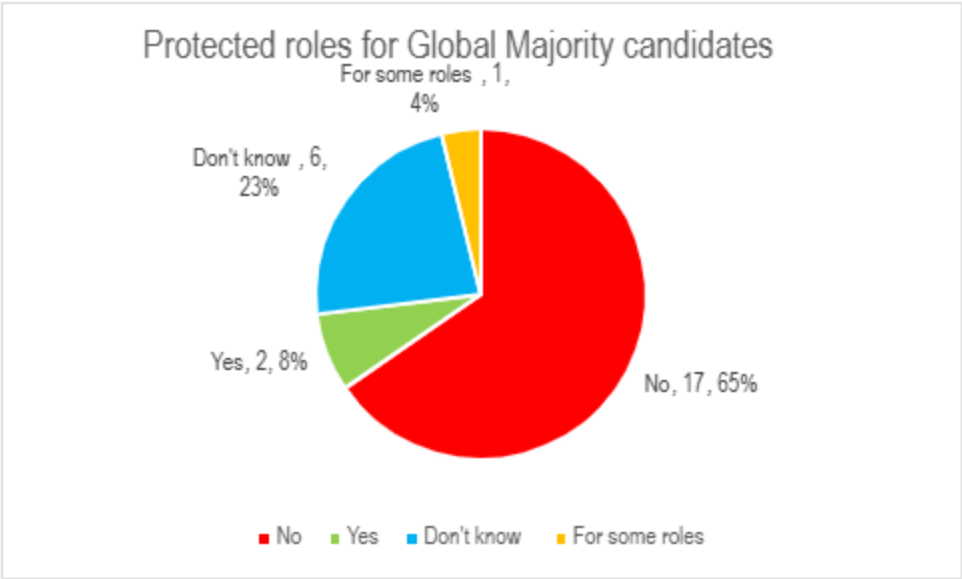


Availability of institutional written guidance on the appropriate use of language for EDI issues

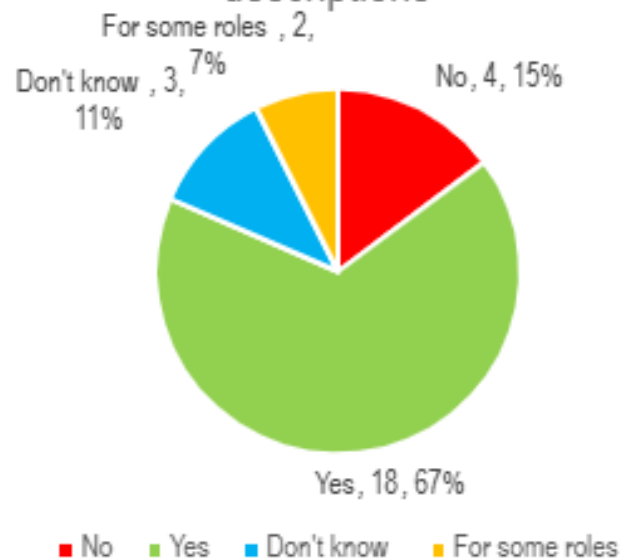


Involvement in recruitment

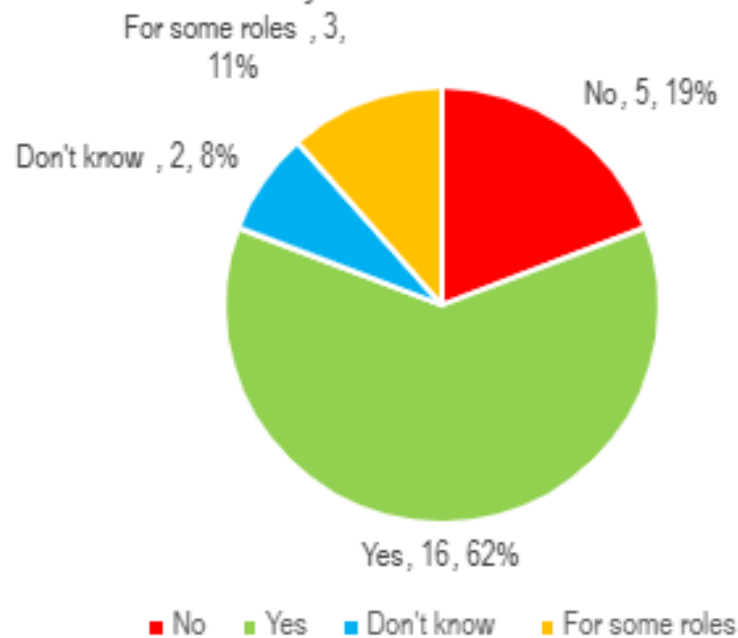




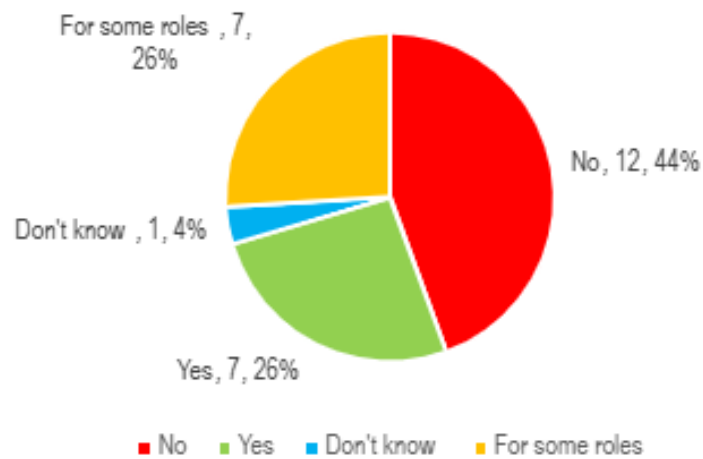
Guidelines or rules regarding inclusive job descriptions



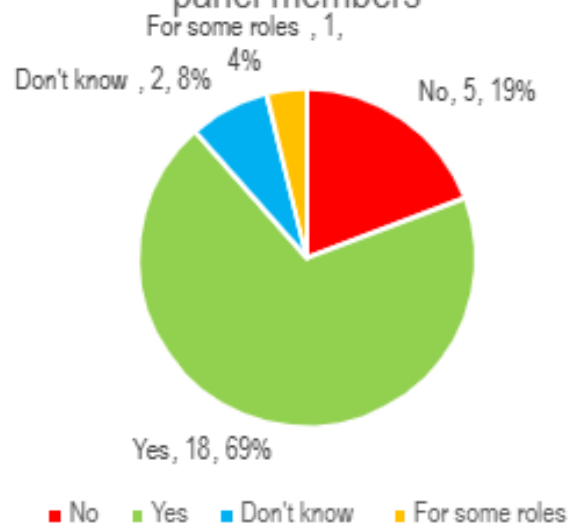
Anonymous recruitment

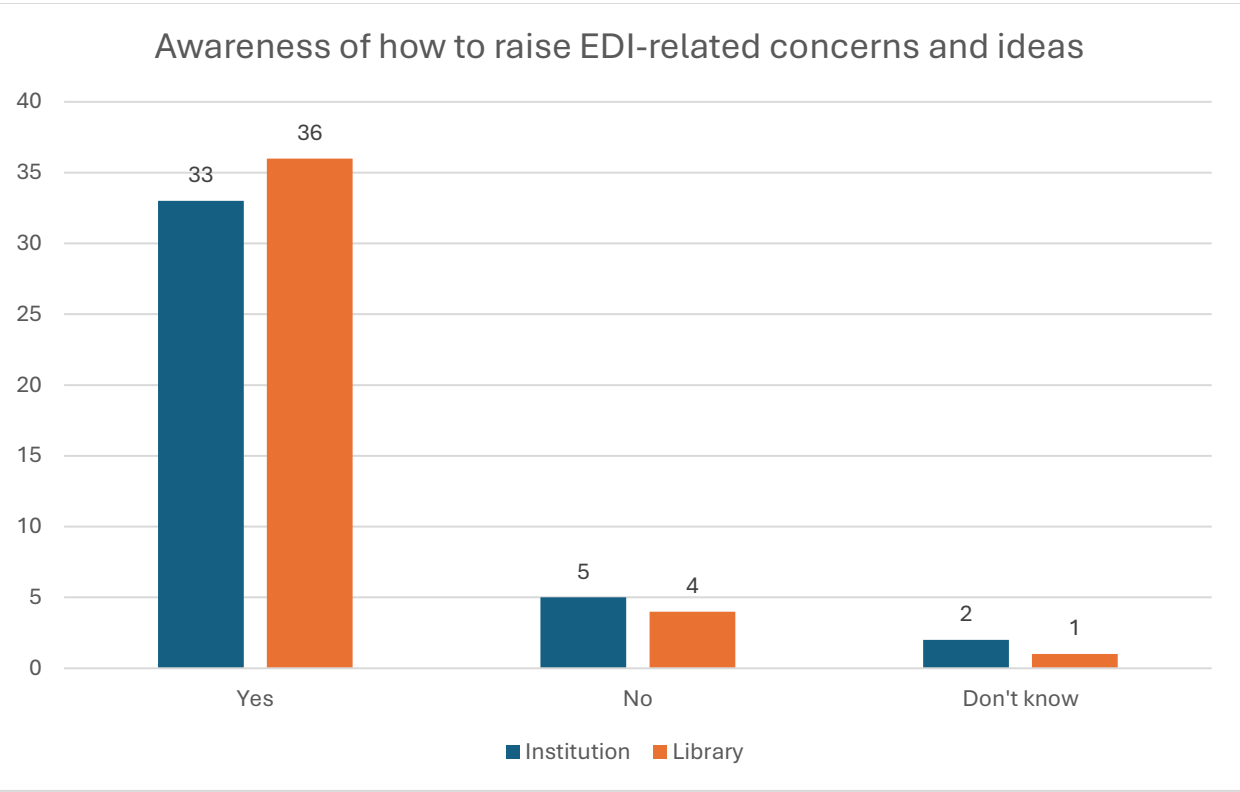
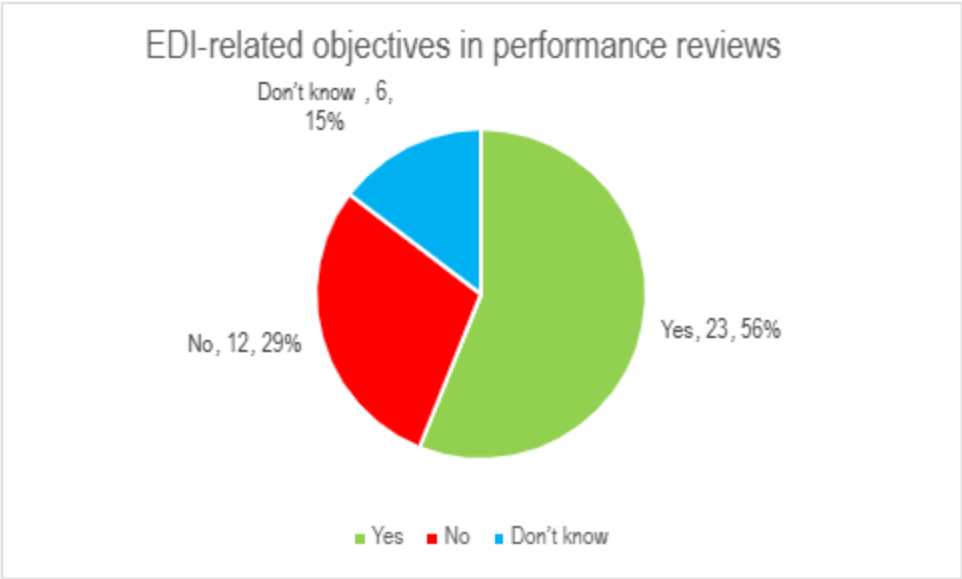


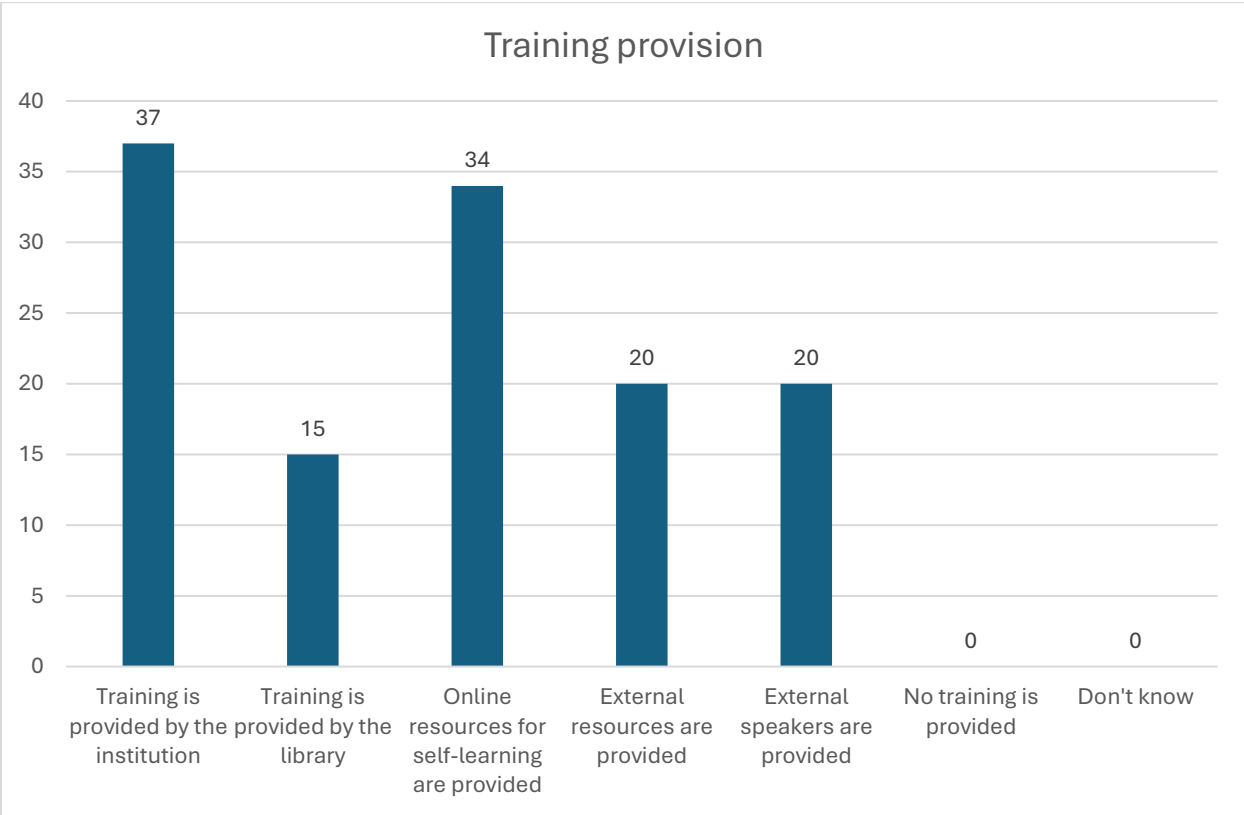
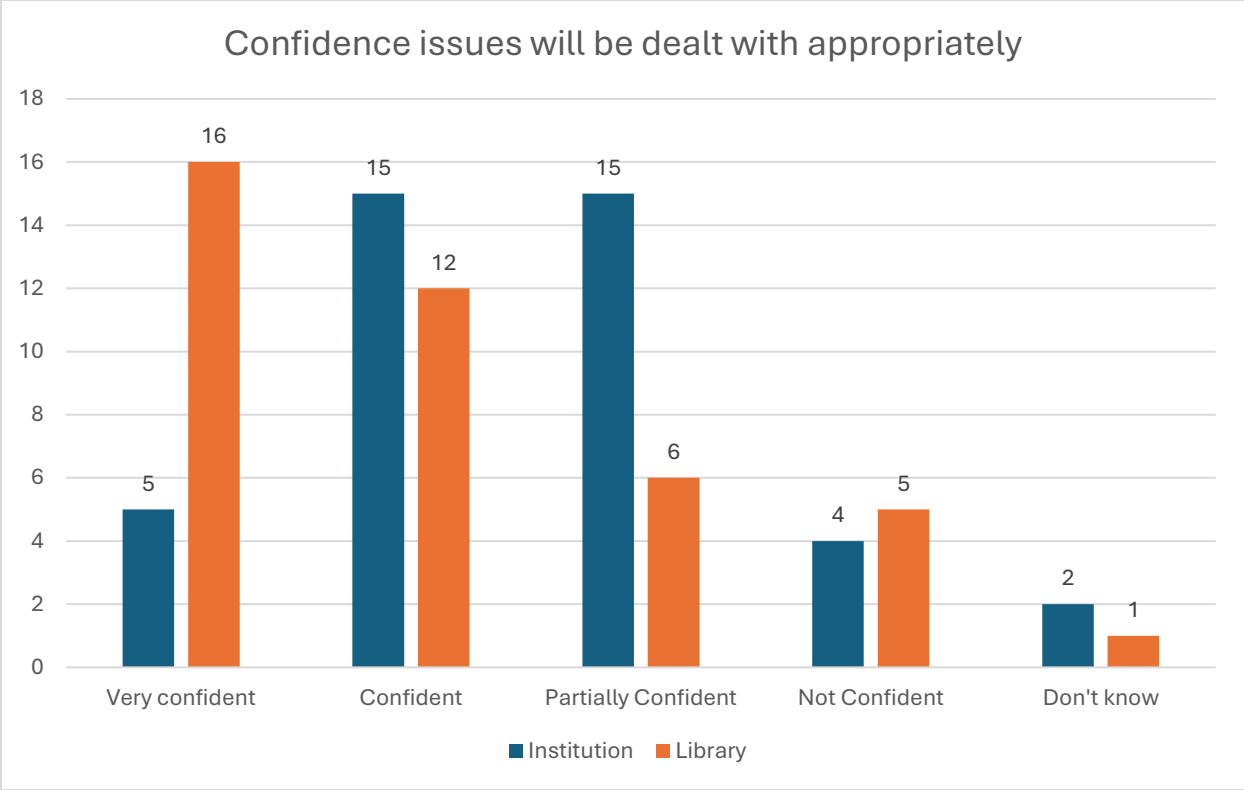
Sending out some or all questions in advance of the interview

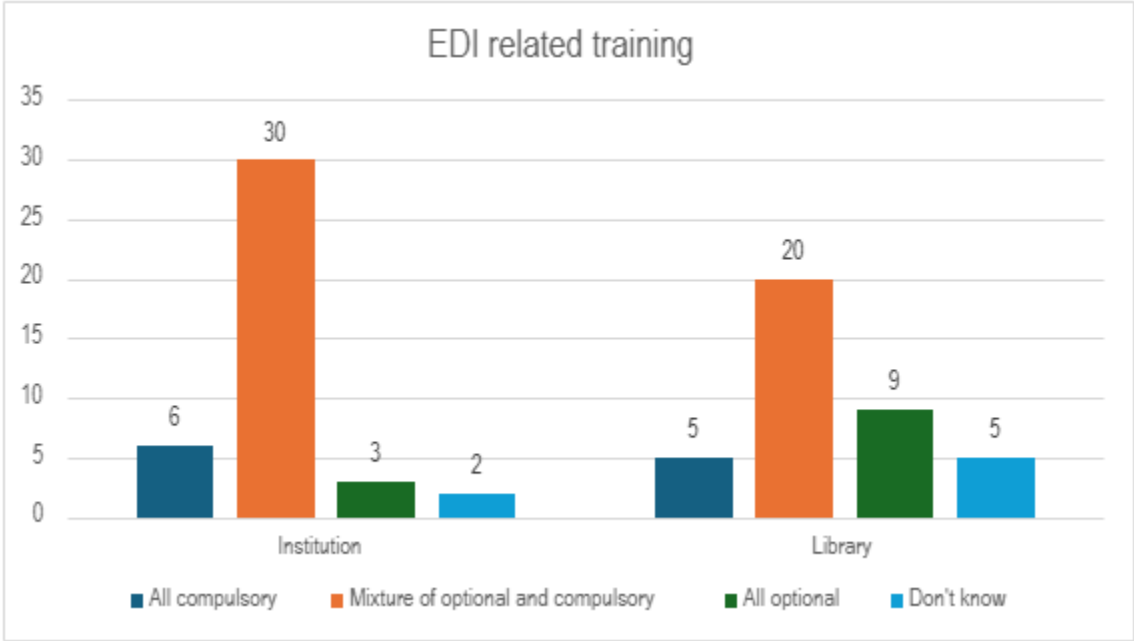
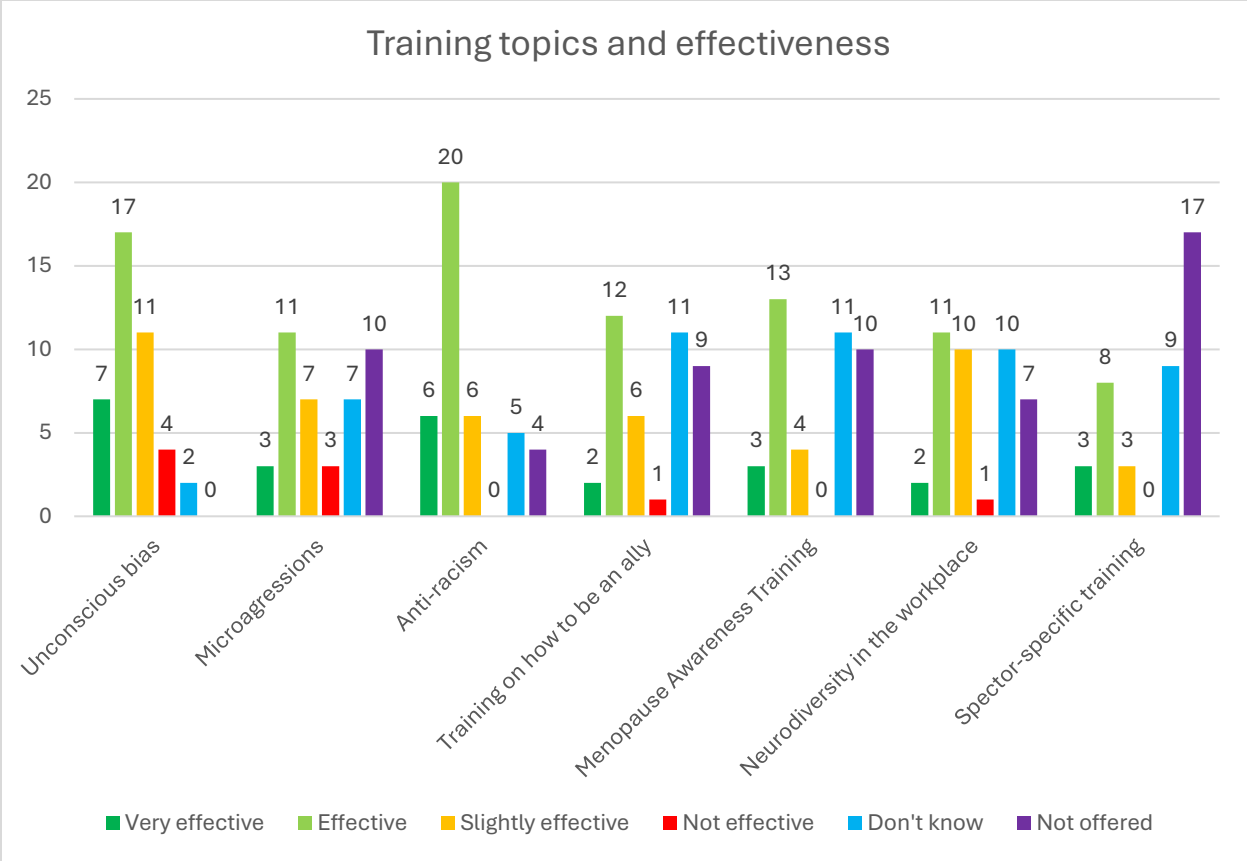


Guidelines or rules regarding diversity in interview panel members









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For more information about the group please visit: <https://www.m25lib.org.uk/m25-resources-and-activities/task-finish-groups/task-finish-group-diversity/>