DIVERSITY TASK FORCE

RECOMMENDATIONS REPORT
Accepted and endorsed by the GLS Executive Group
November 2, 2015

WISCONSIN
UNIVERSITY OF WISCONSIN–MADISON

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Executive Summary

Background and Process

The General Library System Diversity Task Force was created to plan for a long-term strategic way to manage, integrate and sustain efforts to promote diversity and inclusivity in library staffing and services. This report examines the imperative for change, based on both the UW-Madison campus strategic diversity framework and literature from the library profession to understand better the diversity and inclusion issues specific to academic libraries.

The Task Force worked to define diversity and understand the issues in the GLS. A key statement from the definition is: "***Diversity is the range of human qualities that impact and influence how people are perceived and how they behave. It is a focus on engaging "the whole person" and recognizing the multiple dimensions of diversity they may inhabit***."

The literature review identified the following diversity and inclusion issues that are important to librarianship:
- approachability and perception;
- workforce demographics;
- resource selection and availability;
- training;
- microaggressions.

With this background, the Task Force pursued assessment of where the GLS is now on its path to becoming an inclusive organization. Working with the UW Survey Center, the Task Force administered a climate survey, to which 60% of GLS staff responded. The Office of Quality Improvement assisted the Task Force in offering select focus group discussions for staff who self-identified with one of four affinity groups: people of color, white women, white men, and LGBTQ. Using the survey results and focus group information together, the Task Force summarized findings that indicated areas for improvement in GLS structures, policies and processes.

Overall the GLS is found to be in compliance with the legal requirements associated with diversity, and that there are many efforts and a few specific programs in the GLS that support diversity. Due to the strong professional commitment of librarianship to diversity, much of the work is not separated out and understood to be a special program. However, with the overall lack of a structure to integrate an intentional diversity priority into all aspects of the work of the GLS, these efforts are often isolated and inconsistently maintained.

Priority Recommendations

Based on these findings, a series of recommendations are being made. Each recommendation has actions that can be taken at various levels, from executive leadership to all individual staff. The following actions are a priority in that they must happen first for the other recommendations to be implemented:

1. Create an Equity & Diversity Committee (EDC): Executive leadership/Task Force
2. Establish what the "inclusiveness" core principle of the GLS strategic goals means in practice (how it is applied and how staff members are accountable to it): Executive leadership and Task Force/EDC

3. Use the definitions of diversity and inclusion, recommendations of the Task Force, and understanding of the "inclusiveness" core principle to create both the GLS strategic diversity plan and an implementation plan for task force recommendations: Executive leadership and Task Force/EDC

4. Require ongoing continuing diversity and inclusion education for leadership/management staff: Executive leadership and human resources (HR)

5. Communicate to staff the value and importance of diversity and inclusion training for all: Executive leadership as well as managers and supervisors

The following additional actions are associated with projects currently underway and are important to keep moving forward without waiting for the conclusion of a strategic diversity plan:

6. Ensure follow-up to survey and focus group results, demographics trends, participation rates: Executive leadership

7. Create web presence for diversity in libraries: Communications with EDC

8. Review recruitment and hiring practices in other campus units for improvements the GLS could consider: HR with EDC

9. Review and revise onboarding; include diversity and inclusion in the orientation handbook: HR with EDC

Throughout any and all implementations of actions, the GLS needs to keep close track of the campus implementation plan of the Diversity Framework recommendations, *R.E.E.L Change for Diversity and Inclusion* http://diversityframework.wisc.edu/documents/DFReport4_8_15.PDF. The GLS should both move forward on initiatives at its own pace without waiting for a specific campus implementation, as well as stay aligned with related campus efforts and tie into opportunities to connect with campus initiatives whenever possible.

GLS Diversity Task Force and Charge

The following communication was sent to library staff on January 7, 2015:

The GLS is committed to creating an inclusive environment for both staff and patrons, one in which individuals are actively included and respected; one which values and encourages different perspectives and reflects the interests of diverse individuals; and one which engages with diversity in ways that enable staff to respond respectfully and effectively to people of many cultures, languages, classes, races, ethnic backgrounds, religions, and other diversity factors.

To this end, the General Library System has created a Diversity Task Force to plan for a long-term strategic way to manage, integrate and sustain efforts to promote diversity and inclusivity in library staffing and services. The Task Force will work over this next year to gather information, set priorities, and recommend a structure for sustained management including assessment and accountability and reporting of diversity efforts in the GLS. The complete Task Force charter is attached for more information. (Appendix A)

Much of the work of the Task Force will focus on internal administration related to diversity and inclusion, and is therefore specifically a GLS effort. However, some of the work will naturally involve a broader look at libraries, library services, and patron experiences at UW-Madison, which will involve the campus-wide library community. We look forward to engaging both GLS and campus-wide library staff in this project.

The members of the GLS Diversity Task Force are:
- Erin Carrillo, co-chair
- Carrie Kruse, co-chair
- Samantha Becker
- Laura Caruso
- Todd Michelson-Ambelang
- Cat Phan
- Naomi Shiraishi
- Nancy Thayer-Hart, from the Office of Quality Improvement, is serving as a facilitator. *

The Task Force is also closely following the campus efforts to implement the campus Diversity Framework, Forward Together, and will align the UW-Madison Libraries with this plan appropriately. http://diversityframework.wisc.edu/documents/FrameworkforDiversityMay192014_2.pdf

The UW-Madison Libraries are a meeting place for the academy on campus. We are proud of our stellar service, helpful staff, and diverse and unique collections. In order for this point of pride to continue, it is important that all library users and library staff are part of an inclusive excellence framework for diversity. We will work to ensure that you are a vital part of this effort, as the individual that you are.

Ed Van Gemert, Vice Provost for Libraries
Nancy Graff Shultz, GLS Executive Committee sponsor
Erin Carrillo & Carrie Kruse, co-chairs of the GLS Diversity Task Force

*Jim Gray, from the Office of Quality Improvement, also met with the Task Force and Executive Committee several times to provide orientation and guidance on specific strategies for working toward a more inclusive organization.

The Imperative for Change

Issues of diversity and inclusion are relevant to all stakeholder groups of the General Library System, starting with the staff of the GLS and broadening out to the widest community. The Task Force explored research and publications ranging from the library profession to business literature, including specific documents associated with the campus diversity report to understand the rationale for making changes to how the GLS thinks and acts about diversity and inclusion.

Our staff

Cumulative Gallup Workplace studies reveal that a diverse and inclusive workplace promotes greater productivity, and Donald Fan found that "...innovation thrives in an inclusive culture that values diverse ideas..." (Gray, 2014; Fan, 2011). A diverse and inclusive workplace is also better able to retain valuable employees (Level Playing Field Institute, 2007).

Our patrons

Morales, Knowles, & Bourg (2014) argue for a more diverse academic library workforce, citing "...recent data from the National Center for Education Statistics indicate that the projected college student population for 2021 will be 58 percent white and 58 percent female, with 17 percent of students being African American, 17 percent Hispanic, and 7 percent Asian/Pacific Islander...In contrast, the ALA's most recent report on diversity reveals that librarianship, including that of academic libraries, remains overwhelmingly white.

In 2009–2010, 88 percent of credentialed librarians were white, 5 percent African American, 3 percent Asian/Pacific Islander, 3 percent Latina or Latino, and less than 1 percent either Native American or multiracial. The racial composition of current MLS/MLIS programs gives little reason to hope that the profession will become more diverse without intervention. The 2012 data show that only 4 percent of students in ALA-accredited MLS/MLIS programs are African American, 4 percent are Latino or Latina, 4 percent are Asian, 5 percent are international, 9 percent are unknown, and 71 percent are white."

The American Council on Education argues that diversity enriches educational experience and promotes personal growth, and that the future of nation requires higher education institutions to make conscious effort to build diverse learning environments (Gray, 2014). In order to best serve our patrons, libraries need to develop recruitment and hiring practices that promote a more diverse workforce.

Our campus community

As a part of UW-Madison, the Task Force is guided by the priorities of both the campus diversity efforts and strategic framework. In the campus diversity report, *Forward Together: A Framework for Diversity and Inclusive Excellence* (2014), the imperative for change is based on a three-part rationale: educational, leadership, and social justice. The following excerpts from that report offer brief summaries of the rationale:

> "Achieving a successful, inclusive, diverse organization requires fundamental changes: new styles of leadership, mindsets, engagement, problem solving and strategic planning. It requires new organizational structures, policies, practices, behaviors, values, goals and accountabilities—in short, a complete systemic culture change."
>
> -Katz & Miller, 2007, p. 1

Educational rationale: Empirical evidence suggests a strong correlation between diverse populations and development of critical thinking skills and cultural competence (which are desired educational and developmental learning outcomes). Different histories and cultures bring different perspectives and cognitive styles that contribute to complex and innovative problem solving. Teaching students to collaborate and communicate across diverse populations prepares them to effectively address future challenges in a rapidly changing world - students need an environment where they can learn from differences.

Leadership rationale: Individuals will develop better leadership skills through collaborating with others with diverse experiences and backgrounds. Leadership today requires those able to include and engage views and experiences of all in all their diversity; building these competencies (e.g. bridge building, respecting different abilities and cultures) works best in an institution that includes diverse populations.

Social justice rationale: There is a need to increase higher education opportunities for historically underrepresented or excluded populations; this rationale is ethical and moral and broadens societal returns on investment in higher education.

UW-Madison's Strategic Framework 2015-2019 refers to the Diversity Framework: "Enhance the strength of our campus through diversity and inclusion by implementing the campus Diversity Framework" furthering the importance of aligning the GLS efforts with our campus community.

Our society

"To truly embrace our social responsibility for promoting social justice, librarians and library leaders must also acknowledge the ways in which library practices frequently contribute to inequity, marginalization, and injustices; and commit to transforming our practices and standards in ways that leverage the power, expertise, and responsibility of academic librarians and libraries as forces for social justice...Moving aggressively toward realizing our stated value of diversity and toward embracing a social justice agenda as part of our core mission will be a powerful way for academic libraries to remain relevant in a society that is increasingly diverse and increasingly in need of sustained attention toward equity and justice." (Morales, Knowles, & Bourg, 2014)

Understanding the Issues

One of the early efforts of the Task Force was to develop a working definition of diversity and inclusion within the context of academic libraries:

> Diversity is a core value of librarianship. The American Library Association has made diversity a key action area, and in 2012 the Association of College and Research Libraries developed Diversity Standards "to emphasize the need and obligation to serve and advocate for... diverse constituencies."
>
> **Diversity is the range of human qualities that impact and influence how people are perceived and how they behave. It is a focus on engaging "the whole person" and recognizing the multiple dimensions of diversity they may inhabit.**
>
> The mere presence of diversity does not mean that differences are being leveraged or seen as assets. Leveraging diversity allows the organization to fully benefit from the strengths and talents of all staff. In order to leverage diversity, an organization must also be inclusive. The General Library System is committed to creating an inclusive environment for both staff and patrons:
> - one in which individuals are actively included and respected, so they are able to contribute and reach their full potential;
> - one which values and encourages different perspectives and reflects the interests of diverse individuals; and
> - one which engages with diversity in ways that enable staff to respond respectfully and effectively to people of many cultures, languages, classes, races, ethnic backgrounds, religions, and other diversity factors.
>
> A more diverse and inclusive GLS would include staff that reflect the diversity of the community we serve and provide resources and services that best meet their needs. It would provide the foundation for an institution ready to adapt to the future needs of both the community and staff.

To ensure a more complete understanding of the key areas of diversity and inclusion in libraries, a brief literature review was conducted. The Task Force identified several issues as areas that apply to diversity work in librarianship:

- **Approachability and perception**: Two studies conducted surrounding the approachability and perception of reference librarians has indicated that it is beneficial to have a more representative staff.
- **Workforce demographics**: The lack of diversity in librarianship is due to biased recruitment and hiring processes, and differential attribution accounts for the disproportionate representation of women in library administration.
- **Resource selection and availability**: There is a need for professional development and training to help staff understand the needs of diverse populations. Bias affects collection development and classification systems.

- **Training**: Only a small portion of librarians whose work responsibilities include coordinating diversity awareness have had diversity and cultural competency training before taking the positions.
- **Microaggressions**: Microaggressions are "subtle insults (verbal, nonverbal, and/or visual) directed toward people of color, often automatically or unconsciously." Academic librarians of color in particular have noted that they are treated differently than their white peers.

See **References** for a complete bibliography and **Appendix B** for more detailed summaries of the literature that informed the work of the Task Force.

Where We Are Now

One of the documents provided to the Task Force and the Executive Committee by our Office of Quality Improvement facilitators was *The Path from Exclusive Club to Inclusive Organization: A Developmental Process* (Katz & Miller, 2007). This article emphasizes the importance of understanding where the organization is in its ability to leverage differences and be inclusive, and that different strategies are needed at different stages of the journey.

Members of the Task Force and the Executive Committee utilized multiple approaches to inform their discussions of where the General Library System is perceived to be in various areas of our work. An inventory of current programs, policies, and practices; feedback from staff; and the campus diversity framework helped the Task Force identify where the General Library System is on The Path to being an inclusive organization.

> "Diagnosing the organization and determining where it is on The Path makes it possible to tailor interventions based on that point… Force-fitting… is wasteful and counterproductive, leading to strong resistance and backlash reactions. …tailoring appropriate interventions [is] critical to success."
>
> -Katz & Miller, 2007, p. 3

The inventory of current GLS diversity efforts was compiled through the broad perspectives of team members and conversations with administration. The inventory shows that there are many efforts and a few specific programs in the GLS that support diversity. However, due to the strong professional commitment of librarianship to diversity, much of the work is not separated out and understood to be a special program. With the overall lack of a structure to integrate an intentional diversity priority into all aspects of the work of the GLS, these efforts are often isolated and inconsistently maintained.

The Task Force also conducted a survey and focus groups to gather more information about the GLS as a workplace. Along with identifying issues that need to be addressed, the survey is intended as a baseline, and will be administered regularly as an indicator of progress toward a more diverse and inclusive workplace. The details of the survey and focus groups methods are available in Appendix C.

Finally, the Task Force studied the campus diversity framework to identify specific recommendations for action in the GLS.

The points outlined below are discussed further in the **Key Findings** section of this report.

Where We Are Now: Current Efforts

Collections
- The nature of our research collections is that there are a lot of ways diversity is supported in most collection areas
- Telling the story of how our collections support diversity is challenging because of the integrated way it happens
- Some database subscriptions can highlight specific topic areas (e.g. Ethnic NewsWatch, LGBT Life, Historical Black Newspapers, HAPI, etc)

- Some special collections can highlight specific efforts (College Library Ethnic Studies collection, many special collection areas, digital collection areas)

Communications
- There is no formal communication structure for library diversity efforts (external or internal).
- A public website for the Information Specialist Internship Program (ISIP) is one of the only visible diversity efforts on the Libraries website
- The staff website for ISIP is one of the only visible diversity efforts communicated to staff.
- Stories about diversity efforts are shared (Library news, social media) in an ad hoc manner; i.e., not intentional, consistent, or part of a broader diversity plan
- The Diversity Summary Report submitted by request to the Campus Diversity Officer in 2013 and 2014 included repetition of the same known efforts, with no significant progress, and is not communicated elsewhere in the libraries

Diversity Resident Librarian program
- A new program (started in 2013) to recruit entry-level librarians from underrepresented groups to a two-year career-development employment opportunity in the GLS
- Aligns with other academic library residencies and ARL diversity efforts
- Funding is not available to continue in the short run (after two residencies) due to budget cuts, but is a donor/fundraising priority

Information Specialist Internship Program (ISIP)
- Program in existence since 2006: introduces undergraduates from underrepresented groups to the broad areas of work in the information profession
- ISIP is the most intentional and structured of the GLS efforts to support diversity
- A small group of committed employees run the program
- Finding new supervisors and broad participation is a continuing challenge
- Lots of communication efforts from the steering committee (staff web page, forums, graduation) but still many staff are unaware of ISIP

Outreach, Liaison, Instruction
- Liaisons work to support research, including research in disciplinary areas related to diversity
- There are liaisons for campus programs related to diversity (e.g. Open House, a residence hall for an open understanding of gender)
- Instruction and orientation (tours) occur for specific courses and programs related to diversity on campus
- These stories are challenging to tell in a comprehensive way because of the integrated nature of this work

Professional Development
- There are "pockets" of professional development activity
  - Several GLS employees have taken part in campus diversity programs over the years (e.g. leadership institute programs through the Office for Equity & Diversity)
  - A number of GLS employees regularly attend the annual diversity forum
  - Some individual units/libraries/departments have gone through some cultural competency and/or inclusivity trainings
- There is no clear message from the GLS leadership that participation in such efforts is a value or a priority
  - Inconsistent support from supervisors for participation in campus opportunities
  - No systematic way to ensure professional development for all staff in areas of diversity and inclusion

Recruitment and Hiring
- Equity Action Committee: a long-standing effort to support search & screen process
  - For academic staff hiring only
  - No changes in many years
  - Currently under review (both on campus and within GLS)
- Equity Action Monitors: present on every academic staff search & screen committee
  - Good for ensuring equitable search process (compliance)
  - Not as good for seeking out/recruiting individuals
  - Puts onus on one person rather than all people involved in hiring process
- Processes all in flux on campus with new HR Design and campus efforts to train on unconscious bias, etc.
- On-boarding of new employees
  - GLS is updating process based on the new campus policy
  - GLS employee manual is new, relatively unknown to many staff, and focuses diversity issues on "compliance" rather than being proactive in identifying diversity/inclusion issues and values

Where We Are Now: Climate Survey and Focus Groups

Details on the survey and focus group methods are available in Appendix C, including response level definitions (e.g., "favorable" and "acceptable"). A complete summary of the focus group discussions is available in Appendix D and an analysis of survey responses is available in Appendix E.

A summary of survey and focus group results was shared at a staff forum on July 30, 2015, and included the following themes and comments.

Overall Themes

➢ Most GLS staff feel good about the environment in individual work units
- Survey questions about work unit environment (e.g. *"My work unit feels comfortable to me"*; *"My work unit is welcoming to all people regardless of race"*) were answered favorably at least at an acceptable level, and many questions at an above average level
- In the focus groups there were many positive comments about individual work environments, e.g., *"To my supervisor and some of my coworkers, I can talk openly, I feel welcome, my opinion matters."*

➢ Leadership and decision-makers are not reflective of diversity of staff
- *"I think that it is noteworthy to say that it is a gendered profession. It is frustrating that the administration is predominantly male."*
- *"The management is not very reflective of diversity – the representation of who's there in management. When you think of who makes decisions; minorities are not reflected there."*
- *"There is a perception that the same people are chosen over and over to serve on important GLS committees."*

➢ There is appreciation for current efforts – staff indicated that activities like the survey and focus groups are positive, but there is room for improvement
- *"This is a great start. I'm kind of astonished. Focus groups, listening, info moving up chain."*
- *"Breaking into affinity groups was good because it allows people to recharge . . . Stuff like this (affinity group discussions) when you can talk without being guarded really recharges people."*

- *"I feel management is making an effort to value diversity. I'm not so sure that the employees themselves are. I think it's hit or miss."*
- *"I think there's a genuine want, but execution is difficult."*
- *"Policy and reality are not equal."*
- *"Forums are scheduled, guest speakers are brought in, and these actions elevate the issues of diversity for those employees who choose to attend and participate. It's a self-identifying mechanism."*
- *"GLS is improving in its recruitment of people of color but more needs to be done across all units. Cultural sensitivity and cultural competence are still lacking in many areas."*

Survey Results

➢ People's experience depends upon groups they might be identified with
- The statement in the survey that got the most agreement from men and women, but the least from people of color, was "my co-workers are open and welcoming to others who are different from them." This was both at the work unit and GLS levels.
- People of color feel less supported and welcome. (A lower percentage of people of color agreed with the statements "I receive support and encouragement from my supervisor" and "My supervisor is open and welcoming to others who are different from him/her" than men or women.)
- Men feel less respected and valued. (A lower percentage of men agreed with the statement "My supervisor respects me and values my work" than people of color or women.)
- Women feel less equal than men or people of color. (A lower percentage of women agreed with the statements "Policies are applied fairly in my unit" and "Work is distributed equitably in my unit" than men or people of color.)
- *"I sometimes feel that I am looked at with distrust or uneasiness because of my age. I am in my twenties and have been mistaken as an undergraduate by colleagues in GLS. When I first started this job it wasn't necessarily a big deal; however, sometimes it still feels hard to connect. I have only felt real friendliness from the minority of my GLS colleagues and that is troubling to me."*
- *"I didn't see questions dealing with age discrimination which I think does sometimes exist here."*
- *"There is a bias against people of faith, particularly Christians, in the GLS."*

➢ Climate differs between units
- People feel less safe and comfortable above the unit level and less satisfied with relationships at work.
- In some units, the number of favorable responses to questions such as "the environment feels safe to me," "I am treated with respect," "In the past six months, somebody has said or done something that makes me feel uncomfortable," fell in the unacceptable range.

Focus Group Results

➢ Some focus group participants are aware of increased attention and activity on diversity and inclusion initiatives
- *"Past year diversity programs have opened doors for discussion and inclusion; has opened a lot of dialogue and discussion among staff and student staff."*
- *"Budget for ethnic studies and collections devoted to ethnic groups. The fact that we even have it at all and it's been around for a while."*
- *"LGBT is getting more visibility and a voice, collections, services."*
- *"I think that the efforts being made such as ISIP are great."*

➤ All demonstrate some awareness of how difference may affect others' experiences
  - *"I would say the white LG [Lesbian and Gay] feels quite good, but I am not sure about the BTQ [Bisexual, Transgender, and Queer]."*
  - *"People of color may feel not represented or tokenized, being in such a minority."*
  - *"Within librarianship, even though the career is female dominated, the higher positions tend to be male driven. The salaries are not equal."*

➤ Difference affects every day experiences
  - *"When I'm not getting a raise or promotion, I wonder if it's because I'm a woman."*
  - *"It's isolating."*
  - *"I feel like I have to change who I am at work."*
  - *"I do not think about being a white man on a day-to-day basis."*

➤ Diversity is not currently enough of a conversation in the GLS - there are difficult issues and conversations that need everyone involved, not just those interested
  - *"There is a need to make everyone comfortable. And comfort means not scaring or making others feel guilt."*
  - *"Lack of involvement by non-executives in the process. Lack of understanding how to apply one's self in the process and time to engage in the process."*
  - *"There are people who are aware of the issues. We need to spread the word and the message, in order to get others to know about the problems and urgency. It should be part and parcel of the whole library. There should be diversity training requirements instead of opportunities."*

Where We Are Now: Campus Diversity Framework

The Task Force identified several recommendations in the campus diversity framework on which the GLS could take action:

2.1 Equity and Diversity Committees
This recommendation focuses on strengthening the capacity of Equity and Diversity Committees and "[determining] the best way to fully integrate the... EDC into the daily practices and broader planning for diversity and inclusion and establish equitable budgets to ensure initiatives, priorities, and initiatives are sustainable responsive to the needs of each unit. Each unit will prepare an annual report of progress made toward achieving its stated diversity and climate goals."

3.2 Climate surveys
Create new, or coordinate extant surveys of climate and engagement. These surveys should be comprehensive, and measure the campus climate and engagement for students, faculty, and staff in a scholarly rigorous, and longitudinal manner. Further, results of these surveys must be made public, contribute to campus policy, planning, and practice improvement and development activities, and serve to contribute to broader scholarly and practitioner bodies of knowledge.

3.3 Improvements based on climate surveys
Department chairs, directors, and other supervisory and managerial leaders encourage, and support improvements grounded in analyses of climate assessments through regular, local conversations.

3.7 Diversity plans
Charge administrators to take responsibility for their unit's strategic diversity priorities, to be outlined within strategic documents or strategic diversity plans developed within each academic and administrative unit; support the development of benchmarks, outcome measurements, and to take action in an evidence-based manner.

4.6 Recruitment
Evaluate and assess current pipeline programs aimed at increasing the pool of qualified... applicants for university employment. Appropriately support and enhance existing best practice models, and identify promising new programs for implementation.

Key Findings

Introduction

As part of establishing the groundwork for diversity and inclusion in the GLS, the Task Force conducted a climate survey[1] and focus groups. The intent is that these feedback mechanisms will be administered regularly to gather longitudinal data and as an indicator of progress toward a more diverse and inclusive workplace. Continued capture of feedback from staff that factors in demographic information and social identity groups will be key to using this information in an ongoing way throughout the process of becoming a more inclusive organization.

Even though reflecting only a moment in time, a snapshot of demographics, climate, and staff perceptions provides an important baseline picture of where the GLS stands in the process of becoming an inclusive organization. Climate and staff perceptions can be important in teasing out what, if any, group level[2] patterns may exist in the organization; whether there are patterns of experience and treatment in the organization based on group membership or identity.

Where the demographics of our leadership do not reflect that of staff, and staff demographics do not reflect the UW-Madison patron base, the GLS needs to examine structures, practices, and/or processes that discourage or hinder diversity in staffing.

Workforce composition
The GLS is a predominantly white, female organization as indicated by the Human Resources collected self-reported demographics (as of October 9, 2015):
- 132 of 213 current FTE identify as female.
- 21 of 213 identify as an ethnicity other than white.

Climate and staff perceptions
The data from the climate survey and the focus groups indicate that most areas of climate need improvement (i.e. questions were answered favorably at less than 90%). Overall, most people responded favorably about their immediate work unit, but less favorably about working across units, and least favorably at the GLS level. Only 59% of respondents rated the GLS highly on the Diversity and Inclusion composite scale (see the Survey Summary Report in Appendix E for more detail on the Diversity and Inclusion composite scale).

Structures

Equity and Diversity Committee
The GLS Equity Action Committee (EAC) has been fulfilling the campus required role of an Equity and Diversity Committee (EDC) for each division/unit on campus. However, currently, the EAC functions solely for members to "serve on all academic staff search and screen committees to assist in ensuring that these committees operate equitably and consistently," (EAC charge) and to resolve any issues that may arise with the search process. This, in effect, limits the committee's responsibilities to legal compliance in the search process and does not include any training, consulting, or other diversity-

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[1] Student staff members were not surveyed at this time
[2] Group level is defined as social identity groups to which staff members belong or with which staff members are identified, not work groups or teams.

related efforts in our recruitment and hiring practices. The EAC has no other responsibilities for diversity and inclusion initiatives in the GLS.

The Campus Diversity Framework recommends broader use of campus EDC structures: "…Determine the best way to fully integrate the… EDC into the daily practices and broader planning for diversity and inclusion." (pg. 30)

Leadership

The GLS lacks a strong leadership presence in diversity and inclusion. Although focus group feedback indicates that many feel the management is trying to improve diversity efforts, current initiatives are isolated, climate differs across units, and there is unclear support from leadership for participation in diversity activities (for example, training opportunities are mostly opt-in and support for this differs across units). The inconsistency across units indicates that there is no clear message or communication from executive leadership that diversity and inclusion are critical to the entire organization.

Goal 1 of the Diversity Framework aims to promote the institutional values of diversity and inclusion across campus in order to integrate the "principles of inclusive excellence into the fabric of university life for all." (Framework, 2014, p. 24) The messaging cannot and should not come from one portion of campus alone but is the responsibility of all across campus. Furthermore, leadership on campus will be expected to be models of inclusive behavior. Goal 3 of the Diversity Framework states that, "While all on campus are responsible for creating inclusive excellence, we look to the campus leadership to provide models of inclusive behavior, to exemplify rhetoric in practice, and to demonstrate their sincerity in the belief that inclusive diversity is our path to excellence." (p. 34)

There is also a perception that GLS leadership is not reflective of the diversity of staff. The recent (2014-15) ARL salary survey indicated that while women are 61.2% of library staff, women comprise 58% of ARL leadership (director, associate director or assistant director). These numbers have been gradually improving over the years, but still suggest that women have not yet attained parity in numbers for leadership roles in ARL libraries. Much more significantly, the ARL salary survey shows people of color are greatly underrepresented in both the profession and in leadership roles. For all staff, only 9.7% are minority women and 4.6 are minority men. ARL leadership roles are 5% minority women and 3% minority men.

In addition to addressing the issue of representation in library leadership roles, the GLS should also look to campus leadership for further discussion on and involvement in the campus diversity mission and how campus leaders in each School/College/Division can be models for communicating about and implementing diversity and inclusion values. Note that "leadership" should be defined as not just the members of the Executive Committee, but also includes managers, supervisors, committee chairs, and other leadership roles in the GLS. The importance of having all levels of leadership not only support diversity and inclusion efforts but also reflect a diverse staff cannot be emphasized enough.

Strategic plan

The GLS currently has no strategic plan related to diversity and inclusion. The most recent GLS Strategic Framework includes inclusiveness as one of three core principles, but there is still not a clear vision of what it means to be a core principle. The work of the Task Force is intended to set the groundwork for the development of a diversity strategic plan for the GLS.

This effort is also supported by the Campus Diversity Framework recommendation 2.1: "Each unit will prepare an annual report of progress made toward achieving its stated diversity and climate goals. Drawing on the best practices of some divisions, it is recommended that a regular cycle of divisional reviews be established for the evaluation of progress toward diversity and climate goals." (p. 30)

Accountability
Without any formal strategic plan or expectations, it is difficult to enforce any sort of accountability for diversity and inclusion in the GLS. As stated earlier, staff experiences vary widely depending on the unit and manager. Diversity and inclusion issues are not incorporated in performance reviews. There is no existing formal mechanism for updating and reporting on outcomes of current initiatives (such as ISIP or the Diversity Residency program). The process for reporting on incidents related to diversity and inclusion is unclear as are expected actions that result from reporting incidents.

Communication
Through the Task Force's focus groups and forums, many staff expressed the desire for safe environments to discuss climate issues indicating that these sorts of structures are not currently taking place. Moreover, focus group discussions indicated the perception that there is a need to make everyone comfortable which discourages having these difficult conversations.

Safe communication structures for having open conversations, transparent communications on policies and practices, and clear mechanisms for communicating concerns are lacking or need improvement in the GLS.

Policies and Practices

Policy compliance
In recruitment and hiring practices, the GLS is compliant with legal requirements. However, there is not a proactive approach to creating diversity-friendly search and hiring processes. As described earlier, the EAC functions as the compliance body in search processes for academic staff. A single member of the EAC, an equity action monitor (EAM), is required to serve on all academic staff search and screen committees. The EAM's role is to advise the committee on what is and what is not legal in the search process.

The GLS currently does not provide any training on unconscious bias or other diversity-friendly search processes for EAC members or for search and screen committee members. (Note that the GLS is actively following campus efforts to provide unconscious bias training and will integrate that into the search process.) Further, there are few proactive efforts in outreach to diversify the candidate pool (for example, in job postings).

Recruitment is a main focus of the Diversity Framework. Goal 4 of the Framework aims at effective recruitment of diverse students, faculty, and staff with recommendations requiring "linguistically, culturally and physically accessible" recruitment activities (4.3) and is looking at evaluating and assessing pipeline programs that increase the pool of qualified applicants (4.6) - with support and enhancement of successful models and identification of new models. (p. 42, 46)

Similarly, the GLS's onboarding practices align with campus requirements but have not been proactive in addressing diversity and inclusion. The GLS onboarding processes have undergone recent changes, with relatively new onboarding activities. New employees are given a copy of the GLS Orientation Handbook

and are scheduled some time to spend with HR staff to review policy and benefits information. Six months after hire, new employees meet again with HR to check in. There is currently no discussion of any sort of diversity mission in the Handbook or with staff. (Note, however, that some recommendations for the Handbook have already been made to HR and there may have been changes already implemented or in the works.) The onboarding experience varies widely across the GLS depending on the unit/manager.

The GLS has had and continues to run a mentorship program for new employees as is now required by campus. Note further that implementation of recommendation 1.2 of the Diversity Framework will require financial and infrastructural resources put towards a "shared first-year dialogue experience both for incoming students and employees to encourage exploration of difference." (p. 25)

Retention
GLS HR has started regularly offering exit interviews for staff leaving to begin to gather data which aligns with Framework Goal 5 seeking to improve retention of students and employees. The GLS does not track turnover statistics. Recommendation 5.1 of the Diversity Framework asks campus to "systematically identify who is leaving and why to better understand attrition patterns, especially those related to negative climates," and suggests that "conducting exit interviews and surveys to identify patterns and issues related to negative experiences and climates is an effective tool not only for improving life on campus, but also for improving institutional efficiency." (p. 48)

The survey and focus group data brought forth some staff perceptions of inequity in salaries, professional development support, and advancement opportunities, three important areas that affect employee retention. GLS currently has no audit process to examine policies and/or implementation of policies across the units that may affect these areas.

Services and resources for all of our patrons
An examination of our collections, spaces, and services was out of scope for the work of this Task Force. Further work examining issues such as bias, cultural competency, and accessibility as raised in the literature review should be pursued in future diversity committee work.

Processes

Assessment and evaluation
Prior to the Task Force's survey and focus group activity, there had been no diversity or climate assessment for the GLS. As stated previously, the Task Force's initiatives are intended to create a baseline for regular and ongoing assessment in the future. Note that Diversity Framework Goal 3 to engage the campus leadership for diversity and inclusion recommends campus coordinate a new or leverage existing surveys of climate and engagement to measure climate and engagement across campus, the results of which should be made public and contribute to campus policy, planning, and improvements. (p. 35) The Framework also recommends campus leaders develop mechanisms to pursue improvements based on analysis of these regular climate assessments. (p. 36)

Since the Framework was released in 2014, the Chief Diversity Officer has sponsored additional efforts to turn the recommendations into an implementation plan, *R.E.E.L Change for Diversity and Inclusion*: http://diversityframework.wisc.edu/documents/DFReport4_8_15.PDF. Initiative 1 in this plan is to create a regularly administered campus-wide climate survey. "A core set of questions related to climate will be developed in partnership with Academic Planning and Institutional Research (APIR), Office of

Quality Improvement (OQI) and UW-Madison Survey Center to determine a baseline of student, faculty and staff experiences." The Task Force's climate survey will lay the foundation for the GLS, and participation in the regular campus survey can build on that effort.

Communication

The GLS currently lacks any strategy for communicating its diversity and inclusion goals. There is no formal communication on diversity efforts and it is difficult to find information even on established diversity initiatives. The recent diversity summary reports do little to report on progress and were not distributed outside the submission to the Office of the Chief Diversity Officer.

Communication affects not only perceptions of the GLS's commitment to diversity but also perceptions of climate and engagement in the organization. Putting processes into place for the regular gathering of information related to diversity and inclusion efforts will help establish ongoing communication, both externally and internally.

Education and training

As noted previously, training staff in cultural competency, unconscious bias, etc. is an important component of creating an inclusive staff that is able to serve diverse patron groups. There are pockets of diversity and inclusion training and professional development in the GLS, but no GLS-wide opportunities or expectations. For the most part, these are "opt-in" activities (e.g. webinar topics, forums, campus leadership opportunities such as LCICE, attendance at diversity-related conferences, etc.). There is inconsistent support from supervisors across units for participation in these types of training and no clear message that such efforts are of value or a priority.

This is another key Campus Diversity Framework recommendation: "Increase opportunities for directors and other leaders, department chairs, faculty, and staff to develop inclusive leadership competencies (e.g., inclusive communication skills, cultural competencies, disability awareness) in order to foster a more welcoming working and educational environment for all members of the university community." (p. 39) Also, discussion with GLS staff about how best to pursue diversity efforts with our patrons yielded feedback that the GLS needs to better understand the issues of diversity and inclusion before being able to improve services to patrons.

Recommendations

The *Understanding Diversity and Inclusion Strategy Guide* (Gray 2014) says that "The infrastructure of the organization is like the framework of a building – it provides a careful and strategic system of support. In a diverse and inclusive organization, this support comes from developing champions, aligning policies and practices, educating the organization, and creating accountability at all levels." The Strategy Guide outlines three key components of the infrastructure: structure, practice, and process. Here are recommendations for each component.

Throughout the recommendations, it is key for the General Library System to follow closely the implementation plan of the Diversity Framework recommendations, *R.E.E.L Change for Diversity and Inclusion* http://diversityframework.wisc.edu/documents/DFReport4_8_15.PDF. The initiatives outlined in the campus implementation plan are distributed over three phases, expected to take ten years to implement fully. (p. 3) The GLS should both move forward on initiatives at its own pace without waiting for a specific campus implementation, as well as stay aligned with related campus efforts and tie into opportunities to connect with campus initiatives whenever possible.

Creating Structures

The role of leadership
The leadership (executive, management, decision-makers) should be day-to-day role models and champions of diversity and inclusion values. The executive group, managers, and supervisors should be well trained in diversity and inclusion issues. This not only communicates a commitment to diversity and inclusion but also helps the climate and engagement of staff in the organization.

The GLS should monitor the activity under Goal 3 of the Diversity Framework that may produce resources on campus to utilize. For example, recommendations under Goal 3 propose creating new professional development opportunities for campus leaders related to equity and inclusivity in the workplace and increased opportunities for all to develop inclusive leadership competencies (3.5 & 3.6).

ACTIONS

Executive leadership and HR
- Require ongoing continuing diversity and inclusion education for leadership/management staff
- Provide financial support for training

Executive leadership and managers and supervisors
- Participate in ongoing diversity and inclusion training on campus
- Communicate to staff value and importance of diversity and inclusion training for all
- Allow staff time to devote to diversity and inclusion training

EDC
- Track and monitor opportunities that arise from Diversity Framework recommendations 3.5 and 3.6; advise on opportunities suitable to library leadership and staff
- Regularly communicate out training opportunities

A diversity committee

Redefine or replace the Equity Action Committee in its role to provide oversight of the recruitment and hiring process and create a fully-realized Equity & Diversity Committee to provide advice, guidance, and recommendations regarding diversity and inclusion strategies at the GLS. For example, the group could stay in contact and look to other diversity committees on campus for good practices, clarify avenues for resolving conflicts, be knowledgeable of HR procedures and other campus resources such as the Office of Equity and Diversity, Employee Assistance, and the Ombuds Office. Create the structure of the committee to ensure diverse, representative, and regularly rotating committee members. The GLS should also track the HR design changes in flux and other campus initiatives such as the diversity framework recommendations for Equity and Diversity Committees.

Executive and Task Force
- Create an Equity and Diversity Committee for the GLS

Managers and supervisors
- Communicate to staff on Committee resources
- Encourage and allow staff time to serve on committee

Individual staff (available to all)
- Serve term on the committee (diversity is responsibility of all)

Strategic diversity plan

Use the Task Force developed definitions of diversity and inclusion as a foundation for developing a strategic diversity plan. The recommendations of this report can also be used as the starting point for this plan. Also, while inclusiveness is stated as a core principle for the GLS Strategic Planning Goals and Priorities, a more clear definition of what it means to be a "core principle" as applied to the goals is still needed.

The GLS can look to campus leaders in diversity for ways they have developed a diversity mission. For example, see diversity missions of the School of Business (http://bus.wisc.edu/about-us/diversity-climate), or the Graduate School (http://grad.wisc.edu/diversity/committees).

Executive leadership and Task Force/EDC
- Establish what the "Inclusiveness" core principle means in practice (how it is applied and how staff members are accountable to it)
- Use the definitions of diversity and inclusion, recommendations of the Task Force, and understanding of the core principle to create the GLS strategic diversity plan

All
- Have awareness of the strategic diversity plan
- Apply the strategic diversity plan to work/area

Affinity groups

Provide affinity support networks for those with minority representation. A clear message from participants in the survey and focus groups was that activities such as these are positive. "Breaking into affinity groups was good because it allows people to recharge . . . Stuff like [affinity group discussions] when you can talk without being guarded really recharges people."

The model suggested by Jim Gray for managing these opportunities includes the following characteristics: open to all; chartered by the EDC; has clear expectations.

ACTIONS

> **EDC**
> - Create and manage affinity groups
> - Track and communicate issues raised that need attention
>
> **Managers and supervisors**
> - Support staff participation
>
> **Executive leadership**
> - Respond to recommendations from EDC based on issues raised
>
> **Individual staff** (available to all)
> - Participate in affinity groups

Accountability

Accountability can happen at all levels of the organization. The GLS should develop a follow-up strategy to the survey and focus group activities, as recommended by the Diversity Framework (3.3), to show accountability for organizational climate. Diversity and inclusion competencies and continuing education should be incorporated into performance reviews and employee goal setting. Incentives and/or actions based on reaching or not reaching diversity goals should be developed and communicated clearly to all staff.

Areas of accountability need to be established. From *Diversity Accountability Requires More Than Numbers*, an article from The Society of Human Resource Management website, "These include good faith efforts to build a diverse and inclusive workplace and include measures such as diversity-related training participation rates, networking group participation, and achievement of diversity council objectives, affirmative action goal attainment, and the like." (Babcock, 2009)
http://www.shrm.org/hrdisciplines/diversity/articles/pages/morethannumbers.aspx#sthash.AxHDHsW5.dpuf

ACTIONS

> **EDC**
> - Highlight/track diversity efforts integrated into all of our work
> - Identify gaps
>
> **Managers and supervisors**
> - Include in performance reviews for staff - "How are you incorporating diversity and inclusion efforts in your work?"
> - Include in performance reviews for managers: "How are you incorporating diversity and inclusion efforts in your work? How have you supported staff in their diversity and inclusion efforts?"
>
> **Executive leadership**
> - Communicate value of the accountability process
> - Ensure follow-up to climate survey and focus group results, demographics trends, participation rates

Aligning Practices

Recruitment and hiring
Goal 4 of the campus diversity framework is to "Improve institutional access through effective recruitment of diverse students, faculty, and staff ..." Recommendation 4.6 specifically addresses increasing the pool of applicants for university employment with a short-term goal of evaluating current recruitment efforts and disseminating current best practice solutions for campus hiring departments.

The GLS should examine the role of the Equity Action Committee. Instead of relying solely on an Equity Action Monitor for oversight of the search process, all search and screen participants should be educated and take responsibility for enacting a good recruitment. The EAM could still play the role of department outsider in monitoring the search process and also provide guidance to the rest of the members in their training.

The GLS should also evaluate for diversity and inclusion purposes the language in position descriptions and qualifications, questions for candidates, and the outreach and marketing efforts in recruitment of new talent. Other campus units have made some progress in this area (e.g. DoIT) and could be consulted for suggested methods.

Also, support for the diversity internship and residency programs should be continued as part of the GLS effort to diversify the pool of applicants available for employment.

ACTIONS

HR
- Review recruitment and hiring practices in other campus units for improvements the GLS could consider, e.g. DoIT's practice of surveying all applicants to job postings

HR and EDC
- Review and revise boilerplate language in job postings
- Develop process to assess and evaluate postings and interview questions for exclusive and inclusive language
- Revise the role of EAC (include systematic and explicit attention and process to diversity and inclusion issues for every search)

Hiring committees
- Ensure unconscious bias training for all members
- Pay attention to diversity and inclusion issues in all aspects of the search process

HR, hiring committees, Communications
- Identify better ways to post positions in more communication venues that reach a diverse applicant pool

Onboarding

As stated earlier, the campus is implementing new onboarding policies and the GLS has updated processes to ensure compliance. More can be done to review the onboarding topics, the orientation manual and the role of supervisors in ensuring ongoing attention both to the values of diversity and inclusion in the GLS and to various ways individual staff can find training and resources to support work in these areas. A full integration of diversity and inclusion in all aspects of the library must begin with a strong message at the start of employment that this is a value that will be supported.

> **ACTIONS**
>
> **HR with EDC**
> - Include diversity and inclusion in the orientation handbook (such as values or the organization and resources including affinity group networks) beyond issues around compliance
> - Review and revise onboarding (e.g. communicate diversity mission, opportunities for training)
>
> **HR**
> - Ensure consistency in onboarding procedures across all GLS
>
> **Managers and supervisors**
> - Explicitly reiterate value of staff involvement and time in diversity and inclusion efforts

Retention: performance reviews, advancement opportunities, institutional barriers

The ongoing message of the importance of diversity and inclusion efforts can be continued in the annual performance review process. As stated above, this is also related to both accountability and communications. Supervisors should all have access to training around unconscious bias in their supervisory roles (i.e., unconscious bias is not an issue only for the hiring process) and should also be alert to potential personal biases present in the work of their staff as part of the performance evaluation. Leadership and management should also be aware of any potential bias impact on specific groups, for example, around advancement opportunities. As staff leave the GLS, information from exit interviews should be tracked in order to identify potential trends in who is leaving and why, in order to address potential diversity or inclusion issues.

> **ACTIONS**
>
> **HR and EDC**
> - Develop process for including diversity and inclusion in performance reviews
> - Monitor and audit processes for unconscious bias, impact on groups
>
> **HR**
> - Require inclusivity training for managers and supervisors
> - Assess and evaluate how advancement opportunities are communicated and offered; revise as needed
> - Monitor for and eliminate institutional barriers (e.g. opportunities offered in informal settings that potentially excludes certain groups)
> - Develop process to check in with staff in addition to performance reviews (to give chance to give feedback on inclusion or other sensitive issues)
> - Conduct regular exit interviews with staff leaving the GLS; monitor and respond to trends related to diversity & inclusion issues

Collections, services, and spaces

While this was an area the Task Force did not explore fully, there are many opportunities in the ways the libraries provide collections, services and spaces that intersect with diversity, climate and inclusion issues. These topics go beyond the administrative boundaries of the General Library System, as patrons have campus-wide relationships with libraries. Some specific ideas related to the Framework recommendations are to: support Ethnic Studies courses/faculty; increase opportunities to build relationships with people from different backgrounds (e.g. library space as venue, library programs, exhibitions); support for the recommended research institute for transformational change. Campus-wide efforts for diversity and inclusion should be tracked for other opportunities to ensure that library work in collections, services, and spaces are supporting diverse patrons and providing an inclusive environment.

ACTIONS

EDC
- Use library strategic goals and diversity plan for integrating diversity and inclusion into collections, services, space policies. For example:
  - Explore and implement ways to get feedback from patrons on these issues
  - Investigate whether/how unconscious bias affects collection development, etc.

All individual staff and committees, work groups
- Get trained on unconscious bias, cultural competency, etc. (See training section for more information.)
- Participate in affinity group discussions and other related programs
- Contribute to the work unit's efforts in these areas
- Identify opportunities for integration of library into campus diversity and inclusion efforts at any level (e.g. department's initiative, campus program, faculty research area, student groups, etc.)

Facilitating Processes

Robust processes will be required to support all of the recommendations documented above.

Continual evaluation and improvement

Focus on an iterative process for each effort and use evaluation and analysis to ensure effectiveness or improve the process based on lessons learned from ongoing efforts. The goal is continual improvement and the work should be dynamic and iterative. For example, view the climate surveys as the "long game" and not one-off tasks to be completed. Track the campus-wide effort and participate in the campus surveys when they are ready. This is a priority initiative from the Framework implementation and is likely to happen within the next two years. If not, however, the GLS should continue its own on regular intervals.

In addition to conducting the surveys, continue opportunities for more focus group discussions and clarify follow-up actions based on the findings of both the surveys and focus groups. Additional work needs to happen to create a mechanism for sharing data and measuring results.

There is also a need for continued effort to understand GLS demographics. There can be better communication on the change to the federal approach that allows selection of more than one racial/ethnic identity. There are additional demographic approaches being explored (e.g. broader selection of race/ethnic groups, addition of gender identity and/or sexual orientation as data points to gather) that should be incorporated into the GLS demographic picture. (Appendix H)

ACTIONS

EDC
- Continue climate survey and focus groups on regular intervals
  - Revisit collecting GLS demographics using expanded self-reported survey data
- Coordinate with campus and the Office for Climate and Diversity

Executive leadership and managers and supervisors
- Set goals and continued follow-up to survey and focus group findings (and communicate this clearly)

HR
- Communicate, encourage filling out demographics information

HR with EDC
- Investigate how to track turnover statistics over time (identify trends that may indicate inclusion issues)

Communication

Good communication helps with climate and engagement and affects everything. Communication on library efforts in diversity and inclusion needs to be coordinated both externally and internally. Sharing the outcomes of the efforts is essential to staff buy-in on the value of their work in these areas. Regular updates and staff engagement are critical to culture change.

Staff members are more likely to participate in surveys and focus groups in the future if they can see direct results and outcomes from the initial survey efforts. Listening to voices that express resistance and/or concerns is vital to addressing problems and improving processes based on those concerns, so offering opportunities for providing feedback throughout all efforts is also important.

ACTIONS

> **Library communications**
> - Create web presence for diversity in libraries
> - Have a plan for sharing survey and focus group reports and follow-up expectations
>
> **EDC**
> - Create an annual report summary for all diversity and inclusion initiatives
> - Track progress on Task Force recommendations
>
> **Executive leadership**
> - Be clear and transparent about why this is important and what is expected
>
> **HR**
> - Create mechanism for feedback (see Librarians' Assembly listening sessions as model)
> - Make sure staff know where they can go to report an incident or talk through something uncomfortable (whether GLS HR or other campus resources)

Education and training

Standards 1, 2, and 10 of the *2012 ACRL Diversity Standards: Cultural Competency for Academic Libraries* address knowledge and training for cultural competency among librarians:
- Standard 1. Cultural awareness of self and others
- Standard 2. Cross-cultural knowledge and skills
- Standard 10. Professional education and continuous learning

The GLS should provide a structure that puts all staff through awareness and skills education for diversity and inclusion. Awareness education aims at developing an understanding of how others' experiences may differ from one's own while skills education aims at providing tools to manage one's own bias and grow cultural competency in interacting with others across differences. This is especially important for those in leadership positions (executive, supervisory, management) and those involved in recruitment and hiring activities.

Diversity and inclusion training could be incorporated into the onboarding process for new employees. It is important to emphasize that training should be regular and ongoing. A possible training structure may involve providing a number of diversity and training opportunities throughout the year and requiring staff to participate in at least one. In this way, all staff participate but have the freedom to choose which activity is most relevant to them. The communication plan should consider the best and easiest way for staff to find diversity related training. Existing groups within the GLS with collaboration potential for diversity training include the Staff Development Group, Librarians' Assembly, and Supervisor Communities of Practice.

ACTIONS

> **Executive leadership**
> - Communicate value of professional development, education, cultural competencies, etc.
> - "Walk the talk" (do professional development as leaders; support professional development of others)
>
> **HR with EDC**
> - Develop standards for cultural competency in GLS (see ACRL standards)
> - Set and communicate expectations of the standards

HR
- Require training for managers and supervisors
- Consider ways of training requirements for all staff, e.g.
  - "Continuing education" requirement - you choose something related to diversity and inclusion every (interval); reported in performance review

Managers and supervisors
- Advocate and participate in educational and training programs that advance cultural competency
- Support development of cultural competency in staff
- "Walk the talk" (do professional development as leaders; support professional development of others)

All
- Participate in education and training opportunities; apply to your work

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Appendix A: Diversity Task Force Charter

University of Wisconsin –Madison
General Library System
Project Charter

Project Name	General Library System Diversity Task Force
Project Description	Plan for a long-term strategic way to manage, integrate and sustain efforts to promote diversity and inclusivity in library staffing and services. Work to prioritize projects/initiatives and recommend structure for sustained management including assessment and accountability and reporting of diversity efforts.
Sponsor	GLS Executive Group
Project Lead	Co-chairs: Erin Carrillo and Carrie Kruse
Key Players	Task force should be made up of 7 members selected by the Executive Group. The ideal task force would include representation of Academic, Classified, and student staff. The team will have assistance from a skilled facilitator from Office of Quality Improvement.
Aims (What do we want to accomplish?)	In order to recommend a structure for the long-term, sustained effort that will: *cultivate a plan for a common understanding of diversity and inclusivity in all of its dimensions; integrate diversity into everything we do; and ensure that we are effectively serving diverse populations:* • Gather input on diversity efforts (forums, surveys, etc.; similar to Strategic Planning process) and areas for improvement. • Review our services, programs, web and associated resources, etc. to identify opportunities for integrating diversity and inclusivity • Pursue areas where immediate improvement is possible and inventory areas that require longer-term investment of time and resources. • Assist the GLS Associate Director for Administration in the review of Search and Screen process from inception to completion (i.e committee selection, advertisement, interviewing, hiring etc.) as well as role and training of Equity Action Monitors. Also assist with the review of the role of targeted recruitment, retention and advancement. • Review performance evaluation process to identify opportunities for diversity efforts to be communicated and measured. • Articulate specific diversity and inclusion strategic goals that match the library's strategic plan timeframe (Present - 2020) • Develop a proposal for a library-wide communication plan for *regularly* highlighting diversity and inclusion within and outside the library

Deliverables (What specific and tangible items will we create?)	- Gap analysis – where we are and where we want to be. - Outline of diversity efforts in the Libraries Strategic Plan - Review of Campus Diversity Plan with library role(s) identified. - Report that identifies the campus coordinated efforts and how the GLS intersects (including reaching out to new Chief Diversity Officer and inserting Library into campus structure, i.e. Equity and Diversity Committee Chairs, MD coordinators) - General 'definition' of diversity and inclusivity from an academic library perspective - GLS statement on diversity - Inventory of priority areas in our services, programs, web and associated resources, etc… where diversity/inclusion can be integrated - Proposal for a communication plan for diversity and inclusion in the libraries, including: - Public website (promote GLS efforts around diversity) - Staff web presence (training and staff development) - Recommendation for assessing staff climate - Recommendations for training (required and/or voluntary) for supervisors and staff and ways to implement recommendations. - Identify ways to integrate/work with other staff development opportunities - Provide information on campus and community staff development opportunities - Identify ways to ensure supervisor support for inclusivity training and efforts - Recommendation for a structure that can pursue long-term goals and sustain efforts, such as: - A brief strategic plan on diversity and inclusion that will be integrated into the current strategic plan and timeframe (the plan should include goals and objectives) - Ongoing promotion of professional development opportunities - Identify suitable data/metrics for assessing success in core areas of diversity and inclusion

Indicators of Success (How will we know we have made progress?)	The GLS has a clear understanding of: • Where we are now: current diversity efforts, current practices, where we need to improve, SWOT, etc. • Where we want to be: what do we mean by "diversity and inclusivity"? How is it defined in an academic library context? How does it fit into our strategic framework? • How we fill in the gap to get there: the Task Force has delivered a recommendation for a sustainable management structure. And, a structure is in place that is well-articulated, informed, and prepared to create a strategic plan for sustained diversity and inclusivity efforts to take the libraries forward.
Key Strategies or Actions	The task force is encouraged to gather input and perspectives from a broad spectrum through involvement of staff including creating subcommittees, listening sessions drawing in specific employees as needed. The task force is also encouraged to reach outside of the GLS for input. Consider keeping an interest group email list of people who may not be on the task force but would like to stay updated on the progress of the task force and provide input when requested. Invite involvement of the Office of Equity and Diversity in an advisory capacity (maybe a staff member from that office who can be designated as a resource to the task force and meet with the occasionally?) This would provide the advantage of: • Helping the library connect to the larger institutional vision of diversity and inclusion • Helping the library leverage resources of the Office of Equity and Diversity • Helping the library to access benchmarking information available through the office • Get perspectives of other efforts on campus and beyond
Timeline (Key dates)	1 year from initial committee meeting Provide a mid-year report to all of GLS
Next Steps	

Appendix B: Literature Review

The Task Force analyzed the literature listed in the References and summarized the findings around the following themes:

Approachability and perception
The approachability of library staff is important not only to promote a feeling of inclusion but also a sense of safety in the physical spaces of the library. Two studies conducted surrounding the approachability and perception of reference librarians has indicated that it is beneficial to have a more representative staff (Bonnet, 2012 & Elteto, 2008). Diversity in hiring practices can help to increase feelings of safety and levels of interactions between patrons and staff.

Workforce demographics
Galvan (2015) posits that the lack of diversity in librarianship is due to recruitment and hiring processes that "...conceal institutional bias under the guise of "organizational fit" or a candidate's "acceptability", and lack of access to time and wealth that are necessary to afford tuition, professional membership, and service opportunities that are required to get a job. Gedeon suggests that differential attribution accounts for the disproportionate representation of women in library administration (Gedeon, 1999).

Resource selection and availability
In order to appropriately assess collections, diversity needs to be clearly defined. Without a clear definition it becomes more difficult to understand how diversity relates to the collection and the collection development policy. There is a need for professional development and training to help staff understand the needs of diverse populations. For instance, the LGBTQ community has a unique need for anonymity when accessing items (Ciszek, 2011). As a result, web resources and item placement become particularly important.

Quinn (2012) reviews the literature on bias in academic library collection development, and suggests that both conscious and unconscious bias affect collection development.
Biased classification systems and collection development (Morales, Knowles, & Bourg 2014)

Training
Both on campus and in the literature review, it has been noted that there is a lack of formal training available for diversity and inclusion. One study showed that only a small portion of librarians whose work responsibilities include coordinating diversity awareness have had diversity and cultural competency trainings before taking the positions (Mestre 2010). The result is that librarians may feel less prepared to deal with diversity issues when they enter the profession.

Microaggressions
Alabi (2015) cites Solórzano, Ceja and Yosso in her article when she defines microaggression as "subtle insults (verbal, nonverbal, and/or visual) directed toward people of color, often automatically or unconsciously". Microaggressions can be found in many places, but academic librarians of color in particular have noted that they are treated differently than their white peers. However there is also a difference in perception. While librarians of color are more likely to perceive microaggression directed toward colleagues, non-minority librarians are less likely to report observing racial micro-agressions.

Appendix C: Methodology

To align with the campus diversity framework, identify areas in need of attention, and establish a baseline by which to measure our progress, the Task Force conducted a climate survey in April 2015. The Task Force consulted the UW-Madison Survey Center, and started with a climate survey instrument that had been administered by the Vice Chancellor for Finance and Administration's office. The Task Force edited some of the questions, and asked most at three levels: work unit, working across units, and GLS.

There were also questions added concerning reasons for considering resignation, which were borrowed from the WISELI survey. The survey was administered through the Survey Center to maintain confidentiality, and the Survey Center sent the Task Force reports broken out by demographics at the GLS level, and also broken down by AUL and several smaller groups.

The survey had a 60% response rate. Questions asked respondents to indicate how much they agreed with a statement: strongly agree, agree, neither agree nor disagree, disagree, and strongly disagree. Jim Gray, a consultant from the Office of Quality Improvement, provided the following levels for analysis:

- 75-85% favorable is acceptable
- 85-95% favorable is above average
- >95% favorable is outstanding
- anything below 90% needs work
- "favorable" means the respondent answered "strongly agree" or "agree"

The Task Force also collected self-reported demographics, although the survey report used official demographics collected by UW-Madison Human Resources. The official demographics were more limiting; for example, there is no way to analyze responses by sexual orientation. The Task Force was interested in how official demographics compared to self-reported, and to acknowledge the limits of HR demographic data.

To provide a deeper, though more narrow, perspective, the Task Force also conducted focus groups. Participants volunteered, indicated with demographic groups they identified with, and groups were formed based on how many volunteers there were for each group. The result was four focus group of 3-7 participants: white men, white women, LGBTQ, and people of color. The Task Force worked with OQI consultants to develop the focus group instrument, and each discussion was facilitated by OQI staff.

Notes were taken by Task Force members as well, with the stipulation that the Task Force member taking notes was a member of the affinity group gathered. It is important to acknowledge that the focus group results reflect individual, not representative experiences, and used the information to identify broad themes. When focus group themes are discussed in the report, the following terms are used:

- "Some" means less than 50% of participants
- "Most" means more than 50% of participants
- "All" means 100% of participants

The purpose of both the survey and focus groups was to establish a snapshot of the current climate as a part of determining "where we are now".

Appendix D: Focus Groups Summary

Question 1: What is going well in your work environment?

White Women (7 participants)	They all feel positive about their work environment and some of them believe that it is moving towards inclusion. Supportive (2) Good relationship with supervisor (4) Inclusive (2) Good communication with coworkers (4) • *"Supportive leadership – very inclusive and interested in new ideas; Supportive, talented colleagues, appreciate strengths"* • *"To my supervisor and some of my coworkers, I can talk openly, I feel welcome, my opinion matters."*
People of Color (5 participants)	University's commitment to diversity and budget for ethnic studies & collection are some of the positive factors. Commitment to diversity (2), collaboration (2), ethnic studies (3), mutual respect (2) • *"My work environment validates my work; very important in culture where easy to feel tokenized"* • *"It's nice that we have budget for ethnic studies and collections devoted to ethnic group"* • *"Past year diversity programs have opened doors for discussion and inclusion"*
LGBTQ (5 participants)	Their comments for this question are relatively short. Three people say they like "flexibility" of their work environment. Flexibility (3), Inclusive (2?) • *"It is flexible and inclusive and there is passion for what we do there."*
White Men (3 participants)	Most of them are satisfied with the climate of their unit. Respect (2), Welcoming space (2) • *"I feel my specific unit, where I work, seems to be going well."* • *"I feel fortunate that opinions are respected."* • *"Excellent at my specific work unit. Not as well when I think of the organization as a whole."*

Questions 2 and 3: What do you think the climate here is like for: *[white men, white women, LGBTQ individuals, people of color]* **(affinity groups to which participants** *don't* **belong); How does being a** *[your affinity group]* **affect your day-to-day experience here in the organization?**

All	• LGBTQ, POC, WW all talked of having to change their behavior in same way to fit into the culture at work o *"I feel like I have to change who I am at work."* • leadership not reflective of staff, patrons; thus the dominant group drives the cultural values of the org; org designed for people who look like leadership • unsafe, uncomfortable to talk openly about these issues

Lesbian, Gay, Bisexual, Transgender, Queer individuals (LGBTQ)	• sense that things have improved, are evolving but still have issues
	• attuned to how this issue affects patrons (esp. undergrads)
	• less of a politically sensitive issue – in the sense that more people say openly hurtful, insensitive things
	• people seem to think about LGBTQ issues (training at College specifically mentioned)
	   o some *things* others don't think about like benefits
	• LG vs BTQ [the experience for Lesbians and Gay men is generally thought to be easier/better/different than for Bisexual, Transgender, or Queer identifying individuals]
	   o *"I would say the white L G feels quite good, but I am not sure about the BTQ."*

People of Color (POC)	• can't talk about it; it's isolating, not something we deal with at work. seems to align with comments in LGBTQ sections about more open comments (good or bad) surrounding LGBTQ but no communication around POC issues
	• extra work to feel engaged/belong, or have to over-perform
	• a lot of I don't know, I'm not sure, it must be hard from others
	• talk from others about concerns POC may feel they have to represent their race; at same time seems POC do want others to engage them including how race affects their lives
	   o *"People of color may feel not represented or tokenized, being in such a minority."*
	   o *"People of color may feel isolated due to majority of staff being white and female."*

White Men (WM)	• recognition of privilege; don't have to think about being a white male
	   o *"a level of privilege to not really have to pause and reflect on how who I am affects my day-to-day experience. I do, though. I am always checking myself for privilege and unconscious bias."*
	• tension/interaction between white male privilege but being in a female dominated field
	• career progress, "shooting star", don't have to work as hard (or others have to work harder)
	   o no comments around this issue from WM in #3 or the next; really only think about these issues when asked to compare
	• environment designed for them

	• disconnect between how WM group answered #3 and how others answered #2

White Women (WW)	• don't think about it too much until compare with men
	    ○ then feel have to work harder, be louder
	    ○ less apt to engage if men in meeting
	• sense of belonging, comfortable – majority group
	• similar to POC comments, when decision made (e.g. didn't receive raise), question whether because of gender (have to think whether diversity dimension played a role in decisions)
	• do the "emotional" work
	• recognition though female dominated, leadership still majority male; still male driven
	• issues like unequal pay still abound
	    ○ *"Within librarianship, even though the career is female dominated, the higher positions tend to be male driven. The salaries are not equal."*

Question 4: Do you believe employees and management value people diversity here? Why or why not?

- Difference between employees and management.
  - o Not all employees
  - o Management is trying
- GLS is trying; starting to do things; heading in a good direction.
- Policy and reality are not equal.
- Individuals and/or individual units at very different levels.

Consistent responses across all four groups generally, but slightly more negative from WW and slightly more positive from POC.

- *"Forums are scheduled, guest speakers are brought in, and these actions elevate the issues of diversity for those employees who choose to attend and participate. It's a self-identifying mechanism."*
- *"I feel management is making an effort to value diversity."*
- *"What we are doing here is a step in the right direction."*
- *"Not the same across the board. Different libraries have different experiences."*

Question 5: On a scale of 0 – 10, with 0 being not included and 10 being very included, how do you feel as a member of your work unit?

Average Total: 8.54; Average LGBTQ: 9.2; Average PoC: 8.44; Average WM: 10; Average WW: 7.57

- Most people feel more at home in their work unit.
- People of Color had no 10s.
- White Men had all 10s.
- The lowest three scores were given in the White Women group.

- Across the board, the respondents said that the management of the work unit was doing well.
- Some respondents stated that work in their unit is compartmentalized and lacks a personal level; that they are not able to be themselves at work, and have to put on a persona.

Question 6: On a scale of 0 – 10, with 0 being not included and 10 being very included, how do you feel as a member of the GLS?

Average Total: 6.14; Average LGBTQ: 7.6; Average PoC: 6.06; Average WM: 5.67; Average WW: 5.43

- Differences between professionals (librarians) and paraprofessionals (non-librarian and IT workers)
- People who are BTQ not part of L&G in LGBTQ. Don't have same freedoms and acceptance.
- Answers and feelings dependent on which part of GLS people interact with; not consistent.
- Feeling ostracized/marginalized/too different; feeling that skills are not used to the greatest end; feeling like personality is unappealing.
- Difficulty adjusting to change with uncertain future.
- Communication doesn't happen properly.
- The GLS is Memorial-Centric.

Question 7: What barriers exist that prevent the GLS from leveraging differences and being inclusive of all staff?

LGBTQ and POC	• Lack of diversity and diverse experience
	• White people need to be comfortable at all times
	• Majority can't relate
	• Lack of awareness of experience and issues
	   o *"Barrier is the people having the conversations. The people at the table aren't the people who need to have the conversations."*
	   o *"There is a need to make everyone comfortable. And comfort means not scaring or making others feel guilt."*

WM and WW	• Answers focused on structural issues (GLS and administration, budget circumstances, etc.) - not an experiential response
	   o *"People not understanding that there are problems."*
	   o *"The staff is so segmented – by library, unit, etc."*

Question 8: What actions can the GLS take to leverage differences and create a more inclusive environment for all staff?

LGBTQ	theme: involve and train everyone • gain awareness • trainings required • all people take ownership

POC	two main themes: recruitment/hiring and hard conversations
	• recruitment, hiring, early-career support
	• hard conversations:
	○ learn about different experiences (across groups)
	○ affinity groups allow deep conversation: keep this kind of opportunity too
	○ going deep without making others feel guilty (both across groups and within groups)
WM	top-down leadership as main theme
	• administration awareness and action
	• proactive
	• lead by example
	• vision and purpose for diversity efforts
WW	(no clear themes)
	• focus groups and TF is a good start
	• broader participation in committees
	• general climate: academic staff/classified staff
	• less division between libraries
	• more communication

Quotations from All
- *"I think it starts with leadership to make diversity and inclusion happen, so focus groups like this are a start. But then we—and I mean all of us—must take ownership in the next steps of the process, whatever they may be."*
- *"Recruitment is huge… when you're hiring someone we have to *explicitly* hire people who care about diversity and can show it in their previous work."*
- *"Deliberate effort to engage in minority groups and hiring practice that are targeted."*
- *"Breaking into affinity groups was good because it allows people to recharge."*
- *"Lead by example at the highest level."*
- *"Articulate clearly why difference makes us strong"*
- *"This task force is a good start."*

Appendix E: Climate Survey Summary

GLS Diversity and Inclusion Survey Results Summary

At the request of the Diversity Task Force, the GLS engaged the UW Survey Center (UWSC) to administer a diversity and inclusion climate survey to Library staff. 134 out of 221 total staff in the GLS responded to the questionnaire, a 60% response rate.

The Diversity Task Force noted a number of important conclusions and themes evident in the survey results, as presented below.

General Conclusions

- Most people are positive about their relationships with coworkers and the work environment in their unit, across and with other work units, and in the GLS.

- Respondents tend to answer most favorably about their own work unit, and least favorably at the GLS level.

- Only a small percentage of respondents (53%) agreed that the GLS is successful at accomplishing its mission, although most reported that the work the GLS does is meaningful to them.

- Responses to questions about comfort, safety, and inclusion were somewhat less positive than responses to questions about the work environment, though most did respond favorably to the questions.

- Pride in their own work unit is one of the highest rated sections of the entire survey, with all statements rated favorably at an acceptable level or better. The statement, "My work unit produces high quality products and services," was agreed with at an above-average level.

- While an acceptable percentage (80%) of respondents agreed that they know what is expected of them on the job, only a few (34%) reported being clear on what they need to learn to be adequately prepared for promotional opportunities.

- Overall, people report being satisfied with their supervisor, and 89% believe that their supervisor is open and welcoming to others who are different from him/her.

By Affinity Group

- The percentage of those agreeing or strongly agreeing that they are treated with respect at work varied by affinity group, as follows:
    - Women – 80%
    - Men – 74%
    - People of Color – 81%

- The statement, "My co-workers are open and welcoming to others who are different from them," got high agreement from both those identifying as male and those identifying as female. However, there was very low agreement with this statement from those identifying themselves as people of color. This was the case at both the work unit and GLS levels.

- As was true for the overall population, people of color responded less favorably to questions about working across and between other units and at the GLS level than they did for their own unit.

- 100% of those identifying as people of color agreed or strongly agreed with the statement, "My work unit is welcoming to all people regardless of race." However, the percentage of people of color that feel safe in their work unit (81%) is lower than it is for respondents overall (84%).

- An above-average percentage of people of color, higher than for either of the other two affinity groups, report being satisfied with their work unit.

- People of color were less likely than either of the other two affinity groups to report making suggestions that have been implemented in the GLS.

- Women were more likely to report having seen a disturbing conflict or being made to feel uncomfortable in their work unit. Women were also the least likely group to report that they know where to go to effectively resolve a conflict with another employee, and few women agreed that their suggestions have been implemented in other work units.

- Most men (88%) agreed or strongly agreed that "The environment across and with other work units feels safe to me."

- Fewer men responded favorably to the statement, "My supervisor respects me and values my work," than did the other two groups.

Themes from the Comments Section
- One third of the respondents have considered leaving, with the predominant reasons being either professional development or moving.
- While there were some positive comments about diversity and inclusion efforts, a significant number of people commented on the lack of diversity and inclusion among GLS staff. Many also commented on a lack of administrative support and leadership in the GLS in general.

Composite Scales
Survey questions were distributed into groups depending on whether they addressed engagement, diversity & inclusion (D&I), or "best place to work." For the engagement and D&I indices, the scores reflect the percentage of respondents whose answers were favorable (engaged and high D&I), neutral (somewhat engaged and medium D&I), or unfavorable (not engaged and low D&I). For the "best place to work" index, the score was calculated using the favorable percentages of the three "best place to work" questions (each weighted differently). See the U.S. Merit Systems Protection Board Composite Scales document in Appendix G for more detail on how indices were calculated.

	Rating	GLS Overall
Engagement (spirit of cooperation and teamwork; opportunity; good place to work)	Engaged	48%
	Somewhat Engaged	39%
	Not Engaged	12%
Diversity and Inclusion (welcoming to all regardless of difference; relationships with co-workers; fairness; support from supervisor)	High	59%
	Medium	37%
	Low	4%
Best Place to Work (job satisfaction; resources for success; satisfaction with work unit)		69%

Selected Survey Details

<u>Key</u>

Green: Above average to excellent-90% or more respondents rated item favorably (i.e., chose "Agree" or "Strongly Agree")

Blue: Acceptable to above average-75-90% of respondents rated item favorably (i.e., chose "Agree" or "Strongly Agree")

Yellow: Unacceptable-Fewer than 75% of respondents rated item favorably (i.e., chose "Agree" or "Strongly Agree")

Survey Item Category & Example Questions	In Own Work Unit	Across Work Units	At the GLS Level
Work environment (overall)			
▪ Welcoming regardless of race.	94%	79%	71%
▪ Welcoming regardless of gender.	95%	82%	78%
▪ Welcoming regardless of sexual orientation.	95%	87%	87%
▪ Welcoming regardless of native language.	84%	74%	71%
▪ Welcoming regardless of disability and/or impairment.	79%	73%	68%
▪ A spirit of cooperation and teamwork exists.	83%	68%	50%
Comfort, safety, and inclusion (overall)			
▪ I am comfortable providing feedback	75%	53%	50%
▪ I have made suggestions that have been implemented	77%	41%	28%
▪ My environment feels safe	84%	60%	63%
▪ I am treated with respect	78%	73%	68%
Relationships with coworkers (overall)			
▪ I receive support and encouragement	80%	67%	50%
▪ Coworkers value and respect each other	75%	61%	49%
▪ Coworkers are welcoming to others who are different from them.	85%	63%	53%
Pride in your work unit and GLS (overall)			
▪ Successful at accomplishing its mission	84%		53%
▪ Produces high quality resources and services	89%		70%
▪ The work I do is meaningful	83%		81%
▪ I would recommend as a good place to work	75%		56%
Overall satisfaction	78%		50%

Survey Item Category & Example Questions	Men			Women			People of Color		
	Unit	*Across units*	*GLS*	*Unit*	*Across units*	*GLS*	*Unit*	*Across units*	*GLS*
Work environment (overall)									
▪ Welcoming regardless of race.	93%	85%	74%	95%	76%	69%	100%	69%	56%
▪ Welcoming regardless of gender.	95%	85%	81%	95%	80%	77%	94%	75%	63%
▪ Welcoming regardless of sexual orientation.	93%	93%	86%	96%	85%	88%	94%	88%	75%
▪ Welcoming regardless of native language.	81%	76%	68%	86%	74%	71%	88%	81%	56%
▪ Welcoming regardless of disability and/or impairment.	78%	81%	71%	79%	70%	66%	88%	63%	50%

Comfort, safety, and inclusion (overall)									
▪ I am comfortable providing feedback	79%	52%	52%	74%	55%	48%	69%	63%	56%
▪ I have made suggestions that have been implemented	74%	57%	33%	78%	33%	26%	81%	50%	19%
▪ I am treated with respect	74%	69%	62%	80%	75%	70%	81%	56%	63%
Relationships with coworkers (overall)									
▪ Coworkers value and respect each other	74%	66%	52%	76%	58%	48%	88%	56%	63%
Resources and opportunities									
▪ I have the resources to do my job well	76%			67%			69%		
▪ I know what is expected of me on the job	74%			83%			88%		
▪ I have sufficient opportunities	71%			74%			75%		
Pride in your work unit and GLS (overall)									
▪ Produces high quality goods and services	88%		66%	89%		72%	88%		81%
▪ I would recommend as a good place to work	69%		51%	78%		58%	94%		50%
Supervisors									
▪ My supervisor responds effectively to conflict	60%			57%			75%		
▪ My supervisor provides me with useful feedback	62%			73%			75%		
▪ My supervisor is provided the tools to be successful	60%			55%			80%		
▪ My supervisor has good management skills	67%			63%			75%		
▪ I receive support and encouragement from my supervisor	76%			71%			69%		
▪ My supervisor is open and welcoming to others who are different from them	91%			88%			81%		
▪ Policies are applied fairly	76%			63%			81%		

GLS

Diversity and Inclusion Climate Survey

2015

Demographic Summary

Report prepared by
Nathan R. Jones, PhD
UW Survey Center

How strongly do you disagree or agree with each of the following statements about the environment in your work unit?

		Overall	Male	Female	< 35	35-50	50+	People of Color
A spirit of cooperation and teamwork exists in my work unit.	Favorable	82.8%	81.0%	83.7%	84.2%	76.2%	86.3%	87.5%
	Neutral	9.0%	9.5%	8.7%	5.3%	16.7%	5.5%	12.5%
	Unfavorable	8.2%	9.5%	7.6%	10.5%	7.1%	8.2%	0.0%
	Mean	4.2	4.2	4.1	4.0	4.0	4.3	4.4
My work unit is welcoming to all people regardless of race.	Favorable	94.0%	92.9%	94.6%	89.5%	95.2%	94.5%	100.0%
	Neutral	3.7%	4.8%	3.3%	5.3%	4.8%	2.7%	0.0%
	Unfavorable	2.2%	2.4%	2.2%	5.3%	0.0%	2.7%	0.0%
	Mean	4.48	4.48	4.48	4.37	4.38	4.56	4.5
My work unit is welcoming to all people regardless of gender.	Favorable	94.8%	95.2%	94.6%	89.5%	90.5%	98.6%	93.8%
	Neutral	2.2%	2.4%	2.2%	0.0%	7.1%	0.0%	6.2%
	Unfavorable	3.0%	2.4%	3.3%	10.5%	2.4%	1.4%	0.0%
	Mean	4.5	4.45	4.52	4.37	4.31	4.64	4.5
My work unit is welcoming to all people regardless of sexual orientation.	Favorable	94.7%	92.7%	95.7%	94.7%	92.9%	95.8%	93.8%
	Neutral	3.8%	4.9%	3.3%	0.0%	7.1%	2.8%	6.2%
	Unfavorable	1.5%	2.4%	1.1%	5.3%	0.0%	1.4%	0.0%
	Mean	4.52	4.44	4.55	4.32	4.4	4.64	4.56
My work unit is welcoming to all people regardless of native language.	Favorable	84.2%	80.5%	85.9%	89.5%	73.8%	88.9%	87.5%
	Neutral	6.8%	9.8%	5.4%	5.3%	11.9%	4.2%	6.2%
	Unfavorable	9.0%	9.8%	8.7%	5.3%	14.3%	6.9%	6.2%
	Mean	4.2	4.2	4.2	4.2	3.9	4.3	4.2
My work unit is welcoming to all people regardless of disability and/or impairment.	Favorable	78.8%	78.0%	79.1%	89.5%	73.8%	78.9%	87.5%
	Neutral	10.6%	12.2%	9.9%	5.3%	14.3%	9.9%	12.5%
	Unfavorable	10.6%	9.8%	11.0%	5.3%	11.9%	11.3%	0.0%
	Mean	4.1	4.2	4.0	4.3	3.9	4.1	4.2
My work unit feels comfortable to me.	Favorable	87.2%	87.8%	87.0%	84.2%	88.1%	87.5%	93.8%
	Neutral	10.5%	7.3%	12.0%	10.5%	11.9%	9.7%	6.2%
	Unfavorable	2.3%	4.9%	1.1%	5.3%	0.0%	2.8%	0.0%
	Mean	4.3	4.3	4.4	4.2	4.2	4.5	4.4
My opinion counts at work.	Favorable	83.5%	85.4%	82.6%	84.2%	83.3%	83.3%	87.5%
	Neutral	15.0%	14.6%	15.2%	15.8%	14.3%	15.3%	6.2%
	Unfavorable	1.5%	0.0%	2.2%	0.0%	2.4%	1.4%	6.2%
	Mean	4.26	4.27	4.25	4.21	4.19	4.31	4.25

How strongly do you disagree or agree with each of the following statements about the environment in your work unit?

		Overall	Male	Female	< 35	35-50	50+	People of Color
A spirit of cooperation and teamwork exists across and with other work units.	Favorable	67.7%	70.7%	66.3%	52.6%	59.5%	76.4%	56.2%
	Neutral	16.5%	14.6%	17.4%	21.1%	14.3%	16.7%	18.8%
	Unfavorable	15.8%	14.6%	16.3%	26.3%	26.2%	6.9%	25.0%
	Mean	3.7	3.7	3.7	3.3	3.4	4.0	3.5
The environment across and with other work units is welcoming to all people regardless of race.	Favorable	78.9%	85.4%	76.1%	73.7%	69.0%	86.1%	68.8%
	Neutral	18.0%	12.2%	20.7%	26.3%	23.8%	12.5%	18.8%
	Unfavorable	3.0%	2.4%	3.3%	0.0%	7.1%	1.4%	12.5%
	Mean	4.12	4.29	4.04	4.05	3.83	4.31	3.75
The environment across and with other work units is welcoming to all people regardless of gender.	Favorable	82.0%	85.4%	80.4%	78.9%	76.2%	86.1%	75.0%
	Neutral	15.8%	12.2%	17.4%	21.1%	19.0%	12.5%	18.8%
	Unfavorable	2.3%	2.4%	2.2%	0.0%	4.8%	1.4%	6.2%
	Mean	4.1	4.3	4.1	4.1	3.9	4.3	3.9
The environment across and with other work units is welcoming to all people regardless of sexual orientation.	Favorable	87.2%	92.7%	84.8%	78.9%	83.3%	91.7%	87.5%
	Neutral	12.0%	4.9%	15.2%	21.1%	16.7%	6.9%	12.5%
	Unfavorable	0.8%	2.4%	0.0%	0.0%	0.0%	1.4%	0.0%
	Mean	4.2	4.4	4.2	4.1	4.1	4.4	4.1
The environment across and with other work units is welcoming to all people regardless of native language.	Favorable	74.4%	75.6%	73.9%	73.7%	69.0%	77.8%	81.2%
	Neutral	20.3%	17.1%	21.7%	26.3%	19.0%	19.4%	6.2%
	Unfavorable	5.3%	7.3%	4.3%	0.0%	11.9%	2.8%	12.5%
	Mean	4.0	4.1	4.0	4.0	3.7	4.2	3.9
The environment across and with other work units is welcoming to all people regardless of disability and/or impairment.	Favorable	72.9%	80.5%	69.6%	73.7%	71.4%	73.6%	62.5%
	Neutral	21.8%	17.1%	23.9%	21.1%	21.4%	22.2%	37.5%
	Unfavorable	5.3%	2.4%	6.5%	5.3%	7.1%	4.2%	0.0%
	Mean	4.0	4.2	3.9	4.0	3.8	4.1	3.9

How strongly do you disagree or agree with each of the following statements about the environment in the GLS?

		Overall	Male	Female	< 35	35-50	50+	People of Color
A spirit of cooperation and teamwork exists in the GLS.	Favorable	50.4%	50.0%	50.5%	36.8%	31.0%	65.3%	50.0%
	Neutral	24.1%	26.2%	23.1%	26.3%	31.0%	19.4%	25.0%
	Unfavorable	25.6%	23.8%	26.4%	36.8%	38.1%	15.3%	25.0%
	Mean	3.3	3.3	3.3	3.1	2.9	3.7	3.3
The environment in the GLS is welcoming to all people regardless of race.	Favorable	70.7%	73.8%	69.2%	73.7%	57.1%	77.8%	56.2%
	Neutral	21.8%	21.4%	22.0%	26.3%	28.6%	16.7%	25.0%
	Unfavorable	7.5%	4.8%	8.8%	0.0%	14.3%	5.6%	18.8%
	Mean	3.9	4.1	3.81	4.05	3.57	4.06	3.56
The environment in the GLS is welcoming to all people regardless of gender.	Favorable	78.2%	81.0%	76.9%	73.7%	71.4%	83.3%	62.5%
	Neutral	18.0%	14.3%	19.8%	26.3%	21.4%	13.9%	37.5%
	Unfavorable	3.8%	4.8%	3.3%	0.0%	7.1%	2.8%	0.0%
	Mean	4.0	4.1	4.0	4.0	3.8	4.2	3.8
The environment in the GLS is welcoming to all people regardless of sexual orientation.	Favorable	87.2%	85.7%	87.9%	94.7%	83.3%	87.5%	75.0%
	Neutral	10.5%	9.5%	11.0%	5.3%	11.9%	11.1%	25.0%
	Unfavorable	2.3%	4.8%	1.1%	0.0%	4.8%	1.4%	0.0%
	Mean	4.2	4.2	4.1	4.3	4.0	4.2	4.0
The environment in the GLS is welcoming to all people regardless of native language.	Favorable	70.5%	68.3%	71.4%	78.9%	65.9%	70.8%	56.2%
	Neutral	23.5%	22.0%	24.2%	21.1%	22.0%	25.0%	43.8%
	Unfavorable	6.1%	9.8%	4.4%	0.0%	12.2%	4.2%	0.0%
	Mean	3.9	3.9	3.9	4.1	3.6	4.0	3.8
The environment in the GLS is welcoming to all people regardless of disability and/or impairment.	Favorable	67.7%	71.4%	65.9%	84.2%	54.8%	70.8%	50.0%
	Neutral	24.8%	21.4%	26.4%	15.8%	31.0%	23.6%	50.0%
	Unfavorable	7.5%	7.1%	7.7%	0.0%	14.3%	5.6%	0.0%
	Mean	3.85	4	3.78	4.05	3.55	3.97	3.69

How strongly do you disagree or agree with each of the following statements about the environment in your work unit?

		Overall	Male	Female	< 35	35-50	50+	People of Color
In the past six months, I have seen disturbing conflicts in my work unit. (Reverse coded)	Favorable	72.2%	81.0%	68.1%	63.2%	66.7%	77.8%	81.2%
	Neutral	12.8%	9.5%	14.3%	10.5%	14.3%	12.5%	6.2%
	Unfavorable	15.0%	9.5%	17.6%	26.3%	19.0%	9.7%	12.5%
	Mean	2.2	1.9	2.3	2.5	2.4	2.0	2.1
In the past six months, somebody in my work unit has said or done something that makes me feel uncomfortable. (Reverse coded)	Favorable	57.9%	69.0%	52.7%	36.8%	59.5%	62.5%	75.0%
	Neutral	12.0%	9.5%	13.2%	5.3%	9.5%	15.3%	6.2%
	Unfavorable	30.1%	21.4%	34.1%	57.9%	31.0%	22.2%	18.8%
	Mean	2.5	2.2	2.7	3.1	2.6	2.3	2.2
I am comfortable providing feedback to my work unit on work issues.	Favorable	75.2%	78.6%	73.6%	68.4%	64.3%	83.3%	68.8%
	Neutral	12.0%	16.7%	9.9%	10.5%	19.0%	8.3%	12.5%
	Unfavorable	12.8%	4.8%	16.5%	21.1%	16.7%	8.3%	18.8%
	Mean	3.9	4.0	3.8	3.6	3.7	4.0	3.6
I am asked for input on work-related matters.	Favorable	80.5%	76.2%	82.4%	84.2%	76.2%	81.9%	87.5%
	Neutral	9.8%	9.5%	9.9%	5.3%	9.5%	11.1%	12.5%
	Unfavorable	9.8%	14.3%	7.7%	10.5%	14.3%	6.9%	0.0%
	Mean	4.0	4.0	4.0	4.1	3.9	4.1	4.1
I have made suggestions that have been implemented in my work unit.	Favorable	76.7%	73.8%	78.0%	84.2%	76.2%	75.0%	81.2%
	Neutral	14.3%	16.7%	13.2%	5.3%	19.0%	13.9%	12.5%
	Unfavorable	9.0%	9.5%	8.8%	10.5%	4.8%	11.1%	6.2%
	Mean	4.0	4.1	3.9	4.0	4.0	3.9	4.0
My work unit environment feels safe to me.	Favorable	84.2%	88.1%	82.4%	78.9%	81.0%	87.5%	81.2%
	Neutral	9.0%	7.1%	9.9%	15.8%	9.5%	6.9%	12.5%
	Unfavorable	6.8%	4.8%	7.7%	5.3%	9.5%	5.6%	6.2%
	Mean	4.1	4.3	4.0	4.0	4.1	4.2	4.0
If I have a conflict with another employee, I know where to go to effectively resolve the issue.	Favorable	67.7%	71.4%	65.9%	63.2%	54.8%	76.4%	75.0%
	Neutral	18.8%	16.7%	19.8%	21.1%	23.8%	15.3%	0.0%
	Unfavorable	13.5%	11.9%	14.3%	15.8%	21.4%	8.3%	25.0%
	Mean	3.73	3.86	3.67	3.53	3.48	3.93	3.56
I am treated with respect at work.	Favorable	78.2%	73.8%	80.2%	78.9%	73.8%	80.6%	81.2%
	Neutral	12.8%	11.9%	13.2%	10.5%	16.7%	11.1%	18.8%
	Unfavorable	9.0%	14.3%	6.6%	10.5%	9.5%	8.3%	0.0%
	Mean	4.0	4.0	4.0	3.8	3.9	4.1	4.1

How strongly do you disagree or agree with each of the following statements about the environment across and with other work units?

		Overall	Male	Female	< 35	35-50	50+	People of Color
In the past six months, I have seen disturbing conflicts across and with other work units. (Reverse coded)	Favorable	53.4%	73.8%	44.0%	73.7%	38.1%	56.9%	56.2%
	Neutral	28.6%	16.7%	34.1%	10.5%	35.7%	29.2%	31.2%
	Unfavorable	18.0%	9.5%	22.0%	15.8%	26.2%	13.9%	12.5%
	Mean	2.5	2.0	2.7	2.2	2.8	2.3	2.3
In the past six months, somebody in another work unit has said or done something that makes me feel uncomfortable. (Reverse coded)	Favorable	55.6%	64.3%	51.6%	73.7%	35.7%	62.5%	62.5%
	Neutral	18.8%	9.5%	23.1%	10.5%	23.8%	18.1%	12.5%
	Unfavorable	25.6%	26.2%	25.3%	15.8%	40.5%	19.4%	25.0%
	Mean	2.47	2.26	2.56	2.16	2.98	2.25	2.25
I am comfortable providing feedback to colleagues in other work units on work issues.	Favorable	52.6%	52.4%	52.7%	73.7%	33.3%	58.3%	62.5%
	Neutral	24.1%	31.0%	20.9%	15.8%	31.0%	22.2%	18.8%
	Unfavorable	23.3%	16.7%	26.4%	10.5%	35.7%	19.4%	18.8%
	Mean	3.35	3.45	3.31	3.68	2.95	3.5	3.5
I have made suggestions that have been implemented in other work units.	Favorable	40.6%	57.1%	33.0%	42.1%	42.9%	38.9%	50.0%
	Neutral	35.3%	26.2%	39.6%	42.1%	21.4%	41.7%	25.0%
	Unfavorable	24.1%	16.7%	27.5%	15.8%	35.7%	19.4%	25.0%
	Mean	3.2	3.5	3.1	3.3	3.1	3.2	3.3
The environment across and with other work units unit feels safe to me.	Favorable	60.2%	73.8%	53.8%	78.9%	45.2%	63.9%	43.8%
	Neutral	33.1%	21.4%	38.5%	21.1%	45.2%	29.2%	37.5%
	Unfavorable	6.8%	4.8%	7.7%	0.0%	9.5%	6.9%	18.8%
	Mean	3.7	4.0	3.6	4.0	3.4	3.8	3.3
If I have a conflict with another employee, I know where to go to effectively resolve the issue.	Favorable	55.6%	66.7%	50.5%	68.4%	45.2%	58.3%	56.2%
	Neutral	24.1%	16.7%	27.5%	10.5%	28.6%	25.0%	12.5%
	Unfavorable	20.3%	16.7%	22.0%	21.1%	26.2%	16.7%	31.2%
	Mean	3.4	3.6	3.3	3.5	3.2	3.5	3.3
I am treated with respect at work.	Favorable	72.9%	69.0%	74.7%	78.9%	61.9%	77.8%	56.2%
	Neutral	19.5%	21.4%	18.7%	10.5%	38.1%	11.1%	43.8%
	Unfavorable	7.5%	9.5%	6.6%	10.5%	0.0%	11.1%	0.0%
	Mean	3.9	3.8	3.9	3.8	3.7	4.0	3.8

How strongly do you disagree or agree with each of the following statements about the environment in the GLS?

		Overall	Male	Female	< 35	35-50	50+	People of Color
In the past six months, I have seen disturbing conflicts in the GLS. (Reverse coded)	Favorable	46.6%	57.1%	41.8%	73.7%	31.0%	48.6%	56.2%
	Neutral	26.3%	23.8%	27.5%	5.3%	28.6%	30.6%	12.5%
	Unfavorable	27.1%	19.0%	30.8%	21.1%	40.5%	20.8%	31.2%
	Mean	2.7	2.4	2.8	2.3	3.1	2.5	2.7
In the past six months, somebody in the GLS has said or done something that makes me feel uncomfortable. (Reverse coded)	Favorable	49.6%	59.5%	45.1%	68.4%	33.3%	54.2%	62.5%
	Neutral	16.5%	11.9%	18.7%	5.3%	21.4%	16.7%	18.8%
	Unfavorable	33.8%	28.6%	36.3%	26.3%	45.2%	29.2%	18.8%
	Mean	2.7	2.5	2.8	2.4	3.2	2.5	2.3
I am comfortable providing feedback to colleagues in the GLS on work issues.	Favorable	49.6%	52.4%	48.4%	63.2%	28.6%	58.3%	56.2%
	Neutral	23.3%	21.4%	24.2%	10.5%	23.8%	26.4%	6.2%
	Unfavorable	27.1%	26.2%	27.5%	26.3%	47.6%	15.3%	37.5%
	Mean	3.3	3.4	3.2	3.4	2.8	3.5	3.2
I have made suggestions that have been implemented in the GLS.	Favorable	28.2%	32.5%	26.4%	15.8%	23.8%	34.3%	18.8%
	Neutral	42.7%	47.5%	40.7%	47.4%	42.9%	41.4%	56.2%
	Unfavorable	29.0%	20.0%	33.0%	36.8%	33.3%	24.3%	25.0%
	Mean	3.0	3.2	3.0	2.8	2.9	3.1	2.9
The environment in the GLS feels safe to me.	Favorable	63.2%	71.4%	59.3%	68.4%	52.4%	68.1%	62.5%
	Neutral	21.8%	19.0%	23.1%	21.1%	26.2%	19.4%	12.5%
	Unfavorable	15.0%	9.5%	17.6%	10.5%	21.4%	12.5%	25.0%
	Mean	3.6	3.9	3.5	3.7	3.3	3.8	3.3
If I have a conflict with another employee, I know where to go to effectively resolve the issue.	Favorable	53.4%	59.5%	50.5%	63.2%	40.5%	58.3%	50.0%
	Neutral	24.8%	23.8%	25.3%	21.1%	26.2%	25.0%	12.5%
	Unfavorable	21.8%	16.7%	24.2%	15.8%	33.3%	16.7%	37.5%
	Mean	3.4	3.6	3.3	3.6	3.1	3.5	3.1
I am treated with respect at work.	Favorable	67.7%	61.9%	70.3%	73.7%	61.9%	69.4%	62.5%
	Neutral	18.8%	23.8%	16.5%	15.8%	23.8%	16.7%	18.8%
	Unfavorable	13.5%	14.3%	13.2%	10.5%	14.3%	13.9%	18.8%
	Mean	3.7	3.8	3.7	3.8	3.6	3.8	3.6

How strongly do you disagree or agree with each of the following statements about your relationship with your co-workers in your work unit?

		Overall	Male	Female	< 35	35-50	50+	People of Color
I receive support and encouragement from others in my work unit.	Favorable	79.9%	76.2%	81.5%	73.7%	73.8%	84.9%	81.2%
	Neutral	14.2%	11.9%	15.2%	15.8%	16.7%	12.3%	12.5%
	Unfavorable	6.0%	11.9%	3.3%	10.5%	9.5%	2.7%	6.2%
	Mean	4.1	4.0	4.1	4.0	3.9	4.2	3.9
In my work unit, co-workers value and respect each other.	Favorable	75.4%	73.8%	76.1%	68.4%	66.7%	82.2%	87.5%
	Neutral	14.2%	16.7%	13.0%	15.8%	21.4%	9.6%	0.0%
	Unfavorable	10.4%	9.5%	10.9%	15.8%	11.9%	8.2%	12.5%
	Mean	4.0	4.0	3.9	3.8	3.8	4.1	4.1
In my work unit, my co-workers are open and welcoming to others who are different from them.	Favorable	85.1%	88.1%	83.7%	78.9%	81.0%	89.0%	81.2%
	Neutral	10.4%	7.1%	12.0%	15.8%	11.9%	8.2%	6.2%
	Unfavorable	4.5%	4.8%	4.3%	5.3%	7.1%	2.7%	12.5%
	Mean	4.1	4.2	4.1	4.0	4.1	4.2	3.9
I am satisfied with the relationships I have developed with my co-workers.	Favorable	78.4%	76.2%	79.3%	73.7%	69.0%	84.9%	87.5%
	Neutral	13.4%	14.3%	13.0%	21.1%	19.0%	8.2%	0.0%
	Unfavorable	8.2%	9.5%	7.6%	5.3%	11.9%	6.8%	12.5%
	Mean	4.0	4.1	4.0	3.9	3.8	4.1	4.1

How strongly do you disagree or agree with each of the following statements about your relationship with your co-workers across and with other work units?

		Overall	Male	Female	< 35	35-50	50+	People of Color
I receive support and encouragement from others across and with other work units.	Favorable	67.4%	65.9%	68.1%	78.9%	63.4%	66.7%	62.5%
	Neutral	20.5%	17.1%	22.0%	15.8%	17.1%	23.6%	18.8%
	Unfavorable	12.1%	17.1%	9.9%	5.3%	19.5%	9.7%	18.8%
	Mean	3.7	3.7	3.7	4.0	3.5	3.7	3.5
Across and with other work units, co-workers value and respect each other.	Favorable	60.6%	65.9%	58.2%	73.7%	58.5%	58.3%	56.2%
	Neutral	29.5%	26.8%	30.8%	21.1%	29.3%	31.9%	25.0%
	Unfavorable	9.8%	7.3%	11.0%	5.3%	12.2%	9.7%	18.8%
	Mean	3.6	3.7	3.6	3.8	3.5	3.6	3.5
Across and with other work units, my co-workers are open and welcoming to others who are different from them.	Favorable	62.9%	73.2%	58.2%	78.9%	58.5%	61.1%	56.2%
	Neutral	31.8%	22.0%	36.3%	15.8%	34.1%	34.7%	37.5%
	Unfavorable	5.3%	4.9%	5.5%	5.3%	7.3%	4.2%	6.2%
	Mean	3.8	3.9	3.7	3.9	3.6	3.8	3.6
I am satisfied with the relationships I have developed with my co-workers.	Favorable	68.9%	70.7%	68.1%	84.2%	56.1%	72.2%	62.5%
	Neutral	25.0%	22.0%	26.4%	15.8%	34.1%	22.2%	25.0%
	Unfavorable	6.1%	7.3%	5.5%	0.0%	9.8%	5.6%	12.5%
	Mean	3.8	3.8	3.8	4.0	3.6	3.9	3.7

How strongly do you disagree or agree with each of the following statements about your relationship with your co-workers in the GLS?

		Overall	Male	Female	< 35	35-50	50+	People of Color
I receive support and encouragement from others in the GLS.	Favorable	50.0%	47.6%	51.1%	57.9%	54.8%	45.2%	68.8%
	Neutral	36.6%	35.7%	37.0%	26.3%	31.0%	42.5%	25.0%
	Unfavorable	13.4%	16.7%	12.0%	15.8%	14.3%	12.3%	6.2%
	Mean	3.5	3.4	3.5	3.5	3.4	3.5	3.6
In the GLS, co-workers value and respect each other.	Favorable	49.3%	52.4%	47.8%	42.1%	50.0%	50.7%	62.5%
	Neutral	38.1%	33.3%	40.2%	36.8%	33.3%	41.1%	25.0%
	Unfavorable	12.7%	14.3%	12.0%	21.1%	16.7%	8.2%	12.5%
	Mean	3.5	3.5	3.5	3.3	3.3	3.6	3.6
In the GLS, my co-workers are open and welcoming to others who are different from them.	Favorable	53.0%	57.1%	51.1%	73.7%	42.9%	53.4%	37.5%
	Neutral	37.3%	33.3%	39.1%	5.3%	47.6%	39.7%	62.5%
	Unfavorable	9.7%	9.5%	9.8%	21.1%	9.5%	6.8%	0.0%
	Mean	3.6	3.7	3.5	3.6	3.4	3.7	3.4

How strongly do you disagree or agree with each of the following statements?

		Overall	Male	Female	< 35	35-50	50+	People of Color
I have the resources to do my job well.	Favorable	70.1%	76.2%	67.4%	78.9%	66.7%	69.9%	68.8%
	Neutral	14.2%	14.3%	14.1%	5.3%	16.7%	15.1%	18.8%
	Unfavorable	15.7%	9.5%	18.5%	15.8%	16.7%	15.1%	12.5%
	Mean	3.7	3.9	3.6	3.7	3.6	3.7	3.8
I know what is expected of me on the job.	Favorable	79.9%	73.8%	82.6%	78.9%	78.6%	80.8%	87.5%
	Neutral	11.2%	16.7%	8.7%	10.5%	9.5%	12.3%	0.0%
	Unfavorable	9.0%	9.5%	8.7%	10.5%	11.9%	6.8%	12.5%
	Mean	3.9	3.9	3.9	4.0	3.7	3.9	3.9
My job makes good use of my skills and abilities.	Favorable	68.2%	69.0%	67.8%	78.9%	63.4%	68.1%	62.5%
	Neutral	15.2%	19.0%	13.3%	5.3%	17.1%	16.7%	12.5%
	Unfavorable	16.7%	11.9%	18.9%	15.8%	19.5%	15.3%	25.0%
	Mean	3.7	3.7	3.6	3.9	3.5	3.7	3.4
I have sufficient opportunities	Favorable	68.7%	71.4%	67.4%	73.7%	69.0%	67.1%	75.0%
	Neutral	16.4%	14.3%	17.4%	10.5%	11.9%	20.5%	6.2%
	Unfavorable	14.9%	14.3%	15.2%	15.8%	19.0%	12.3%	18.8%
	Mean	3.8	3.8	3.7	3.8	3.7	3.7	3.7
Opportunities to earn a high performance rating are equitably made available.	Favorable	44.0%	47.6%	42.4%	57.9%	45.2%	39.7%	43.8%
	Neutral	33.6%	33.3%	33.7%	31.6%	31.0%	35.6%	37.5%
	Unfavorable	22.4%	19.0%	23.9%	10.5%	23.8%	24.7%	18.8%
	Mean	3.3	3.5	3.3	3.7	3.3	3.2	3.3
Recognition is based primarily on performance in my work unit.	Favorable	49.6%	52.4%	48.4%	52.6%	41.5%	53.4%	50.0%
	Neutral	26.3%	21.4%	28.6%	21.1%	24.4%	28.8%	31.2%
	Unfavorable	24.1%	26.2%	23.1%	26.3%	34.1%	17.8%	18.8%
	Mean	3.3	3.4	3.3	3.4	3.0	3.5	3.3
I am satisfied with the recognition I receive for my work.	Favorable	51.5%	57.1%	48.9%	57.9%	45.2%	53.4%	50.0%
	Neutral	26.1%	26.2%	26.1%	31.6%	26.2%	24.7%	25.0%
	Unfavorable	22.4%	16.7%	25.0%	10.5%	28.6%	21.9%	25.0%
	Mean	3.4	3.5	3.3	3.6	3.2	3.4	3.4
Important institutional information is circulated to all members of my work unit.	Favorable	57.1%	63.4%	54.3%	68.4%	40.5%	63.9%	56.2%
	Neutral	23.3%	22.0%	23.9%	15.8%	26.2%	23.6%	18.8%
	Unfavorable	19.5%	14.6%	21.7%	15.8%	33.3%	12.5%	25.0%
	Mean	3.5	3.7	3.4	3.6	3.1	3.7	3.4
I am given real opportunity to improve my skills in my work unit.	Favorable	52.2%	54.8%	51.1%	63.2%	47.6%	52.1%	37.5%
	Neutral	32.1%	33.3%	31.5%	21.1%	33.3%	34.2%	37.5%
	Unfavorable	15.7%	11.9%	17.4%	15.8%	19.0%	13.7%	25.0%
	Mean	3.4	3.6	3.4	3.6	3.3	3.5	3.1
It is clear to me what I need to learn to be adequately prepared for promotional opportunities.	Favorable	34.3%	33.3%	34.8%	42.1%	23.8%	38.4%	37.5%
	Neutral	31.3%	31.0%	31.5%	21.1%	38.1%	30.1%	31.2%
	Unfavorable	34.3%	35.7%	33.7%	36.8%	38.1%	31.5%	31.2%
	Mean	3.0	3.0	3.0	3.0	2.7	3.1	3.1

How strongly do you disagree or agree with each of the following statements about your work unit?

		Overall	Male	Female	< 35	35-50	50+	People of Color
My work unit is successful at accomplishing its mission.	Favorable	83.6%	81.0%	84.8%	84.2%	73.8%	89.0%	87.5%
	Neutral	10.4%	11.9%	9.8%	5.3%	19.0%	6.8%	12.5%
	Unfavorable	6.0%	7.1%	5.4%	10.5%	7.1%	4.1%	0.0%
	Mean	4.2	4.1	4.2	4.0	4.1	4.3	4.3
My work unit produces high-quality products and services.	Favorable	88.8%	88.1%	89.1%	73.7%	83.3%	95.9%	87.5%
	Neutral	9.7%	9.5%	9.8%	21.1%	14.3%	4.1%	12.5%
	Unfavorable	1.5%	2.4%	1.1%	5.3%	2.4%	0.0%	0.0%
	Mean	4.4	4.3	4.4	4.0	4.3	4.5	4.3
The work I do is meaningful to me.	Favorable	82.8%	76.2%	85.9%	78.9%	78.6%	86.3%	81.2%
	Neutral	11.2%	16.7%	8.7%	15.8%	11.9%	9.6%	12.5%
	Unfavorable	6.0%	7.1%	5.4%	5.3%	9.5%	4.1%	6.2%
	Mean	4.1	4.1	4.2	4.2	4.0	4.3	4.0
I would recommend my unit as a good place to work.	Favorable	75.4%	69.0%	78.3%	73.7%	66.7%	80.8%	93.8%
	Neutral	19.4%	26.2%	16.3%	21.1%	26.2%	15.1%	0.0%
	Unfavorable	5.2%	4.8%	5.4%	5.3%	7.1%	4.1%	6.2%
	Mean	4.1	4.1	4.1	4.1	3.9	4.2	4.4

How strongly do you disagree or agree with each of the following statements about the GLS?

		Overall	Male	Female	< 35	35-50	50+	People of Color
The GLS is successful at accomplishing its mission.	Favorable	53.4%	53.7%	53.3%	52.6%	38.1%	62.5%	43.8%
	Neutral	34.6%	26.8%	38.0%	36.8%	40.5%	30.6%	43.8%
	Unfavorable	12.0%	19.5%	8.7%	10.5%	21.4%	6.9%	12.5%
	Mean	3.5	3.4	3.5	3.5	3.1	3.7	3.3
The GLS produces high-quality products and services.	Favorable	69.9%	65.9%	71.7%	63.2%	64.3%	75.0%	81.2%
	Neutral	27.1%	24.4%	28.3%	36.8%	31.0%	22.2%	18.8%
	Unfavorable	3.0%	9.8%	0.0%	0.0%	4.8%	2.8%	0.0%
	Mean	3.8	3.8	3.9	3.8	3.7	3.9	3.9
The work the GLS does is meaningful to me.	Favorable	81.2%	78.0%	82.6%	94.7%	73.8%	81.9%	75.0%
	Neutral	16.5%	14.6%	17.4%	5.3%	21.4%	16.7%	25.0%
	Unfavorable	2.3%	7.3%	0.0%	0.0%	4.8%	1.4%	0.0%
	Mean	4.0	4.0	4.0	4.2	3.8	4.1	3.9
I would recommend the GLS as a good place to work.	Favorable	55.6%	51.2%	57.6%	57.9%	42.9%	62.5%	50.0%
	Neutral	30.8%	36.6%	28.3%	31.6%	33.3%	29.2%	31.2%
	Unfavorable	13.5%	12.2%	14.1%	10.5%	23.8%	8.3%	18.8%
	Mean	3.6	3.6	3.6	3.7	3.2	3.8	3.4

How strongly do you disagree or agree with each of the following statements about supervisors in your work unit?

		Overall	Male	Female	< 35	35-50	50+	People of Color
My supervisor responds effectively to conflicts in my work unit.	Favorable	57.5%	59.5%	56.5%	68.4%	47.6%	60.3%	75.0%
	Neutral	27.6%	31.0%	26.1%	21.1%	28.6%	28.8%	12.5%
	Unfavorable	14.9%	9.5%	17.4%	10.5%	23.8%	11.0%	12.5%
	Mean	3.6	3.8	3.6	3.7	3.4	3.7	3.9
My supervisor provides me with useful feedback on my job performance.	Favorable	69.4%	61.9%	72.8%	84.2%	54.8%	74.0%	75.0%
	Neutral	15.7%	21.4%	13.0%	10.5%	19.0%	15.1%	12.5%
	Unfavorable	14.9%	16.7%	14.1%	5.3%	26.2%	11.0%	12.5%
	Mean	3.8	3.7	3.8	4.1	3.5	3.9	3.8
My supervisor is provided with the tools to be successful within the work unit.	Favorable	56.4%	59.5%	54.9%	57.9%	53.7%	57.5%	80.0%
	Neutral	30.8%	31.0%	30.8%	26.3%	29.3%	32.9%	6.7%
	Unfavorable	12.8%	9.5%	14.3%	15.8%	17.1%	9.6%	13.3%
	Mean	3.6	3.8	3.5	3.7	3.5	3.7	3.9
My supervisor has good management skills.	Favorable	64.9%	66.7%	64.1%	63.2%	57.1%	69.9%	75.0%
	Neutral	20.9%	21.4%	20.7%	21.1%	26.2%	17.8%	6.2%
	Unfavorable	14.2%	11.9%	15.2%	15.8%	16.7%	12.3%	18.8%
	Mean	3.7	3.9	3.7	3.7	3.6	3.8	3.8
I receive support and encouragement from my supervisor.	Favorable	72.4%	76.2%	70.7%	78.9%	66.7%	74.0%	68.8%
	Neutral	16.4%	16.7%	16.3%	15.8%	19.0%	15.1%	12.5%
	Unfavorable	11.2%	7.1%	13.0%	5.3%	14.3%	11.0%	18.8%
	Mean	3.9	4.1	3.9	4.1	3.9	4.0	3.8
My supervisor respects me and values my work.	Favorable	81.3%	78.6%	82.6%	89.5%	76.2%	82.2%	81.2%
	Neutral	9.0%	11.9%	7.6%	5.3%	9.5%	9.6%	6.2%
	Unfavorable	9.7%	9.5%	9.8%	5.3%	14.3%	8.2%	12.5%
	Mean	4.1	4.1	4.1	4.3	4.0	4.2	4.0
Overall, I am satisfied with my supervisor.	Favorable	76.9%	76.2%	77.2%	84.2%	71.4%	78.1%	75.0%
	Neutral	11.9%	19.0%	8.7%	10.5%	14.3%	11.0%	6.2%
	Unfavorable	11.2%	4.8%	14.1%	5.3%	14.3%	11.0%	18.8%
	Mean	4.0	4.1	4.0	4.2	3.9	4.0	3.8
Overall, I am satisfied with the managers/leaders above my supervisor.	Favorable	44.8%	47.6%	43.5%	63.2%	33.3%	46.6%	50.0%
	Neutral	26.1%	28.6%	25.0%	15.8%	35.7%	23.3%	25.0%
	Unfavorable	29.1%	23.8%	31.5%	21.1%	31.0%	30.1%	25.0%
	Mean	3.3	3.4	3.2	3.7	3.1	3.3	3.3
My supervisor is open and welcoming to others who are different from him/her.	Favorable	88.8%	90.5%	88.0%	84.2%	85.7%	91.8%	81.2%
	Neutral	9.0%	7.1%	9.8%	15.8%	11.9%	5.5%	12.5%
	Unfavorable	2.2%	2.4%	2.2%	0.0%	2.4%	2.7%	6.2%
	Mean	4.3	4.4	4.3	4.2	4.2	4.3	4.2
Policies are applied fairly in my unit.	Favorable	66.9%	76.2%	62.6%	78.9%	54.8%	70.8%	81.2%
	Neutral	23.3%	16.7%	26.4%	10.5%	35.7%	19.4%	12.5%
	Unfavorable	9.8%	7.1%	11.0%	10.5%	9.5%	9.7%	6.2%
	Mean	3.9	4.1	3.8	3.9	3.7	3.9	4.1
Work is distributed equitably in my unit.	Favorable	57.5%	69.0%	52.2%	73.7%	38.1%	64.4%	56.2%
	Neutral	26.1%	16.7%	30.4%	21.1%	31.0%	24.7%	18.8%
	Unfavorable	16.4%	14.3%	17.4%	5.3%	31.0%	11.0%	25.0%
	Mean	3.6	3.8	3.5	3.9	3.2	3.8	3.3

How strongly do you disagree or agree with each of the following statements about your overall satisfaction with your job and work unit?

		Overall	Male	Female	< 35	35-50	50+	People of Color
Considering everything, I am satisfied with my job.	Favorable	73.9%	71.4%	75.0%	78.9%	66.7%	76.7%	68.8%
	Neutral	16.4%	21.4%	14.1%	15.8%	21.4%	13.7%	25.0%
	Unfavorable	9.7%	7.1%	10.9%	5.3%	11.9%	9.6%	6.2%
	Mean	3.9	3.9	3.9	4.0	3.7	3.9	3.8
Considering everything, I am satisfied with my work unit.	Favorable	77.6%	78.6%	77.2%	68.4%	71.4%	83.6%	87.5%
	Neutral	15.7%	14.3%	16.3%	21.1%	21.4%	11.0%	6.2%
	Unfavorable	6.7%	7.1%	6.5%	10.5%	7.1%	5.5%	6.2%
	Mean	4.0	4.1	4.0	3.7	4.0	4.1	4.1
Considering everything, I am satisfied with the GLS.	Favorable	50.0%	45.2%	52.2%	57.9%	38.1%	54.8%	56.2%
	Neutral	25.4%	21.4%	27.2%	21.1%	31.0%	23.3%	25.0%
	Unfavorable	24.6%	33.3%	20.7%	21.1%	31.0%	21.9%	18.8%
	Mean	3.4	3.3	3.4	3.4	3.1	3.5	3.5
I am satisfied with my pay.	Favorable	35.8%	33.3%	37.0%	42.1%	28.6%	38.4%	25.0%
	Neutral	15.7%	16.7%	15.2%	10.5%	21.4%	13.7%	31.2%
	Unfavorable	48.5%	50.0%	47.8%	47.4%	50.0%	47.9%	43.8%
	Mean	2.7	2.7	2.8	2.8	2.7	2.7	2.8

To what extent have you considered the following reasons for leaving your position at GLS?

		Overall	Male	Female	< 35	35-50	50+	People of Color
To increase your salary	Very much or Extremely	31.6%	45.2%	25.3%	52.6%	31.7%	26.0%	33.3%
	Some	24.1%	23.8%	24.2%	15.8%	26.8%	24.7%	40.0%
	None or a little	44.4%	31.0%	50.5%	31.6%	41.5%	49.3%	26.7%
To improve your prospects to enhance your career	Very much or Extremely	33.8%	38.1%	31.9%	36.8%	48.8%	24.7%	46.7%
	Some	25.6%	28.6%	24.2%	31.6%	24.4%	24.7%	33.3%
	None or a little	40.6%	33.3%	44.0%	31.6%	26.8%	50.7%	20.0%
To find a more supportive work environment	Very much or Extremely	18.9%	19.0%	18.9%	21.1%	35.0%	9.6%	20.0%
	Some	14.4%	9.5%	16.7%	15.8%	10.0%	16.4%	13.3%
	None or a little	66.7%	71.4%	64.4%	63.2%	55.0%	74.0%	66.7%
To reduce stress	Very much or Extremely	24.1%	16.7%	27.5%	10.5%	34.1%	21.9%	13.3%
	Some	18.0%	16.7%	18.7%	15.8%	29.3%	12.3%	26.7%
	None or a little	57.9%	66.7%	53.8%	73.7%	36.6%	65.8%	60.0%
To improve the employment situation of your spouse or partner	Very much or Extremely	5.3%	7.1%	4.4%	5.3%	7.3%	4.1%	0.0%
	Some	12.8%	14.3%	12.1%	21.1%	19.5%	6.8%	13.3%
	None or a little	82.0%	78.6%	83.5%	73.7%	73.2%	89.0%	86.7%
Other, please specify	Very much or Extremely	33.3%	11.1%	39.4%	42.9%	44.4%	26.9%	40.0%
	Some	19.0%	11.1%	21.2%	0.0%	11.1%	26.9%	0.0%
	None or a little	47.6%	77.8%	39.4%	57.1%	44.4%	46.2%	60.0%

Appendix G: U.S. Merit Systems Protection Board Composite Scales

U.S. Merit Systems Protection Board Composite Scales

GLS

U.S. Merit Systems Protection Board Composite Scales

Favorable - Contains respondents who chose Codes 4 "Agree" or 5 "Strongly Agree"
Neutral - Contains respondents who chose Code 3 "Neither Agree nor Disagree"
Unfavorable - Contains respondents who chose Codes 2 "Disagree" or 1 "Strongly Disagree"

Engagement scale:
Engagement uses Q1a Q1f Q1n Q3a Q3b Q3c Q3d Q3e Q3f Q3h Q4a Q4b Q4c Q4d Q5g Q5h

	Engagement Score	
	16 to 80 Scale	**1 to 5 Scale**
Engaged	64-80	4-5
Somewhat Engaged	48-63	3-4
Not Engaged	16-47	1-3

Diversity and Inclusion Index (D&I):
D&I uses Q1b Q1c Q1d Q1e Q1l Q1n Q2b Q2c Q2d Q4d Q5e Q5f Q5i Q5j Q6b

	D&I Score	
	15 to 75 Scale	**1 to 5 Scale**
High	60-75	4-5
Medium	45-59	3-4
Low	15-44	1-3

Best Places to Work Index (BP2W):
The score is calculated using three items and weighting.
Using the favorable percentages for Q6a, Q4c, and Q6b:

$$BP2W = ((Q6a \times .74) + (Q4c \times .91) + (Q6b \times 1)) / (.74 + .91 + 1)$$

U.S. Merit Systems Protection Board, *The Power of Federal Employee Engagement,* September 2008; and *U.S. Merit Systems Protection Board, Managing for Engagement—Communication, Connection, and Courage*, July 2009.

Engagement Scale Components

Q1a. A spirit of cooperation and teamwork exists in my work unit.
Q1f. My opinion counts at work.
Q1n. I am treated with respect at work.
Q3a. I have the resources to do my job well.
Q3b. I know what is expected of me on the job.
Q3c. My job makes good use of my skills and abilities.
Q3d. I have sufficient opportunities to earn a high performance rating.
Q3e. Recognition is based on performance in my work unit.
Q3f. I am satisfied with the recognition I receive for my work.
Q3h. I am given real opportunity to improve my skills in my work unit.
Q4a. My work unit is successful at accomplishing its mission.
Q4b. My work unit produces high-quality products and services.
Q4c. The work I do is meaningful to me.
Q4d. I would recommend my unit as a good place to work.
Q5g Overall, I am satisfied with my supervisor.
Q5h. Overall, I am satisfied with the managers/leaders above my supervisor.

Diversity and Inclusion Index Components

Q1b. The environment in my work unit is welcoming to employees of color.
Q1c. My work unit is welcoming to all people regardless of gender.
Q1d. My work unit is welcoming to all people regardless of sexual orientation.
Q1e. My work unit feels comfortable to me.
Q1l. My work unit feels safe to me.
Q1n. I am treated with respect at work.
Q2b. In my unit, co-workers value and respect each other.
Q2c. In my work unit, my co-workers are open and welcoming to others who are different from them.
Q2d. I am satisfied with the relationships I have developed with my co-workers.
Q4d. I would recommend my unit as a good place to work.
Q5e. I receive support and encouragement from my supervisor.
Q5f. My supervisor respects me and values my work.
Q5i. My supervisor is open and welcoming to others who are different from him/her.
Q5j. Policies are applied fairly in my unit.
Q6b. Considering everything, I am satisfied with my work unit.

Best Places to Work Index (BP2W) Components

Q6a. Considering everything, I am satisfied with my job
Q5c. My supervisor is provided with the tools to be successful within the work unit.
Q6b. Considering everything, I am satisfied with my work unit.

Appendix H: Self-reported Demographics

16. Are you of Hispanic, Latino, or Spanish origin?

#	Answer		Response	%
1	Cuban		1	1%
2	Mexican, Mexican American, Chicano		2	2%
3	Puerto Rican		0	0%
4	Another Hispanic, Latino or Spanish origin. Please provide origin, for example Argentinean, Colombian, Dominican, Nicaraguan, Salvadoran, Spaniard, etc.		0	0%
5	No, not of Hispanic, Latino, or Spanish origin		130	98%
	Total		133	100%

17. How would you describe your race?

#	Answer		Response	%
4	American Indian or Alaska Native, please specify your enrolled or principal tribe.		3	2%
5	Asian Indian		0	0%
6	Black or African American		3	2%
7	Chinese		1	1%
8	Filipino		1	1%
9	Guamanian or Chamorro		0	0%
10	Japanese		1	1%
11	Korean		1	1%
12	Native Hawaiian		0	0%
13	Other Asian, please specify Hmong, Laotian, Thai, Pakistani, Cambodian, etc.		1	1%
14	Other Pacific Islander, please specify Fijian, Tongan, etc.		0	0%
15	Samoan		1	1%
16	Some other race, please specify		2	2%
17	Vietnamese		1	1%
18	White		120	92%

American Indian or Alaska Native, please specify your enrolled or principal tribe.	Other Asian, please specify Hmong, Laotian, Thai, Pakistani, Cambodian, etc.	Other Pacific Islander, please specify Fijian, Tongan, etc.	Some other race, please specify
			Caucasian
			human
ANCSA - Bethel [Yup'ik]			
Pascua Yaqui			
Ho-Chunk Nation			

18. What is your gender identity?

Text Response
Male
female
female
female
female
female
male
female
female
Male
female
female
male
female
female
Male
Male
Female
Female
M
Male
male
Female
female
Female
Male
male
male
female
female

Statistic	Value
Total Responses	110

19. Do you identify as LGBT?

#	Answer		Response	%
1	Yes		17	13%
2	No		114	87%
	Total		131	100%
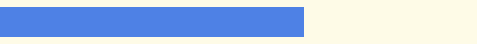
20. What is your age?

#	Answer		Response	%
4	18-24		2	2%
5	25-34		18	14%
6	35-44		23	17%
7	45-54		41	31%
8	55-64		37	28%
9	65-74		12	9%
10	75 or older		0	0%
	Total		133	100%

21. Do you identify as a person with a disability?

#	Answer		Response	%
1	Yes		12	9%
2	No		123	91%
	Total		135	100%

22. Please share more. Check all that apply

#	Answer		Response	%
4	Ambulatory disability		7	64%
5	Visual disability		1	9%
6	Self-care disability		0	0%
7	Cognitive disability		2	18%
8	Hearing disability		1	9%
9	Independent living disability		0	0%
10	Other, please specify.		4	36%

Other, please specify.
major sleep disturbances
depression
bad back due to work injury
mood disorder