Assessment: DEI Efforts Reporting Process

SUMMARY KEY TAKE-AWAYS:

- Half of all supervisors receiving the survey responded, half did not respond. (See Background)
- Of all respondents, an overwhelming majority found the process very easy. (See items A, B)
- Supervisors must pay attention to their level of engagement in their own DEI learning efforts. Level of engagement is related to reported ease with the process and communicating about DEI, type and level of support supervisors need, and how DEI is viewed in general. (See items C, D, E)
- Next steps include need for more discussion, accountability, DEI calendar, more (See item F)

Survey background: The survey was sent to 28 supervisors, meaning library staff who supervise Merit staff, P&S staff, Academic librarians, and/or faculty librarians. Fourteen individuals responded to the survey, making a Response Rate of 50%.

- Various survey research sources cite 30-40% as a good target response rate for an internal survey, thus 50% is a good response rate. While we cannot surmise anything about the experiences or attitudes of non-respondents, of those supervisors who cared to respond, summary results are presented below.

A. EXPERIENCE with DEI Efforts process: All respondents had experience going through the process as a supervisor.

The vast majority (86%) of respondents reported completing between 1-5 staff evaluations since the DEI Efforts reporting process began. (The remainder completed more than 5 staff evaluations.)

B. EASE of process:

A very high percentage (93%) of respondents found the reporting process easy.

1. Met or Not Met requirement:

- 93% of respondents found it very easy (57%) to somewhat easy (36%) to decide whether a supervisee had Met or Not Met the DEI Efforts reporting requirement.
- The remainder (N=1) reported it was somewhat difficult to decide, stating in feedback that it is “subjective” to determine whether what an employee reports qualifies as a DEI Effort. They gave a scenario: employee thinks reading an article meets requirement while supervisor does not agree because it “does not add anything” to the department or work of the staff member.

2. Supervisory feedback requirement:

- 93% of respondents found it very easy (50%) to somewhat easy (43%) to provide feedback to supervisees’ DEI Efforts.
- The remainder (N=1) reported it was somewhat difficult to give feedback, stating they had difficulty talking about future DEI efforts and why DEI is relevant to the workplace.
C. Supervisor’s Own DEI Efforts

The extent to which supervisors themselves participate in DEI programming appears to play an important role in how easy they find all aspects of the reporting process. Participation in DEI learning matters, and participation in active and communication-rich programming appears to matter more.

**VERY EASY (VE):** 57% of supervisors reported aspects of the process were Very easy, as follows: 50% of supervisors found both aspects of the reporting process to be Very easy; one additional respondent (7%) found Met/Not Met Very easy and giving feedback Somewhat easy.

- This group overall reported the highest levels of engagement in their own DEI learning, ranging from 2 to 5 programs with most respondents at the higher end. Six out of eight (75%) in this group reported participating in DEI book discussions, which give deep opportunities to reflect and communicate about DEI issues; several respondents engaged in additional communication-based DEI programming (DEI Learning & Discussions site, Spark discussions). Only 2 (25%) reported participating only in lecture-based programs (DEI all library staff sessions, webinars). While these are very good for presenting content, they include limited opportunity to actively discuss or reflect during the sessions.
- In general, VE respondents provided full to verbose comments that were positive and expressed confidence and pride, i.e. it was easy for them to communicate about DEI. They were most likely to see the process as a learning continuum that will be deepened over time.

**SOMEWHAT EASY (SE):** 29% of supervisors found both aspects of the reporting process to be Somewhat easy.

- This group participated in fewer DEI Efforts on average, ranging from 2-3 programs with respondents evenly split. 75% in this group reported participating in book discussions; one respondent reported participating in the DEI Learning & Discussions site (although it has become apparent there is confusion among some library staff as to what constitutes “participation” in the site).
- In general, SE respondents often skipped questions asking for written comments or provided somewhat terse comments that were overall positive. Some comments indicated a need for help with communication including help explaining why DEI is important, i.e. it appears to be less easy for this group to communicate about DEI.

**SOMEWHAT DIFFICULT (SD):** 14% of supervisors (N=2) found some aspect of the reporting process to be difficult.

- This group had the lowest rate of participation in their own DEI Efforts, ranging from 1-2 programs. One respondent reported only attending DEI all library staff sessions, while the other reported attending DEI sessions and webinars. Thus, all within this group participated only in lecture-based presentations, which are very good for presenting information but can be passive and solitary learning endeavors.
- In general, SD respondents often skipped questions asking for written comments and were the only group to express negativity / confusion about DEI learning and DEI efforts, seeing “subjectivity,” “confrontation,” and “unnecessary work” in the process, i.e. it appears to be uncomfortable and difficult for this group of supervisors to have to communicate about DEI.

D. Support needed and Plus-Delta

Responses varied according to which group respondents were in, whether VE, SE, or SD.

**VE RESPONDENTS**

1. On support, VE respondents (N=8) reported needing very little support, with 50% indicating no support was needed
and gave explanations. One such respondent stated: “Pretty clear to me what counts as a DEI effort and how to evaluate it and also how to set goals regarding our DEI development.”

Others in this group offered additional input on support for future discussions:

- A way to evaluate DEI efforts that happen outside of library created/ sponsored events. (VE)
- List/link to Library DEI offerings (VE)
- What should DEI impact on an individual's work should look like. Is it enough that supervisees are able to point to specific things they learned from a session? (VE)
- A way to practice crucial conversations if needed because of not meeting expectations. (VE SE)

2. Plus – Delta: On what is working well, what needs improvement, VE respondents reported as follows:

- **Plus:** Various answers with the following themes: the standard of attending/participating in at least 1 DEI effort works well; simple and to the point, easy to understand, keeps staff accountable, simple and inclusive, good starting point, flexible and meets staff where they’re at, non-threatening, more like coaching.

- **Delta:** Various answers with the following themes: no improvements needed (N=3); we are on a good continuum moving forward and as we move ahead in future years, more examples (implementations, practical solutions, change) will be helpful.
  - One respondent also stated that “doing the training” alone does not require actually addressing racism and exclusionary practices in the workplace. (VE)
  - Ways to acknowledge self-directed learning and exploration instead of relying on only library DEI activities as evidence of growth and participation. (VE SE)

**SE RESPONDENTS**

1. On Support, SE respondents (N=4) reported needing little support, with 50% indicting no support needed; no additional comments were provided by that group.

The other 50% of this group indicated that discussion and communication guidance would be helpful for them:

- Continue to discuss in LMT.
- Guidelines and scenarios, including why DEI is important beyond it being required.

2. Plus – Delta: On what is working well, what needs improvement, SE respondents reported as follows:

- **Plus:** One person in this group did not answer the question. The others stated:
  - Expectations are becoming more clear as we move forward.
  - The form is free-text and not a checkbox or a list of 'correct' items.
  - Becomes integrated into culture.

- **Delta:** 50% of SE group indicated no improvements needed; others stated:
  - There isn’t a way to find out what has or will be offered to the Library other than through email. It would be nice to have a calendar or alert to refer to for planning. Additionally, there are multiple ways to report DEI Efforts; survey and annual evaluation and I don't know how they are linked, tracked, or help guide any future work or considerations.
  - Please communicate to staff the expectation that, going forward, staff need to include 1-2 reflections in their self-evaluations.
SD RESPONDENTS

1. On Support, one SD respondent person did not answer the question, while the other indicated:
   - More guidelines for expectations. Maybe less confrontation and more understanding.

2. Plus – Delta: On What is working well, and what needs improvement, one person in the SD group did not answer either question. The other person indicated as follows:
   - Plus: It seems like if you attended, you were fine.
   - Delta: What do we need to do for the future? How do we follow up effectively?

E. Final Comments:

When asked if they had any additional comments on the topic of the DEI Efforts reporting process, responses again differed according to which group respondent was in.

VE RESPONDENTS

Most had no further comments. A few in this group addressed positive aspects and future challenges:

- Thanks for all the hard work. I’m proud of what is going on and see lots of successes.
- Paraphrasing a lengthy positive comment: we all need to be held accountable to start viewing our work through a DEI lens, not just those who are already interested in DEI work.
- The next step is encouraging deeper involvement from everyone, including growth in the supervisor. What happens if the supervisor is lagging behind the supervisee(s) awareness? How can the supervisee(s) show higher reflection growth when the supervisor is not there yet? Will the supervisor be able to objectively evaluate?

SE RESPONDENTS: No one in this group provided any additional comment.

SD RESPONDENTS

- One respondent provided a negative comment stating they themselves would not participate in a certain type of DEI program because someone told them it created unnecessary work.
- The other respondent had no further comment.

F. Next Steps:

- More discussion is needed among supervisors, not all of whom are in LMT. (It is possible the library could benefit from a vehicle for staff supervisors to discuss other issues that impact supervisors and communication issues in general, not just for DEI Efforts.)
- Supervisors need to pay attention to their level of engagement in their own DEI learning efforts and be held accountable. Several survey respondents voiced this need. How do we accomplish this?
- A DEI Events calendar has been created. Supervisors and others will be able to consult the calendar to know what is coming up, and what took place in the past.
- Others?