



**2023**  
**Equity, Diversity**  
**and Inclusion**  
**Survey**  
**Project Report**

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**Council of Australian University Librarians 2023 Equity, Diversity and Inclusion Survey Project Report 2024**

Publisher: Council of Australian University Librarians, 26 September 2024

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## Statement of positionality and intent

The project team, individuals with diverse backgrounds, identities, and lived experiences, came together from different lands and institutions with a spirit of collegiality and curiosity to help CAUL better understand its makeup.

We recognise that, as a team, we do not reflect every type of diversity in the CAUL community. In designing, implementing, analysing, and reporting on this survey, we have hoped to show awareness and sensitivity in our practice and provide space for all voices.

We acknowledge that language is constantly evolving to fit our developing understanding of our world and ourselves. In our trans-Tasman context, we have been mindful of the differing meanings of words to different communities. We have sought to use language with care to ensure an inclusive survey and report. However, we acknowledge that the language used throughout reflects our understanding at this point in time. As our understanding matures and language advances, we intend future iterations of the survey to keep pace.

We welcome responses to this report from our CAUL community and hope it will inspire positive discussions and actions.

## Executive summary

In 2021, the Council of Australian University Librarians (CAUL) identified equity, diversity and inclusion (EDI) as a strategic priority. The Equity, Diversity and Inclusion (EDI) Survey Project was established as a first step in prioritising EDI. The intention was to fill a gap in the evidence base related to the diversity profile and state of EDI initiatives across the sector in Australia and Aotearoa New Zealand (referred to as Aotearoa throughout this report) so that future activities could be grounded in an empirical understanding of the current state of the sector. The project had three objectives, which were to:

1. provide an understanding of the staffing profile of the university library sector
2. develop an understanding of the current state of EDI work across the sector
3. explore perceptions of CAUL member institution staff related to EDI.

The Equity, Diversity and Inclusion Survey Project was undertaken as a CAUL strategic project. The Project Team comprised nine representatives from university libraries across Australia and Aotearoa, selected via an expression of interest process, and CAUL's Director, Strategy & Analytics. Development of the survey instrument, data collection, analysis and report drafting were undertaken collaboratively by the Project Team, which met regularly over Zoom.

Following a scan of the literature to identify the scale and scope of existing EDI surveys and best practice, two survey instruments were developed. One captured the diversity, experiences and perceptions of all library staff (All Staff Survey). The other explicitly focused on strategies and initiatives implemented by library leadership to progress and embed a culture of equity and inclusion at their libraries (EDI at Your Institution Survey).

In this report, the EDI Survey Project Team (Appendix A) provide their findings and a discussion of the survey results, which included statistically significant responses from those who indicate a disability or mental health issue or identify as neurodivergent, Indigenous library staff, and LGBTIQ+ staff.

Based on the findings from the survey results, the following recommendations are made for CAUL, and for the sector.

## Recommendations for CAUL

The following recommendations are suggested for CAUL's implementation:

- (i) CAUL considers training and / or knowledge sharing opportunities for both staff and senior leaders to increase awareness and skills related to equity, diversity and inclusion with particular regard to those areas of this survey identified as having statistically significant responses. This can be addressed through CAUL's Professional Learning Service.
- (ii) CAUL continues to support appropriate ways to increase the number of Indigenous and First Nations people in the university library workforce to at least levels commensurate with the general population. This can be addressed through CAUL's *From Decolonisation to Indigenisation Strategic Enabling Program*.
- (iii) CAUL conducts the Equity, Diversity, and Inclusion Survey again in three years (2027) to establish any advances or changes in the sector. This can be addressed through CAUL's Analytics Service.

## Recommendations for the sector

The following recommendations are made for the sector:

- (i) Library leaders support and promote strategic EDI initiatives and policies within their library contexts, with particular regard to key cohorts identified in this document.
- (ii) Library leaders support an environment that allows staff to pursue EDI initiatives in order to make the workplace a welcoming and supportive environment for all.
- (iii) Library leaders undertake strategic workforce development, including retention and recruitment strategies, to ensure greater diversity within the library workforce.
- (iv) Library leaders address any local staff capability EDI deficits with appropriate targeted training.

## Introduction

In 2021, the Council of Australian University Librarians (CAUL) identified equity, diversity and inclusion (EDI) as a strategic priority. The Equity, Diversity and Inclusion (EDI) Survey Project was established as a first step in prioritising EDI. The intention was to fill a gap in the evidence base related to the diversity profile and state of EDI initiatives across the sector in Australia and Aotearoa New Zealand (referred to as Aotearoa throughout this report) so that future activities could be grounded in an empirical understanding of the current state of the sector. The project had three objectives, which were to:

4. provide an understanding of the staffing profile of the university library sector
5. develop an understanding of the current state of EDI work across the sector
6. explore perceptions of CAUL member institution staff related to EDI.

In addition to informing CAUL on its activities, the project outcomes will also benefit university libraries in Australia and Aotearoa by providing an evidence base that Member institutions can draw on to inform their own work in the EDI space. This project is the first sector-wide study of EDI in the region.

It is crucial for a peak body such as CAUL, to undertake this kind of work for several reasons:

1. Leadership and advocacy: As a peak body, CAUL has the responsibility to lead by example and advocate for best practices in the sector. By prioritising EDI and conducting comprehensive surveys, CAUL demonstrates its commitment to these values and encourages member institutions to follow suit.
2. Evidence-based decision-making: The higher education sector relies on research and data to inform policies and practices. By collecting and analysing EDI data, CAUL provides a solid foundation for evidence-based decision-making across the sector.
3. Benchmarking and progress tracking: This survey establishes a baseline for EDI in university libraries, allowing institutions to benchmark their progress and identify areas for improvement. It also enables the sector to track changes over time.
4. Promoting inclusivity and excellence: Diversity and inclusion are increasingly recognised as drivers of innovation and excellence in higher education. By focusing on EDI, CAUL helps ensure that university libraries can better serve their diverse communities and contribute to the overall quality of higher education.
5. Addressing systemic issues: A sector-wide study can reveal systemic issues that may not be apparent at the individual institution level. This allows for coordinated efforts to address these challenges across the sector.
6. Facilitating collaboration: By sharing this data and insights, CAUL fosters collaboration among member institutions, encouraging sharing of best practices and innovative approaches to EDI.

The publication of this report comes at a time of ongoing challenges and opportunities for the sector and for the groups most impacted by EDI policies, initiatives, and attitudes. In Australia, the failure of the 14 October 2023 Referendum on an Aboriginal and Torres Strait Islander Voice to Parliament and in Aotearoa, a recent change in government and doubts over its commitment to the Waitangi Treaty have impacted Indigenous communities. There have been additional attacks on LGBTIQ+ communities with [concerted actions against public libraries](#) and library staff over Drag Queen Storytimes and items held in collections, in campaigns copying that seen in the United States. In Australia, the [Universities Accord](#), released in March 2024, with a commitment to greater equity,

inclusion and accessibility, promises to deliver the first substantial review of the higher education system for several decades. The context, while challenging, presents university libraries with many opportunities to extend their work in the EDI space and make meaningful improvements to the way both clients and staff experience our libraries.

## Methodology

The Equity, Diversity and Inclusion Survey Project was undertaken as a CAUL strategic project. The Project Team comprised nine representatives from university libraries across Australia and Aotearoa, selected via an expression of interest process, and CAUL's Director, Strategy & Analytics. Development of the survey instrument, data collection, analysis and report drafting were undertaken collaboratively by the Project Team, which met regularly over Zoom.

The project began with a scan of relevant literature to identify the scale and scope of existing EDI surveys and best practice. Examples were drawn from the international library sector literature and EDI literature more broadly. The scan identified literature in the following categories:

- approaches to taking a diversity census (Diversity Works NZ, 2021; Hill et al., 2020; Price Waterhouse Cooper, 2022; Pride in Diversity, 2021; Social Impact, 2021)
- capturing perceptions of diversity (Brown & Pierce, 2022; Hubbard, 2018; OCLC Inc., 2017; Rosen & Grogg, 2020)
- developing EDI strategy (Rosen & Grogg, 2020; Shore et al., 2011)
- EDI leadership (Fife et al., 2021).

The Project Team developed and deployed two survey instruments:

- Equity, Diversity and Inclusion Survey (All Staff Survey)
- Equity Diversity and Inclusion at Your Institution Survey (EDI at Your Institution Survey).

The All Staff Survey was designed to capture libraries' diversity profile, staff perspectives on and experiences of diversity, and perceptions of EDI in the workplace. The EDI at Your Institution Survey focussed on libraries' planning, roles, and activities in the EDI space. The surveys were designed to complement each other, and the results of the two surveys should be considered together to form a holistic view of EDI in CAUL Member libraries.

The surveys were conducted simultaneously, with data collection open from 5 February to 9 March 2023.

## Survey 1: Equity, Diversity and Inclusion Survey (All Staff Survey)

### Survey design

The first survey, referred to throughout this report as the All Staff Survey, was designed to capture the sector's diversity profile and perceptions and experiences related to EDI in the sector. Drawing on best practice examples in the literature, the Project Team developed the All Staff Survey instrument to address the specific Australia and Aotearoa university library context. The Project Team placed significant importance on ensuring the instrument was inclusive of all diversity facets, that no group was omitted, and that data reflecting the often-complex intersectionality across the sector could be collected. In some cases, members volunteered to work on topics and questions for which they had lived experience or specific knowledge. In other cases, team members consulted with others with lived experience to explore terminology or approaches to question design or undertook research to inform design decisions.

Creating a survey to incorporate cultural differences across two countries was unexpectedly complex. One challenge was the differing approaches to classifying diversity groups; for example, the Australian Bureau of Statistics and Stats NZ/Tatauranga Aotearoa identify some population



groups differently. The Project Team made every effort to ensure all elements of the survey instrument were correctly presented for both country contexts to make them meaningful for all potential participants.

### **Recruitment**

The All Staff Survey was distributed via the CAUL Council and Deputy University Librarians Network email lists for forwarding to all university library staff across Australia and Aotearoa. This is in keeping with CAUL's usual practices for disseminating information. The survey was also promoted via CAUL's Twitter account. All staff of CAUL Member institutions were encouraged to participate, including staff who do not identify as being from a traditionally underrepresented group. Questions asked about staff perspectives on equity, diversity and inclusion, regardless of background and circumstances. It is typical that some members of the Council and Deputy University Librarians Network email lists do not forward correspondence from the CAUL National Office, which can be attributed to a range of factors, from leave to busy email inboxes, and it can also reflect institutional priorities around subject matter. It is also typical that some senior leaders are more active in encouraging staff to participate in exercises like this. These patterns are reflected in the response rate, and there are gaps in the data as a result, which will be noted later in the report. This will be an issue to consider for future iterations of the survey.

### **Taking the survey**

The Project Team estimated it would take approximately 20 minutes to complete the All Staff Survey. As the survey was designed to capture comprehensive data and explore intersections of identities, the survey may have taken more or less time to complete, depending on an individual's background and experiences. Logic was used extensively to route participants through the survey and present them with questions based on previous responses, impacting the overall length of the survey that each participant saw. The median time to respond to the All Staff Survey was approximately 11 minutes. At the 75<sup>th</sup> percentile, the response time was just under 17 minutes, meaning 75% of respondents took less than 17 minutes to complete the survey.

## **Survey 2: Equity, Diversity and Inclusion (EDI) at Your Institution Survey (EDI at Your Institution Survey)**

### **Survey design**

The second survey, titled Equity, Diversity and Inclusion (EDI) at Your Institution and referred to throughout this report as the EDI at Your Institution Survey, was designed to be taken by senior leaders. For the purposes of this survey, senior leaders are defined as university librarians or equivalent and the leaders (regardless of job title) who report directly to, and deputise for, the university librarian or equivalent, who are generally in director, associate director or deputy director roles. It focused specifically on strategies and initiatives implemented by library leadership to progress and embed a culture of equity and inclusion at their libraries and the maturity of those initiatives. It also asked respondents to consider the library's progress in this space compared to the broader university.

The survey consisted of 14 questions designed to collect both quantitative and qualitative data. It used various response formats including Likert scales, multiple choice questions, multiple select options, matrix-style questions, and open-ended text responses. This approach combined structured data collection with more nuanced, descriptive participant feedback. There were no mandatory

questions, and the survey's covering statement encouraged participants to only respond to questions they felt comfortable answering.

### Recruitment

Senior leaders from the 47 CAUL Member institutions in Australia and Aotearoa were invited by email to respond to the EDI at Your Institution Survey.

Email invitations were distributed via two email lists:

- the CAUL Council email list, to which all CAUL Members (that is, the university librarian or equivalent at the 39 universities that are members of Universities Australia and the eight universities that are members of Universities New Zealand) are subscribed
- the Deputy University Librarians Network email list, membership of which is open to the network of leaders (regardless of job title) who report directly to, and deputise for, the university librarian or equivalent.

Respondents were sent an email inviting participation, including a link to the pre-survey form as described above.

### Taking the survey

The median time to respond to the EDI at Your Institution Survey was approximately just under 12 minutes. At the 75<sup>th</sup> percentile, the response time was just under 22 minutes, meaning 75% of respondents took less than 22 minutes to complete the survey. On completion of the EDI at Your Institution Survey, senior leaders were redirected to the All Staff Survey, where the time taken count started over.

### Privacy, confidentiality and data accessibility and use

The survey was hosted in the University of Queensland (UQ) instance of Qualtrics. Only the Project Team had access to the data throughout the life of the project. At the time of writing, the data remains in UQ's Qualtrics environment, accessible only to the Project Team, in anticipation of further analysis being undertaken. In 2025, the data will be migrated to CAUL's own survey platform. A backup of the data is stored in CAUL's OneDrive, where it is password protected, and the password is only known to the Executive Director and Director, Strategy & Analytics.

Acknowledging the potential sensitivity of the information to be provided by the survey participants, the Project Team developed a privacy statement (Appendix A) that clearly articulated that all data was confidential, how survey responses would be de-identified, and how data would be handled and reported. Participants were also reminded that any qualitative information they shared could be identifiable to people familiar with them, particularly when data were viewed in combination.

Participation in the survey was voluntary, and there were no mandatory questions on the EDI at our Institution and All Staff Surveys. The covering note on both surveys encouraged participants to skip any question they did not feel comfortable answering. As a result, the number of responses for each question varies. Throughout the report, the number of responses for a given question is noted in alongside any tables presented.

To allow the Project Team to monitor (and potentially report on) response rates across institutions without linking data about participants' institutions to their survey data, the team created pre-survey forms that provided the data use statement, captured the respondents' institution, and secured consent to participate. Upon completing this form, participants were redirected to either the All Staff

Survey or the EDI at Your Institution Survey. There were two mandatory questions on the pre-survey forms. The first mandatory question was to allow consent to participate to be captured. The second mandatory question was the participant's institution.

Although consent was captured at the beginning of the survey using the pre-survey form, given the nature of the content, the Project Team felt it was necessary only to include data where the participant proceeded to the end of the survey and submitted the survey. Qualtrics records responses in progress. These were automatically deleted and not included in the dataset for analysis. This does not mean that all responses in the dataset are complete in terms of having a response to every question, as there were no mandatory questions. It means that the participant proceeded with intention to the end of the survey and completed as much of it as they wanted before indicating they were finished.

## Analysis

The datasets from both surveys were analysed using Qualtrics XM. Analysis techniques included:

- Descriptive statistical analysis using simple and relative frequency distributions and cross-tabulations to
  - summarise responses to questions
  - identify patterns and trends in the data
  - explore the relationships between two variables, including exploring intersecting identities and how perceptions and experiences vary across different demographics.
- A type of content analysis whereby open text responses were themed and
  - analysed qualitatively for meaning
  - analysed quantitatively by counting the frequency of themes to provide insights at the sector level.

## Limitations of the analysis

Due to time constraints, the volume of data, and the very high number of variables to be analysed and reported on, the Project Team focused on identifying and reporting on statistically significant findings ( $p < 0.05$ ) from cross-tabulation analysis, using chi-square test and Fisher's exact test (using Qualtrics Stats iQ recommendation for the appropriate test to use based on sample size). However, for some of the diversity facets, the sample size was small, and in some cases, even Fisher's exact test, which is a more appropriate option for a sample size, did not highlight a statistically significant finding even though it is clear from a closer analysis of relative frequency that there is, in fact, an important relationship between two variables. For example, among respondents from Aotearoa who identified as transgender or gender diverse, only 60% reported feeling like an important part of their team. In contrast, 91.7% of cisgender respondents (those who answered 'no' to having a transgender or gender diverse experience) felt they were an important part of their team. This 31.7 percentage point difference, though not statistically significant in the analysis, raises important practical concerns about inclusion and belonging in the workplace.

This is a rich dataset but, in many cases, the sample size for various demographic groups is small, which means that important insights about equity, diversity and inclusion may not be represented in the findings and discussion because they did not meet a test for statistical significance. This is a limitation of the report, which can be addressed by further analysis in the future.

## Areas for improvement

Through the analysis process, a number of opportunities to improve the survey instruments and other aspects of the data collection were identified. The following areas will be addressed before the survey is rerun:

- The response rate was low overall, which is not uncommon for national surveys. However, the response rate for some states and Aotearoa were particularly low, and this needs to be addressed through the recruitment campaign for future offerings. Relying on senior leaders to distribute the survey is not always effective. Further, there is a need to secure senior leader buy-in to the work to improve the response rate.
- The EDI at Your Institution Survey did not capture respondents' country, so the analysis could not be broken down by country. This should be addressed in the next survey.
- The question regarding providing care for children did not allow participants to make multiple selections, resulting in a potential under-reporting of arrangements.
- The next survey could ask respondents to indicate whether they identify as marginalised in terms of age, class, cultural diversity, or caring responsibilities, allowing respondents to share whether they believe they belong to a marginalised group. This would assist in filtering results for these groups.
- A question about Treaty initiatives led by the library should be added to the EDI at Your Institution Survey.
- It would be interesting to add questions that would inform an understanding of the extent to which staff at various levels see EDI as the library and the individual's responsibility (as opposed to the university's). These questions might include 'I have a personal responsibility to ensure my workplace is inclusive and equitable', 'The library has a responsibility to foster inclusion and equity for clients and staff', and 'I am inclusive and equitable in my dealings with others', with Likert agreement scales.
- Given the demographics of the workforce, it would be useful to include a specific question about the impact of menopause and menstruation.

## Reporting

Data is reported at the sectoral, not institutional, level, and responses are not linked to institutions. For the All Staff Survey, the analysis is broken down by country where there are differences in the datasets. It should be noted, though, that the lower number of responses for Aotearoa may impact on the reliability of the findings, particularly when dealing with data that is filtered for respondents from marginalised groups, as this further reduces the number of responses.

## About the sample

	Total	Australia	Aotearoa
EDI at Your Institution Survey	60	*	*
All Staff Survey	539	476	56

**Table 1: Total responses**

\* Country was not captured in the EDI at Your Institution survey, so it is not possible to provide a response rate by country or to present results based on country. However, there were 13 responses to the question, 'If you are in Aotearoa New Zealand, what programs does your university offer that directly educate or support the principles of Te Tiriti o Waitangi (the Treaty of Waitangi)?', suggesting there was likely at least 13 respondents from Aotearoa.

As noted in Table 1, there were 60 complete responses to the EDI at Your Institution Survey and 532 complete responses to the All Staff Survey. It is not possible to accurately determine a response rate for the surveys because, although CAUL collects data on university library staffing,

the data collected is for full time equivalent positions (FTE), not number of people employed. Each full time equivalent position may represent more than one staff member. Further, CAUL’s metrics related to staffing level are optional data points in the annual university library statistical return, so there is no accurate data available on the number of senior leaders in the sector.

Nevertheless, the proportion of completed responses to full time equivalent positions provides some insight into distribution of responses across institutions and countries. In reference to the All Staff Survey:

- For the overall dataset, approximately one response was received for every seven FTE (1:7).
- For Australia, approximately one response was received for every six FTE (1:6).
- For Aotearoa, approximately one response was received for every 13 FTE (1:13).

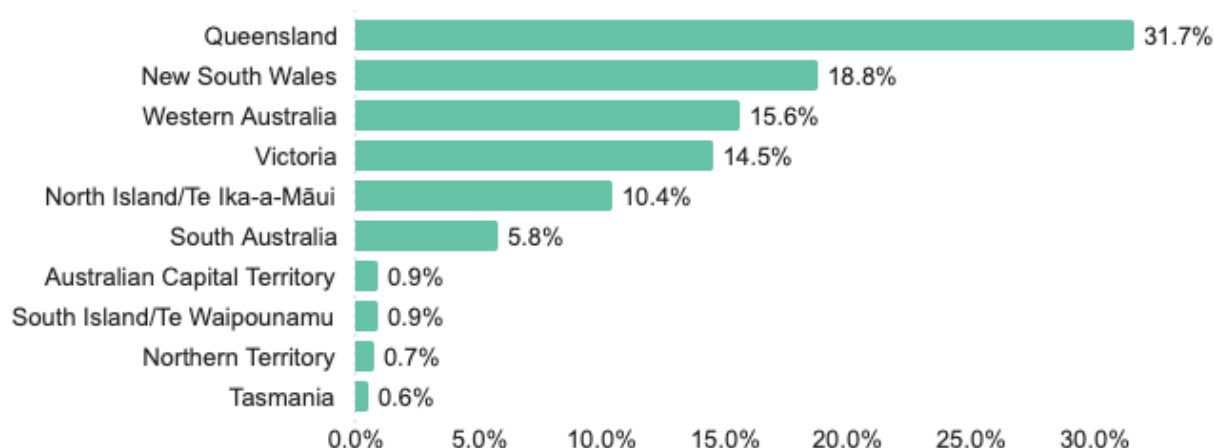
	Total	Australia	Aotearoa
<b>Full time equivalent positions</b>	3,639.4*	2921.8*	717.6
<b>Completed responses</b>	539	476	56

**Table 2: Full time equivalent positions (at end of 2022) and responses to All Staff Survey by country**  
 \* Excludes the University of Notre Dame, whose data is not available in the CAUL dataset.

The sample is by no means representative in terms of the spread of responses across institutions. While it is difficult to provide an accurate picture of the distribution of FTE by state or region across the two countries (particularly where some institutions have staff in multiple states), there are some clear observations that stand out. Of particular note:

- Queensland and Western Australia are significantly overrepresented compared to FTE in those states
- Victoria and New South Wales are significantly underrepresented compared to FTE in those states
- The North Island of Aotearoa New Zealand is significantly underrepresented.

537 Responses



**Chart 1: Response distribution by region, All Staff Survey**

Regarding the response rate for the EDI at Your Institution survey, as noted above, it is not possible to determine because the data on number of senior leaders is not available. However, there are 47 CAUL Members, who received the survey via the Council email list, and the membership of the Deputy University Librarians Network email list typically sits at approximately 110 people. Based on

this, it is possible to infer that approximately one response was received for every 2.6 people who received the invitation (1:2.6).

Response rates for institutions cannot be accurately described because participants' institution was recorded via a pre-survey form that was separate from the survey instruments. This was done deliberately to protect participants' privacy so that responses could not be linked with an institution. There were significantly more pre-survey forms submitted than surveys completed (Table 3), which suggests two things:

1. Some respondents did not complete the survey the first time they completed the pre-survey form, and then went back through the pre-survey form to complete the survey at a later stage. This is evident because the EDI at Your Institution Survey pre-survey form asked respondents to indicate whether they are a university librarian or equivalent or a deputy university librarian or equivalent. The data shows that the university librarian at some institutions completed the pre-survey form more than once.
2. Participants may have decided not to complete the survey after completing the consent form.

		Total	Australia	Aotearoa
EDI at Your Institution Survey	Pre-survey forms submitted	82	66	16
	Completed the survey	60	*	*
All Staff Survey	Pre survey forms submitted	707	627	80
	Completed survey	539	476	56

**Table 3: Comparison of number of pre-survey forms submitted and completed surveys recorded, by country**  
*\* Country was not captured in the EDI at Your Institution survey, so it is not possible to provide a response rate by country or to present results based on country. However, there were 13 responses to the question, 'If you are in Aotearoa New Zealand, what programs does your university offer that directly educate or support the principles of Te Tiriti o Waitangi (the Treaty of Waitangi)?', suggesting there was likely at least 13 respondents from Aotearoa.*

However, based on the pre-survey form data, we can be confident that:

- The university librarian or equivalent at 16 institutions did not participate in either survey
- 36 or fewer deputy university librarians completed either survey, representing 27 or fewer institutions, meaning there is no data from deputy university librarians for at least 20 institutions
- There were no participants for either survey at two institutions
- In addition to the two institutions with no responses, a further 10 institutions had three or fewer responses to the All Staff Survey, including three institutions that each have more than 100 FTE positions. Given the drop out rate from pre-survey form to survey, many of these institutions may not have any completed surveys in the final dataset.

Table 4 (next page) presents a breakdown of responses by role level for the All Staff Survey.

	Total		Australia		Aotearoa	
	Count	%	Count	%	Count	%
<b>Student staff member</b>	8	1.5%	7	1.5%	1	1.8%
<b>Trainee</b>	4	0.7%	3	0.6%	1	1.8%
<b>New graduate</b>	10	1.9%	9	1.9%	1	1.8%
<b>Team member</b>	356	66.2%	317	66.7%	37	66.1%
<b>Manager</b>	97	18.0%	87	18.3%	9	16.1%
<b>Senior Manager</b>	32	5.9%	25	5.3%	3	5.4%
<b>Executive</b>	31	5.8%	27	5.7%	4	7.1%
	<b>538</b>	<b>100%</b>	<b>475</b>	<b>100%</b>	<b>56</b>	<b>100%</b>

*Table 4: Responses by role level – total and breakdown by country*

## Findings: EDI at Your Institution Survey

This section provides an overview of findings from the EDI at Your Institution Survey. In addition to these findings, a thematic analysis of free text responses is provided in Appendix B, and the data tables for quantitative collections are available on the CAUL website. It should be noted that it is not possible to provide a breakdown of findings by country for this survey, as respondents were not asked to indicate their country or institution.

### Maturity

Leaders were asked to rate the EDI maturity of their university library's parent institution using the following definitions:

- Mature - has an extensive suite of policies that have been implemented
- Developing - has a few policies in this area and is continuing to develop policies
- Immature - has just begun to develop policies in this area, or has few policies in this area.

21.7% of respondents perceive their university as being mature, a 71.7% majority responded that their institution was developing, and 6.7% indicated that their university is immature in the EDI space. Respondents were also asked how the library's EDI maturity level compares to that of their university, with 65% indicating their library is on par with the university. An almost equal minority believe their libraries are either ahead of (13%) or behind (13.3%) their university. Of those respondents who indicated their institution is developing in maturity, 23.3% felt the library was ahead of the institution.

Only an 8.3% minority of library senior leaders believe they have a significant influence in changing EDI practice within the broader context of their university. Most respondents (75%) believe they have a moderate influence and are sometimes invited to contribute, whereas 16.7% believe their influence to be low as they are not part of the university's decision-making or policy process.

### Improving EDI for the library team

Respondents were able to select multiple options from a list of things the library has done to improve EDI for their team. The most frequently selected options include:

- Offered staff development opportunities (83%)
- Celebrated significant dates / events (80%)
- Worked with other university area (63.3%)
- Made EDI a strategic priority (40%).



When asked to expand on what their library has done to improve EDI for their teams, respondents' free text responses showed a strong prevalence of EDI learning and development opportunities for staff (53%). These mentioned training in areas such as cognitive bias, LGBTQIA+ allyship, cultural competency, Te Reo courses and neurodivergence workshops. Visible allyship and celebrating diversity days were also seen as beneficial (17%). Hiring for diversity contributes to inclusion, and



strategies to support this include providing flexible recruitment practices (e.g. for neurodivergent candidates) and a caring work environment that caters to individual needs (16%). The establishment of EDI working groups is an approach mentioned by several respondents in support of improving the work environment for staff (16%). Embedding EDI in strategy is similarly noted as being helpful for staff to recognise that is a priority for the library (14%). Some library leaders did not see EDI activity for staff as a library-led activity and noted that this is the university's domain (5%).

### EDI and library collections, services and spaces

Turning the focus to clients and what libraries have done to make spaces equitable and safe, respondents reported a range of actions in free text responses, with the most frequent outlined below:

- 44% of respondents cited creating dedicated diversity spaces such as for Indigenous students, all-gender bathrooms, parenting rooms and sensory rooms
- 28% of respondents noted improvements to the accessibility of physical and digital spaces and implementation of assistive technologies
- 26% of respondents mentioned displaying visible indicators of allyship in their spaces, such as rainbow flags and staff wearing rainbow lanyards
- 20% of respondents noted that the display of Indigenous flags, artworks and Acknowledgements of Country contribute to cultural safety
- 22% indicated that staff undertaking EDI training – particularly frontline staff – impacts positively on client interactions in library spaces.

The celebration of EDI events in library spaces (14%), the designation of the library as a safe space for the LGBTQIA+ community such as through signage denoting Welcome Here membership (14%), and safety measures such as security guards and video monitoring in library spaces (14%) are also seen as important measures.

Respondents were also asked what libraries have done to celebrate EDI in their spaces or services. The themed responses strongly indicate that nationally or internationally recognised days of awareness and celebration are leveraged (56%). These include National Reconciliation Week, IDAHOBIT Day, Pride, Global Accessibility Awareness Day, Indigenous Literacy Day, and Matariki Day. Libraries also take the opportunity to showcase diverse content within their collections through book displays and exhibitions (25%). Promotion and celebrating improved accessibility and assistive technologies in library spaces was mentioned by several respondents (7%). Despite evidence that many libraries are celebrating EDI, it should be noted that 7% of respondents either indicated their library does nothing to celebrate EDI for library clients or are unsure if their library does so.

Respondents were asked whether their library manages their collections or services using EDI goals or principles. Results were as follows:

- Half of the respondents (50%) indicated that EDI goals and principles guide the management of collections and services.
- Almost one third (31.6%) replied that EDI goals and principles guide the management of collections and services
- 18.33% were unsure.

It is unclear why almost one-fifth of respondents, who are senior library leaders, were “unsure” whether their collections were being managed according to EDI principles. Perhaps this uncertainty relates to an understanding of EDI principles, the application of EDI principles to collection development, or the detail of local collection development practices more broadly.

When asked about the EDI goals and principles used to manage collections or services, respondents most frequently cited a philosophical / values-based commitment to the principles of equity, diversity and inclusion when developing collections (33%). Other responses referenced specific collection development guidelines designed to ensure the collection was meeting the needs of a diverse university community (15%). Principles articulated in local and university-wide plans (such as the University's Strategic Plan or Actions Plans) guided many libraries (22%). Others said they were actively de-colonising their collection (22%).

Regarding EDI for linguistically diverse communities, most respondents indicated that they do not provide bilingual or multilingual signage or spaces, with only 30.51% indicating that they provide signage in more than one language.

## Challenges

Respondents were asked what they considered their libraries' most significant challenges in doing EDI work. It was noted that responses could focus on both staff and clients. The most frequently identified theme was "resourcing" (65%). This included a lack of time and money to commit to services, spaces and staffing to support EDI initiatives. As one respondent indicated, 'We have such a small team that we're all totally focused on day to day work and haven't time to look beyond that'. Respondents also identified gaps in library staff capability and awareness (12%) and a lack of library workforce diversity (16%). However, these factors are arguably within leaders' control to change. Some challenges are external to the library, including:

- collaborating and partnering with other areas of the university (8%)
- staff turnover in key areas, which impacts the continuity of initiatives (6%)
- alignment with university priorities (6%).

Respondents also noted that providing inclusive and equitable services to meet the differing needs of a broad range of diversity groups can be challenging (8%) – 'EDI is very broad. We are a small team trying to find ways to be better allies and accomplices to each other and our clients.' One respondent highlighted that a challenge is the 'perception that we are a "neutral" space, and that this "neutrality" equates to being open and welcoming to all'.

### Resourcing was the most frequently cited challenge (65% of respondents)

This includes a lack of time and money to commit to services, spaces and staffing to support EDI initiatives.

A small number of participants noted that there is 'a sense that it's "not our job"', referring to the library generally. However, this sentiment seems to exist amongst senior leaders, too, as echoed in a small number of comments to the effect that 'the university could do more centrally'. Further, some responses to the final question on the survey reflect this:

- 'EDI [is the] domain of broader institution. We contribute and enact.'
- 'EDI tends to be the domain of People and Culture.'

These comments are interesting in light of the participant profile, particularly the fact that response rates from some libraries to the All Staff Survey were very low (or non-existent) and that many senior leaders did not participate, which could reflect a lack of interest in or ownership of EDI.

The final question in the survey invited respondents to provide information not covered elsewhere or to reiterate key messages. While only 33% of participants responded, the most frequent responses were to affirm their university's leadership and commitment in the EDI space broadly (25%) or their obligations under Te Tiriti o Waitangi specifically (15%). There was also a sense that some respondents felt that EDI work should be institution-wide, rather than focusing on library-specific initiatives, and some comments highlighted the challenges around progressing EDI across large institutions. Respondents also expressed some frustration or apprehension regarding progress made to date and the work to be done in the future. In contrast, others were optimistic or proud of the work being done and the leadership and commitment being shown within their library.

### **Te Tiriti o Waitangi**

For those responding from Aotearoa, a question was asked about what program their university offers to educate or support the principles of Te Tiriti o Waitangi (the Treaty of Waitangi). Thirteen participants responded to this question (other than 'n/a'). All respondents indicated the university offers related training programs, including those focused on understanding the principles of Te Tiriti o Waitangi (or the original three articles). Six respondents indicated that the university provides courses to support staff learning Te Reo and/or using it in the workplace. The question focused on the university rather than the library, and this is reflected in the responses provided, with a limited number of responses including reference to initiatives led by the library. This would be interesting to address explicitly in a future survey.

### **CAUL's role in supporting the sector's EDI work**

Respondents were asked to indicate what they would consider CAUL's role in supporting the sector's EDI work. More than half of respondents indicated that CAUL should play a role in developing guidelines or frameworks for best practice approaches. Knowledge sharing and skill development were the central themes in the responses, with highlighting best practice examples and providing or curating library-specific training and development opportunities frequently mentioned. Almost a third of respondents indicated CAUL should convene a community of practice or other network. However, one respondent noted, 'NOT a CoP which only talks but something that brings things together, assesses them, builds on, nurtures [sic] good ideas', suggesting that any network developed would need to be focused on action.

## Findings: All Staff Survey

The analysis that follows presents findings across the entire dataset (that is, for both countries), as well as insights by country, where there are differences across the countries.

### Work

#### Work experience

Across both countries, seventy per cent of respondents reported their main work experience was in libraries. Eight per cent of respondents reported their main work experience was in education, 4% in client or customer service, and 3% in information technology. A wide range of work experience was listed, reflecting the university library staff's varying backgrounds. In the overall dataset, 22% of respondents reported having worked in university libraries between 1-5 years, 19% between 11-15 years, and 18% between 6-10 years.



#### Roles

In the overall dataset, 37% of respondents described their role as librarians, 15% as library technicians, 12.5% as leaders, 12% as managers, and 9% as other professionals. The distribution of role types showed some variations between respondents from the two countries. While librarians made up the largest group among both Australian respondents (37.50%) and Aotearoa respondents (37.70%), library technicians were much more prevalent among Australian respondents (16.31%) compared to Aotearoa respondents (1.64%). Leadership roles were more common among Aotearoa respondents (16.39%) than Australian respondents (11.86%). Across the entire dataset, 66% of respondents described themselves as team members.

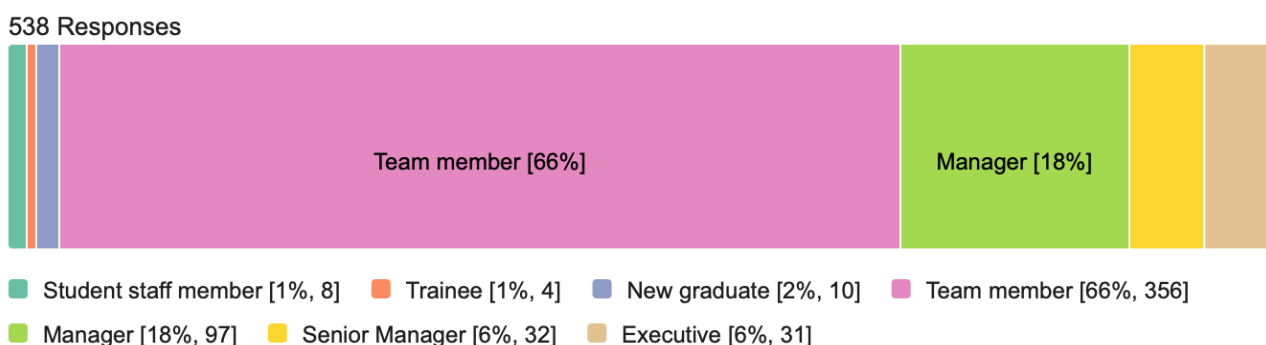


Chart 2: Respondent role level, full dataset

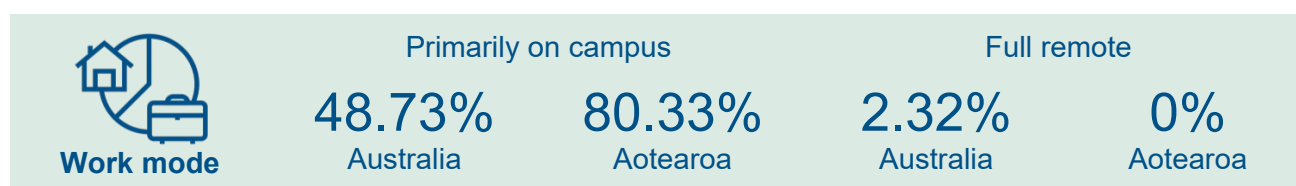
The most common functional areas of work were in collections, education and research. Collections was the most common work area reported by respondents in both Australia (38.38%) and Aotearoa (50.85%). However, there were some differences in the ranking of other areas. Among Australian respondents, education (38.17%) slightly outranked research (36.89%), while among Aotearoa respondents, research (40.68%) was more common than education (30.51%).

In the dataset as a whole, the majority of respondents were in continuing roles, with 70% full time continuing and 15% part time continuing. However, there were significant differences between Australian and Aotearoa respondents in employment status. Full-time continuing employment was more common among Aotearoa respondents (93.33%) compared to Australian respondents (66.88%). Part-time continuing roles were more prevalent among Australian respondents (16.88%) than Aotearoa respondents (5.00%). Fixed-term contracts were more common among Australian respondents, with 7.17% full-time and 3.16% part-time, while no fixed-term contracts were reported among Aotearoa respondents. Across both countries, 6% of respondents were in full time fixed term contracts, and 3% on part time fixed term contracts. Of the respondents on a contract, 32% were on a contract length between 7-12 months, 26% between 3-5 years, and 20% between 4-6 months.



### Modes of working

In the overall dataset, there were 52% of respondents who work fully on campus, and about 45% work in some combination of on campus and remotely, with around 70% of these working more on campus than remotely. 2% of respondents work fully remotely. However, the results are significantly different across the two countries. Among survey respondents in Australia, 48.73% (231 out of 474) reported working primarily on campus, compared to 80.33% (49 out of 61) of respondents in Aotearoa. No respondents from Aotearoa reported working primarily remotely. However, 2.32% (11 out of 474) of Australian respondents did. A split of on-campus and remote work with more time on campus was more prevalent among Australian respondents (33.33%, 158 out of 474) compared to Aotearoa respondents (19.67%, 12 out of 61).

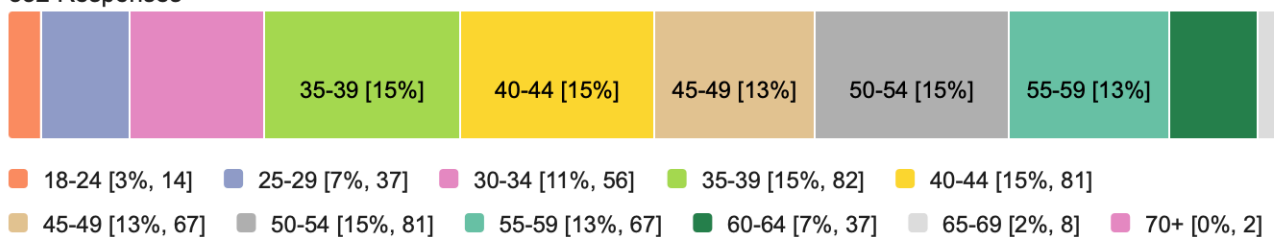


### Demographics

#### Age

Overall, respondents' ages ranged between 18 to over 70. The most common age ranges were 35-39, 40-44, and 50-54, each with 15% of responses, followed by 45-49 and 55-59, each with 13% of responses. The age distribution of survey respondents showed some differences between the two countries. The Australian workforce appears to be slightly older overall. Australia has a higher proportion of staff aged 50 and above (36% compared to 29% in Aotearoa), while Aotearoa has a larger percentage of younger employees aged 18-34 (28% compared to 21% in Australia). The middle age range (35-49) is similarly represented in both countries.

532 Responses



**Chart 3: Age distribution of respondents, full dataset**

### Gender and sexuality

In the dataset as a whole, the majority of respondents described their gender as woman/female, at 74%, and 19% as man/male. The gender distribution varied slightly between the two countries, with Australian respondents having a higher percentage of women/female respondents (74.95%) compared to Aotearoa respondents (68.85%). Conversely, Aotearoa had a higher percentage of men/male respondents (24.59%) compared to Australia (18.11%). Just under 5% of respondents across both countries described their gender as non-binary or agender, with Aotearoa respondents having a slightly higher representation of non-binary individuals (4.92%) compared to Australian respondents (4.42%). Across the entire dataset, 6% of respondents reported having a transgender or gender diverse experience or history, with Aotearoa respondents showing a higher percentage (8.47%) compared to Australian respondents (5.57%). Less than 1% of respondents across both countries reported having an intersex variation.

Men		Non-binary or agender people	Transgender or gender-diverse experience or history	
<b>24.59%</b>	<b>18.11%</b>	<b>5%</b>	<b>5.57%</b>	<b>8.47%</b>
Australia	Aotearoa	Full data set	Australia	Aotearoa

There were approximately 67% of participants who described their sexual orientation as heterosexual (straight), 11.4% as bisexual, 7.1% as homosexual (gay or lesbian), 3.6% as asexual, 2.1% as queer, and 1.9% as pansexual. The sexual orientation distribution was relatively similar between Australian and Aotearoa respondents, with heterosexual respondents making up 66.74% of Australian respondents and 63.93% of Aotearoa respondents. Bisexual representation was nearly identical among respondents in both countries (11.02% in Australia, 11.48% in Aotearoa), while homosexual (gay/lesbian) representation was slightly higher among Aotearoa respondents (9.84%) compared to Australian respondents (6.78%).

Sexual orientation	Percentage of respondents
Heterosexual (straight)	66.8%
Bisexual	11.4%
Homosexual (gay or lesbian)	7.1%
Prefer not to answer	4.9%
Asexual	3.6%
Queer	2.1%
Pansexual	1.9%
Unsure	1.5%
Another term	0.8%

**Table 5: Respondents' sexual orientation, full dataset**

## Education

Across the entire dataset, the most common qualification held by respondents was a Master's degree, at 37%, followed by a Graduate Diploma at 25%, and a Bachelor's at 18%. However, there were notable differences between Australian and Aotearoa respondents in this regard. Master's degrees were more prevalent among Aotearoa respondents (54.10%) than Australian respondents (35.08%). Graduate diplomas were more common among Australian respondents (26.68%) than Aotearoa respondents (14.75%), while Bachelor's degrees were slightly more prevalent among Australian respondents (18.28%) than Aotearoa respondents (16.39%).

Qualification	Australia	Aotearoa
Junior secondary education (e.g. Year 10)	0.0%	0.6%
Senior secondary education (e.g. Year 12, Senior Secondary Certificate of Education)	5.4%	1.9%
Bachelor's degree	16.1%	18.3%
Bachelor's degree with honours	3.6%	3.4%
Graduate certificate	1.8%	4.0%
Graduate diploma	14.3%	26.7%
Master's degree	53.6%	35.1%
Doctorate	3.6%	3.6%
Another qualification - please specify	1.8%	5.5%
I do not have a formal qualification	0.0%	0.2%
Prefer not to answer	0.0%	0.8%

*Table 6: Respondents' qualification by country*

In the dataset as a whole, the majority of respondents (79%) reported having a library or information studies qualification. This percentage was higher among Australian respondents (79.70%) compared to Aotearoa respondents (72.41%). Of these, there were 138 different library or information studies qualifications listed by respondents, reflecting the variety of terminology used in the sector. The most common qualifications were postgraduate library and information studies, including the Graduate Diploma of Library and Information Studies, Master of Information Studies, and Master of Information Management.

The vast majority of respondents' highest qualification was in Information and Computer Sciences, of which 95% were in Library and Information Studies. This was followed by Education, Language, Communication and Culture, and Commerce, Management and Tourism. However, there was a wide range of qualifications covering almost every Field of Research as identified by the Australian Research Council.

## Ethnicity and cultural background

Just four per cent of respondents identified with an Indigenous or First Nations group. Among Australian respondents, 2.53% (10 out of 475) identified with an Indigenous or First Nations group, compared to 16.39% (10 out of 61) of Aotearoa respondents. All 10 Australian respondents who identified as Indigenous specified Aboriginal identity, while all 10 Aotearoa respondents who identified as Indigenous specified Māori identity. No Australian respondents indicated they identified as Torres Strait Islanders. For both countries, these proportions are slightly lower than the community averages of 17.8% who identified as Māori by ethnic group in Aotearoa (New Zealand Government, 2024) and 3.8% Aboriginal and Torres Strait Islanders in Australia (Australian Bureau of Statistics, 2023a). Aboriginal communities and groups identified with included Gomeri, Murri,

Wiradjuri, Korri, Awabakal, Worimi, Gandangara, Bidjara, Kamilaroi and Noongar Balladong. Māori respondents listed their iwi/hapus as Ngāti Maniapoto, Ngāti Raukawa, Ngāti Kauwhata, Ngāti Tūwharetoa, Rangitāne, Ngāpuhi, Ngāti Toarangatira, Ngāti Koata, Kai Tahu, Ngāti Raukawa/Tukorehe, Tūhoe, Ngā Ariki Kaiputahi, Ngāti Pōrou, Te Aitanga a Māhaki and Ngāti Koroki Kahukura.



There were 89 cultural backgrounds represented. For this question, respondents were able to make multiple selections. Among Australian respondents, 73.89% (348 out of 471) identified as Australian, and 30.36% (143 out of 471) as European (including British). Among Aotearoa respondents, 53.33% (32 out of 60) identified as Pākehā, 51.67% (31 out of 60) as New Zealand European, and 15.00% (9 out of 60) as Māori. Among Australian respondents, 75.53% (355 out of 470) were born in Australia, while among Aotearoa respondents, 74.58% (44 out of 59) were born in Aotearoa New Zealand. The second most common country of birth for Australian respondents was England (5.96%, 28 out of 470), while for Aotearoa respondents it was "Other country" (8.47%, 5 out of 59). A total of 21.8% of respondents across the entire dataset were born in countries other than Australia or Aotearoa.

Country of birth	Respondent country	
	Aotearoa	Australia
Australia	5.1%	75.4%
Aotearoa	74.6%	2.5%
Other country	20.3%	22.1%

*Table 7: Respondents' country of birth by current country*

There were 36 languages other than English that respondents said they could have a conversation in. After English, French (20) was the next most commonly spoken language, followed by Mandarin, German and Spanish (12 each), and Italian (8). Among Aotearoa respondents, 10.00% (6 out of 60) reported being able to converse in Te Reo Māori, and 5.00% (3 out of 60) in New Zealand Sign Language. Respondents also provided comments on the languages they spoke and were learning, again showing a wide variety. There were some learning First Nations languages and they commented on the importance of learning and recovering them.



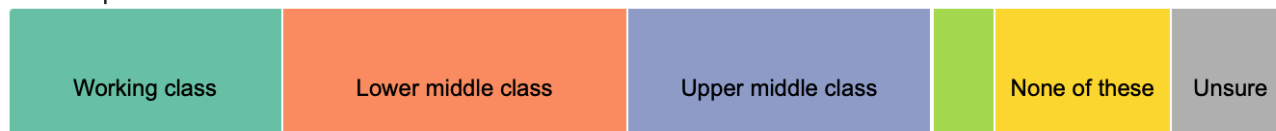


Sixty-eight percent of respondents are not religious, with almost identical rates across both countries. Including free text responses in 'other', 22% of respondents describe their religion as varying Christian denominations and 7% as a religion other than Christianity. Among Australian respondents, the most common forms of Christianity were Catholic (7.79%, 37 out of 475) and Anglican (6.32%, 30 out of 475). Among Aotearoa respondents, Anglican was the most common religion (6.67%, 4 out of 60).

### Socio-economic, household and caring responsibilities

The survey asked respondents to identify their social class rather than their current income level as an socio-economic indicator, as social class encompasses not only income, but also education, occupation, cultural identity, and other factors that can influence an individual's social status, experiences, and perceptions. Fifty-two percent of respondents identified with a variation of middle-class including those who chose upper middle class and lower middle class from the provided options, and those who wrote in 'middle class' in the 'other term please specify' field. Twenty percent identified as working class and no respondents identified as upper class, with 13% of respondents not identifying with any class in particular. The breakdown was reasonably similar across the two countries. Among Australian respondents, 20.78% (96 out of 462) identified as working class, 25.54% (118 out of 462) as lower middle class, and 22.94% (106 out of 462) as upper middle class. Among Aotearoa respondents, 16.67% (10 out of 60) identified as working class, 28.33% (17 out of 60) as lower middle class, and 20.00% (12 out of 60) as upper middle class.

524 Responses



■ Working class [21%, 107] 
 ■ Lower middle class [27%, 135] 
 ■ Upper middle class [24%, 119] 
 ■ Upper class [0%, 0] 
 ■ Other term - please specify [5%, 24] 
 ■ None of these [14%, 69] 
 ■ Unsure [9%, 46]

**Table 8: Class, full dataset**

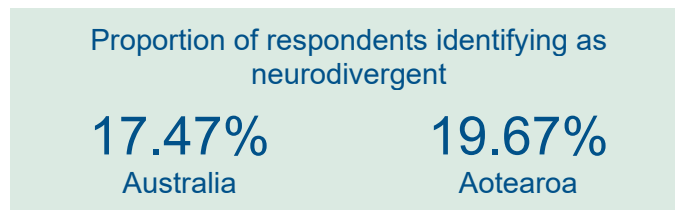
Thirty-nine percent of respondents lived in two-person households, 18% lived alone, 18% lived in 3 person households, and 17% in 4 person households. There was no significant difference across the two countries. There is a marked drop off in households of 5 or more people.

A significant proportion of respondents have caring responsibilities. Forty-two percent provided unpaid care for another person, with 32% providing care to a child or children and 24% of respondents providing regular care for a person (child or adult) with a disability, an illness, or who were aged. A higher percentage of Australian respondents reported providing unpaid care (43.34%, 205 out of 473) compared to Aotearoa respondents (32.79%, 20 out of 61). Similarly, a higher percentage of Australian respondents reported caring for someone with a disability, illness, or age-related needs (23.78%, 112 out of 471) compared to Aotearoa respondents (22.95%, 14 out of 61).

### Health and disability

Eighteen percent of respondents identified as neurodivergent, with no significant variation across countries (of Australian respondents, 17.47% (83 out of 475) identified as neurodivergent, compared to 19.67% (12 out of 61) of Aotearoa respondents). These respondents were then asked to identify the types of neurodivergence they identified with. Twenty-seven respondents preferred not to

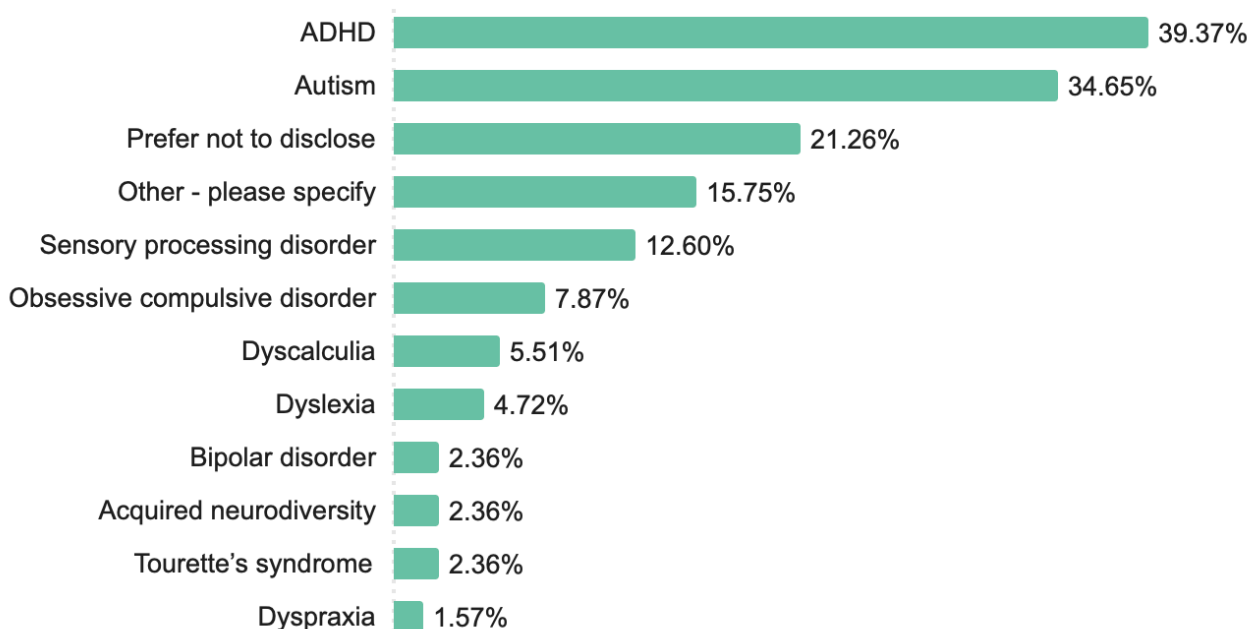
disclose their neurodivergence and were not included in the analysis, and some respondents noted that their neurodivergent status was included in questions about disability and mental health. This question allowed for multiple types of neurodivergence to be selected, as many people experience more than one type. Of those presented with this question, 34% had multiple conditions.



The most common types of neurodivergence reported were ADHD (n=50) and autism (n=45). There were 20 responses in the free-text ‘Other’ category, of which four had anxiety, and two had borderline personality disorder. This speaks to the wide range of conditions considered ‘neurodivergent’ that are unique to the individual depending on their lived experience and contextual factors.

8% of respondents to the initial question stated that they were unsure if they were neurodivergent, suggesting that this term may not be well understood or that there may be a proportion of people who are questioning whether they are neurodivergent.

127 Responses



**Table 9: Types of neurodivergence, full dataset**

**Mental health**

Across the dataset, 38% of respondents reported experiencing a mental health challenge, including a diagnosis or ongoing condition, within the previous 12 months. There was a notable difference between the two countries, however, with only 31.67% of Aotearoa New Zealand respondents reporting a mental health challenge versus 38.4% of Australian respondents. The figure for Aotearoa is effectively on par with the NZ average of 32% of people with lived experience of mental

distress (Wilson & Nicholson, 2020). The Australian figure is 5% lower than the 42.9% of Australian adults who report a mental health incident at some stage in their lives (Australian Bureau of Statistics, 2023b). It should be noted, however, that these national averages are based on a lifetime figure rather than on the past 12 months. Depression (n=66) and anxiety (n=77) were the most commonly reported mental health diagnoses. Thirty-six respondents reported a diagnosis of both anxiety and depression. BPD and OCD were also reported by respondents in the neurodivergence responses.

### Disability and long-term health conditions

Twenty-eight percent of respondents in Australia and 26% of respondents in Aotearoa identified as having a disability or long-term health condition. This incidence is significantly higher than the reported 17.7% of Australians with a disability (Australian Bureau of Statistics, 2019), and slightly higher than the 24% of New Zealanders identified as disabled (New Zealand Government, 2014).



Of the respondents who identified as having a disability or long-term health condition, the most common type was mental health, with 81 responses, followed by physical health conditions with 68 responses. Participants were able to make multiple selections, and there was a wide variety of conditions reported in the 'Other' response. Although the top three disabilities or health conditions was the same across the two countries, there were some variations in prevalence. Mental health conditions were most frequently reported, affecting 45% of Australian respondents and 55% of Aotearoa respondents who identified as having a disability or long-term health condition. Physical health conditions ranked second, reported by 40% of Australian respondents and 30% of Aotearoa respondents. The third most common category in both countries was "Other" types of disabilities or health conditions not specifically listed in the survey options, selected by 20% of Australian respondents and 30% of Aotearoa respondents. These findings highlight the significance of mental and physical health issues in both countries, with mental health conditions being particularly prevalent. The high percentage of "Other" responses, especially in Aotearoa, suggests a need for more comprehensive categorisation in future surveys to capture the full range of health conditions experienced by respondents. Other conditions that did not fit the types listed included neurological and autoimmune conditions, and neurodivergence.

175 Responses

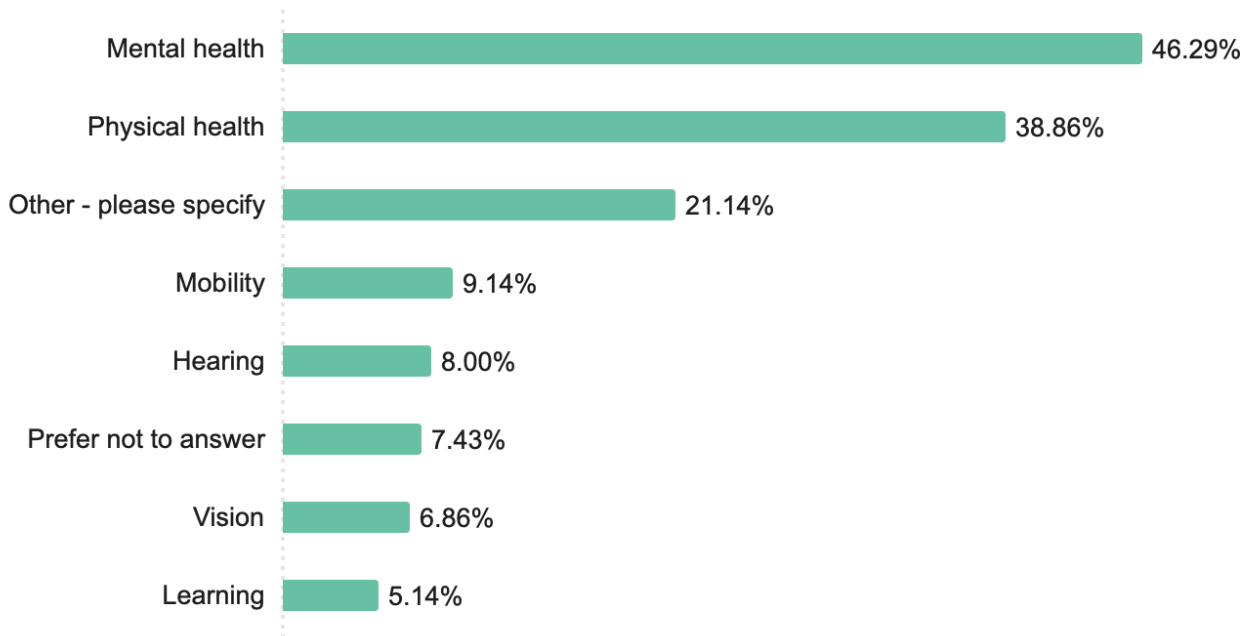


Table 10: Types of disability or long term health condition, full dataset

## EDI at work

### EDI policies and procedures

There were 82% of respondents who stated their university has formal EDI policies or procedures, and 16% were unsure. However, there was a significant variance across the two countries. Among Australian respondents, 84.66% (403 out of 476) reported that their university has formal equity, diversity and inclusion (EDI) policies or procedures, compared to 62.30% (38 out of 61) of Aotearoa respondents.

440 Responses

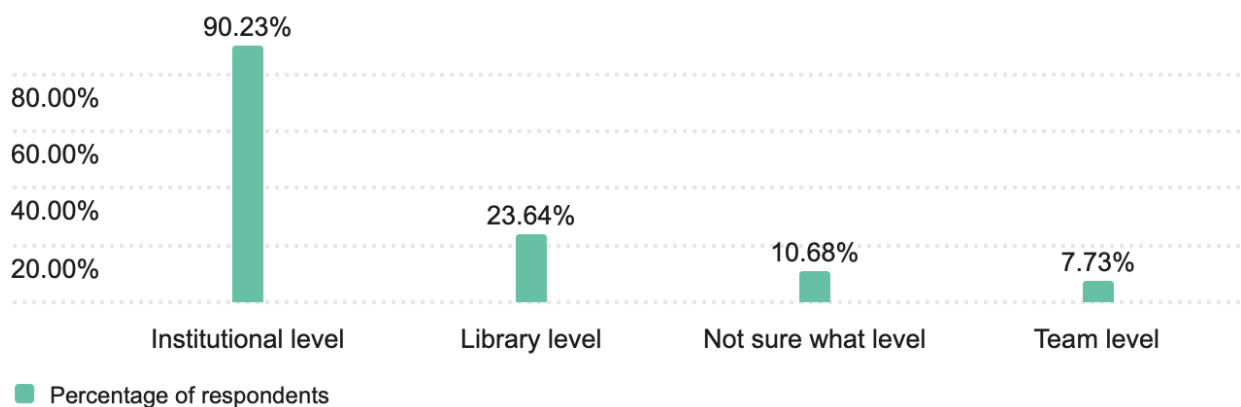


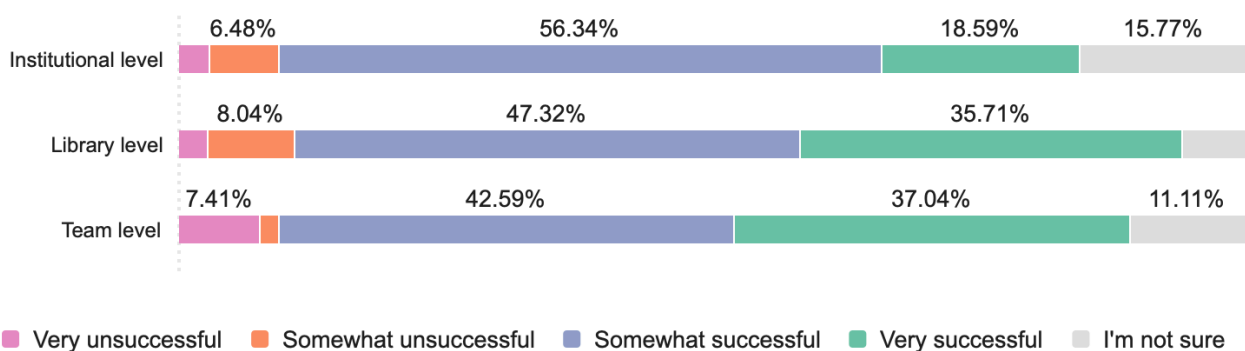
Table 11: Levels of institutional policies, full dataset  
Multiple selections possible

A higher percentage of Aotearoa respondents (32.79%, 20 out of 61) were unsure about the existence of such policies compared to Australian respondents (13.45%, 64 out of 476). Of those

who knew their institution had formal EDI policies or procedures, almost 90% stated they were at an institutional level (94.74% for Aotearoa), and 24% at a library level (multiple responses were possible). There were 11% of respondents who did not know what level the policies or procedures were at.

87% of respondents were familiar with their EDI policies and procedures across the two countries, with 88.22% (352 out of 399) of Australian respondents and 76.32% (29 out of 38) of Aotearoa respondents reporting they know the contents of the policies or where to find them. There were 13% who did not know what they covered or how to find them.

Respondents were asked to assess the success of EDI policy implementation at various levels. Local policies at the library or team level had higher success rates than institutional policies. At the institutional level, 76.07% (248 out of 326) of Australian respondents felt the policies were somewhat or very successfully implemented, compared to 67.86% (19 out of 28) of Aotearoa respondents. At the library level, 84.62% (88 out of 104) of Australian respondents and 62.50% (5 out of 8) of Aotearoa respondents felt the policies were somewhat or very successfully implemented.

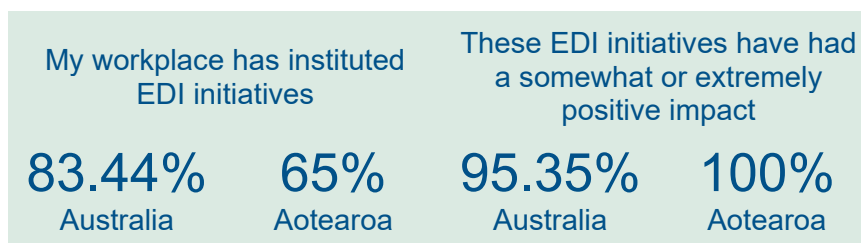


**Chart 4: To what extent have these policies been successfully implemented?**

When asked about the reasons for the success of the policies, there was a wide range of feedback that included both positive and negative responses. Ongoing staff training, a high level of awareness of policies and continuing conversations were identified as reasons for the successful implementation of EDI policies. However, there were comments that policies were not applied consistently or fairly across different staff and diversity groups. The difference between what is stated in policies and what is applied in practice, and the need to ensure that policies and actions align were identified as reasons for EDI policies being unsuccessful. Library leaders were also identified as critical to the success or otherwise of policies.

### Workplace EDI initiatives

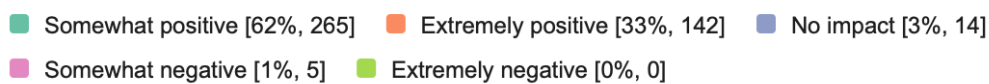
Eighty-one percent of respondents across the two countries knew of established EDI initiatives within their workplace. A higher percentage of Australian respondents (83.44%, 393 out of 471) reported that their workplace had instituted EDI initiatives compared to Aotearoa respondents (65.57%, 40 out of 61). These initiatives included, but were not limited to, formal support groups, working groups, training and staff development, celebration of significant dates and events, affirmative action hiring, and programs such as Ally training and networks.



The most common initiatives in place were LGBTQIA+ inclusion/Ally training and networks and Indigenous Cultural Capability training, followed by recognition and celebration of events such as Pride, International Day Against Homophobia, Biphobia and Transphobia (IDAHOBIT), and days of significance for First Nations peoples, and EDI working groups or communities of practice.

Ninety-five percent of respondents felt that EDI initiatives had a positive impact, 4% felt there was no impact and 1% felt EDI initiatives had a 'somewhat negative' impact. Among those aware of EDI initiatives, 95.35% (369 out of 387) of Australian respondents and 100% (38 out of 38) of Aotearoa respondents felt these initiatives had a somewhat or extremely positive impact.

426 Responses



**Chart 5: Impact of EDI initiatives, full dataset**

### Respondent suggestions for EDI initiatives

120 respondents offered suggestions for future EDI initiatives. Recurring suggestions included:

- More/better consultation with underrepresented groups on policy and planning.
- Sensory spaces for students and training for staff and managers on neurodivergence.
- Language training and increased signage in other languages, including Auslan, Aboriginal languages, and Te Reo Maori.
- Disability training and support networks.
- Gender neutral toilets.
- Employment targets for Indigenous staff.
- More focussed training once staff have completed broader training (e.g. Ally training) to help staff deal with real life situations of discrimination and to embed learning.

### Impact of COVID-19 on EDI

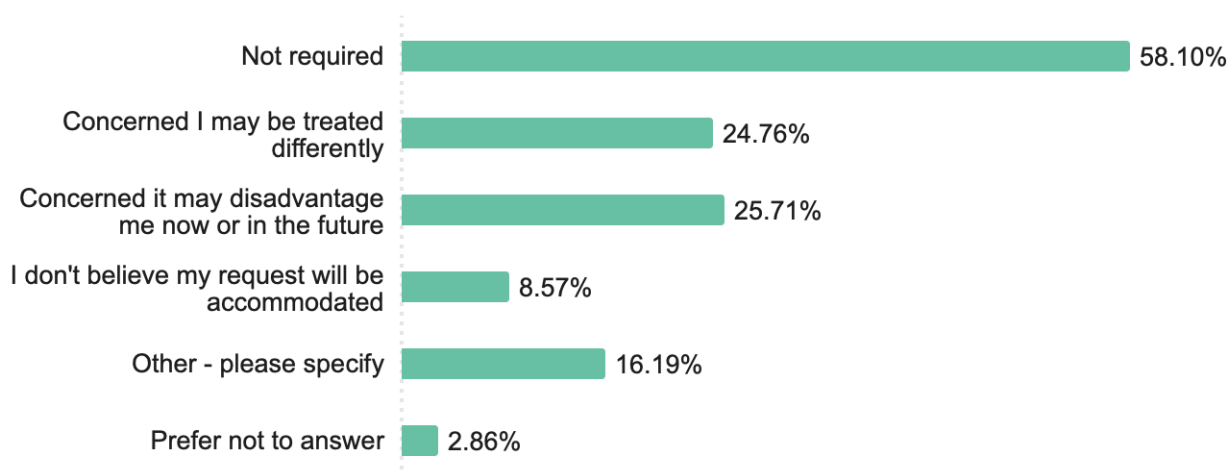
Respondents were asked to rate the impact of COVID-19 on EDI at their institution, within their library and for themselves personally over the 3-year period 2020-2022. Overall, 70% of respondents felt that COVID-19 had little to no impact on EDI within their library or for them personally. However, there was a proportion of respondents in each country who felt COVID-19 had improved EDI at their institution. 20.61% (95 out of 461) of Australian respondents felt COVID-19 had somewhat or much improved EDI, compared to 6.78% (4 out of 59) of Aotearoa respondents. Forty-three percent of respondents said that over the last three years, EDI at their institution had stayed the same while almost half said it had improved (either somewhat better (43%) or much

better (6%). Of note, Australian respondents were slightly more likely to indicate there had been improvement (49.24%, or 228 out of 463 respondents, compared to 44.83%, or 27 out of 60 respondents for Aotearoa). Responses indicate that while EDI has improved in the past three years it was not perceived to be directly related to the COVID-19 pandemic response.

### Workplace accommodations and adjustments

Of the respondents who indicated they were neurodivergent, experienced a mental health challenge or had a disability or health condition, only 40.35% (69 out of 171) of Australian respondents and 38.10% (8 out of 21) of Aotearoa respondents had requested workplace accommodations or adjustments. Of these requests, just over 80% were supported and 89% of these were satisfactory. The data reveals some interesting patterns in why respondents from Australia and Aotearoa did not request workplace accommodations. In both countries, the primary reason was that accommodations were not required, with Aotearoa respondents (63.64%) citing this more frequently than their Australian counterparts (57.45%). However, Aotearoa respondents showed greater concern about potential future disadvantages (36.36% vs 24.47% in Australia) and being treated differently (27.27% vs 24.47% in Australia). Interestingly, while 9.57% of Australian respondents doubted their requests would be accommodated, no Aotearoa respondents shared this concern. These findings suggest that while both countries share similar overall patterns in reasons for not seeking accommodations, Aotearoa respondents appear more apprehensive about future implications and differential treatment. In contrast, Australian respondents exhibited a broader spectrum of concerns, including scepticism about the likelihood of their requests being granted. This disparity might reflect differences in workplace cultures, policy implementation, or perceptions of organisational support between the two countries. Of those who gave other reasons for not disclosing, the most common were lacking a formal diagnosis, being unsure about what adjustments were needed, and putting their own strategies to manage independently.

105 Responses



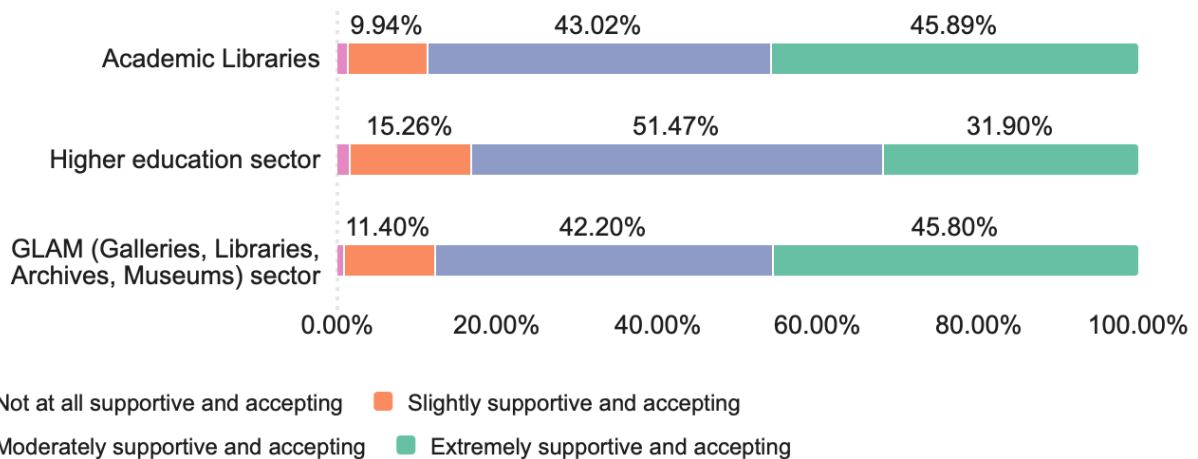
**Table 12: Reasons for not requesting an adjustment or accommodation, full dataset**  
Multiple selections possible

### Reflections on equity and inclusion

#### Sectoral support for and acceptance of staff with diverse backgrounds or experiences

All three sectors (higher education, university libraries and GLAM) rated highly, with only 1% of respondents stating the sectors were 'not at all' supportive or accepting of diversity. Australian respondents generally rated the higher education sector as less supportive of diversity (84.11%, 381

out of 453) compared to university libraries (88.94%, 410 out of 461) and the GLAM sector (88.06%, 391 out of 444). Aotearoa respondents showed a slightly different pattern, with the higher education sector seen as supportive by slightly more respondents than the university library sector: 92.86% (52 out of 56) for the higher education sector, 90.00% (54 out of 60) for university libraries, and 87.04% (47 out of 54) for the GLAM sector.



**Chart 6: To what extent do you feel the following sectors and sub-sectors are supportive and accepting of staff with diverse backgrounds or experiences? Full dataset**

### Individual experiences and perceptions of EDI in the library

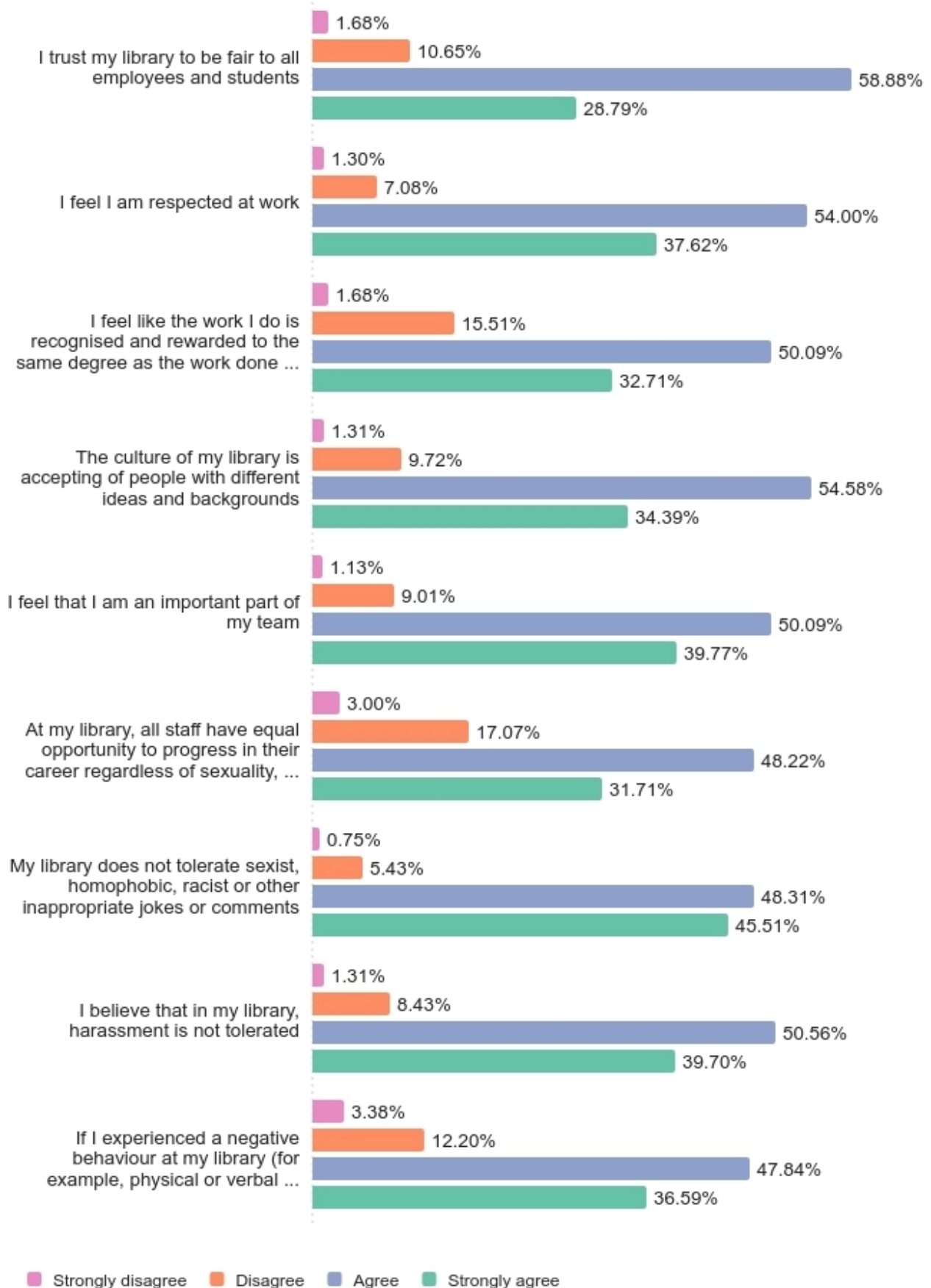
The survey results reveal generally positive perceptions of inclusion and fairness in library workplaces across both Australia and Aotearoa, with some differences. In Australia, 91.35% of respondents feel respected at work, while in Aotearoa, this figure is slightly higher at 95.08%. Trust in the library's fairness to all employees and students is higher in Aotearoa (91.66%) compared to Australia (87.32%). The perception of the library's culture being accepting of different ideas and backgrounds is slightly higher in Aotearoa (90.17%) than in Australia (88.98%).



Regarding equal recognition of work, 82.84% of Australian respondents feel their work is recognised and rewarded to the same degree as their colleagues, compared to 83.61% in Aotearoa. Ninety percent of people feel that they are an important part of their team, with insignificant variance across Australia and Aotearoa.







**Chart 7: To what extent do you agree with the following statements**  
537 responses

Australian respondents feel slightly more strongly about their libraries not tolerating inappropriate comments or jokes, with 94.06% agreeing or strongly agreeing, compared to 93.44% in Aotearoa. However, the strength of agreement is higher in Aotearoa, with 47.54% strongly agreeing compared to 45.44% in Australia. Ninety percent of respondents reported that harassment is not tolerated, however, again, there is some variance across the two countries – 89.9% for Australian respondents and 93.4% for Aotearoa respondents.



When examining responses from specific groups, interesting variations become apparent. Data was filtered for responses from groups that identified with a particular diversity facet. Respondents with disabilities or long-term health conditions in Aotearoa report more positive experiences overall compared to their Australian counterparts. In Aotearoa, 93.75% of this group trusts their library's fairness, compared to 86.46% in Australia. Additionally, 100% of Aotearoa respondents with disabilities feel comfortable reporting negative behaviour, versus only 75.94% in Australia.

For respondents with mental health diagnoses, Aotearoa again shows more positive results. All respondents in this group from Aotearoa feel respected at work, compared to 86.88% in Australia. They also show higher comfort in reporting negative behaviour (95.23% in Aotearoa vs. 75.69% in Australia).

Neurodivergent respondents in Aotearoa report higher levels of respect (100% vs. 87.95% in Australia) and greater comfort in reporting negative behaviour (91.66% vs. 84.33% in Australia). However, they show slightly lower trust in their library's fairness (83.33% in Aotearoa vs. 84.34% in Australia).

Indigenous respondents in both countries report highly positive experiences, with 100% feeling respected at work in both Australia and Aotearoa. Aotearoa Indigenous respondents show higher trust in their library's fairness (100%) than Australian Indigenous respondents (91.66%).

Respondents with a trans history or who are gender diverse show some differences between the two countries. In Aotearoa, 100% of this group trusts their library's fairness, compared to 80.77% in Australia. Similarly, 100% of this group in Aotearoa feels respected at work, compared to 88.47% in Australia. However, Aotearoa respondents in this group feel less strongly about being an important part of their team (60%) compared to their Australian counterparts (84.62%).

Non-heterosexual respondents in Aotearoa report more positive experiences overall. All respondents in this group from Aotearoa feel respected at work and comfortable reporting negative behaviour. In comparison, 91.60% of non-heterosexual respondents in Australia feel respected at work, and 86.44% feel comfortable reporting negative behaviour.

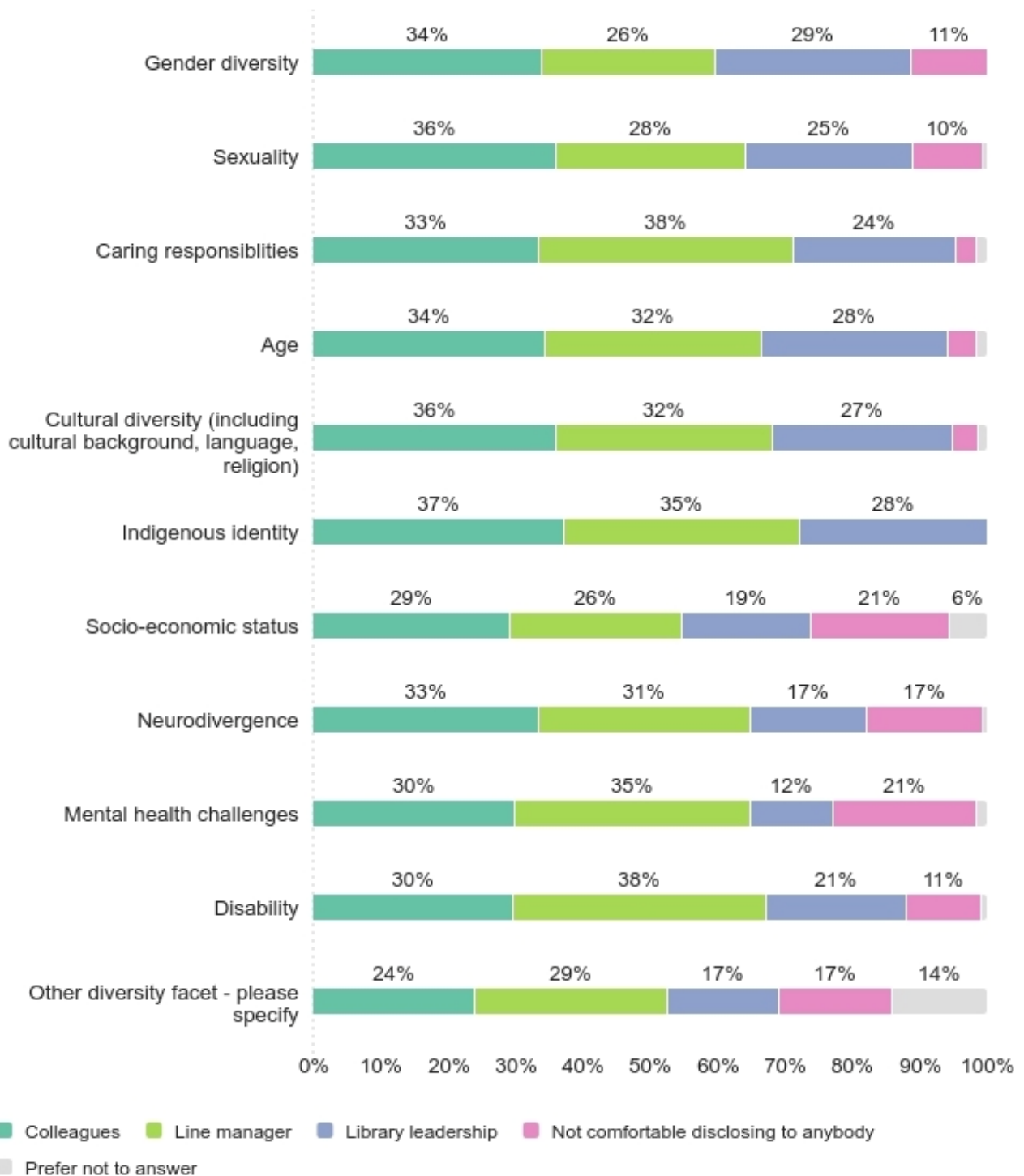
These findings highlight the complex nature of workplace inclusion, where different groups may experience the same environment in varied ways. While both countries show generally positive results, Aotearoa often demonstrates higher levels of inclusion and comfort across most dimensions and demographic groups. This suggests that Aotearoa libraries have implemented particularly effective inclusion strategies, especially for traditionally marginalised groups. However, the smaller sample size for Aotearoa should be considered when interpreting these results, as it may lead to more extreme percentages.

### Identity disclosure

Respondents were asked to whom they were comfortable disclosing various diversity facets. In the analysis that follows, where possible, the data was filtered to include only responses from people who had indicated they experienced that facet. Data was not filtered for the facets of caring responsibilities, age, cultural diversity (including cultural background, language and religion), socio-economic status, and the category of 'other'. What constitutes marginalised in these groups is arguably subjective. Since respondents were not asked to indicate whether they felt these characteristics represented diversity, it was decided that the data should not be filtered but all responses considered. It should be noted that 22 people identified other aspects of diversity in relation to disclosure, including physical health conditions, caring responsibilities, relationship type, religion, and menopause.

For most diversity aspects, people are most comfortable disclosing to colleagues, followed by line managers, and least comfortable with library leadership. The exception is caring responsibilities, where people are most comfortable disclosing to line managers. Socio-economic status stands out as the diversity aspect people are least comfortable disclosing across all levels. Age and cultural diversity are the most comfortably disclosed aspects overall.

The comfort levels in disclosing various aspects of diversity show both similarities and differences between Australian and Aotearoa respondents. For gender diversity, Aotearoa respondents felt more comfortable disclosing to colleagues (44%) compared to their Australian counterparts (32%), while comfort levels with leadership and line managers were similar. Sexuality disclosure patterns were generally more positive in Aotearoa, with fewer respondents (5%) uncomfortable disclosing to anybody compared to Australia (12%). Indigenous identity disclosure was similar in both countries, with slightly higher comfort levels in Aotearoa, particularly when disclosing to colleagues (42% vs 33% in Australia). Mental health disclosure comfort was also higher among Aotearoa respondents, especially with colleagues (44% vs 34% in Australia), and notably, no Aotearoa respondents reported discomfort in disclosing mental health challenges, compared to 9% in Australia. Neurodivergence disclosure patterns were strikingly similar between the two countries, both showing the lowest comfort in disclosing to leadership (17%) and the same percentage (17%) not comfortable disclosing to anybody. Disability disclosure patterns differed slightly, with Aotearoa respondents showing higher comfort levels when disclosing to colleagues (34% vs 28% in Australia) and lower discomfort in disclosing to anybody (5% vs 13% in Australia). Caring responsibilities and age showed very similar disclosure patterns across both countries, with high comfort levels across all disclosure targets. Cultural diversity disclosure comfort was generally higher among Aotearoa respondents, particularly when disclosing to colleagues (86% vs 80% in Australia) and line managers (76% vs 71% in Australia). Finally, socio-economic status was the dimension with the lowest overall disclosure comfort in both countries, though Aotearoa respondents showed slightly higher comfort levels and lower discomfort in disclosing to anybody (28% vs 36% in Australia).



**Chart 8: Who do you feel comfortable disclosing your diversity to?**

### Cross-question analysis

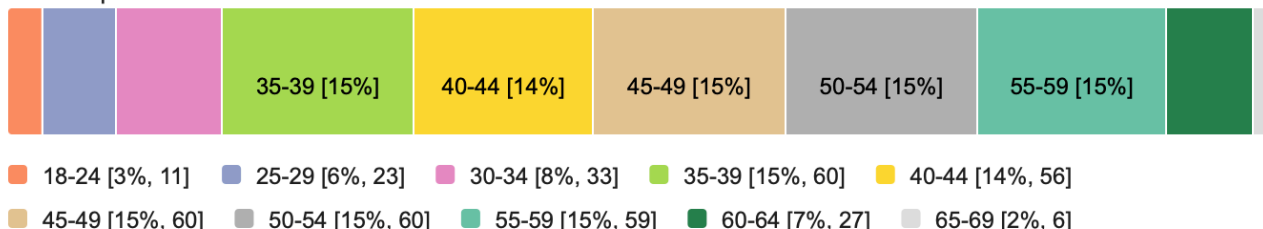
Cross-tabulations were used to explore how diversity facets intersected with responses related to perceptions and experiences of diversity and to explore the extent to which respondents reported identifying with multiple diversity facets. Cross-tabulations also allowed the team to explore how intersecting identities impacted experiences of equity, diversity and inclusion in the workplace. The intent was to explore intersectionality, which provides insight into the ways that systemic and structural inequalities, such as racism, sexism, homophobia, transphobia, and ableism, combine to negatively impact those who experience belonging to more than one marginalised group. In this

section, we present findings where there was a statistically significant correlation between responses to questions. As noted earlier in the report, the focus on statistically significant findings is a limitation of this report, and further analysis is required to facilitate a more nuanced understanding of both intersectionality and how various identities impact on perceptions and experiences of EDI in Australian and Aotearoa institutions. The analysis below highlights some of the notable findings.

### Age

Almost three-quarters of the respondents identified as female; of those, 59% are aged between 40 and 59. This highlights a need to consider the impact of menopause on health, wellbeing and mental health.

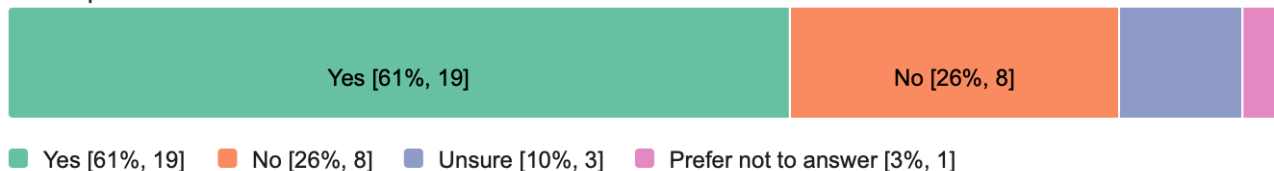
395 Responses



**Chart 9: Age distribution of female respondents**

Younger respondents were more likely to respond with ‘yes’ to the questions *Do you identify as neurodivergent?* and *Do you have a transgender or gender diverse experience or a trans history?*

31 Responses



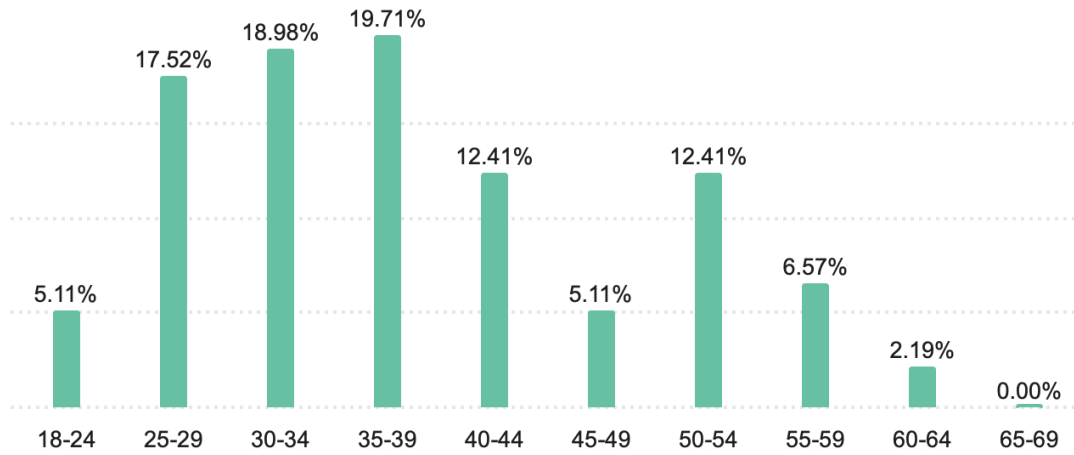
**Chart 10: Proportion of gender diverse respondents that identify as neurodivergent**

Younger respondents were also more likely to respond with answers other than ‘Straight’ for the question *How do you describe your sexual orientation?*

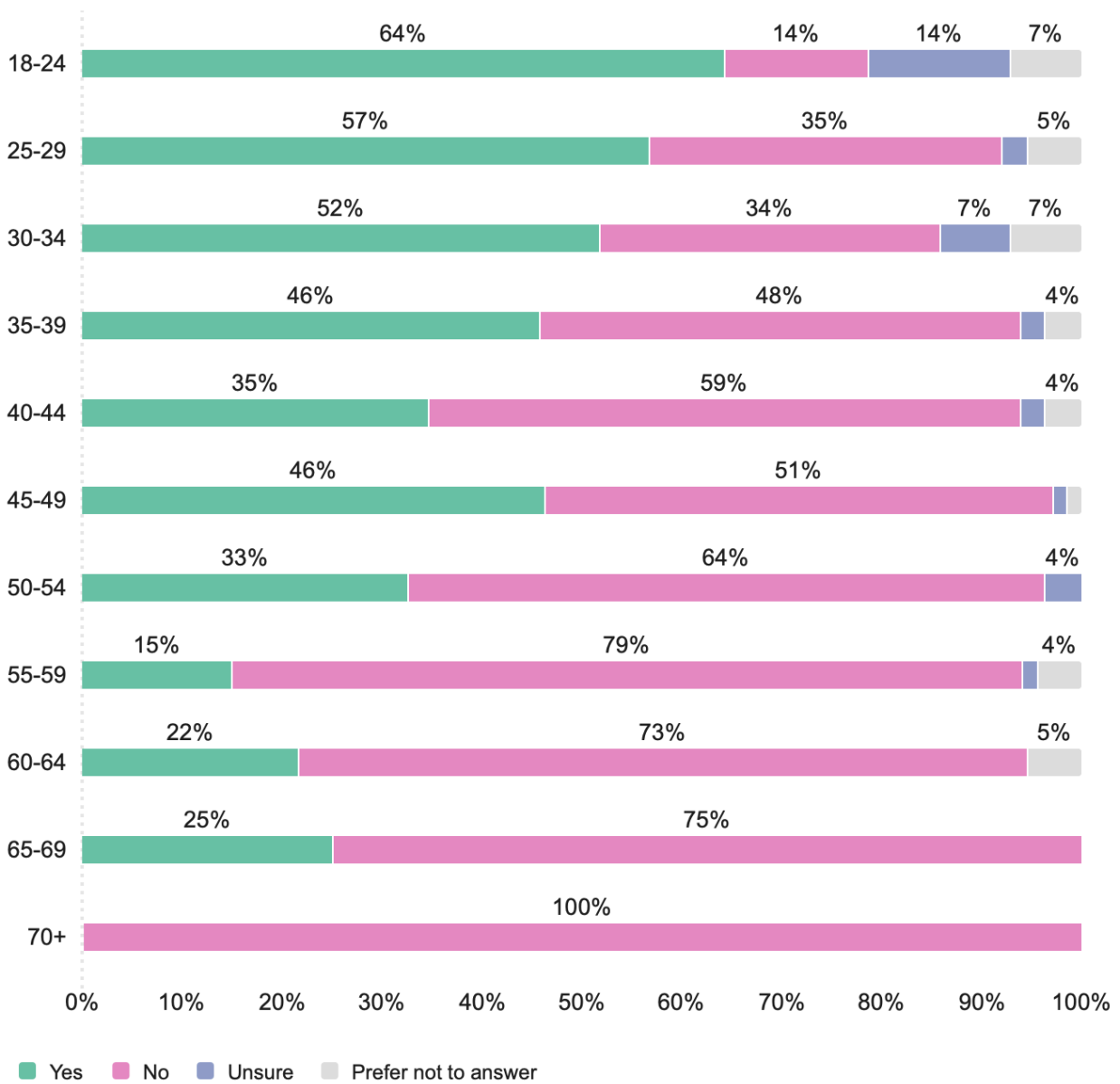
More than half of Indigenous respondents were aged 34 or younger - 54.5%, compared to 20.1% of all respondents.

More than half of all respondents (55.1%) aged 34 and younger indicated that they had a mental health challenge or diagnosis in the previous 12 months, compared to only 23.7% of respondents aged 50 or over.

137 Responses



**Chart 11: Age distribution of lesbian, gay, bisexual, queer, asexual, pansexual and demisexual respondents**



**Chart 12: Respondents who have experienced mental health challenges in the last 12 months by age, full dataset**

### Level of role

Statistically significant relationships were found between the level of a respondent’s role and several diversity facets. These are similar to the correlations observed between these variables and age. It should be noted that there was also a correlation between age and level of role.

Respondents who indicated their role as ‘Senior Manager’ or ‘Executive’ were less likely to answer ‘Yes’ to the question *Have you experienced a mental health challenge, or received a mental health diagnosis, in the last 12 months (including ongoing or long-term mental health conditions)?* For example, 40.4% of Team Members answered ‘Yes’ to this question, compared to only 25.0% of Senior Managers and 9.7% of Executives.

206 Responses

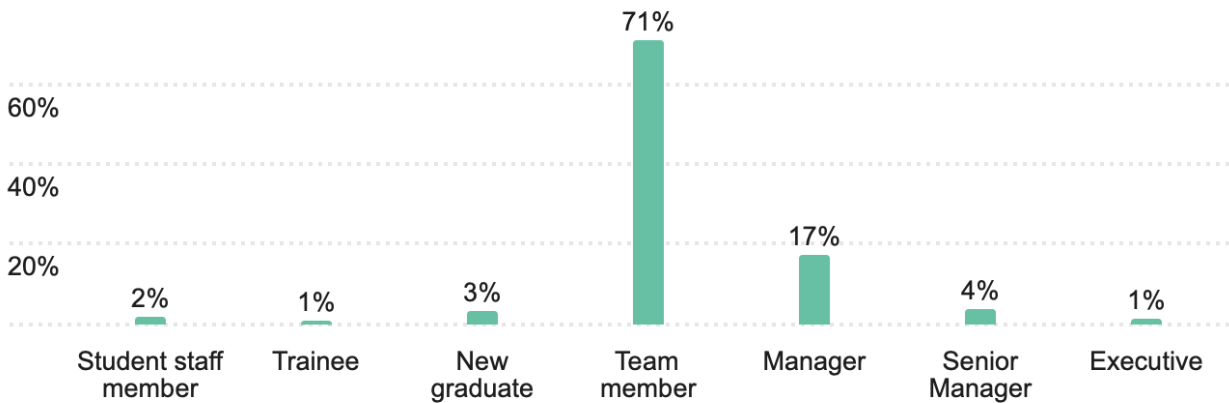


Chart 13: Role levels of respondents who identified as experiencing mental health challenges

Student staff members, trainees, new graduates and team members were more likely to answer ‘Yes’ to the question *Do you identify as neurodivergent?*, whereas managers, senior managers and executive level staff were more likely to answer ‘No’.

537 Responses

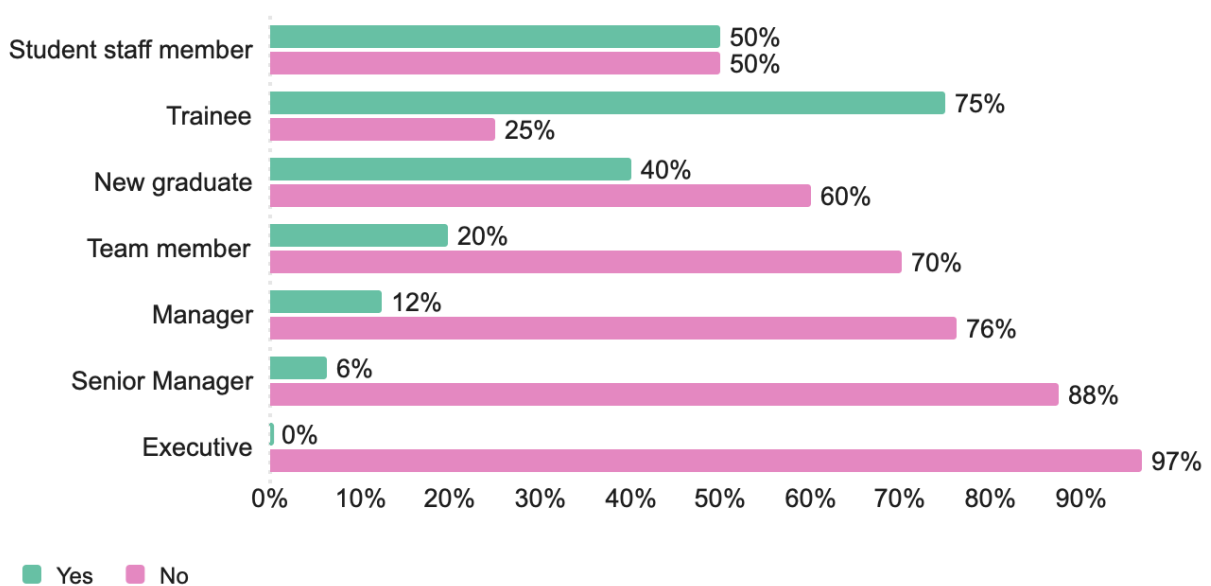
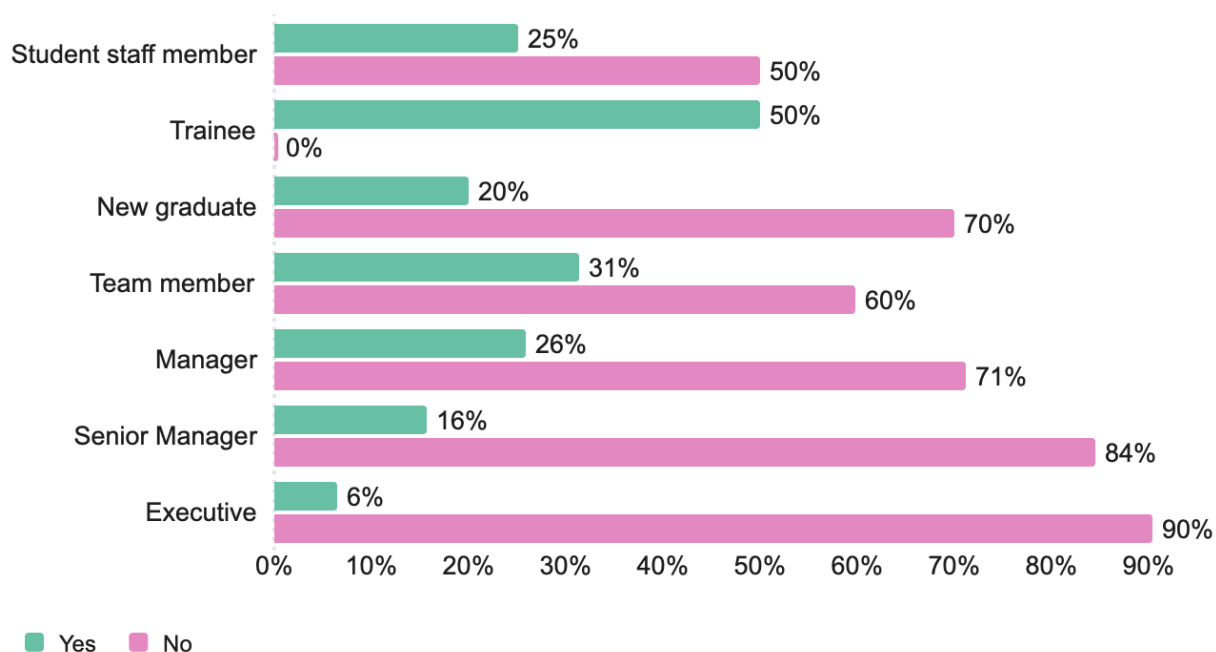


Chart 14: Role level and identification of neurodivergence, full dataset

While nearly two-thirds of all survey respondents answered 'Team member' to the question *Which of these best reflects the level of your current role?*, only half of respondents who identified with an Indigenous or First Nations group responded the same. Respondents who identified as Indigenous or First Nations had a proportionally higher representation in the categories of 'Student staff member', 'Trainee', 'Senior Manager' or 'Executive'.

For the question *Do you identify as having a disability or long term health condition?*, respondents were least likely to answer 'Yes' if they were a Senior Manager or Executive. For example, only 6.5% of Executive and 15.6% of Senior Managers answered 'Yes' to this question, compared to 31.2% of Team Members.

537 Responses



**Chart 15: Role level and identification of disability, full dataset**

### Neurodivergence

Correlations between neurodivergence and a number of diversity facets were observed. Neurodivergent respondents were more likely to:

- have a transgender or gender diverse experience or history
- have a mental health condition or diagnosis in the previous 12 months
- have caring responsibilities
- identify with an Indigenous or First Nations group.

### Supportiveness of sector

Overall, university libraries and GLAM were thought to be more supportive and accepting compared to higher education. While responses were similar for both university libraries and the GLAM sector, it is unclear how many respondents had GLAM sector experience outside of university libraries.

Most respondents thought the sector was moderately or extremely supportive. However, statistically significant correlations were observed for several diversity facets. For example, respondents with a



transgender or gender diverse history were less likely to respond 'Extremely supportive and accepting' compared to cisgender respondents.

A similar pattern was observed with:

- respondents who had experienced a mental health condition or received a diagnosis in the past 12 months
- non-binary respondents (a statistically significant correlation was only observed for the university library and higher education sector, but not the overall GLAM sector).

## Discussion

Viewed separately or together, the data from the All Staff Survey and the EDI at Your Institution survey provide valuable insights into the current state of EDI in Australian and Aotearoa university libraries. This discussion summarises insights from across the two datasets.

### Institutional maturity and leadership

Most senior leaders who responded to the survey perceived their parent institutions to be still developing maturity in the EDI space. This presents both opportunities and challenges, particularly as having few supporting policies may result in reduced clarity regarding roles and responsibilities, and reduced commitment to dedicating time and resources to EDI initiatives. Most senior leaders believed they have only a moderate degree of influence to change practices within their broader universities, suggesting that the greater opportunity for improvement exists within their span of control, at the library level. Despite acknowledging a lack of EDI maturity within their broader institutions, library leaders perceive EDI to be at similar levels within their libraries. In other words, despite acknowledging a lack of EDI maturity within their broader institutions, library leaders perceive EDI to be at similar levels. While it is possible that this is a reflection of strategy or resourcing at a library level, or that libraries are in the early stages of their EDI journey, it need not be the case that university library EDI is held back by perceived lack of maturity at an institutional level. This reinforces the idea that there is an opportunity for library leaders to champion change and encourage EDI initiatives within their span of control in the library context.

While senior leaders responding to the EDI at Your Institution Survey reported that maturity was still developing, the majority of staff responding to the All Staff EDI survey were aware of formal EDI policies or procedures at their institutions and perceived these policies to have a high success rate (75%), with even higher positive impact at the local library level (83%).

### EDI initiatives and activities

Libraries typically engage in pre-existing initiatives that can easily be leveraged, such as providing development opportunities to staff, celebrating days of significance, and participating in university-wide events. However, only a minority of libraries have made EDI a strategic priority or resourced the delivery of EDI objectives by establishing a working group. This suggests that library leaders are well-positioned to be more active in driving EDI activity by providing strategic and structural mechanisms indicating commitment and facilitating progress.

The perceived value of EDI initiatives implemented by libraries is clear, with 96% of respondents to the All Staff Survey noting that EDI initiatives in the workplace have a positive impact. 83% of respondents also answered that the most successful EDI response for library staff occurs within the library, indicating a clear opportunity to deliver more EDI initiatives within the library context.

### Equitable and safe spaces

The percentages of libraries reporting initiatives to provide equitable and safe spaces for clients were relatively low. Only 44% of respondents indicated that their libraries have created dedicated diversity spaces including for Indigenous students, all-gender bathrooms, parenting rooms, and sensory rooms. The number of libraries that focus on improving the accessibility of physical and digital spaces and implementation of assistive technologies is also low at 28%. Even fewer (26%) said that their libraries display visible indicators of allyship in their spaces, such as rainbow flags and staff wearing rainbow lanyards, and only 20% display Indigenous flags, artworks, and Acknowledgements of Country to contribute to cultural safety. These low-cost initiatives can play a

significant role in encouraging under-represented groups to use library spaces and should be considered for implementation. These visible strategies for providing equitable and safe spaces for clients would also have a positive flow on impact for staff.

### **Diversity profile and representation**

Some diversity aspects reported in the survey showed differences to overall community rates. There were fewer Indigenous respondents than in the overall community, indicating a need to develop strategies to recruit Indigenous staff to better reflect the diversity of the wider community. Conversely, there was a higher proportion of respondents who have a disability or long-term health condition compared to the general population (Australian Bureau of Statistics, 2019).

The survey revealed interesting intersectionalities, particularly among neurodivergent respondents, who were significantly more likely to report a transgender or gender diverse history. This intersectionality of diversity in library staff needs to be considered in any initiatives developed to ensure that all staff needs and experiences are represented.

### **Workplace culture and inclusion**

Overall, university libraries and the GLAM sector were rated as more supportive and accepting compared to the higher education sector, suggesting that university libraries are seen as 'safe spaces' on campus for diverse staff and may be leading the way on EDI. However, it's worth noting that respondents with transgender or gender diverse backgrounds, and those with mental health conditions were less likely to experience libraries as supportive and accepting, indicating that there is still work to be done in creating supportive, inclusive environments for these staff.

The majority of respondents agreed that their libraries are safe, accepting, and respectful workplaces. However, when reflecting on equitable recognition, reward, and career progression relative to colleagues, 18-20% of staff disagreed or strongly disagreed. Additionally, 15% feel uncomfortable reporting any negative behaviours or harassment they may experience, suggesting areas for improvement in workplace culture.

### **Disclosure and accommodations**

Mental health challenges, neurodivergence, and socioeconomic status were the diversity categories that respondents were least likely to disclose to anybody at all, indicating a degree of stigma still associated with these aspects of diversity. Similarly, only 40% of respondents who were neurodivergent, had a mental or physical health condition, or a disability had requested workplace accommodations. To ensure that all library workers feel confident in disclosing relevant conditions and requesting needed adjustments, a feeling of safety and support from managers needs to be developed, and active strategies put into place to reduce stigma.

### **Challenges and resourcing**

Resourcing was identified as the most significant challenge in doing EDI work, with 65% of respondents to the EDI at Your Institution Survey citing a lack of time and money to commit to services, spaces, and staffing to support EDI initiatives. Other challenges included gaps in library staff capability and awareness (12%) and a lack of library workforce diversity (16%). Some challenges are external to the library, including collaborating and partnering with other areas of the university (8%), staff turnover in key areas (6%), and alignment with university priorities (6%). Many of these challenges are within library leaders' capacity to influence change.

## Policy awareness and implementation

While the majority of respondents to the All Staff Survey knew about EDI policies in their workplace, it is concerning that 16% were still unsure and 13% did not know how to find them or what they covered. Staff awareness and training were identified as indicators of EDI policy success, so libraries need to ensure all staff engage with training and are aware of relevant policies. The importance of applying EDI policies in practice is another factor identified as crucial to success, and this flows from the leadership setting an example and living the values of EDI.

## Future directions

The survey results highlight several areas for future focus in EDI efforts within university libraries. These include increasing the representation of Indigenous staff, improving support and inclusion for staff with disabilities and mental health conditions, addressing stigma around certain diversity aspects, and ensuring equitable career progression opportunities for all staff. Additionally, there is a clear opportunity for library leaders to take a more proactive role in championing EDI initiatives within their libraries, potentially setting an example for their broader institutions.

Suggestions from library staff for future EDI initiatives include more/better consultation with underrepresented groups, professional development to better support diversity groups, facilities designed to better support diversity groups, and improved signage, including multi-lingual options.

The surveys also highlighted the need to consider the impact of menopause on physical and mental health, given the gender (74% female) and age (43% are aged 40-54) cohorts reflected in the responses. The inclusion of the impact of menopause and menstruation should be considered in any future EDI survey and initiatives.

By addressing these areas and building on the existing positive perceptions of libraries as inclusive spaces, university libraries can continue to create diverse, equitable, and inclusive work environments in the higher education sector. This will require ongoing commitment from library leadership, increased resourcing for EDI initiatives, and a continued focus on creating safe and supportive environments for all staff to thrive.

## Recommendations

### Recommendations for CAUL

The following recommendations are suggested for CAUL's implementation:

- (i) CAUL considers training and / or knowledge sharing opportunities for both staff and senior leaders to increase awareness and skills related to equity, diversity and inclusion with particular regard to those areas of this survey identified as having statistically significant responses. This can be addressed through CAUL's Professional Learning Service.
- (ii) CAUL continues to support appropriate ways to increase the number of Indigenous and First Nations people in the university library workforce to at least levels commensurate with the general population. This can be addressed through CAUL's *From Decolonisation to Indigenisation Strategic Enabling Program*.
- (iii) CAUL conducts the Equity, Diversity, and Inclusion Survey again in three years (2027) to establish any advances or changes in the sector. This can be addressed through CAUL's Analytics Service.

### Recommendations for the sector

The following recommendations are made for the sector:

- (i) Library leaders support and promote strategic EDI initiatives and policies within their library contexts, with particular regard to key cohorts identified in this document.
- (ii) Library leaders support an environment that allows staff to pursue EDI initiatives in order to make the workplace a welcoming and supportive environment for all.
- (iii) Library leaders undertake strategic workforce development, including retention and recruitment strategies, to ensure greater diversity within the library workforce.
- (iv) Library leaders address any local staff capability EDI deficits with appropriate targeted training.

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## Appendix A: Key project information

Project leads:	<ul style="list-style-type: none"><li>• Constance Wiebrands</li><li>• Kate Tickle</li></ul>
Project team:	<ul style="list-style-type: none"><li>• Constance Wiebrands, Edith Cowan University</li><li>• Kate Tickle, Council of Australian University Librarians</li><li>• Katya Henry, Council of Australian University Librarians</li><li>• Antonia Mocatta, University of Sydney</li><li>• Nicole Clark, Queensland University of Technology</li><li>• Erin Roga, Federation University</li><li>• Lisa Ogle, University of Newcastle</li><li>• Tegan Clark, University of Western Australia</li><li>• Christian West, Australian National University</li><li>• Lisa Steed, University of Waikato</li><li>• Flic French, University of Queensland</li></ul>
Project start date:	November 2021
Project end date:	March 2024



## Appendix B: Privacy Statement

### **Privacy, confidentiality and anonymity**

All data submitted via the survey will be treated as confidential and your privacy will be respected. Qualtrics has been chosen to host the survey because of their reputation for excellence in data management: for more information please see their [privacy statement](#) and [security statement](#). Your survey responses will not be linked to any identifying information about you, such as your organisation, and data will only be reported at the sectoral level (not institutional).

To protect your privacy, this survey has been divided into two separate survey instruments. The first survey will ask you to nominate your institution before redirecting you to the main survey. The survey that asks you where you work is completely separate from the main survey, and this data will only be used to report on the overall response rate for institutions. Responses to the two surveys will not be cross referenced.

We will not collect any other identifying information, such as your IP address or your geographic location.

We will undertake de-identification of qualitative responses wherever possible by removing references to the name of your organisation or other people. However, it is important for you to consider the content of your qualitative responses as some experiences you may wish to share may be identifiable to those who know you. We encourage you to consider how much you wish to share, and only to share what you are comfortable sharing.

## Appendix C: EDI at Your Institution Survey – open text response analysis

Please tell us about what your library has done to improve Equity, Diversity and Inclusion for your library team? (quantitative - multi-select & qualitative - open text response)

	TOTAL
<b>TOTAL Count (Answered)</b>	<b>60</b>
Made EDI a strategic priority	24
	40%
Established a working group	14
	23.3%
Offered staff development opportunities	50
	83.3%
Celebrated significant dates / events	48
	80%
Worked with another library	6
	10%
Worked with HR	30
	50%
Worked with other university area	38
	63.3%
Other, please specify	14
	23.3%

Themes From the Open Text Responses (some responses contain multiple themes)	Frequency
Staff learning and development	3
Te Tiriti o Waitangi	3
Prioritised DEI appointments	2
Embedding DEI in BAU team discussions or setting up a discussion channel	2
Led by university not library	2
Strategically prioritising Indigenous engagement and cultural safety	1
Displaying visual signifiers of DEI - e.g. signage and rainbow flags	1
Library is a leader within the university	1
Audit of systems for inclusive language e.g. pronouns and preferred names	1
DEI focus in special collections and exhibitions	1
No initiatives in this area	1

Would you like to offer any comments about what your library has done to improve EDI for your library team? (qualitative open text response)

Number of responses: 43/60

Themes from the Open Text Responses (some responses contain multiple themes)	Frequency
Staff encouraged to participate in EDI learning and development opportunities	23
Visible allyship and celebration of diversity days	8
Providing flexible recruitment practices and a caring work environment that caters for individual needs	8
EDI working groups or communities of practice established	7
Te Reo or cultural competency programs	7
EDI embedded in strategy	6
Library participates in university-led EDI initiatives and groups	4
None / no activity in this area	4

Benchmarking surveys	2
Universal design and improving accessibility	2
Library designated as a safe space for LGBT community	1
Embedding EDI in BAU team discussions or setting up a discussion channel	1
Encourage participation in inclusion events	1
Acknowledgement of Country before meetings	1
Strategic diversification of workforce	1
Dedicated fora and channels for discussing EDI	1
Focus on expanding EDI content in collections	1
Exhibitions that focus on EDI content	1

### What has your library done to provide equitable and safe library spaces for library clients?

(qualitative - open text response)

Number of responses: 50/60

Themes from the Open Text Responses (some responses contain multiple themes)	Frequency
Dedicated EDI spaces e.g. for Indigenous students, all gender bathrooms, parenting rooms or sensory rooms	22
Improved accessibility of physical and digital spaces and implementation of assistive technologies	14
Visible indicators of allyship and cultural safety e.g. rainbow lanyards, rainbow flags, Indigenous flags, and Indigenous artwork	13
Staff (particularly frontline staff) have undertaken EDI training	11
Display of Indigenous artworks or Acknowledgement of Country in library spaces	10
Events to celebrate and promote DEI	7
Library designated as a safe space for LGBT community	7
Improved safety, security and monitoring of library spaces	7
A UX approach to the design of library spaces, informed by consultation with clients	4
Embedding First Nations advisers within the Library	2
Bi-lingual signage	2
n/a	2
Systems audited for inclusive language e.g. pronouns and preferred names	1
Spaces are in need of refurbishment	1
Specialised service offered for incarcerated students	1
Having a diverse workforce to contribute to cultural safety	1
Expanding on Indigenous cultural collections	1
Consulting with under-represented groups	1
Learning support for diversity students e.g. Indigenous students or students with a disability	1

### What has your library done to celebrate EDI in library spaces or services for library clients?

(qualitative - open text response)

Number of responses: 44/60

Themes from the Open Text Responses (some responses contain multiple themes)	Frequency
Events and communications campaigns to celebrate and promote and raise awareness of DEI, e.g. National Reconciliation Week, IDAHOBIT Day, Pride, Global Accessibility Awareness Day, Indigenous Literacy Day, Matariki Day	24
DEI book displays and exhibitions	11
Improved accessibility of physical and digital spaces and implementation of assistive technologies	3

Nothing	3
Promote and participate in university-led events	3
Visible indicators of allyship e.g. rainbow lanyards, rainbow flags	2
Development of the First Nations Collection	2
UX projects to understand student perspectives on spaces	2
Display of Indigenous artworks, Acknowledgements of Country or dual naming of library spaces	2
Displays and activities relating to Indigenous cultures	1
Signage to raise awareness of DEI	1
Works closely with Accessibility Inclusion Officer and Student Wellbeing Services	1
See above	1
Display of Indigenous artworks or Acknowledgement of Country in library spaces	1
Separate orientations for students belonging to diversity groups e.g. Indigenous students, neurodivergent students	1
Unsure	1
Added AUSTLANG codes to collection metadata	1
Auditing the collection for cultural safety	1
Dedicated EDI spaces e.g. for Indigenous students, all gender bathrooms, parenting rooms or sensory rooms	1
Publish and present papers on the EDI work being done by the Library	1

**What are the goals or principles your library uses to manage collections or services?**  
(qualitative - open text response)

Number of responses: 27/60

Themes from the Open Text Responses (some responses contain multiple themes)	Frequency
Equitable, inclusive collection development and access	9
Principles articulated in university and library strategic goals, policies, and plans such as Disability Inclusion Plans, Cultural Protocols, Reconciliation Action Plans and LGBTQIA+ Action Plans	6
Decolonising the collection by vetting new resources prior to acquisition, prioritising materials by Indigenous authors, protecting cultural heritage and Knowledges	6
Collection development guidelines with a goal to ensure a collection that meets the needs of a diverse range of students and staff	4
Accessibility of physical and digital spaces	2
Kaupapa MfĀori and MfĀtauranga MfĀori	2
Prioritising the client experience	2
Targeted services for equity groups	2
Universal design for physical and virtual spaces	2
ePrint first to improve accessibility	2
Discoverability	1
Universal design principles for physical and virtual spaces	1
Champions open access	1
No exclusion of information resources on moral, political, religious, racial or gender grounds	1
Application of cultural sensitivity warnings	1
The UN Sustainable Development Goals	1

**What would you consider to be your library’s biggest challenges in doing EDI work? (Your answer might relate to supporting both library staff and clients) (qualitative - open text response)**

Number of responses: 51/60

Themes from the Open Text Responses (some responses contain multiple themes)	Frequency
Lack of resourcing and time makes it challenging to roll out DEI initiatives	33
Lack of staff awareness of EDI and need to bring all team members along to make a sustained cultural change	6
Challenge increasing the diversity of staff to reflect the communities they serve	8
Collaboration across the institution is a challenge, making it difficult to deliver initiatives in a joined up way	4
The broad scope of diversity and needs within each equity group can make it difficult to meet all needs	4
Remaining in alignment with the university. University constraints can hamper progress.	3
Frequent staff turnover makes continuity of initiatives difficult	3
The tension between providing a vibrant space and meeting the needs of neurodivergent people	2
The need for more targeted client engagement and user-centred design, to understand the requirements of a range of diversity groups.	1
The lack of visibility of EDI initiatives and the challenge to promote them widely	1
Avoiding cultural load	1
Avoiding the dominance of any one equity group e.g. LGBTQIA	1
Challenges communicating the EDI narrative	1
The university not doing enough centrally	1
No PVC Indigenous at the University - lack of leadership	1

**What would you consider to be CAUL’s role in supporting EDI work for the sector? (Your answer might relate to supporting both library staff and clients) (qualitative - open text response)**

Number of responses: 49/60

Themes from the Open Text Responses (some responses contain multiple themes)	Frequency
To develop and promote EDI best practice principles and guidelines	26
A community of practice for sharing approaches to EDI	13
To curate and provide EDI professional development for the sector, to build capacity and capability	12
Showcase and share best practice across sector including approaches taken by small and large institutions	9
An advocate for fair, affordable and open access to knowledge	3
To provide resources and toolkits to support the sector in the EDI space	3
A collator and curator of best EDI practice, and a facilitator of information sharing	2
To leverage opportunities within its strategic procurement work to seek vendor improvements to support EDI e.g. cultural safety, accessibility of e-books.	2
To support the sector to diversify its staffing profile to better reflect communities served	2
EDI benchmarking across institutions	2
Commission research where appropriate to support both Australia and Aotearoa	2
Raise awareness of national/state initiatives both within and external to sector	2
Aligning regional and national strategy and planning	1
To be visible and accessible	1

**If you are in Aotearoa New Zealand, what programs does your university offer that directly educate or support the principles of Te Tiriti o Waitangi (the Treaty of Waitangi)?** (qualitative - open text response)

Number of responses: 14/60

Themes from the Open Text Responses (some responses contain multiple themes)	Frequency
Staff training offered in the areas such as Tangata Tu, Tangata ora, Te Tiriti o Waitangi principles, and Te Reo in the Workplace (Maori language basics)	13
Graduate attribute of cultural competence integrated into all courses	1

**Are there any other comments you would like to make about EDI at your institution?**

(qualitative - open text response)

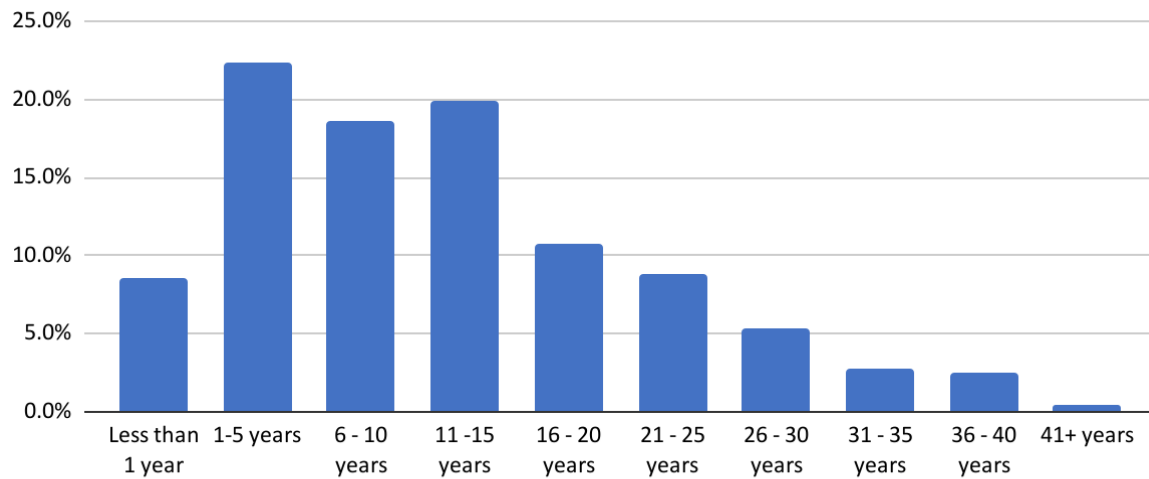
Number of responses: 20/60

Themes from the Open Text Responses (some responses contain multiple themes)	Frequency
The university provides leadership in DEI.	5
University-led strategy and policy fulfill obligations under the Treaty.	3
No	3
Despite much discussion and good intention, little practical implementation is occurring.	2
It is recognised that significant work remains to be done.	2
Strong DEI leadership with a strong foundation to work from. Looking forward to further gains.	2
Lack of resourcing and time makes it challenging to roll out DEI initiatives	2
DEI is a focus in the current strategy	1
Not knowing where to start or who to collaborate with	1
Suggestion that the survey would have been easier to complete had there been an EDI definition to respond to.	1
Focus on First Nations and cultural competence at an institutional level, and lean resourcing may mean limited capacity to participate at a CAUL level.	1
The library leads EDI at the institution	1
Collaboration across the institution is a challenge, making it difficult to deliver initiatives in a joined-up way	1

## Appendix D: All Staff Survey – free text responses analysis

### How long have you worked in university libraries overall?

Number of responses: 522



### Would you like to comment on how/why these policies or procedures have been successfully implemented?

	Total comments	Positive comments	Mixed/neutral comments	Negative comments
All levels	139	88	40	31
Institutional	94	42	29	23
Library	35	20	9	6
Team	10	6	2	2

## Appendix E: Correlations with the responses relating to individual experiences and perceptions regarding equity, diversity and inclusion

The below table identifies statistically significant correlations between how a respondent identified and how they responded to the *Individual experiences and perceptions regarding equity, diversity and inclusion* section of the survey.

Statement	Statistically significant correlations
I trust my library to be fair to all employees and students	Participants with a disability or long term health condition were less likely to strongly agree.
I feel I am respected at work	Respondents with a mental health challenge or diagnosis were less likely to strongly agree, and more likely to disagree or strongly disagree.
I feel like the work I do is recognised and rewarded to the same degree as the work done by my colleagues	Men were the least likely to strongly agree with this statement, and non-binary respondents were the most likely to strongly agree as well as strongly disagree.  Respondents with a mental health challenge or diagnosis were less likely to strongly agree, and more likely to disagree or strongly disagree.
The culture of my library is accepting of people with different ideas and backgrounds	Participants with a disability or long term health condition were less likely to strongly agree.  Respondents with a transgender or gender diverse experience or history were less likely to strongly agree or agree, and nearly 30% disagreed with this statement.  Respondents with a mental health challenge or diagnosis were less likely to strongly agree, and more likely to disagree or strongly disagree.
I feel that I am an important part of my team	Respondents with a mental health challenge or diagnosis were less likely to strongly agree, and more likely to disagree or strongly disagree.
At my library, all staff have equal opportunity to progress in their career regardless of sexuality, gender, race, age, religion, family status, caring responsibilities, etc.	Participants with a disability or long term health condition were less likely to strongly agree, and more likely to disagree or strongly disagree.



	<p>Respondents with a mental health challenge or diagnosis were less likely to strongly agree, and more likely to disagree or strongly disagree.</p>
<p>My library does not tolerate sexist, homophobic, racist or other inappropriate jokes or comments</p>	<p>Participants with a disability or long term health condition were less likely to strongly agree, and more likely to disagree or strongly disagree.</p> <p>Respondents who identify as Indigenous or First Nations were less likely to strongly agree, and more likely to agree.</p> <p>Non-binary respondents were less likely to strongly agree, and more likely to agree.</p> <p>Respondents with a mental health challenge or diagnosis were less likely to strongly agree, and more likely to disagree or strongly disagree.</p>
<p>I believe that in my library, harassment is not tolerated</p>	<p>Respondents who identify as Indigenous or First Nations were less likely to strongly agree, and more likely to agree.</p> <p>Respondents with a mental health challenge or diagnosis were less likely to strongly agree, and more likely to disagree or strongly disagree.</p>
<p>If I experienced a negative behaviour at my library (for example, physical or verbal aggression, discrimination, harassment, etc.), I would feel comfortable reporting it</p>	<p>Respondents with a mental health challenge or diagnosis were less likely to strongly agree, and more likely to disagree or strongly disagree.</p>