

Public Library Association

# Public Library Statistics and Diversity Report

2019-2020 | 2021 | AAAS |



# Contents

## **Public Library Staff and Diversity Report**

### **Executive Summary**



in this vital space. The data provide an opportunity to learn and grow, a library and all workplace consider how they can be recruited, hire, develop, compensate, and retain a diverse workforce particularly in the competitive labor market we see in 2022. To that end, the report include not only a summary of the data collected, but a suggestion of possible starting points for taking action with the report and additional resources that libraries can help launch to engage in further work. PLA is committed to supporting data-driven decision-making in public libraries and advocating for the need of libraries and library workers as they continue to grow and innovate.

## About the Survey Data

PLA led the Public Library Staff and Diversity Survey in fall/winter 2021. It is the second of PLA's network of three topical surveys, administered on a rotating annual basis starting with the Technology Survey in 2020. The 2021 survey was designed in response to requests from the field for better data about staffing and diversity trends. This first year of results provide a baseline so that when we ask the equation again in 2024, we will see how the field has evolved.

PLA invited all U.S. public libraries (at the administrative entity level, as defined by IMLS) to participate in this survey. It opened in October 2021 on our new data platform, Benchmark: Library Metric and Trend ( [Benchmark: Library Metric and Trend](#) ). In total 773 libraries completed the survey, a response rate of 8.4%. Unless otherwise noted, the results presented below are weighted to account for differences between the responding libraries and the universe of all U.S. public libraries. All questions on the survey were optional, and the table in the [Detailed Results](#) section include the number of respondents for each question. The percentage estimates reflect the percentage of respondents for a particular question, rather than the percentage of the full sample. See [Appendix A](#) for further detail of the sampling and analytical methodology.

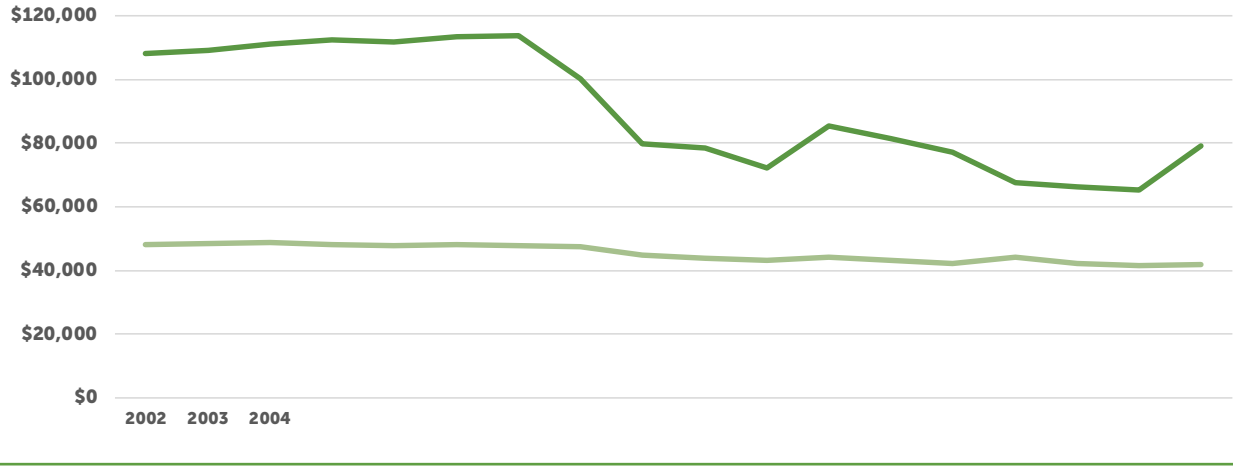
The charts and tables below highlight responses for public libraries overall and by locale type. Locale indicates the level of urbanization of a given location, with libraries divided into the categories of city, suburban, and town/rural.

## Salaries, Roles, and Staffing Trends

Public libraries are essential for the development and delivery of quality services and resources to patrons. Questions on this survey asked about the role staff fulfill, salaries, opportunities for advancement, and hiring and retention strategies.

The Public Library Data Service (PLDS) survey, administered through 2018, asked a question

**Figure 1** shows the trend for director salaries from 2002 to 2021. However, data from 2018 and earlier has not been weighted and is subject to bias based on the nature of the sample. Nonetheless, the trend shows the impact of the Great Recession post-2008 on director salaries. Salaries for beginning librarians have remained fairly consistent over time, with a slight decline from pre-2008 levels. In 2021, city and suburban libraries report significantly higher median salaries compared to rural libraries (see [tables 2 and 3](#)).<sup>1</sup>



job title or description fall under certain specified role (Figure 3). Overall, the top roles represented in public libraries are children's services (91.2%), collection development (82.3%), adult services (81.6%), and youth/teen services (81.0%). Role in children's services rank first for all libraries by type: 83.6% of town/rural libraries have staff dedicated to children's services, as do 97.7% of suburban libraries, and 100% of city libraries. Among town/rural libraries, collection development and public programs rank as the second and third most common roles. Among suburban libraries, adult services and youth/teen services rank second and third. For city libraries reference services replace youth/teen services in third place (see [table 6](#) for detail). Emerging areas include roles in equity, diversity, and inclusion (25.1% of libraries

reference, and technical service, and other support and paraprofessional roles). The respondents also noted an emerging staffing trend centered on community engagement, outreach, and public-facing work, a need perhaps tied to encouraging patrons to return to the library after the change and challenge of the pandemic. 41.9% of respondents report hiring for new roles in the latter area. The roles the library would like to create, if funding were available, follow a similar trend. 40% of libraries (out of 467 respondents) want to hire for roles in core service areas, and an additional 4.7% specified managerial or leadership roles. 67% of libraries would like to create new roles in community engagement, outreach, and public programs.

While this report did not explicitly ask about the impact of the COVID-19 pandemic, it did include a question about whether the library lost staff positions in the prior twelve months. 27.2% of libraries overall report having lost staff positions. City (32.7%) and suburban (33.2%) libraries were more likely to have lost staff positions than town/rural libraries (21.1%). For libraries that lost positions, 55.3% report it was primarily due to staff leaving the workforce and not being replaced. Other contributing factors include budget cuts, reduced service hours, and the consolidation or restructuring of staff positions.

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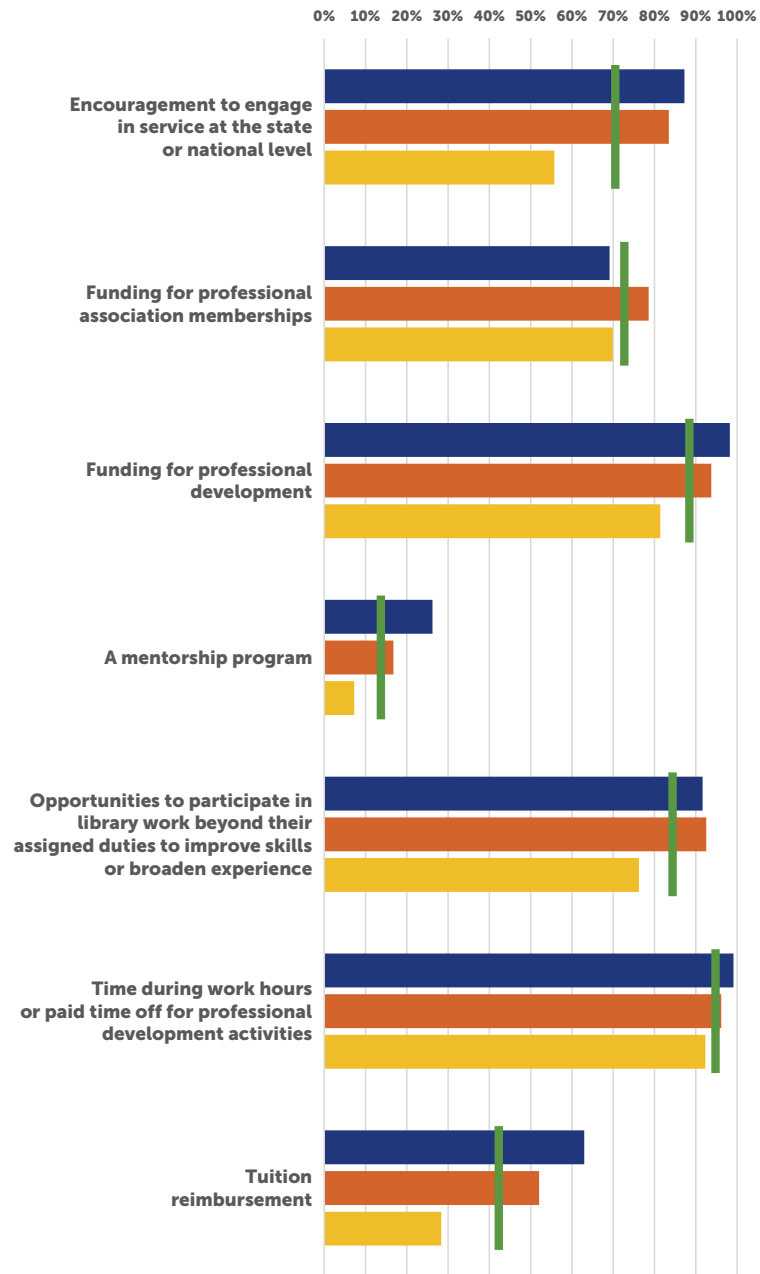
Public libraries are not alone in facing this challenge: many libraries are local government employees, and municipal employment fell by 4.5% between March 2020 and March 2022.<sup>6</sup> Looking at posting for open positions provide additional context for the ending. The number of ads for jobs in public libraries posted on ALA JobLIST dropped by 43% in 2020 compared to 2019.<sup>7</sup> Nearly 1 job ad posted in the first three months of 2022 suggests the possibility of a recovery, as the total number posted surpassed prior records.

Offering opportunities for staff to develop their skills and advance within the field can both help libraries thrive and improve retention. A recent study from the Pew Research Center found that lack of professional development opportunities were the top reason why U.S. workers left a job in 2021.<sup>8</sup>

Figure 4 shows the formal programs for staff advancement that libraries report offering. 97.9% of libraries overall offer at least one type of advancement opportunity. The most common initiative during

work hours or paid time off for professional development activities, which 97% of libraries overall offer (99.1% of city,

96.2% of suburban, and 92.3% of town/rural libraries). While 88.5% of libraries provide funding for professional development, other programs for advancement that incur costs including tuition reimbursement and funding for professional association membership are less common.



**Figure 4: Formal programs for staff advancement.**

See [table 7](#)

■ City ■ Suburban ■ Town/Rural ■ Overall



## Staff Hiring and Retention

Strategies for staff hiring and retention are critical to sustaining, growing, and diversifying the library workforce. This matter for our nation's public libraries to continue to meet the needs of our communities now and in the future.

While library workers have become more diverse over the past few decades, the current demographic of the sector does not reflect that of the U.S.

population. **Figures 5 and 6**

show the demographic of full-time and part-time public library staff, as reported on the 2021 survey.

Data from the Center for the Study of the American Community Survey

provide another source of information on the demographic makeup of library workers nationwide.<sup>9</sup> While the exact results and methodology differ, the data consistently show that the demographic makeup of library workers does not reflect that of the larger population. Black, Indigenous, and people of color (BIPOC) are underrepresented in the library workforce, while white people and white women in particular are overrepresented. That is not a judgment, simply a statement of fact. For community members visiting the library, it is important for them to see themselves reflected in the people and collections they find there.<sup>10</sup> For the library as an organization, research has

how, in that more diverse teams are better, more creative problem-solvers.<sup>11</sup> The team benefits when its members can bring different perspectives to the table.

Not all libraries or local governments collect data on staff representation and not all were able to accurately report it. 153 libraries shared reasons for being unable to report this data: of those, 59.6% said they do not collect the data, 16.0% said they do not feel confident about its accuracy, and 14.8% said the data is collected, but they do not have access to it (for example, if it is collected at the city or county level). Other reasons for not reporting included not being able to break down the data by full-time and part-time staff or having only incomplete or outdated data (see [table 15](#)).

Diversifying the profession will take continued professional development. Nor is this a new issue: a 1985

bia and/or cultural competency training for staff, but this is much more common among city libraries (78.4%) and suburban libraries (65.9%) than among rural libraries (28.4%). 44.9% of libraries conduct blind

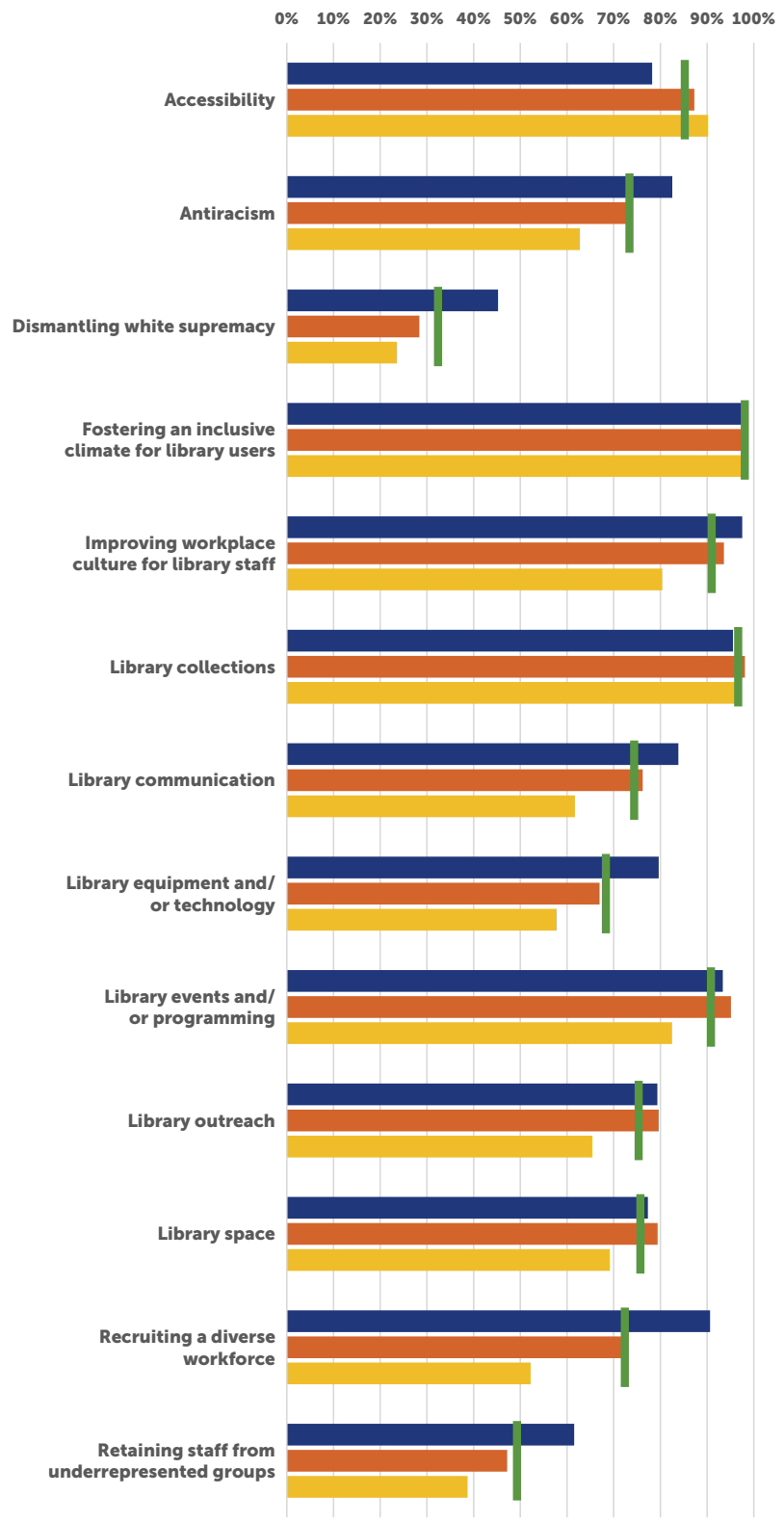


considering include the creation of a unit group among staff, active support for professional development, and expanding the candidate pipeline through community partnership, student internship, and fellowship for recent graduates.

## Equity, Diversity, and Inclusion

Improving equity, diversity, and inclusion (EDI) for the profession supports the effort of libraries to better serve their communities. Overall, 26.6% of public libraries report that they have formal, written goals related to EDI. The proportion is higher for city libraries (46.0%) and suburban libraries (28.8%) than for town/rural libraries (17.0%). **Figure 9** shows the focus of the formal EDI goal for libraries that have them. More than 90% of libraries with formal EDI goals have goals related to fostering an inclusive climate for library users, library collection, improving the workplace climate for library staff, and library equipment and/or technology. While in the majority of the area specified city libraries are more likely to have formal goals, when it comes to accessibility town/rural libraries are more likely to have goals in that area (a difference of 12%).

The real-world libraries to report the type of activities



**Figure 9: Formal goals for equity, diversity, and inclusion (EDI).** See tables 18 and 19

■ City

the engage in related to EDI (Figure 10). 95.2% of libraries report undertaking at least one type of activity. The most common are focusing collection development on better representing diverse authors and perspectives (87.9%), providing staff participation in EDI training or professional development (78.5%), and analyzing the demographic of local communities for use in planning (76.0%). Other types of EDI activities mentioned, beyond the specified list, include partnerships with community groups and renovation to improve accessibility to library buildings.

Intentional work to further equity, diversity, inclusion, and access in public libraries is an ongoing, iterative process. No library answered 'no' to all of the equity questions nor would we have expected that. However, none of the equity questions received all 'no'

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libraries face significant challenges. The inclusion of permanent full-time positions and offering competitive salaries. Challenges also include those faced by our society at large addressing the legacy of permanent racism and taking steps to counter its effects. Libraries are not alone in this, nor will we solve the problem on our own.

We all have a responsibility to our profession and our communities to engage in this work, and the result of this effort is what has already begun. In the words of one respondent, reckoning with where we've been (as a library and profession) is an ongoing process. To make progress, we must be willing to move past defensive and fear to be courageous. Going forward, ALA and PLA will continue to work closely with our member and partner to continue to support and advocate for library workers, and to strive for libraries a more inclusive and accessible place.

## Notes

1. Another source of data on salaries is the ALA-APA Salary Survey Database, which includes a more detailed breakdown of salaries for different types of positions: [https://www.ala.org/ala/about-ala/advocacy-policy/advocacy/advocacy-research/ala-apa-salary-survey/ala-apa-salary-survey-2021/ala-apa-salary-survey-2021-report.pdf](#).
2. In *Title of Member and Library Service, Public Libraries Survey (FY 2020)*: [https://www.ala.org/ala/about-ala/advocacy-policy/advocacy-research/ala-apa-salary-survey/ala-apa-salary-survey-2021-report.pdf](#). Median calculation includes libraries missing data and those reported as permanently or temporarily closed.
3. For additional detail of the role related to IT, see the *2020 Public Library Technology Survey: Summary Report* (PLA, 2021): [https://www.ala.org/ala/about-ala/advocacy-policy/advocacy-research/ala-apa-salary-survey/ala-apa-salary-survey-2021-report.pdf](#).
4. Jacob Gottlieb and Julia Bauer, *The Municipal Workforce through the Pandemic: Where Are We Now?* National League of Cities (2022): [https://www.nlc.org/wp-content/uploads/2022/07/2022-07-20-Municipal-Workforce-through-the-Pandemic-Where-Are-We-Now.pdf](#).
5. Sara Goek, *Job in Library & Information Science & Technology*, Tableau Public (ALA JobLIST data, 2006-2022):



10. ALA, *Equity, Diversity, Inclusion: An Interpretation of the Librarian Bill of Rights* (2017): [https://www.ala.org/advocacy-equity/diversity/inclusion/interpretation-librarian-bill-rights](#).
11. Katharine W. Phillip, 'How Diversity Make Us Smarter,' *Scientific American* (Oct. 2014): [https://www.scientificamerican.com/article/how-diversity-make-us-smarter/](#).
12. ALA, *Equity at Issue: Library Services to the Nation's Four Major Minority Groups—Report to the President's Committee on Library Services to Minorities* (1985-86), 233, 236-38: [https://www.ala.org/advocacy-equity/diversity/inclusion/equity-at-issue-report-to-president-s-committee-on-library-services-to-minorities-1985-86](#).
13. Marianne Bertrand & Sendhil Mullainathan, 'Are Emily and Greg More Employable than Lakisha and Jamal? A Field Experiment on Labor Market Discrimination,' working paper 9873, National Bureau of Economic Research (Jul 2003): [https://doi.org/10.3386/w9873](#); Ernesto Reben, Paola Sapienza, and Luigi Zingales, 'How Stereotype Impair Women's Career in Science,' *PNAS*, vol. 111, no. 12 (March 2014): [https://doi.org/10.1073/pnas.1314788111](#).
14. 'Combating Unconscious Bias through Blind Recruiting,' *HR Daily Advisor* (Feb. 2022): [https://www.shrm.com/hr-trends/trends-and-news/pages/combating-unconscious-bias-through-blind-recruiting.aspx](#); Daniel Bort, 'Can Blind Hiring Improve Workplace Diversity?' *HR Magazine* (April 2018): [https://www.shrm.com/hr-trends/trends-and-news/pages/can-blind-hiring-improve-workplace-diversity.aspx](#).
15. ALA CORE, *Core Best Practice for Academic Interim* (2021): [https://www.ala.org/advocacy-equity/diversity/inclusion/core-best-practice-for-academic-interim](#); ALA ODLOS, *Recruiting for Diversity*: [https://www.ala.org/advocacy-equity/diversity/inclusion/recruiting-for-diversity](#).
16. Richika T. L. Han, *Inclusion on Purpose: An Intersectional Approach to Creating a Culture of Belonging at Work*, MIT Press (2022), 111-113.

## Additional Resources

The resource below support continued learning on issues related to library staff and equity, diversity, and inclusion. The resource were recommended by ALA member and staff. Are there other resources or guidelines your library has found helpful in undertaking this work? Contribute to building this list by sharing your recommendation in this form: [https://forms.gle/43434A](#).

### ALA Allied Professional Association

- ALA Allied Professional Association: [https://www.ala.org/allied](#)
- Advocating for Better Salaries Toolkit (ALA-APA Staff Salary Survey, 2017):** [https://www.ala.org/allied/2010/02/2017-A-APA-A-Better-Salaries-Toolkit-Advocating-for-Better-Salaries-Toolkit](#)

A companion organization to ALA, the ALA-APA is a nonprofit organization established to promote the mutual professional interests of librarians and other library workers. The *Better Salaries* toolkit provides resources and strategies for library staff to help them advocate for better, more equitable salaries both individually and collectively.

### Building a Better, More Inclusive Public Library (Public Library Association, 2022)

- ALA-PLA: [https://www.ala.org/pla](#)

Explore interactive results and data visualization from the 2021 Public Library Staff and Diversity Survey, a wealth of data from the IMLS Public Libraries Survey, the American Community Survey, and past PLA and PLDS surveys.

### Guiding Principles for Racial Equity (ALA, 2022)

- ALA-PLA: [https://www.ala.org/pla/2022/01/2022-01-10-ALA-PLA-Guiding-Principles-for-Racial-Equity](#)
- ALA-PLA: [https://www.ala.org/pla/2022/01/2022-01-10-ALA-PLA-Guiding-Principles-for-Racial-Equity](#)

This new framework provides the grounding needed to effect change in thinking, behavior, and practice that will lead to better outcomes for racialized and minoritized populations in the LIS sector. It was developed by a task force drawn from three ALA units (ACRL, ODLOS, and PLA) along with the Association of Research Libraries.

### Diversity, Equity, and Inclusion: Building a Better, More Inclusive Public Library (ALA, 2021)

- ALA-PLA: [https://www.ala.org/pla/2021/02/2021-02-10-ALA-PLA-Diversity-Equity-and-Inclusion-Building-a-Better-More-Inclusive-Public-Library](#)

The DEI Scorecard is a tool to help libraries evaluate their current organizational effectiveness related

## Equity, Diversity, & Inclusion Report (Maryland State Library, 2022)

- [ALA 2020 Equity, Diversity, & Inclusion Report](#) =1018501& =7377349

A guide to managing a diverse collection development, programming and instruction, leadership and management, staff training, and building a foundation in equity, diversity and inclusion.

This list was developed by the State of Maryland Task Force for Diversity and Inclusion in Libraries and

51036610, updated.

## Office of Diversity, Literacy, and Outreach Services (ALA)

- [Office of Diversity, Literacy, and Outreach Services](#)
- [Diversity, Literacy, and Outreach Services](#)

The tables below contain detailed results for each question on the core public library locale (city, suburban, and town/rural) and nationally. For numerical questions, the median and mean (average) values are reported. For yes/no or check-all-that-apply questions, the percentage of respondents who selected each is reported. The total row in each table reports the total number of respondents who answered that question on the core. Results are weighted unless otherwise specified. See [Appendix A](#) for a description of the core and analysis methodology.

**Table 1: Number of library locations (outlets).**

	City	Suburban	Town/Rural	National





**Table 9: Staff Positions Lost in Past 12 Months**

	Count	Percentage	Count	Percentage
Full-time positions	111	32.7%	256	33.2%
Part-time positions	111	32.7%	256	33.2%
<b>Total</b>	<b>222</b>	<b>65.4%</b>	<b>512</b>	<b>66.4%</b>

**Table 10: Reasons for Lost Staff Positions**

Reason	Count	Percentage	Count	Percentage
Retirement	111	21.8%	256	11.7%
Resignation	111	29.1%	256	20.3%
Termination	111	29.1%	256	16.5%
Death	111	21.8%	256	14.5%
Other	111	21.8%	256	21.2%
<b>Total</b>	<b>512</b>	<b>100%</b>	<b>512</b>	<b>100%</b>

**Table 12: Part-Time Staff Representation by Race/Ethnicity.**

Race/Ethnicity	Total	100%	10%	5%
[Redacted]	[Redacted]	[Redacted]	[Redacted]	[Redacted]
[Redacted]	[Redacted]	[Redacted]	[Redacted]	[Redacted]
[Redacted]	[Redacted]	[Redacted]	[Redacted]	[Redacted]
[Redacted]	[Redacted]	[Redacted]	[Redacted]	[Redacted]
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[Redacted]	[Redacted]	[Redacted]	[Redacted]	[Redacted]



**Table 15: Reasons for Not Reporting Staff Representation Data**

	City	Alameda	San Jose	Total
Not required to report	44.6%	62.2%	71.2%	59.6%
Not tracked by the library	19.6%	17.2%	4.9%	14.8%
Not reported due to small numbers	2.5%	1.3%	5.3%	2.6%
Other reasons	20.2%	16.2%	10.8%	16.0%
Total	54.9%	18.6%	36.2%	32.9%
	<b>37</b>	<b>75</b>	<b>41</b>	<b>153</b>

**Table 16: Strategies for Hiring Staff from Underrepresented Groups**

	City	Alameda	San Jose	Total
Actively recruiting	23.7%	22.6%	11.1%	17.4%
Passive recruitment	45.7%	45.0%	44.4%	44.9%
Other strategies	43.9%	22.7%		

**Table 17: Strategies to Retain Staff from Underrepresented Groups**

	Yes	Probably	Probably Not	No
Additional training opportunities	6.0%	5.6%	3.7%	4.8%
Flexible work schedules	13.3%	9.5%	6.0%	8.6%
Additional employee benefits	88.3%	85.5%	61.3%	74.8%
Additional employee resources	70.5%	60.2%	39.8%	52.7%
Other	9.5%	4.9%	6.3%	6.4%
<b>Total</b>	<b>92.1%</b>	<b>87.2%</b>	<b>67.6%</b>	<b>79.0%</b>
<b>Count</b>	<b>99</b>	<b>226</b>	<b>316</b>	<b>642</b>

**Table 18: Formal Goals for Equity, Diversity, and Inclusion**

	Yes	Probably	Probably Not	No
Formal goals for equity, diversity, and inclusion	46.0%	28.8%	17.0%	26.6%
<b>Total</b>	<b>99</b>	<b>222</b>	<b>310</b>	<b>632</b>

**Table 19: Equity, Diversity, and Inclusion Goal Areas.** L  
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 not





	Job	



The calculation was conducted using the SPSS Binary Logistic analysis method, with:

- Participation in service as the dependent variable
- Population of legal service area, locale, region, and legal basis selected as the confounding variable
- Probabilities selected as the predicted value (propensity score).

From the regression, a predicted value of participation ( $P_r$ ) is obtained. To calculate library weight, an inverse propensity score weight approach was used:

$$= 1/$$

$$w_i = \text{Library weight}$$

$$P_r = \text{Library propensity score}$$

The calculation was conducted using the SPSS Composite Variable procedure, with:

- First selecting libraries that completed the survey (Data/Select Case)
- Using the Transform/Composite variable procedure
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## Appendix B. Survey Reference Copy







This document is a copy of the survey *for reference purposes*. Please enter responses in your library's account in [Benchmark: Library Metrics and Trends](#).

The questions in this survey ask about your *library system* (i.e., all stationary locations within your system) unless otherwise specified. Note that "location" refers to a building that is open to the public and provides services to the community (e.g., lends books, offers public access to the Internet and computers, etc.). Do not consider bookmobiles or other mobile services unless noted in the question. We recognize that the number of locations within a library system varies; some library systems may have 1 location, while others may have more than 80.

1. Please report the number of stationary locations within your library system. Exclude bookmobiles.

\_\_\_\_\_ [numerical value]

" Current salary of director:

\$\_\_\_\_\_ [numerical value, U.S. dollars]

" Salary of beginning librarian. Report current annual salary that would typically be paid to a beginning librarian with an MLIS degree and no professional experience.

*Provide the salary of the library's most recent hire for a beginning librarian role. If the library has not made a hire for a beginning librarian role within the previous 12 months) made multiple hires for a beginning librarian role, you may provide an average of*

5. Numbers of staff: how many staff members does the *library system* currently have in each of the following categories? Report the actual number of staff members, *not* full-time equivalent. [Numerical values]

*Staff are employees or contractors of the library who are paid on either an hourly or salaried basis. Full-time staff members are those who regularly work the full number of hours in a standard work week. Part-time staff members are those who regularly work less than the number of hours in a standard work week. Volunteers are unpaid persons under the supervision of library staff.*

Full time	
Part time	
Temporary or occasional paid staff (e.g., summers only)	
Volunteers (annual average)	

6. Does your library system have staff dedicated to the following roles as part of their job title or description?

*Answering "yes" could indicate there is a single staff person for whom this is their primary role, or that multiple people cover these duties. Exclude staff who may do these tasks under the remit of "other duties as assigned."*

	Yes (at least 1 location)	No
Access services*	<input type="radio"/>	<input type="radio"/>
Adult services	<input type="radio"/>	<input type="radio"/>
Children's services	<input type="radio"/>	<input type="radio"/>
Collection development	<input type="radio"/>	<input type="radio"/>
Communications/marketing	<input type="radio"/>	<input type="radio"/>
Community engagement/outreach	<input type="radio"/>	<input type="radio"/>

4

Equity, diversity, and inclusion		
Fundraising/development		
Genealogy, local history, or archival collections		
IT		
Public programs		
Reference services		
Social media and digital outreach		
Social work		
Technical services		
Workforce/small business development		
Youth/teen services		

\* Access services is defined as staff who develop and provide services that connect library users to library resources. Access Services staff are the primary point of contact for library users. (Definition 5(y)(2)(2) ac. (s)(2) (a)(p)(o l)(m 7.5(b))



11. In the *past 12 months*, what new types of roles has the library hired staff to fill?

12. What new types of roles would the library like to create if funding were available?

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13. How many *full-time* library staff members identify with each of the following racial or ethnic groups? [Numerical values]

American Indian or Alaska Native	
Asian	
Black or African American	

14. How many *part-time* library staff members come from each of the following demographic groups? [Numerical values]

American Indian or Alaska Native	
Asian	
Black or African American	
Hispanic or Latino	
Middle Eastern or North African	
Native Hawaiian or Pacific Islander	
White	
Multiple racial or ethnic identities	
Unknown or prefer not to say	

15. How many *full-time* library staff members identify with each of the following gender identities? [Numerical values]

Male	
Female	
A different gender identity	
Unknown or	

The library does not have access to the data (e.g., if the data are collected at the city or municipality level).



Train search committees on best practices for inclusive searches		
Other (please specify)		

19. Does the library use any of the following strategies to retain staff from underrepresented groups? Please only select strategies that have been adopted or implemented and are currently part of the library's regular practice.

	Yes	No
Action plans for retaining employees from underrepresented groups		

Formal mentorship or sponsorship



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23. Does your library do (or has it done) any of the following activities related to EDI?

	Yes	No



# Appendix C. Survey Instructions and Glossary

## 2021 Public Library Staff and Diversity Survey



### Instructions

Log into your library's Benchmark account to enter your responses for the 2021 Public Library Staff and Diversity Survey. Please submit your responses by Friday, December 10, 2021.

Click on "Surveys" in the menu at the top and select "2021 Staff Survey." You do not need to complete the survey in one session. Rather, you may save your responses and return to the survey at another time. It should take 30-45 minutes to complete this survey on behalf of your library.

We recommend using the Survey Worksheet (a PDF form) to collect responses before entering them in the online form. This form is provided for your convenience and contains FAQs about the survey.

We ask that you respond to questions at the library system (administrative entity) level. Some questions ask about whether your library offers resources/services in "at least one location." In these instances, please note that location refers to a building that is usually open to the public and provides services to the community (e.g., lends books, offers public access to computers, etc.).

Unless otherwise stated, your responses should reflect the current situation within your library system at the point in time when you are completing this survey.

One person should complete the survey on behalf of a single library system (administrative entity). Often that person is the library director, administrator, or data coordinator. You may need to work with the HR department that serves your library to answer some of these questions. No individually identifiable information will be shared; the staff numbers reported in section

## Glossary

Equity, diversity, and inclusion (EDI): This survey relies on the definitions adopted by ALA's Office for Diversity, Literacy and Outreach Services (ODLOS):