



Diversity Climate Assessment Survey Results and Analysis
College of Information Studies, University of Maryland

June 17, 2013

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Introduction

In the spring semester of 2013, a Diversity Climate Assessment Survey about the College of Information Studies was made available for a period of six weeks. As part of the College's ongoing efforts to ensure that diversity and inclusiveness are woven into all aspects of the College environment, the goal of the survey was to better understand how members of the College community perceive the current state of diversity and inclusion. In that time, 112 students, staff members, faculty members, and administrators of the College completed the survey, representing roughly one quarter of the College community.

Available online, the survey was anonymous and data will only be reported in the aggregate to ensure no individual respondent can be identified. Participation in the survey and each individual question was entirely optional. There were 21 closed response and 2 open response questions. Announcements encouraging participation in the survey were made on listservs, in meetings, on websites, and in classes.

These results and analyses are followed by the survey questions and responses to all of the closed response questions in the Appendix; for reasons explained below, only selected responses to the open ended questions are provided in the analysis. The data discussed herein are the highlights and key findings, but the subsequent tables in the Appendix provide much more detail about these issues.

The survey provided the opportunity to get not only a sense of perceptions of diversity and inclusion within the College, but also a detailed picture of the diversity within the members of the College community. Follow-up studies in 2013 will use the information from this survey to engage in more targeted data collection through interviews and focus groups to continue to fill out this picture.



Definitions of Diversity in the College

The use of key terminology in the survey echoed the established uses of these terms in all College programs. The term *diversity* is used to indicate the breadth of representation of people from different backgrounds, populations, and perspectives in the College, including:

- Age
- Gender/Gender identity
- Cognitive disability
- Ethnic background
- Nationality
- Perceived socioeconomic status
- Physical disability
- Race
- Sexual Orientation

Additionally, the term *inclusion* is used to indicate the level of acceptance of individual and group diversity in the College. Thus, an inclusive climate embraces difference and fosters equitable participation regardless of background.

Survey Respondents

As noted above, the 112 responses represent a significant portion of the College community. With a total of 397 registered students¹ and employees² in spring 2012, the overall

¹ The total number of students registered for classes in the spring 2013 semester and the number of students registered in each academic program were provided by the Student Service Offices.



participation was 28.2% of the College community. Yet, while the survey provided a good number of respondents from across the College overall, participation did not reflect the percentages of members of the College community based on roles in the College. In all:

- 77% of the staff and administration (13 respondents out of 17 possible) responded;
- 55% of the faculty (16 of 29) responded;
- 41% of doctoral students (16 of 38) responded;
- 30% (3 of 10) of students in Master of Human-Computer Interaction program responded;
- 22% (47 of 218) Master of Library Science students responded; and
- 7% (6 of 85) of students in the Master of Information Management program responded.

Among the Masters students, 74.6% have taken classes in College Park, 18.6% at Shady Grove, and 15.3% online. In terms of areas of study among the Masters students, 17.0% were in the MLS Information & Diverse Populations Specialization, 15.3% in the MLS Archives and Records Management Specialization, 5.1% in the MLS E-government Specialization, 3.4% in the MLS School Library Specialization, all of which are fairly representative of the percentage of students enrolled in each Specialization in the overall population of MLS students in the College. Additionally, 3.4% of responding Masters students were in the MIM Technology Development and Deployment Specialization.

The College Community

The responses in most of demographic categories simultaneously demonstrated a clear majority population. Anyone familiar with the information professions would not be surprised to learn that the majority of respondents were white (77.9%), heterosexual (72.4%), female (68.9%),

² Some employees of the College fulfill a combination of faculty, staff, and administrative functions. In the study, respondents were able to self-identify one of these as their primary role.



and married/partnered (54.3%). The College has not yet broken away from the historically predominant demographic trends in the profession. However, the results also demonstrate a great range of diversity among those not in the majority.

In terms of race, 7.7% of respondents self-identified as Asian, 6.7% as Black or African American, 3.9% as Hispanic or Latino, 2.9% as American Indian or Alaska Native, and 1.0% as Native Hawaiian or Other Pacific Islander. While the first three categories are well below the overall averages for the University of Maryland, the latter two are higher. Compared the peer institutions of the College of Information Studies, these numbers are primarily higher – some notably so – than the average. Compared to the demographic trends at the national level and in the region served by the University of Maryland, however, the numbers for Black or African American and Hispanic or Latino are disproportionately low.

Perhaps the most striking level of diversity represented in the College was revealed in sexual orientation. An October 2012 survey by Gallop found that 3.4% of the United States population self-identifies as lesbian, gay, bisexual, queer, or questioning. In contrast, 18.1% of the College community self-identifies in one of these categories. This difference from the general population is quite dramatic, and clearly the College is very successful in providing a welcoming environment to LGBTQ students.

Another unique manifestation of diversity in the College was found in disability. While approximately 18.0% of the US population has a disability, people with disabilities are notably absent in higher education, with populations of students and employees of universities with disabilities both numbers below 3.0%. In the College, in sharp contrast, 14.3% of respondents self-identified as having a disability – 8.7% having a physical disability and 5.8% having a



cognitive disability. As with LGBTQ, this is an area of clear success for the College in welcoming groups less common in higher education.

Given this range of diversity, a surprisingly large portion of respondents (71.4%) stated that age had heavily influenced their experiences in the College, with gender (46.8%), ethnic background (20.8%), perceived socio-economic status (14.3%), race (14.3%), nationality (13.0%), and sexual orientation (10.4%) being the other most frequently selected options. In the question, respondents were not asked how these factors influenced their experiences, but that question clearly deserves further study. While respondents could select all that apply, the fact that age was the only category indicated by over half of respondents demonstrates particular need for attention to this area, including the question of whether these experiences are due to feeling younger than most students, older than most students, or a combination of people in both categories. Based on the comments related to age in the open ended section, it seems likely that these responses are tied to both students who feel younger and students who feel older than their peers.

Perceptions about Diversity and Inclusion

The perceptions about diversity and inclusion within the College are predominantly positive. The majority of respondents (62.7%) feel the College is an environment inclusive of diversity and only 1.8% feel that it is exclusionary. More than four-fifths of respondents feel they are treated with respect by all groups within the College: students (95.4%), faculty (89.0%), staff (86.2%), and administration (81.7%).

Similarly, 60.8% of respondents indicated that they have never experienced feelings of apathy, bias, discrimination exclusion or isolation within the College. Among those who have,



by far the most common was a feeling of apathy (23.3%). As the College has a wide range of events that are well-publicized and many active student organizations, this feeling of apathy is surprising and there is need to explore the reasons for these feelings among nearly one-quarter of respondents. Only 2.8% feel they have experienced discrimination. When given the chance to provide a specific cause, those who feel they have experienced feelings of bias, exclusion, or discrimination noted age (6.7%), ethnic background (4.8%), race (3.8%), and perceived socio-economic status (3.8%) as the primary specific causes. The vast majority of the College community members (69.8%) also do not feel that they have witnessed others experiencing bias, exclusion, or discrimination. Those that feel that they have witnessed such events indicated age (13.2%), cognitive disability (11.3%), and perceived socio-economic status (10.4%) as the primary reasons.

The impressions of diversity and inclusion within the College environment are predominantly positive. Only 11.1% of respondents feel the groups they belong to are not represented in the environment of the College. Across the College environment, all areas were indicated as representing the groups that more than respondents belong to at levels of 60.0% or higher, with two exceptions - the College's recruiting efforts (44.4%) and the College's research (59.6%).

Within the College curriculum, 19.4% of respondents feel that diversity and inclusion are adequately represented in all courses, while 71.8% feel they are adequately represented in some courses. The fact that nearly three-quarters of the College community do not see diversity and inclusion incorporated somehow into most courses represents an important area for the College faculty and administration to address. Curiously, 8.7% of respondents who indicated that diversity and inclusion are not adequately represented in any courses in spite of the fact that the



College offers courses entitled “Universal Usability,” “Information and Human Rights,” and “Information, Inclusion, and Diverse Populations” among other courses devoted entirely to diversity and inclusion.

In terms of the areas that respondents think should receive more attention in the College curriculum, the most cited areas were cognitive disabilities (41.8%), physical disabilities (33.7%), gender/gender identity (27.6%), and perceived socio-economic status (26.5%). Among current students, the curriculum is viewed as primarily successful in preparing them to work with others: 59.8% feel confident in their ability to work with individuals from different cultures and backgrounds, while only 6.3% feel that they have not been prepared.

When asked where the College should put its efforts to improve diversity and inclusion in the College, respondents provided three distinct areas of emphasis:

1. Recruiting (67.4%) and retention (50.0%) of students from diverse backgrounds;
2. Recruiting (65.3%) and retention (51.0%) of faculty members from diverse backgrounds;
and
3. Curriculum emphasis on issues related to diversity and inclusion (58.16%).

The high percentages of respondents focusing on these areas strongly indicate that these are important areas for the College efforts to improve diversity and inclusion.

Open-ended Responses

The responses to the open-ended questions proved a bit more problematic for analysis. While many offered much helpful explanation and some very thoughtful suggestions, a percentage were irrelevant (e.g., complaints about how often certain courses are offered) or demonstrated a misunderstanding of the core terminology (e.g., assertions that commuters or



people with certain types of bachelor's degrees or Shady Grove students or people with certain political opinions should be treated as a diverse population) or well-meaning but not particularly detailed comments (e.g., expressing support for diversity in general).³ The main themes from the open-ended responses and sample comments from each theme are discussed herein:⁴

1. The College is seen as diverse and inclusive by many members of the College community:

- “I definitely feel the college is very inclusive.”
- “Issues of diversity and inclusion are being addressed well within the curriculum and through the iDiversity student organization.”
- “As a whole the college is very inclusive. I have felt free and easy to be myself here.”
- “I feel that diversity is genuinely celebrated on Campus, and that Campus programs provide ample opportunity (and in some cases, impetus) for each individual to examine their personal beliefs and perceptions, and embrace the knowledge and richness that diversity and inclusion afford to the learning and research experience, and ultimately the mission of the college.”
- “I think there is generally very high awareness surrounding inclusion and diversity.”
- “When I have brought up my own mental illness or stigma issues in the classroom, it has been very well received and the professors and students have been very supportive. That has definitely created an environment where I feel very safe, which is a very big deal for me personally.”

³ Additionally, there were a few thoroughly inappropriate and irrelevant comments about specific people or groups within the College community. To be considerate to the community as a whole, and the targets of the offensive comments in particular, the responses to the open-ended questions are not reproduced verbatim in the Appendix survey questions and responses.

⁴ Typos have not been corrected in the comments.



2. The Information & Diverse Populations (IDP) program is seen as very successful in this area:

- “The work being done by Paul Jaeger, Mega Subramaniam, and everyone involved with the IDP program is amazing (including the student-run groups and activities). Obviously, I received what I feel is a wonderful education in the field of diversity through my concentration courses. In my core courses, the focus on diversity could be a little weak (a portion of a class or maybe one full class period dedicated to discussing it), but at least it was THERE. I'm really impressed with UMD's diversity initiatives and hope it continues to flourish.”
- “My courses taken as part of the Information and Diverse Populations concentration were wonderful and inclusive. Students, faculty and staff involved with these classes are very good about keeping up to date on issues of diversity and inclusion, educating each other, and being open to discussion on these topics.”
- “I feel like the iSchool does a good job in this area. I appreciate the IDP specialty, especially.”
- “I don't know, but as a non-IDP affiliate, I feel like my knowledge of diverse populations is greatly limited and I will not graduate with the opportunity to learn the skills needed to interact successfully with diverse populations. Maybe have winter/summer courses or workshops or longer seminars on aspects of diversity/inclusion for those of us who cannot take IDP courses?”

3. The non-IDP classes – especially the core courses – are seen as needing to better address diversity and inclusion:

- “Work diversity and inclusion into classes other than Paul's and Mega's.”



- “I have been disappointed in my core classes and electives. Diversity and inclusion are not concerns in those courses, and it shows... I would like to see some of the topics from my IDP courses addressed in core classes as well.”
- “I feel like the phd program isn't discriminatory, but is uncritical of diversity as it relates to studying IT.”
- “I know the curriculum is changing for next year, so I hope this is going to change, but it was really sad to see how little attention is paid to issues of diversity in the core courses.”
- “I think having a little more diversity in all classes would be useful. Not all the classes seemed to have diversity part of them.”
- “I would suggest a stronger focus on issues of diversity and inclusion outside of the diversity-specific courses, such as doctoral seminars, archives classes, and the tech-centered courses.”
- “Develop diversity/inclusion oriented courses with the MIM and HCIM students in mind (the current concentration) and hence the courses are only really accessible to MLS students....”

4. There are still clearly areas where more work is needed, particularly in terms of creating a greater sense of respect between communities within the College:

- “I think certain members of the college community could do with a little sensitivity training in how they address others, what are appropriate comments and what is appropriate humor. There is a pronounced respect gap between faculty and staff and perceptions of staff's role which I often find frustrating and insulting.”



- “Adaptive technology compliance was never mentioned in any tech-based course I had, and was even brushed off by a few professors when questions were asked in class. Students in these classes have used disparaging language in comments on people with cognitive disabilities and race. “
- “I was expecting sexual orientation to set me apart the most from my classmates, instead it was my age; my disability went undetected.”
- “being older than class mates was a surprise issue, being gay was not much, my disability amplified this by limiting participation in some things”
- “Work harder to have a more diverse faculty”
- “For me as an online student, I have a hearing disability. Generally speaking, I do not need accommodations to function as a part of class. However, having a large portion of classes being lectures that I listen to can be discouraging to me as a learner, as sometimes it takes me multiple listens to fully understand what is being said. Having multiple teaching formats on online classes could better help other students with physical disabilities learn online.”

5. There are specific actions that some members of the community would like to see:

- “Diversity and inclusion events, speakers, research, help students who are *not* from underrepresented groups to keep thinking about them, and perhaps to be creative about the related issues.”
- “The college should develop a club like ALA or SLA for the LGBTQ students.”
- “In every course, a topic/module should address how the course subject relates (in practice, theory, and researched) to diverse populations.”



- “Stronger recruitment efforts of students and faculty from diverse backgrounds, required lesson plans focused on diverse user needs in at least one core course; i feel many students are interested in diversity but don't take the opportunity to pursue coursework in it unless it is required or part of a course”
- “Invite guest speakers from local libraries with a diverse community to talk about how they try to be inclusive and the programs they initiated. In both archives and library studies, use less 'white (male) institution' case studies and more diverse ones. There are many immigrant, LGBT, etc. etc. specific institutions and collections out there. Work together with inner-city libraries for case studies, ask them what they have a need for to be studied, worked on and let the students loose on it. It's a win-win. And it will be good PR for the iSchool to get involved in community programs.”
- “I think diversity is very well addressed and discussed in the college, but I would like to see more of an emphasis on research relating to diversity. I appreciate that in most of my courses, when the topic of diversity is brought up, faculty and students point to research to back up any generalizations they may make.”

Lessons from the Survey

Further work will need to be performed using other means of data collection to gain more detailed insight into diversity and inclusion within the College. This Diversity Climate Assessment Survey, however, provides an excellent overview of the successes and weaknesses in College's approach to diversity and inclusion, as well as offering suggestions of new actions the College can take and new areas to assess.



First, survey revealed that the College community is notably diverse in some ways and much less diverse in others. While the College faces the same challenges with racial diversity that the information professions do as a whole, it is a particularly pressing challenge to overcome given the demographic makeup of this University and the region it serves. However, the College also has been notably successful at bringing persons with disabilities and members of the LGBTQ community into the College. An unexpected result was the extent of the focus on age as an issue of diversity; more study is needed to determine how issues of age affect the feelings of inclusion and exclusion by community members. The subsequent interviews and focus groups will address issues in which clear improvement is needed (e.g., how can we better recruit and retain African American and Latino faculty and students?; what are the concerns related to age and how can they be addressed?) and areas in which the College is succeeding (e.g., what is the College doing well to welcome and support the LGBTQ folks and persons with disabilities in the College community?). Further research into both the areas of weakness and the areas of success will inform all of the other efforts to promote an inclusive College community.

Second, the College is perceived by most members of the community as being generally successful in creating diverse and inclusive environment. Nevertheless, the majority of the community also sees a pressing need for a greater commitment to recruiting and retaining diverse faculty members and students. Both of these challenges were known before the survey, but the findings make clear it is time for the College to refocus efforts on recruiting for diversity. As the College hired a Recruiting Officer last year, the infrastructure exists to make strides in the area of student recruiting. Hiring committees may need to work to generate new strategies for reaching faculty from populations underrepresented among the current faculty.



Third, better – or more insistent – communication is needed regarding the diversity-related activities in the College. Some respondents to the survey expressed the belief that no courses focused on diversity and inclusion, that no student group is related to diversity, that a limited number of diversity-related events are held, that only MLS students could take IDP courses, and that little research related to diversity and inclusion is conducted at the College. All of these are incorrect, but the messages of the existence of these activities and the openness to all members of the community must be conveyed better. Additionally, some respondents expressed interest in specific diversity-related groups – such as one for the LGBTQ members of the College community – but were clearly unaware that it is not the responsibility of the College administration to create such groups. Working with the College’s Communications Officer to create a diversity communication approach for reaching the community is a possible solution to this challenge.

Fourth, the IDP courses are viewed as a success among the students at preparing them to work with diverse populations. However, other courses, particularly the core courses, are viewed as being far less successful at seamlessly integrating issues of diversity and inclusion into the content. A guide on integrating issues of diversity into course content could be created to help faculty better incorporate diversity and inclusion into their teaching and assignments. Additionally, the MIM and HCIM programs may wish to consider adding an equivalent of the IDP specialization that fits their program specifics or making the existing IDP available as an option for students in these programs. The results of the survey – particularly the 8.74% of respondents who thought the College did not offer any courses with a diversity focus – indicate the need for some options available in the other masters programs. While all IDP courses are



open to doctoral students, it may also be worth considering the creation of a diversity and inclusion course designed specifically for doctoral students.

Fifth, the faculty and staff would likely benefit from a retreat focused on creating an inclusive environment in the College. While most respondents felt the College environment was respectful and inclusive, a high enough percentage expressed concerns in this area – enhanced by specific comments from the open-ended sections – to think that the employees of the College would benefit from some time devoted to thinking about promoting a respectful and inclusive environment, both in working with students and in working with one another.

Next Steps

By creating the innovative IDP program and its courses, hosting the first Symposium on Diversity and Library and Information Science Education, and implementing the Diversity Officer position, the College has assumed a leadership role in diversity issues on campus and among Library and Information Science schools internationally in recent years. The key issue going forward is how to continue the momentum of these recent successes.

As noted previously, the findings from this study will help to frame interviews and focus groups that will be conducted with different stakeholder groups in the College through the rest of 2013. Additionally, many of the recommendations in the lessons section above can be pursued and refined concurrently to the further data collection activities.

The College community – and the administration in particular – will also need to decide the depth of its commitment to these formal diversity efforts. In its first year, the position of the College's Diversity Officer has been treated as a volunteer position, with the GA working with the Diversity Officer being provided by the Information Policy & Access Center through its own



funds. This is not a sustainable model in the long-term, particularly when coupled with the critical need for faculty to teach in the IPD Specialization, which was discussed in the report from the ALA reaccreditation committee.⁵ With the significant additional effort that will be necessary to complete the tasks discussed in previous section, this need for formalized structure of support for the College Diversity Officer will become more pronounced.

While the plans from the University Office of Diversity and Inclusion place responsibility for providing administrative funding and support for Diversity Officer positions on the Colleges,⁶ the University could demonstrate a more substantive commitment to these areas by providing direct support. Regardless of the source, the effective functioning of the Diversity Officer position in this College – and all other units on campus – depends on administrative funding and support going forward. Further, the ability to effectively accomplish many of the tasks in the preceding section will also hinge on other College employees being given the time within their other commitments to focus on these issues.

The College of Information Studies is in a very strong position to continue to make progress in addressing the areas of need identified above. With a continued commitment to diversity and inclusion, the College can expand on the successes of the past several years and build an ever-more inclusive College environment and curriculum.

⁵ “There is also a need for additional faculty in a number of areas. The greatest need appears to be in digital curation (currently only directed by an individual who may soon retire) and the diversity program (currently directed by a faculty member who is in line for sabbatical)” (p. 15).

⁶ “Each Unit will be responsible for providing the resources necessary for the Diversity Officer to do their work. Smaller Units may require only a portion of an existing staff or faculty member’s time in the role of Diversity Officer. Larger Units may require a full-time person or several part-time people to serve in this capacity.”



Acknowledgement

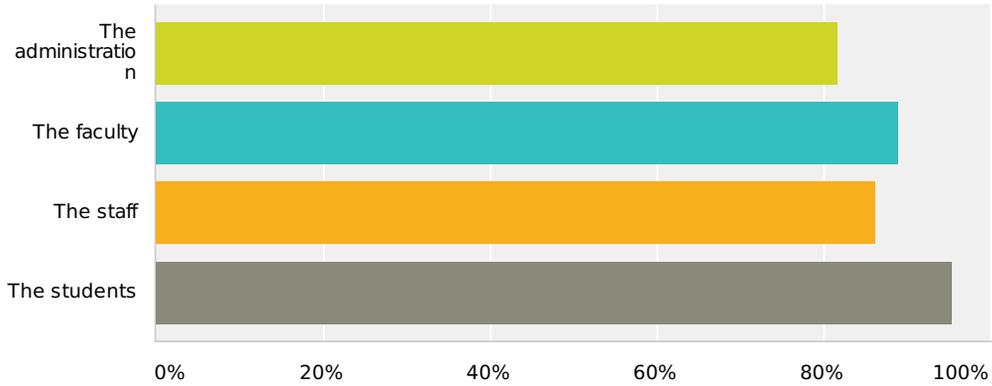
The authors of this report would like to express their gratitude to the members of the Diversity Committee and the iDiversity officers for providing feedback on an early draft of this report.



Appendix: Survey Questions and Responses

Q1 In the College, I am personally treated with respect by: (check all that apply)

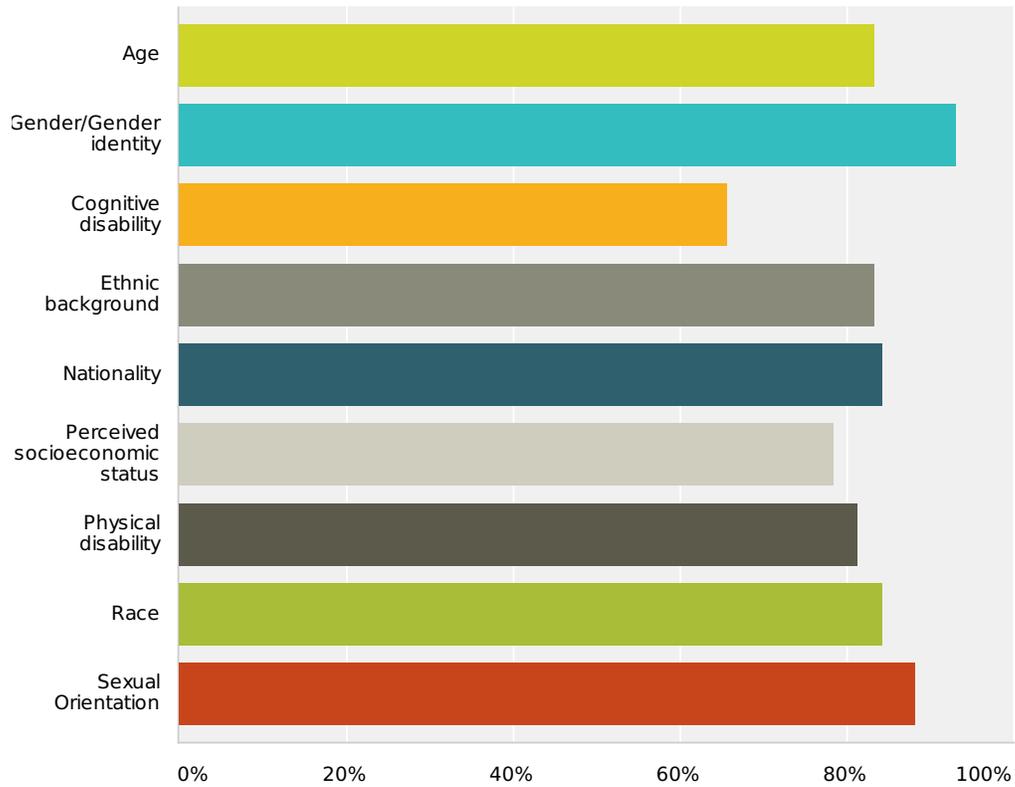
Answered: 109 Skipped: 3



Answer Choices	Responses	Count
The administration	81.65%	89
The faculty	88.99%	97
The staff	86.24%	94
The students	95.41%	104
Total Respondents: 109		

Q2 Members of the College community are treated equitably regardless of: (check all that apply)

Answered: 102 Skipped: 10

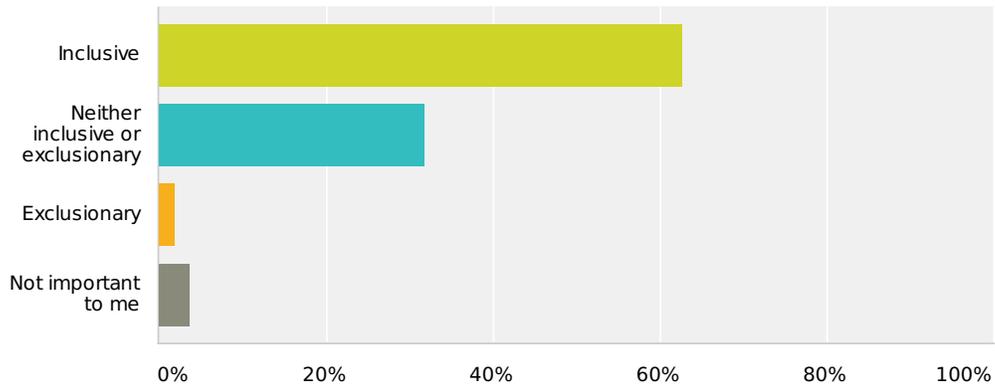


Answer Choices	Responses
Age	83.33% 85
Gender/Gender identity	93.14% 95
Cognitive disability	65.69% 67
Ethnic background	83.33% 85
Nationality	84.31% 86
Perceived socioeconomic status	78.43% 80
Physical disability	81.37% 83
Race	84.31% 86
Sexual Orientation	88.24% 90

Total Respondents: 102

Q3 In terms of diversity, the general climate of the College is: (check one)

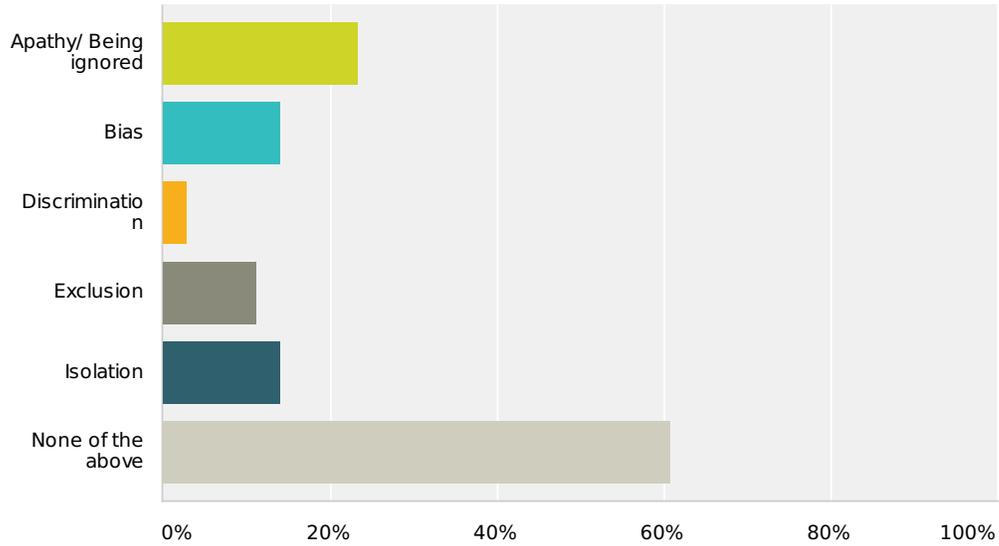
Answered: 110 Skipped: 2



Answer Choices	Responses
Inclusive	62.73% 69
Neither inclusive or exclusionary	31.82% 35
Exclusionary	1.82% 2
Not important to me	3.64% 4
Total	110

Q4 In the College, I feel that I personally have experienced: (check all that apply)

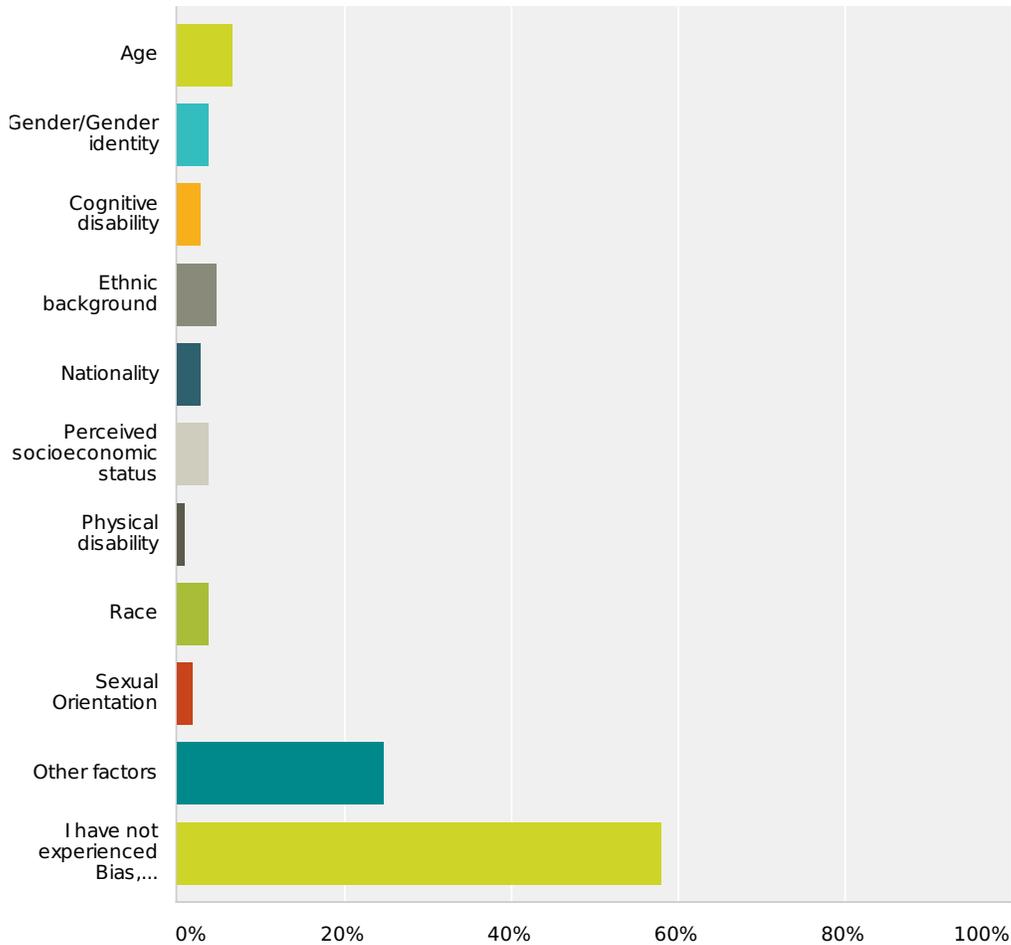
Answered: 107 Skipped: 5



Answer Choices	Responses
Apathy/ Being ignored	23.36% 25
Bias	14.02% 15
Discrimination	2.80% 3
Exclusion	11.21% 12
Isolation	14.02% 15
None of the above	60.75% 65
Total Respondents: 107	

Q5 Such experiences of Bias, Exclusion, and/or Discrimination have been based on: (check all that apply)

Answered: 105 Skipped: 7

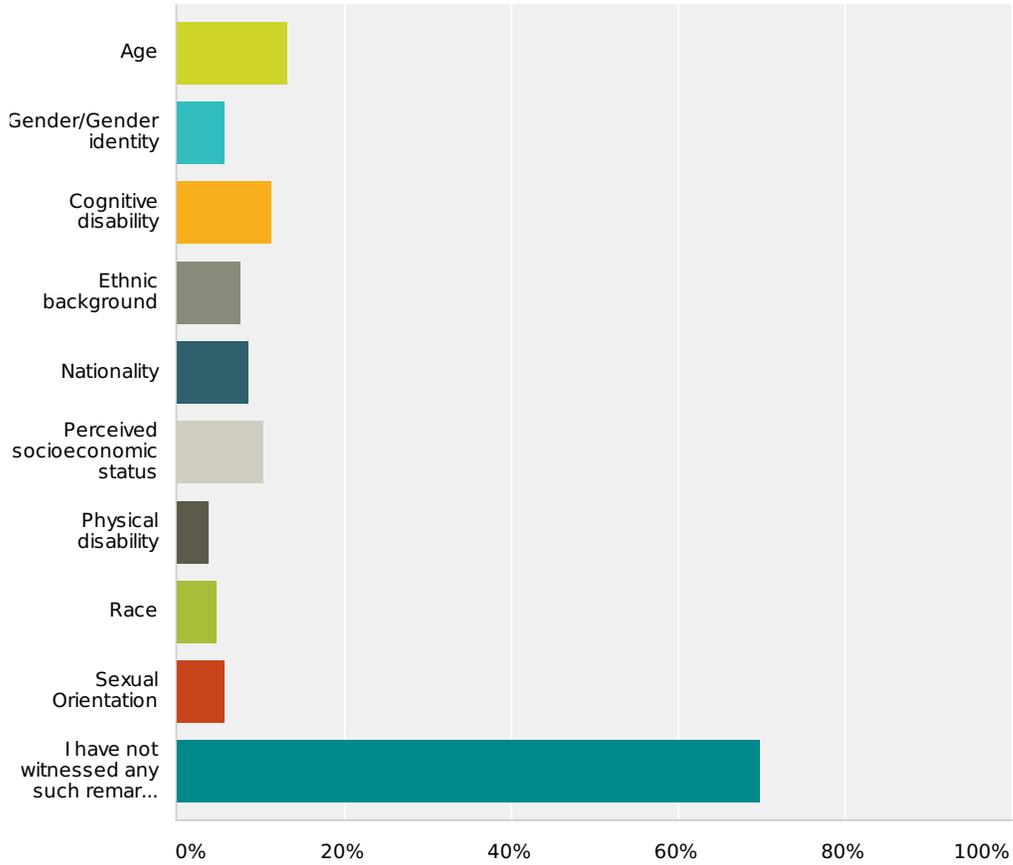


Answer Choices	Responses
Age	6.67% 7
Gender/Gender identity	3.81% 4
Cognitive disability	2.86% 3
Ethnic background	4.76% 5
Nationality	2.86% 3
Perceived socioeconomic status	3.81% 4
Physical disability	0.95% 1
Race	3.81% 4
Sexual Orientation	1.90% 2
Other factors	24.76% 26
I have not experienced Bias, Exclusion, or Discrimination	58.10% 61

Total Respondents: 105

Q6 Within the College, in the past year, I have witnessed insulting or disparaging remarks or behaviors about: (check all that apply)

Answered: 106 Skipped: 6

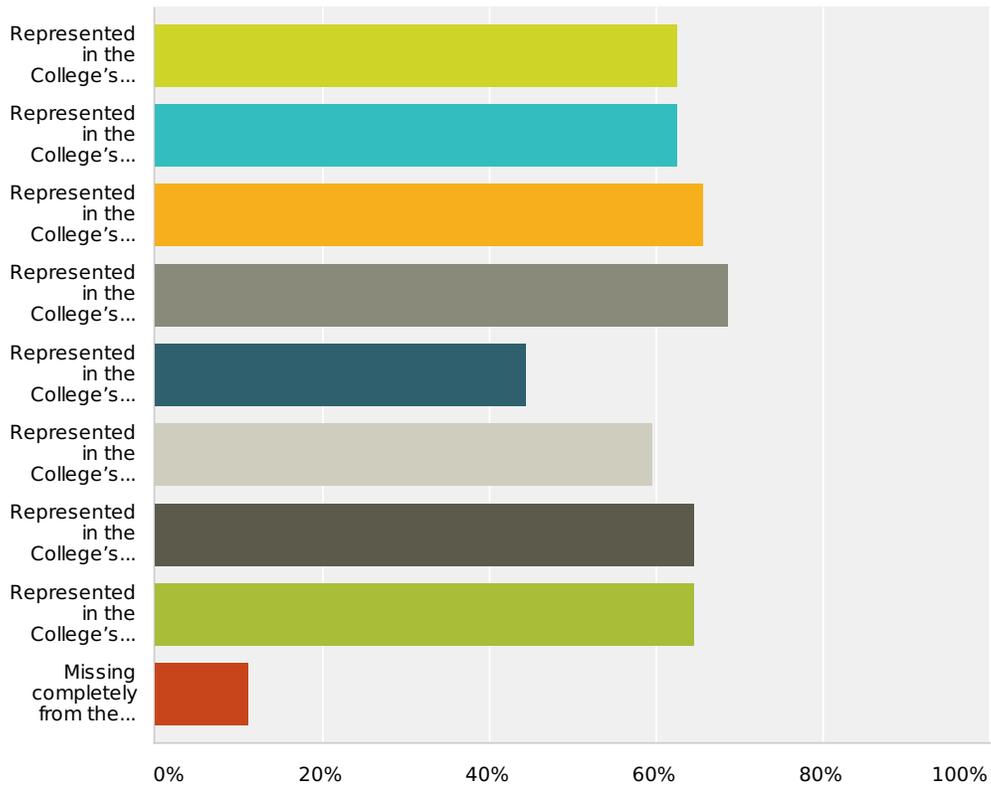


Answer Choices	Responses
Age	13.21% 14
Gender/Gender identity	5.66% 6
Cognitive disability	11.32% 12
Ethnic background	7.55% 8
Nationality	8.49% 9
Perceived socioeconomic status	10.38% 11
Physical disability	3.77% 4
Race	4.72% 5
Sexual Orientation	5.66% 6
I have not witnessed any such remarks of behaviors	69.81% 74

Total Respondents: 106

Q7 I feel that the populations I belong to are: (check all that apply)

Answered: 99 Skipped: 13

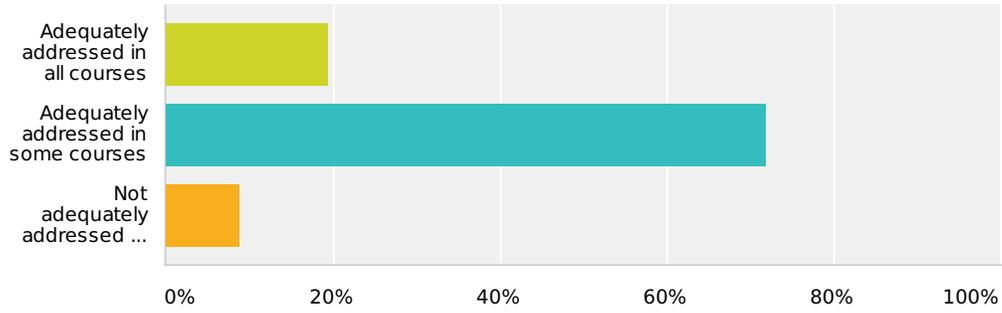


Answer Choices	Responses
Represented in the College's communications	62.63% 62
Represented in the College's curriculum	62.63% 62
Represented in the College's events	65.66% 65
Represented in the College's faculty	68.69% 68
Represented in the College's recruiting	44.44% 44
Represented in the College's research	59.60% 59
Represented in the College's staff	64.65% 64
Represented in the College's student organizations	64.65% 64
Missing completely from the College's environment	11.11% 11

Total Respondents: 99

Q8 In College courses, issues of diversity and inclusion are: (check one)

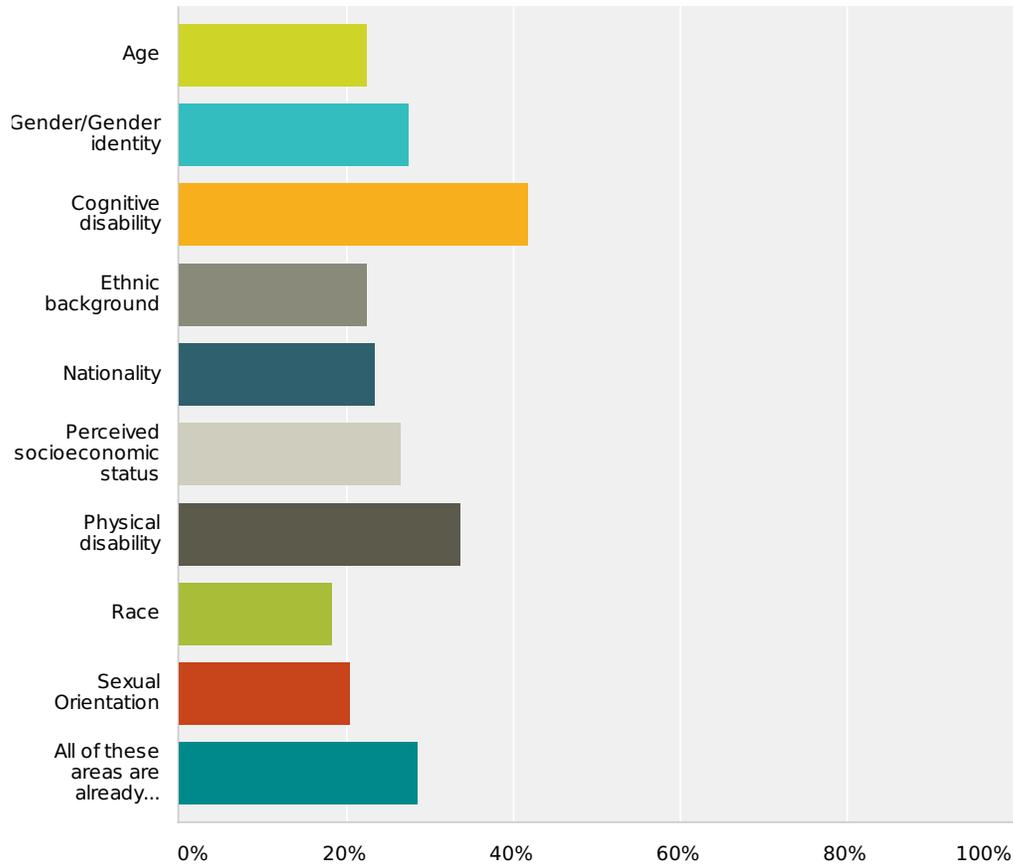
Answered: 103 Skipped: 9



Answer Choices	Responses
Adequately addressed in all courses	19.42% 20
Adequately addressed in some courses	71.84% 74
Not adequately addressed in any courses	8.74% 9
Total	103

Q9 The following areas of diversity and inclusion need to be better addressed in the courses offered by the College: (check all that apply)

Answered: 98 Skipped: 14

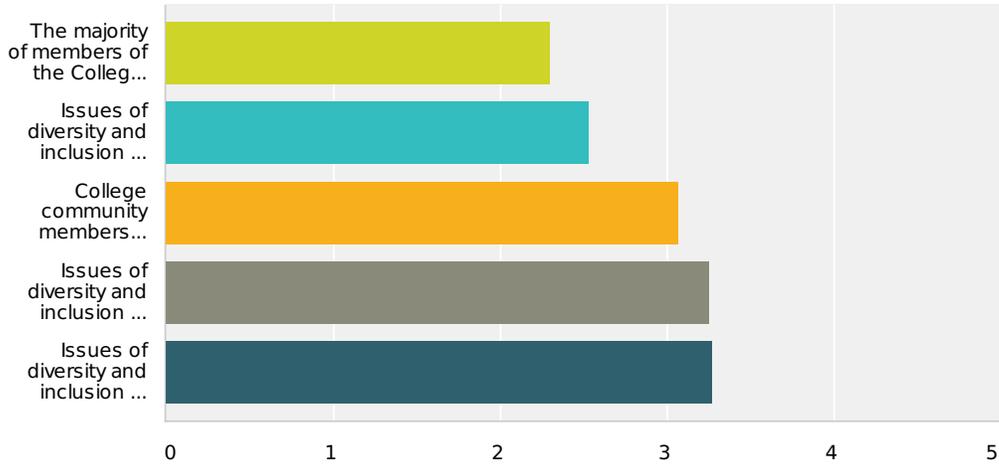


Answer Choices	Responses
Age	22.45% 22
Gender/Gender identity	27.55% 27
Cognitive disability	41.84% 41
Ethnic background	22.45% 22
Nationality	23.47% 23
Perceived socioeconomic status	26.53% 26
Physical disability	33.67% 33
Race	18.37% 18
Sexual Orientation	20.41% 20
All of these areas are already adequately addressed	28.57% 28

Total Respondents: 98

Q10 Rate your agreement with each of the following statements about diversity and inclusion in the College environment as a whole: (Likert scales: 1 = strongly disagree; 3 = neutral; 5 = strongly agree, the circle closest to the question represents 1, the circle farthest from the question represents 5)

Answered: 100 Skipped: 12



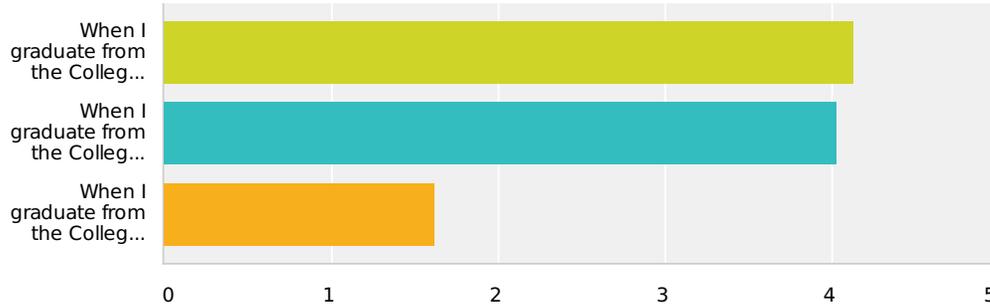
	(no label)	(no label)	(no label)	(no label)	(no label)	Total	Average Rating
The majority of members of the College community are unaware or disinterested in issues of diversity and inclusion	24.24% 24	38.38% 38	23.23% 23	11.11% 11	3.03% 3	99	2.30
Issues of diversity and inclusion are the interest of only a small part of the College community	26% 26	31% 31	12% 12	26% 26	5% 5	100	2.53

Diversity Climate Assessment Survey

College community members generally are interested in issues of diversity and inclusion, but struggle with how to handle them	12.12% 12	11.11% 11	39.39% 39	32.32% 32	5.05% 5	99	3.07
Issues of diversity and inclusion are seen as the responsibility of all members of the College community	6.06% 6	24.24% 24	25.25% 25	27.27% 27	17.17% 17	99	3.25
Issues of diversity and inclusion are central to all aspects of the College community	6.06% 6	26.26% 26	25.25% 25	19.19% 19	23.23% 23	99	3.27

Q11 Rate your agreement with each of the following statements (Likert scales: 1 = strongly disagree; 3 = neutral; 5 = strongly agree, the circle closest to the question represents 1, the circle farthest from the question represents 5)

Answered: 97 Skipped: 15



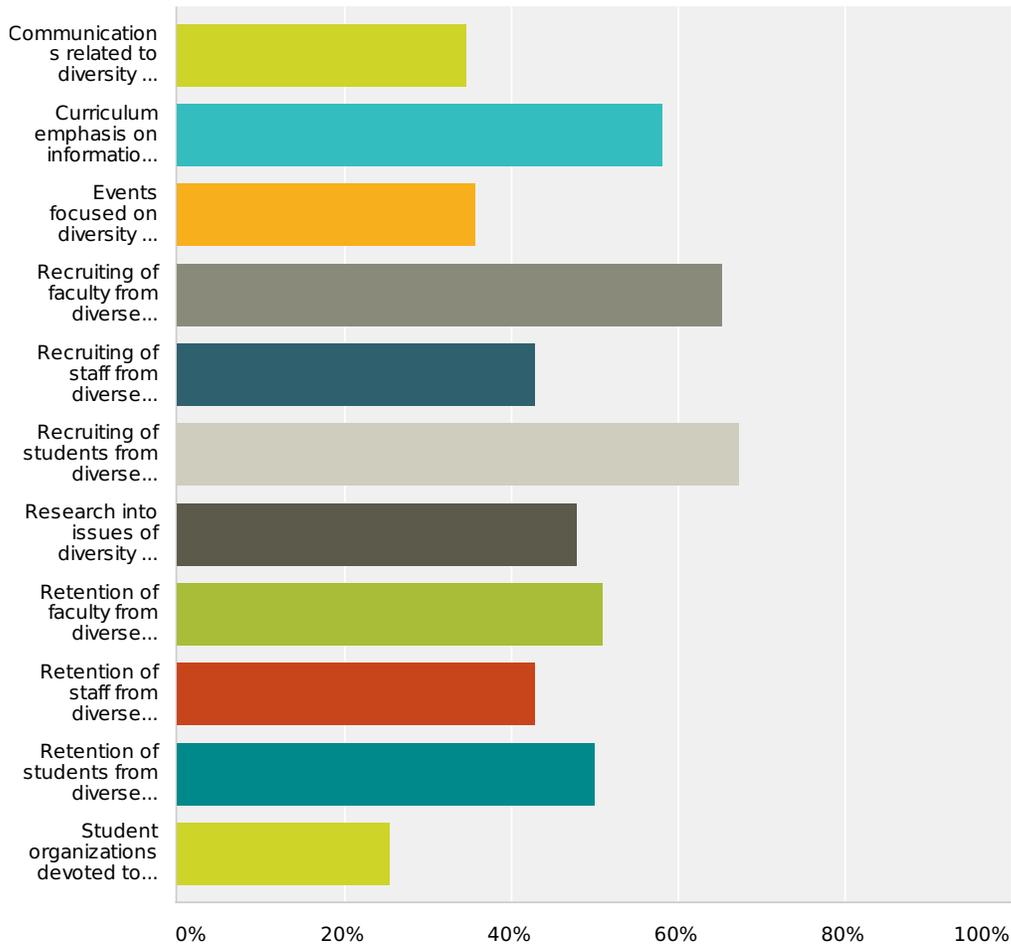
	(no label)	(no label)	(no label)	(no label)	(no label)	N/A	Total	Average Rating
When I graduate from the College, I will be confident in my ability to work with individuals from different backgrounds and cultures than my own	4.12% 4	7.22% 7	7.22% 7	15.46% 15	44.33% 43	21.65% 21	97	4.13
When I graduate from the College, I will be able to work with some individuals from different backgrounds and cultures than my own	6.25% 6	5.21% 5	7.29% 7	17.71% 17	38.54% 37	25% 24	96	4.03

Diversity Climate Assessment Survey

When I graduate from the College, I will be unprepared to work with individuals from different backgrounds and cultures than my own	51.04% 49	14.58% 14	5.21% 5	2.08% 2	4.17% 4	22.92% 22	96	1.62

Q12 The College could improve diversity and inclusion by focusing its efforts on: (check all that apply)

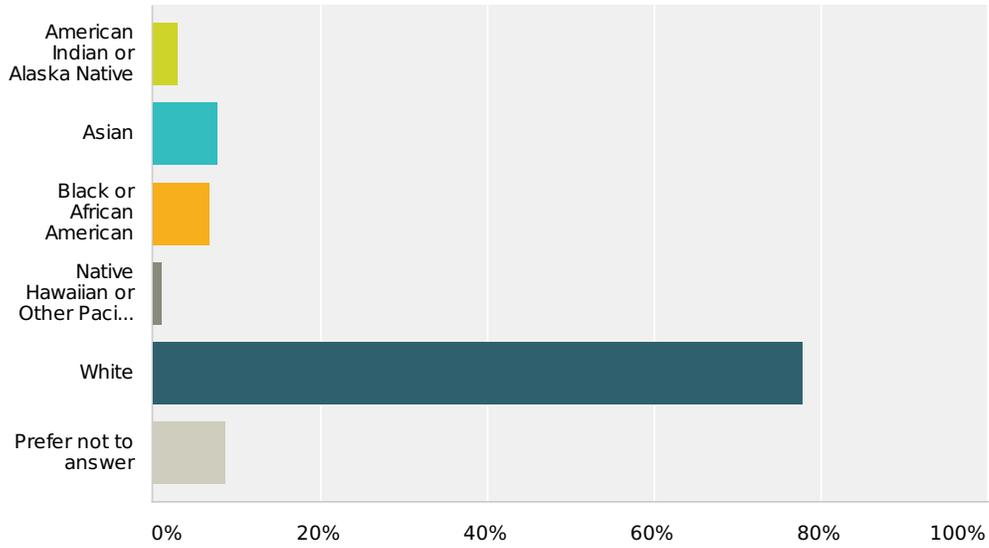
Answered: 98 Skipped: 14



Answer Choices	Responses
Communications related to diversity and inclusion	34.69% 34
Curriculum emphasis on information issues related to diversity and inclusion	58.16% 57
Events focused on diversity and inclusion	35.71% 35
Recruiting of faculty from diverse backgrounds	65.31% 64
Recruiting of staff from diverse backgrounds	42.86% 42
Recruiting of students from diverse backgrounds	67.35% 66
Research into issues of diversity and inclusion	47.96% 47
Retention of faculty from diverse backgrounds	51.02% 50
Retention of staff from diverse backgrounds	42.86% 42
Retention of students from diverse backgrounds	50% 49
Student organizations devoted to diversity and inclusion	25.51% 25
Total Respondents: 98	

Q13 Race: (check all that apply)

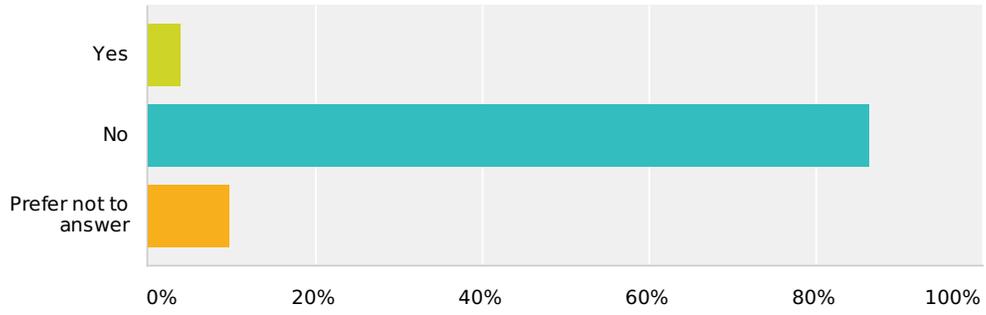
Answered: 104 Skipped: 8



Answer Choices	Responses
American Indian or Alaska Native	2.88% 3
Asian	7.69% 8
Black or African American	6.73% 7
Native Hawaiian or Other Pacific Islander	0.96% 1
White	77.88% 81
Prefer not to answer	8.65% 9
Total Respondents: 104	

Q14 Hispanic/Latino: (check one)

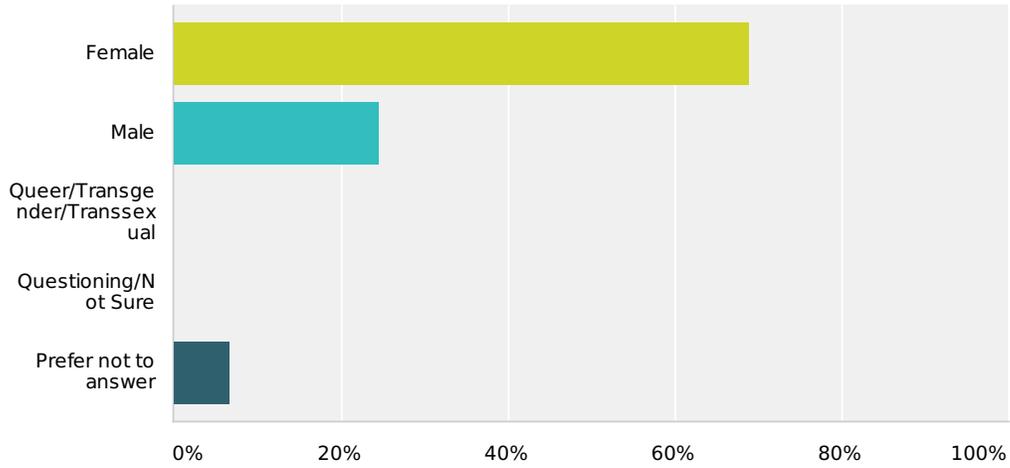
Answered: 103 Skipped: 9



Answer Choices	Responses
Yes	3.88% 4
No	86.41% 89
Prefer not to answer	9.71% 10
Total	103

Q15 Gender/Gender Identity: (check one)

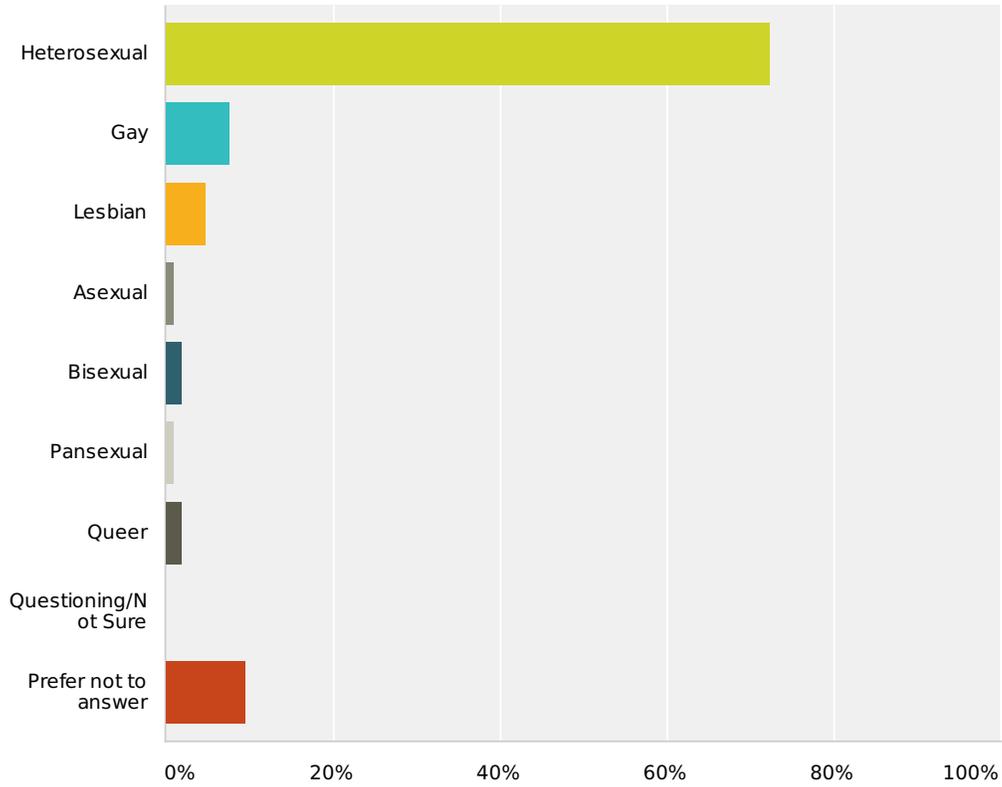
Answered: 106 Skipped: 6



Answer Choices	Responses	
Female	68.87%	73
Male	24.53%	26
Queer/Transgender/Transsexual	0%	0
Questioning/Not Sure	0%	0
Prefer not to answer	6.60%	7
Total		106

Q16 Sexual Orientation: (check one)

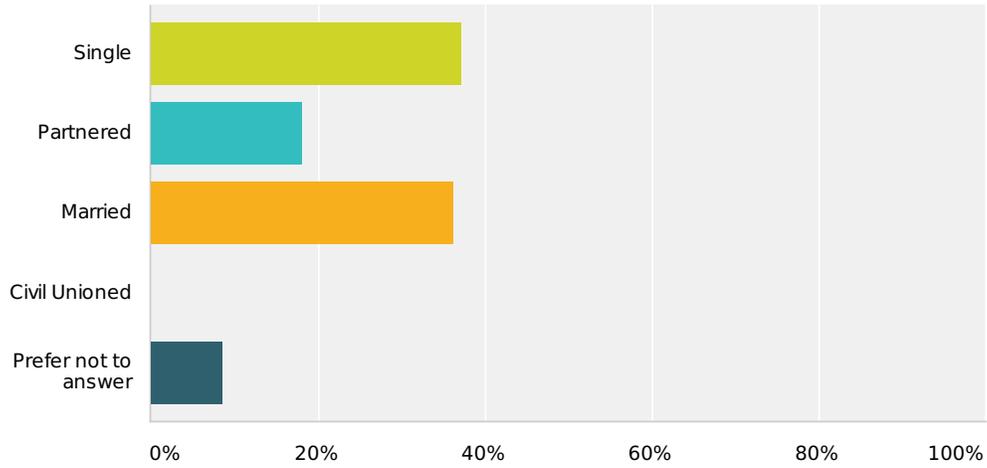
Answered: 105 Skipped: 7



Answer Choices	Responses	
Heterosexual	72.38%	76
Gay	7.62%	8
Lesbian	4.76%	5
Asexual	0.95%	1
Bisexual	1.90%	2
Pansexual	0.95%	1
Queer	1.90%	2
Questioning/Not Sure	0%	0
Prefer not to answer	9.52%	10
Total		105

Q17 Current Marital Status: (check one)

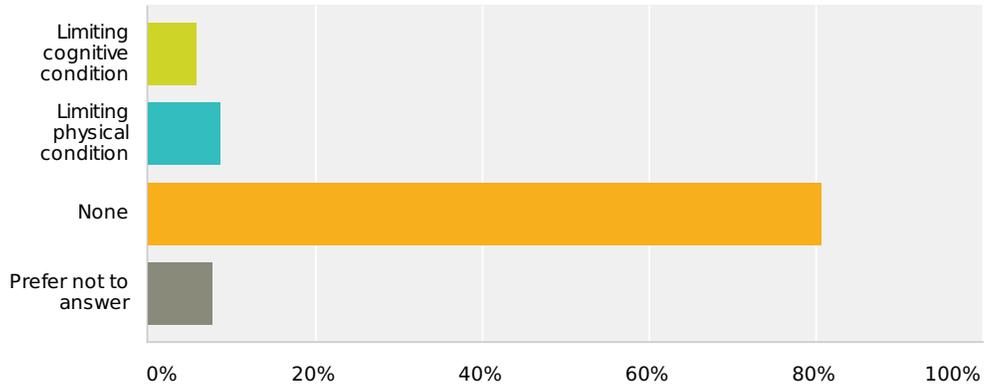
Answered: 105 Skipped: 7



Answer Choices	Responses	
Single	37.14%	39
Partnered	18.10%	19
Married	36.19%	38
Civil Unioned	0%	0
Prefer not to answer	8.57%	9
Total		105

Q18 Disability Status:

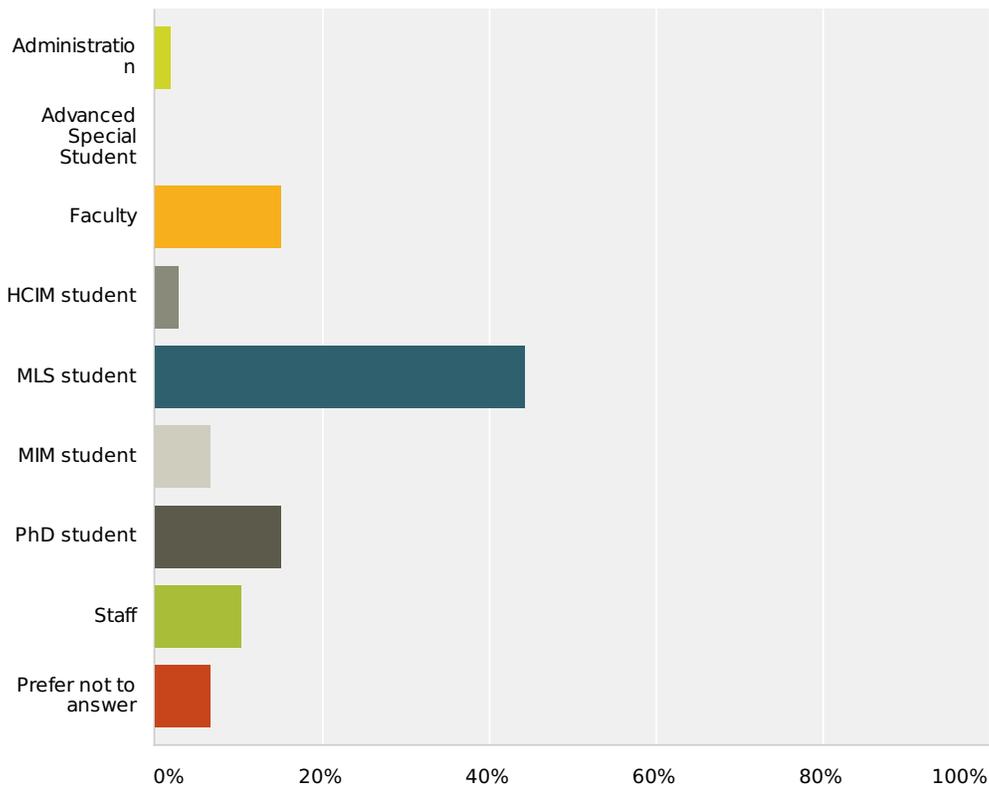
Answered: 104 Skipped: 8



Answer Choices	Responses
Limiting cognitive condition	5.77% 6
Limiting physical condition	8.65% 9
None	80.77% 84
Prefer not to answer	7.69% 8
Total Respondents: 104	

Q19 Role in College: (check all that apply)

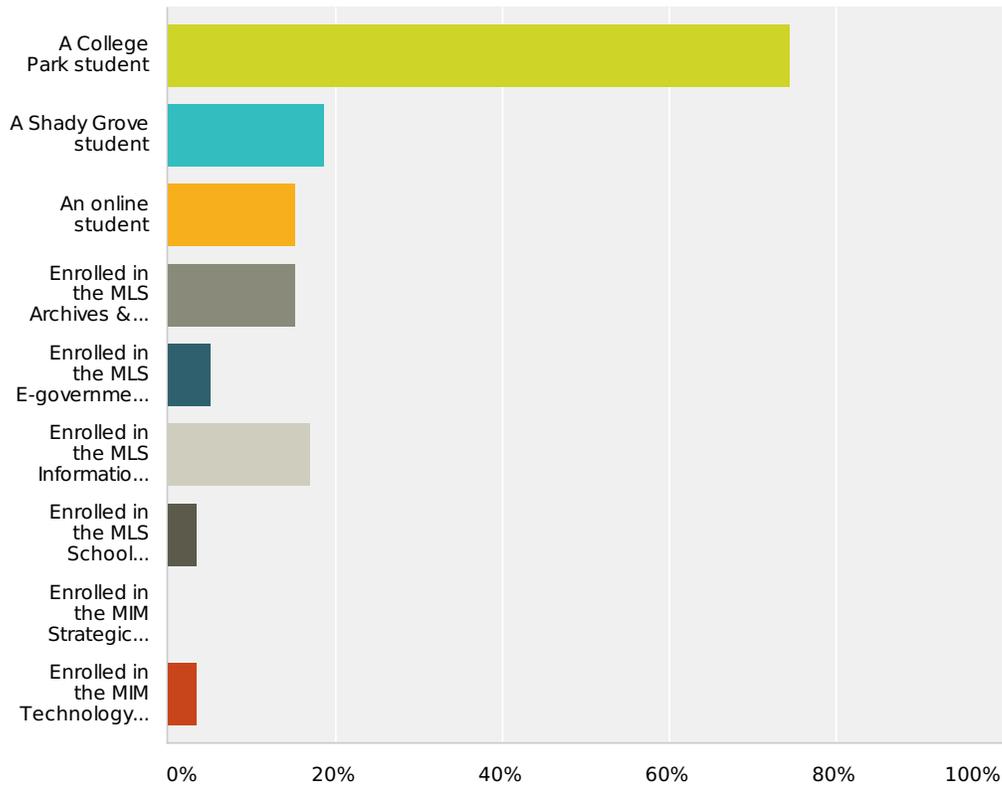
Answered: 106 Skipped: 6



Answer Choices	Responses
Administration	1.89% 2
Advanced Special Student	0% 0
Faculty	15.09% 16
HCIM student	2.83% 3
MLS student	44.34% 47
MIM student	6.60% 7
PhD student	15.09% 16
Staff	10.38% 11
Prefer not to answer	6.60% 7
Total Respondents: 106	

Q20 For Masters students only - I am: (check all that apply)

Answered: 59 Skipped: 53

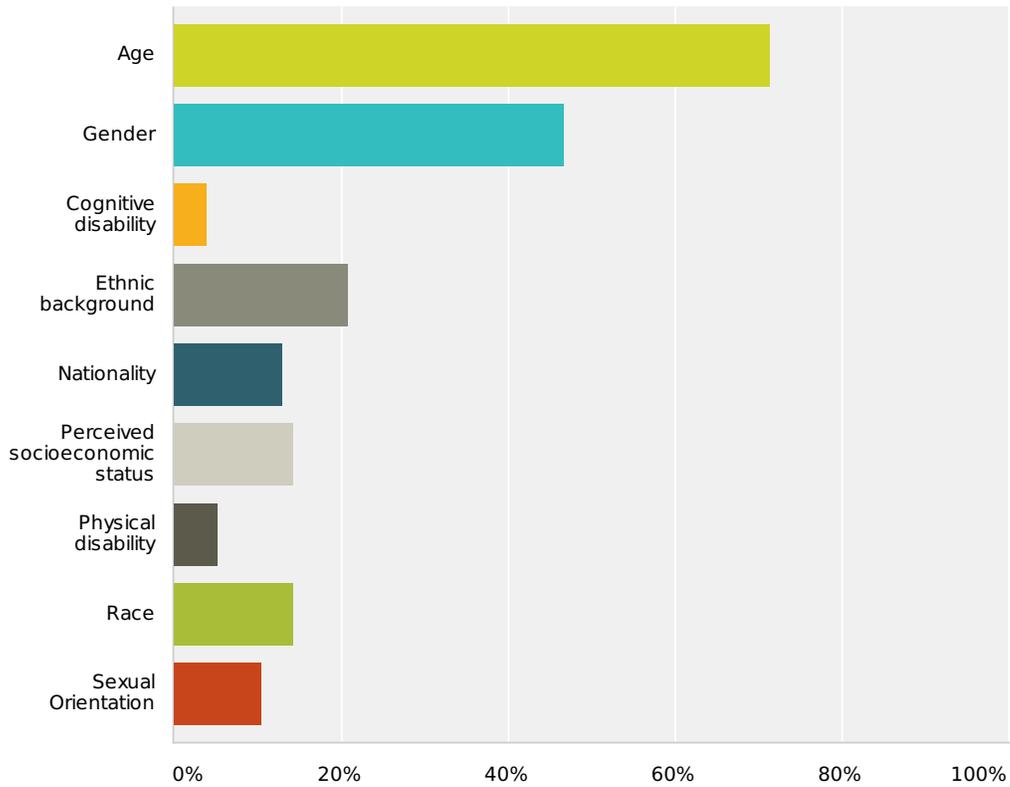


Answer Choices	Responses
A College Park student	74.58% 44
A Shady Grove student	18.64% 11
An online student	15.25% 9
Enrolled in the MLS Archives & Records Management Specialization	15.25% 9
Enrolled in the MLS E-government Specialization	5.08% 3
Enrolled in the MLS Information & Diverse Populations Specialization	16.95% 10
Enrolled in the MLS School Library Specialization	3.39% 2
Enrolled in the MIM Strategic Management of Information	0% 0
Enrolled in the MIM Technology Development and Deployment	3.39% 2

Total Respondents: 59

Q21 My personal experiences at the College have been most shaped by my: (check all that apply)

Answered: 77 Skipped: 35



Answer Choices	Responses
Age	71.43% 55
Gender	46.75% 36
Cognitive disability	3.90% 3
Ethnic background	20.78% 16
Nationality	12.99% 10
Perceived socioeconomic status	14.29% 11
Physical disability	5.19% 4
Race	14.29% 11
Sexual Orientation	10.39% 8

Total Respondents: 77

Q22 Is there anything you would like to add either to amplify your responses above or to address a topic that you feel was not covered above?

Answered: 38 Skipped: 74

Q23 Do you have any specific suggestions for improving diversity and inclusion in the College?

Answered: 33 Skipped: 79