Academic Libraries:
Equity, Diversity, and Inclusion in Digital Resources

Survey Report

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Introduction

Welcome to *Library Journal*'s *Academic EDI in Digital Resources* survey. As the population becomes more diverse, and as enrollment at academic institutions has become more diverse, institutions of higher learning and their libraries began implementing "equity, diversity, and inclusion" (EDI)[1] initiatives to increase the representation of underrepresented groups in physical and digital collections, as well as ensure that resources don't perpetuate inappropriate stereotypes. EDI initiatives commonly focus on increasing representation of:

- BIPOC (Black, Indigenous, and people of color)
- LGTBQIA+ (lesbian, gay, transexual, bisexual, questioning, intersex, and asexual)[2]
- Disabled
- Neurodiverse[3]

The American Library Association (ALA) defines the component terms as follows:[4]

"Equity" takes difference into account to ensure a fair process and, ultimately, a fair outcome. Equity recognizes that some groups were (and are) disadvantaged in accessing educational and employment opportunities and are, therefore, underrepresented or marginalized in many organizations and institutions. Equity, therefore, means increasing diversity by ameliorating conditions of disadvantaged groups.

"Diversity" can be defined as the sum of the ways that people are both alike and different. When we recognize, value, and embrace diversity, we are recognizing, valuing, and embracing the uniqueness of each individual.

"Inclusion" means an environment in which all individuals are treated fairly and respectfully; are valued for their distinctive skills, experiences, and perspectives; have equal access to resources and opportunities; and can contribute fully to the organization's success.

Looking at library collections through an "EDI lens" can include:

- Ensuring that resources account for "the interest, information, and enlightenment of all people of the community the library serves...and resources should not be excluded because of the origin, background, or views of those contributing to their creation."
- Ensuring that resources present all points of view on current and historical topics.
- Ensuring that fiction collections feature a diverse range of protagonists.
- Ensuring that a diverse range of authors and authorial voices.
- Ensuring that collections can be accessed by the disabled and neurodiverse.
- Ensuring multiple languages are available.

It should be stressed that EDI is not a case of "political correctness run amok"—but is actually vital for an institution's ability to attract a diverse student body.

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[1] Sometimes the first two terms are reversed and it's common to come across references to diversity, equity, and inclusion (DEI). We have standardized on EDI throughout this report.
[2] In this acronym, Q sometimes stands for "queer" and A for "ally," with the + sign added to cover anyone else. See https://www.nytimes.com/2018/06/21/style/lgbtq-gender-language.html.
[3] Often used to include individuals on the autism spectrum, as well as those with ADHD or other learning disabilities. See https://www.health.harvard.edu/blog/what-is-neurodiversity-202111232645.
[4] See https://www.ala.org/advocacy/intfreedom/librarybill/interpretations/EDI.

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Academic institutions are in a unique position, compared to public libraries, as their primary mission is to educate, and not all educational materials may lend themselves to viewing through an EDI lens. As one survey respondent commented, "Our library is academic and specialized in Engineering and Architecture. Our acquisition policies are very technical and I feel inclusion is not an issue. We select based on technical and academic content." Likewise, how does one evaluate a physics textbook or a chemistry journal through an EDI lens? Diversity of authors?

As libraries navigate the at times turbulent waters of EDI, they are seeking to find answers to some of the thorny problems that arise during EDI implementation.

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Diversity Initiatives

This section will look at the extent to which academic libraries have equity, diversity, and inclusion (EDI) initiatives. Do academic institutions and libraries include EDI in their respective mission statements? Do libraries have dedicated EDI committees? Have libraries audited all or part of their digital collections to ensure equity, diversity, and inclusion? If a digital resource is flagged for an EDI issue, what happens to that resource?

Diversity in Mission Statement

Does the library's parent institution include diversity in its mission statement? And does the library itself mention EDI in *its* mission statement?

Institution

Two-thirds of libraries surveyed (65%) say that their institution does indeed mention equity, diversity, and inclusion in its mission statement, while 22 percent say it does not.

Figure 1. Does your <u>institution</u> mention equity, diversity, and inclusion (EDI) in its mission statement? —All libraries
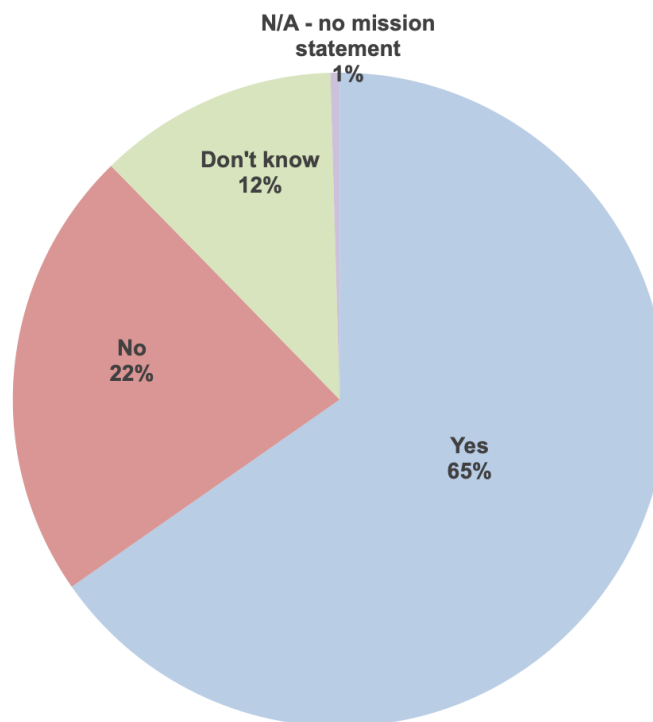
N=219

Large (20K+ enrollment) institutions are fourteen percent more likely than small and medium-sized institutions to cite EDI in their mission statements. There is not much variation among the academic levels served—65 to 70 percent of these institutions mention EDI in their mission statements.

Three-fourths of respondents in student/faculty services say their institution mentions EDI in its mission statement (compared to 57 percent who have an administrative job function). There is no notable variation in responses by level of involvement in acquisitions.
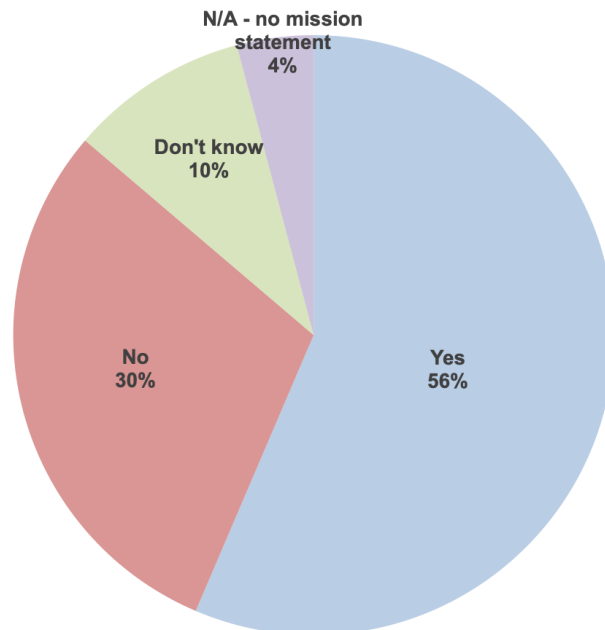
Table 1. Does your institution mention equity, diversity, and inclusion (EDI)
in its mission statement? —Libraries by enrollment and degree offered

	SIZE OF INSTITUTION (ENROLLMENT)			LIBRARY SERVING			
	Small (<5K)	**Medium (5–19K)**	**Large (20K+)**	**Doctorate Univ**	**Master's College/ Univ**	**4-Yr College/ Univ**	**2-Yr Comm College**
Yes	61%	61%	75%	66%	65%	70%	68%
No	27%	24%	15%	21%	21%	23%	21%
Don't know	11%	15%	10%	13%	13%	6%	10%
N/A - no mission statement	1%	0%	0%	0%	0%	0%	2%

Library

Fewer, but a still significant 56 percent, say they mention EDI in their libraries' own mission statements, while 30 percent do not. Four percent report that their library has no mission statement.

Figure 2. Does your library mention equity, diversity, and
inclusion (EDI) in its mission statement? —All libraries

N/A - no mission statement 4%

Don't know 10%

No 30%

Yes 56%

N=218

Again, inclusion of EDI in libraries' mission statements rises with size of institution; 74 percent of libraries serving large institutions mention EDI in their mission statements compared to 43 percent of libraries serving small institutions. As before, there is not a great deal of variation by

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degree offered. Final decision-makers for acquisitions were 67 percent likely to report that their library includes EDI in its mission statement than other staff members.

Table 2. Does your <u>library</u> mention equity, diversity, and inclusion (EDI) in its mission statement? —Libraries by enrollment and degree offered

| | SIZE OF INSTITUTION (ENROLLMENT) | | | LIBRARY SERVING | | | |
	Small (<5K)	Medium (5–19K)	Large (20K+)	Doctorate Univ	Master's College/ Univ	4-Yr College/ Univ	2-Yr Comm College
Yes	43%	56%	74%	63%	60%	63%	55%
No	38%	32%	18%	26%	33%	31%	26%
Don't know	11%	11%	7%	8%	8%	3%	13%
N/A - no mission statement	8%	2%	1%	3%	0%	3%	6%

EDI Committee

Over one-third of libraries (38%) have formed an EDI committee, with another 11 percent saying plans are underway to form one. Just about one-half (51%) have not formed an EDI committee.

Figure 3. Has your library formed an equity, diversity, and inclusion committee? —All libraries
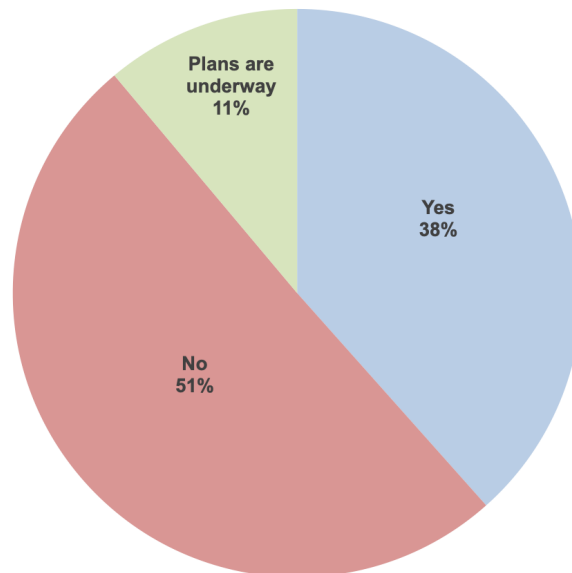
N=216

Libraries serving large institutions are far more likely (68%) to have formed an EDI committee than those in small institutions (11%). Libraries serving doctorate-level institutions are more likely (58%) to have formed an EDI committee than two-year community colleges (16%).

Support services personnel are more likely than administrative or user services staff to say their library has formed an EDI committee. Respondents with no purchasing involvement are considerably more likely to say their institution has an EDI committee (because they work mostly in large institutions).

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Table 3. Has your library formed an equity, diversity, and inclusion committee? —Libraries by enrollment and degree offered

	SIZE OF INSTITUTION (ENROLLMENT)			LIBRARY SERVING			
	Small (<5K)	**Medium (5–19K)**	**Large (20K+)**	**Doctorate Univ**	**Master's College/ Univ**	**4-Yr College/ Univ**	**2-Yr Comm College**
Yes	11%	44%	68%	58%	36%	29%	16%
Plans are underway	12%	11%	11%	9%	12%	8%	15%
No	77%	45%	21%	33%	52%	63%	69%

EDI-Audited Collection

Just under one-fourth (23%) of academic libraries have audited any parts of their digital collections through the lens of EDI, while a slightly higher 25 percent say plans are underway. Fifty-two percent have not EDI-audited their collections or made plans to do so.

Figure 4. Has your library audited any parts of its existing digital collection through the lens of EDI? —All libraries
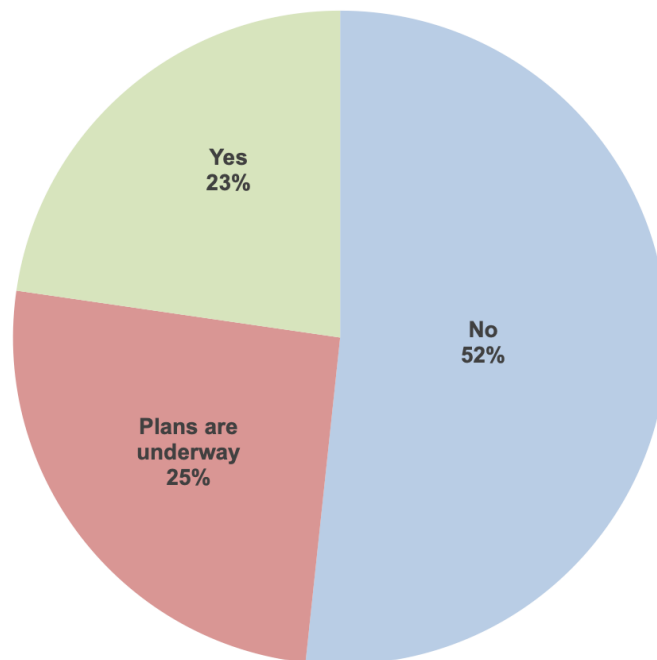
N=207

Libraries serving small and large institutions are about as likely to have EDI-audited their digital collections (25% vs. 26%, respectively), compared to 16 percent of libraries serving medium-sized institutions. Large libraries are the most likely to have plans underway (37%). Two-year community colleges have the highest rate of answering "No" (60%) with no plans underway.

One-third of respondents who are the final decision makers on acquisitions say their library has EDI-audited their digital collections, considerably higher than those who make acquisition recommendations or liaise with departments.

Table 4. Has your library audited any parts of its existing digital collection through the lens of EDI? —Libraries by enrollment and degree offered

	SIZE OF INSTITUTION (ENROLLMENT)			LIBRARY SERVING			
	Small (<5K)	Medium (5–19K)	Large (20K+)	Doctorate Univ	Master's College/ Univ	4-Yr College/ Univ	2-Yr Comm College
Yes	25%	16%	26%	21%	22%	24%	28%
Plans are underway	16%	27%	37%	32%	34%	23%	12%
No	59%	56%	37%	47%	44%	53%	60%

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The digital collection most likely to have been EDI-audited is ebooks, cited by 73 percent of libraries that conducted an EDI audit, followed by electronic journals (49%) and databases (47%). Just over a quarter (27%) have EDI-audited their digital archives. "Other" write-in responses include print collections and streaming video.

Figure 5. If yes, which resources? —Libraries that have audited
parts of its existing digital collection through the lens of EDI
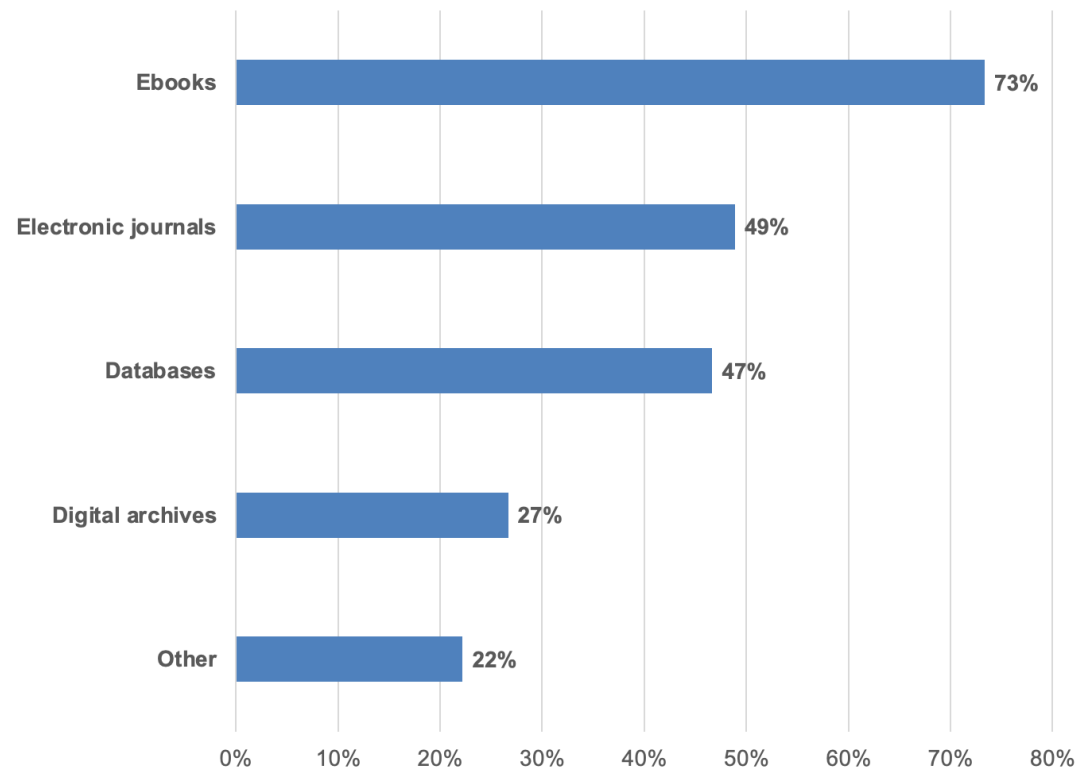
N=45

Ebooks are the top item to be EDI-audited across all enrollment sizes, although electronic journals spike to 70 percent among libraries serving small institutions. Bear in mind, there were very few respondents in these cross-tabulations, so the data is not as robust as the other tables in this report.

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Table 5. If yes, which resources? —Libraries that have audited parts of its existing digital collection through the lens of EDI by enrollment and degree offered

	SIZE OF INSTITUTION (ENROLLMENT)			LIBRARY SERVING			
	Small (<5K)	Medium (5–19K)	Large (20K+)	Doctorate Univ	Master's College/ Univ	4-Yr College/ Univ	2-Yr Comm College
Ebooks	75%	67%	75%	76%	73%	67%	67%
Electronic journals	70%	22%	38%	43%	64%	60%	47%
Databases	55%	33%	44%	43%	45%	47%	53%
Digital archives	35%	0%	31%	29%	27%	33%	13%
Other	10%	67%	13%	24%	9%	13%	27%

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Flagged Resources

What does the library do if a resource is flagged during an EDI audit? The majority (36%) say they "contextualized them with more information," while 19 percent removed them or cancelled their subscriptions[5], 14 percent kept them but stopped recommending them, and 12 percent subjected them to further review by administration.

Figure 6. What happened to digital resources that may have been flagged during this process? —Libraries that have audited parts of its existing digital collection through the lens of EDI
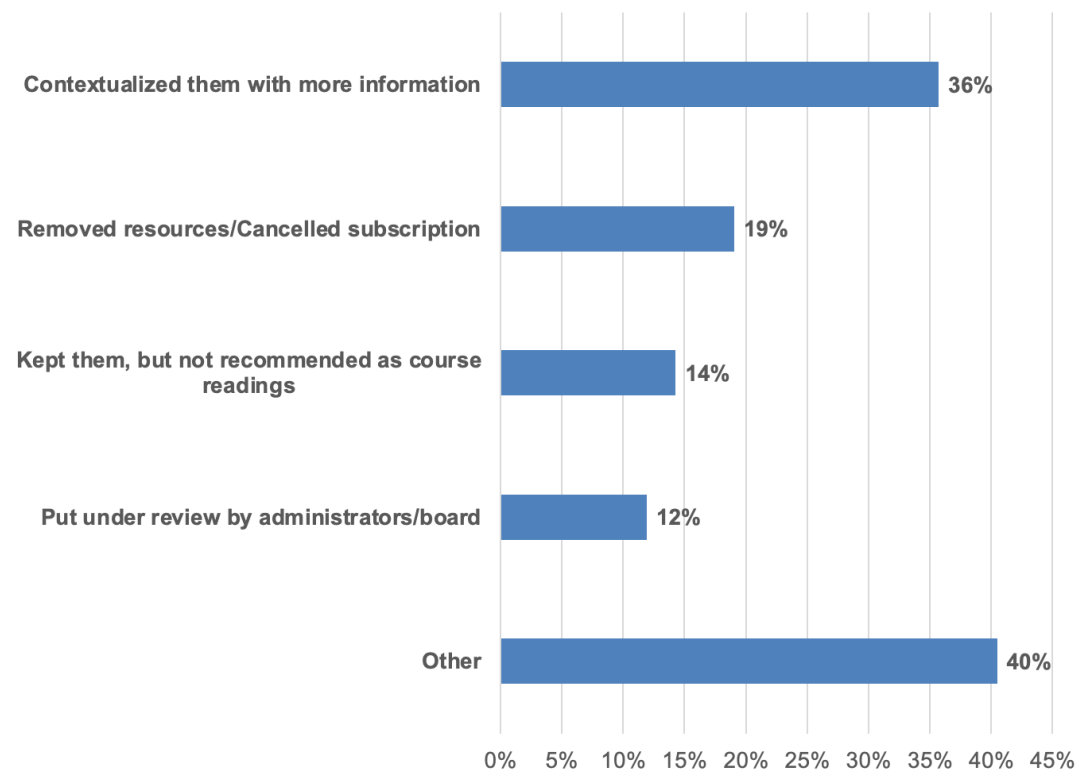
N=42

Four out of ten said "other," and while most of those write-in responses were "nothing" or "audit was to increase, not reduce, collections," some other responses were:

- Added materials in gap area of disability/accessibility.

- Gather data to use in consortial review process and to inform future purchasing decisions.

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[5] One of our respondents wrote in this comment: "It is disturbing that LJ would suggest that a diversity audit should potentially result in the removal of materials based on 'problematic' content." We hasten to add that including an item on a questionnaire is not "recommending" a particular action; we are simply asking libraries what they are doing. Our specific recommendations are detailed in the "Conclusions and Recommendations" section of this report.

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- Nothing has been done with ebooks yet, other than to expand ordering in subjects to improve diversity of holdings. Print juvenile materials have been withdrawn or placed in special collections.

- Redescription by replacing offensive terms with current terms

- We created a Harmful Content document to address this.

- Where the audit was related to accessibility, we have sometimes cancelled or decided against starting a subscription

Libraries serving small institutions were the least likely (16%) to contextualize flagged resources with more information. Administrators were more than twice as likely as the total sample to react by removing a resource or cancelling a subscription. Please note that the total base sizes in these segmentations are very small.

Table 6. What happened to digital resources that may have been flagged during this process? —Libraries by enrollment and degree offered

|	SIZE OF INSTITUTION (ENROLLMENT)			LIBRARY SERVING			
	Small (<5K)	Medium (5–19K)	Large (20K+)	Doctorate Univ	Master's College/ Univ	4-Yr College/ Univ	2-Yr Comm College
Contextualized them with more information	16%	57%	50%	45%	36%	54%	36%
Removed resources/Cancelled subscription	21%	14%	19%	15%	27%	23%	21%
Kept them, but not recommended as course readings	16%	14%	13%	10%	9%	23%	14%
Put under review by administrators/board	16%	0%	13%	10%	9%	8%	14%
Other	37%	57%	38%	60%	45%	23%	21%

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EDI Collection Building

While one part of EDI initiatives is auditing past resource acquisitions, the second part is making new acquisitions with an eye toward equity, diversity, and inclusion considerations. This part of the survey looks at libraries' initiatives in this area.

New Resource Assessment

One-half (49%) of libraries, to some extent, purposefully assess new digital resource acquisitions with EDI considerations—23 percent assess all new purchases, and 26 percent assess some purchases, through an EDI lens. Twenty-eight percent do not take EDI into consideration when making new purchases, and 23% don't know.

Figure 7. Does your library currently assess new digital resource purchases/subscriptions through an EDI lens to make sure they are not perpetuating stereotypes, centering privileged groups, or omitting underrepresented ones? —All libraries
*NET Yes: 49%*
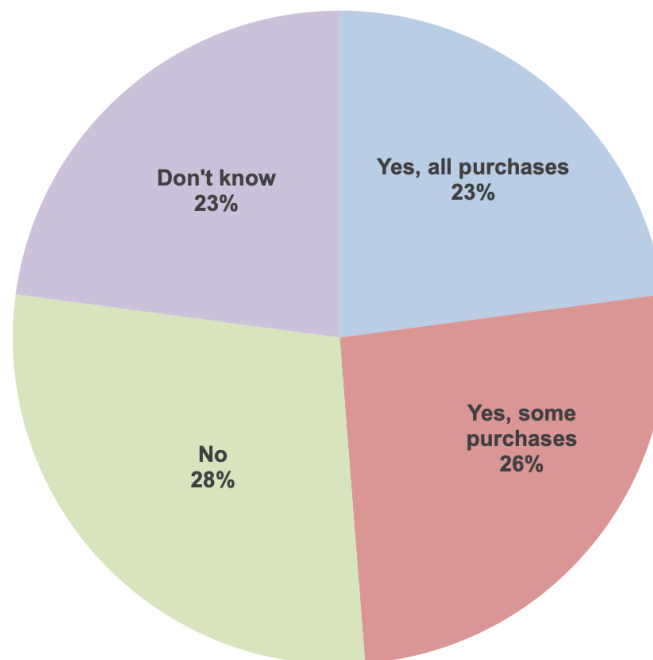
N=201

Focusing on the "NET YES" rows in the tables below, libraries serving small institutions are more likely to assess new purchases with an eye toward EDI considerations. Administrators and final decision makers for acquisitions are also more likely to indicate that new resources are acquired with an eye toward EDI considerations.

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Table 7. Does your library currently assess new digital resource purchases/subscriptions through an EDI lens to make sure they are not perpetuating stereotypes, centering privileged groups, or omitting underrepresented ones? —Libraries by enrollment and degree offered

	SIZE OF INSTITUTION (ENROLLMENT)			LIBRARY SERVING			
	Small (<5K)	Medium (5–19K)	Large (20K+)	Doctorate Univ	Master's College/ Univ	4-Yr College/ Univ	2-Yr Comm College
Yes, all purchases	25%	17%	27%	20%	20%	19%	26%
Yes, some purchases	32%	25%	18%	23%	28%	31%	24%
No	33%	33%	17%	27%	28%	32%	29%
Don't know	10%	25%	38%	29%	24%	19%	21%
NET YES	57%	42%	45%	43%	48%	49%	50%

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We asked the libraries that assess "some" digital resource purchases through the lens of EDI which resources. They are the most likely to assess ebooks through an EDI lens (75%), followed distantly by databases (47%), electronic journals (37%), and digital archives (25%).

Figure 8. If assessing some purchases, which do you assess? —All libraries
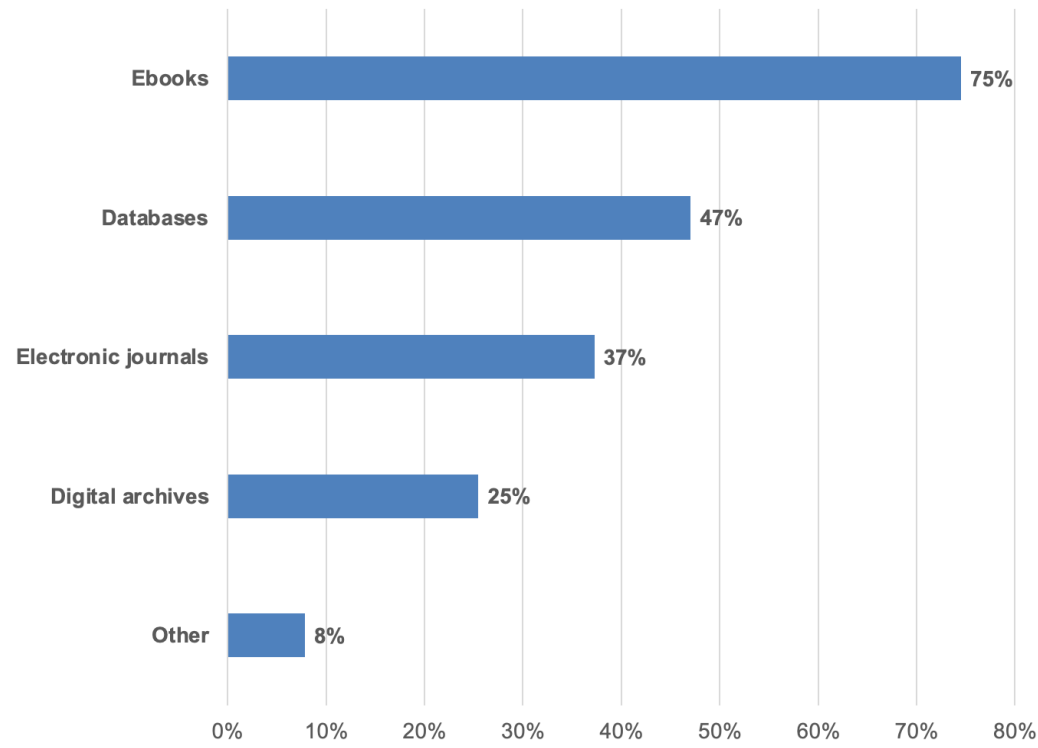
N=51

Table 8. If assessing some purchases, which? —Libraries that currently assess new digital resource purchases/subscriptions through an EDI lens by enrollment and degree offered

	SIZE OF INSTITUTION (ENROLLMENT)			LIBRARY SERVING			
	Small (<5K)	Medium (5–19K)	Large (20K+)	Doctorate Univ	Master's College/ Univ	4-Yr College/ Univ	2-Yr Comm College
Ebooks	77%	80%	60%	77%	64%	78%	79%
Databases	42%	53%	50%	55%	50%	44%	43%
Electronic journals	38%	27%	50%	45%	36%	33%	50%
Digital archives	19%	27%	40%	45%	36%	39%	14%
Other	8%	13%	0%	0%	21%	6%	7%

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Purchase to Increase Representation

The purpose of EDI initiatives is to increase representation of often marginalized or excluded groups, such as BIPOC (Black, Indigenous, and people of color), LGTBQIA+ (lesbian, gay, transexual, bisexual, questioning, intersex, and asexual),[6] disabled, neurodiverse,[7] and others. Two-thirds of libraries (68%) have purposefully bought or subscribed to digital resources to increase the representation of these marginalized groups, while 14% have not. Eighteen percent were unsure how to answer.

Figure 9. Has your library purposefully bought or subscribed to digital resources to increase representation in the collection? (For example, digital resources by BIPOC, LGTBQIA+, disabled, neurodiverse, or other marginalized authors and/or resources about members of those groups as subjects/protagonists.) —All libraries
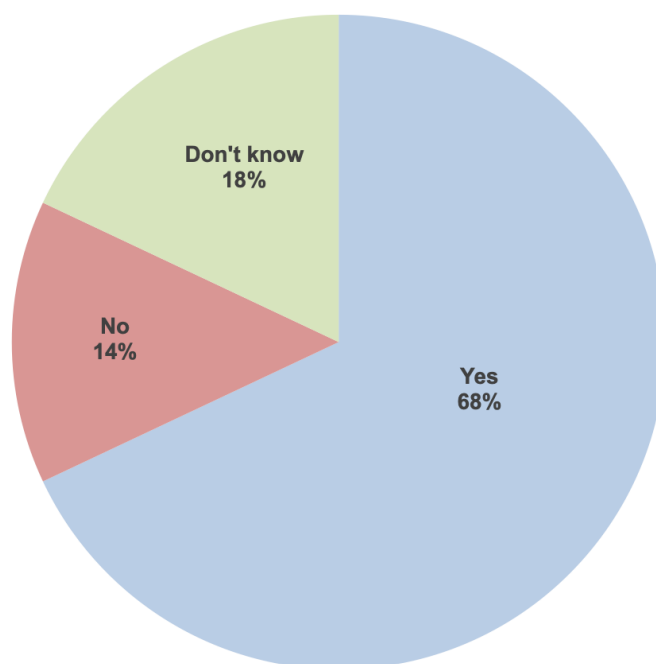
N=200

Libraries serving large institutions are the most likely to make digital resource acquisitions with an eye toward increasing representation (73% said yes, and only 3% said they did not). Nearly eight out of ten (79%) of respondents who are the final decision makers for acquisitions say purchases or subscriptions are made to increase representation.

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[6] In this acronym, Q sometimes stands for "queer" and A for "ally," with the + sign added to cover anyone else. See https://www.nytimes.com/2018/06/21/style/lgbtq-gender-language.html.
[7] Often used to include individuals on the autism spectrum, as well as those with ADHD or other learning disabilities. See https://www.health.harvard.edu/blog/what-is-neurodiversity-202111232645.

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Table 9. Has your library purposefully bought or subscribed to digital resources to increase representation in the collection? —Libraries by enrollment and degree offered

	SIZE OF INSTITUTION (ENROLLMENT)			LIBRARY SERVING			
	Small (<5K)	Medium (5–19K)	Large (20K+)	Doctorate Univ	Master's College/ Univ	4-Yr College/ Univ	2-Yr Comm College
Yes	62%	70%	73%	71%	66%	70%	61%
No	24%	11%	3%	12%	12%	15%	16%
Don't know	14%	18%	23%	17%	22%	15%	23%

Acquisition Goals

A net 46 percent of libraries set acquisition goals to represent EDI within the digital collection—26 percent say the library has formally set goals while 28 percent say they personally set these goals. More than one-half (54%) do not set EDI goals on digital acquisitions.

Figure 10. Does the library, or do you personally, set target acquisition goals to represent equity, diversity, and inclusion within the digital collection? —All libraries
Net Yes: 46%
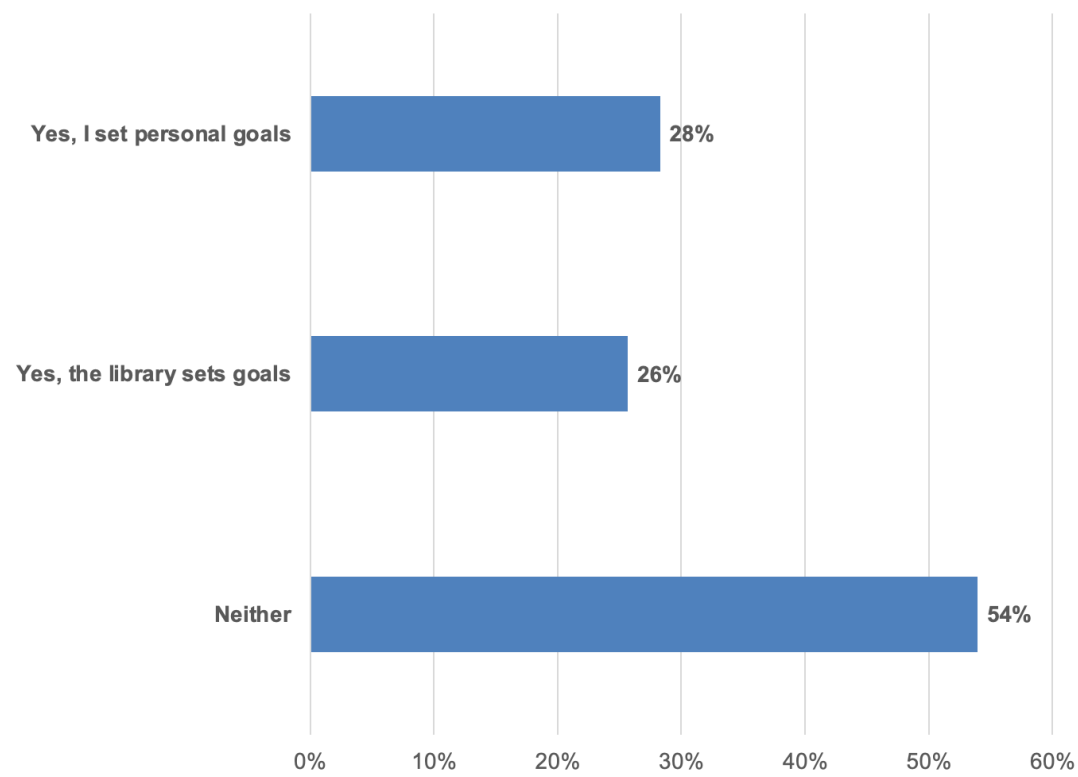
N=191

Libraries serving large institutions are the *least* likely to set EDI-oriented goals when making digital acquisitions—38 percent set goals at the library or individual respondent level. Libraries serving mid-size institutions are the *most* likely (54% net yes). With the exception of libraries serving large institutions, such goals are more likely to be the province of individuals making acquisitions rather than the library in general.

Thirty-eight percent of support services personnel say their library sets target EDI acquisition goals, compared to only 20 percent of administrators and user services staff.

Table 10. Does the library, or do you personally, set target acquisition goals to represent equity, diversity, and inclusion within the digital collection? —Libraries by enrollment and degree offered

	SIZE OF INSTITUTION (ENROLLMENT)			LIBRARY SERVING			
	Small (<5K)	Medium (5–19K)	Large (20K+)	Doctorate Univ	Master's College/ Univ	4-Yr College/ Univ	2-Yr Comm College
Yes, the library sets goals	24%	28%	25%	26%	33%	26%	22%
Yes, I set personal goals	31%	33%	20%	23%	25%	28%	35%
Neither	54%	46%	63%	57%	50%	53%	51%
NET YES	46%	54%	38%	43%	50%	47%	49%

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Information Sources to Aid EDI Acquisitions

In the previous set of write-in comments, several respondents indicated that they referred to information sources to aid their EDI-specific acquisitions. The survey asked what those information resources are.

More than four out of five libraries use faculty recommendations (89%) and professional journals/newsletters (85%), and nearly three-quarters rely on professional organizations (72%). Student recommendations and publishers (65% each) are also common information sources used by libraries to discover and help assess EDI related digital resource purchasing.

Figure 11. What information sources are used to discover and help assess digital resource purchases through the lens of EDI? —All libraries
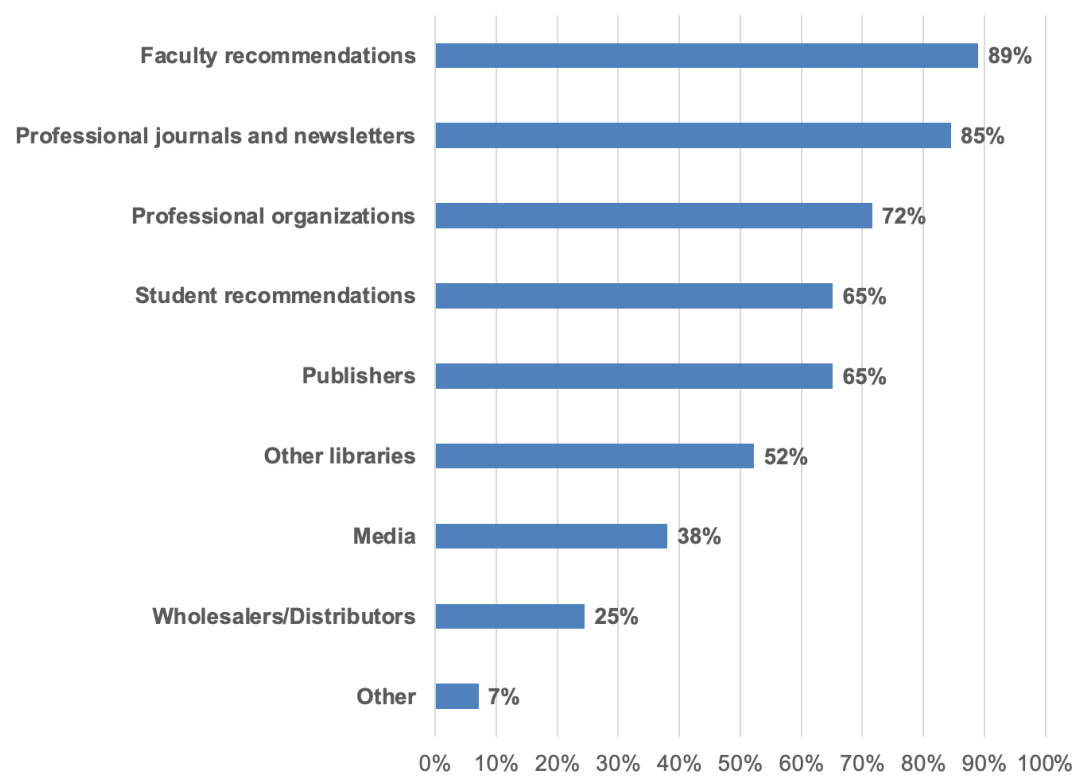
N=155

Libraries serving large institutions are extremely likely to use faculty recommendations when making EDI-specific acquisitions (98%). Those serving small institutions are more likely than others to depend on student recommendations (70%). Libraries serving master's colleges/universities are most likely to use professional journals and newsletters (97%). Final decision makers and those making digital resource recommendations rely most on faculty recommendations (90%) and professional journals/newsletters (86%).

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*Table 11. What information sources are used to discover and help assess digital resource
purchases through the lens of EDI? —Libraries by enrollment and degree offered*

	SIZE OF INSTITUTION (ENROLLMENT)			LIBRARY SERVING			
	Small (<5K)	Medium (5–19K)	Large (20K+)	Doctorate Univ	Master's College/ Univ	4-Yr College/ Univ	2-Yr Comm College
Faculty recommendations	89%	82%	98%	90%	89%	90%	84%
Professional journals and newsletters	86%	82%	86%	81%	97%	94%	84%
Professional organizations	70%	73%	71%	71%	69%	72%	78%
Student recommendations	70%	61%	62%	66%	66%	64%	67%
Publishers	67%	59%	69%	60%	69%	70%	69%
Other libraries	53%	53%	50%	52%	57%	58%	51%
Media	39%	43%	31%	34%	43%	52%	44%
Wholesalers/Distributors	22%	20%	33%	29%	26%	24%	31%
Other	6%	4%	12%	10%	3%	6%	4%

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Specific EDI Purchases

Do libraries make acquisitions specifically *about* equity, diversity, and inclusion? Three-fourths (74%) purchase or license ebooks specifically about EDI, while 48 percent purchase or subscribe to EDI-specific electronic journals and 46 percent purchase or license EDI-specific databases. Eighteen percent selected "none of the above."

Figure 12. Does your library purchase/license digital resources specifically about equity, diversity, and inclusion in any of the following formats? —All libraries
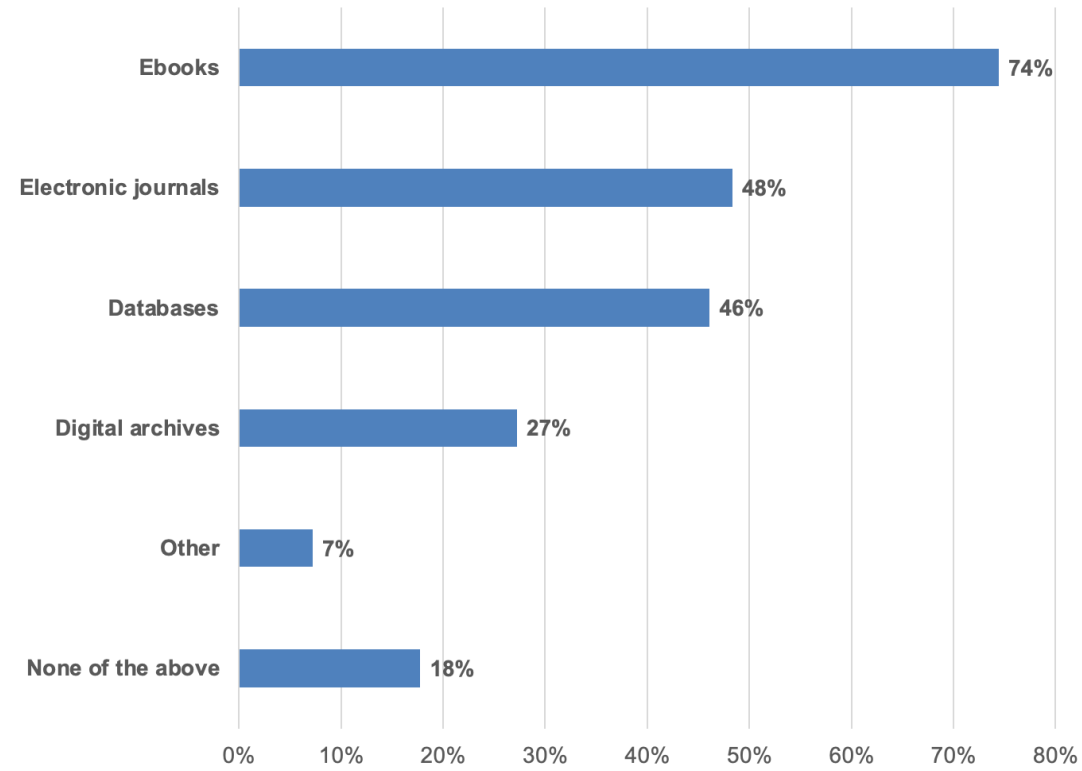
N=180

Libraries serving small institutions are the least likely to acquire digital resources specifically about EDI (24% said "none of the above"), as are two-year community colleges (24% selected "none of the above"). Libraries serving large institutions and final decision makers are the most likely to acquire digital resources specifically about EDI.

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Table 12. Does your library purchase/license digital resources specifically about equity, diversity,
and inclusion in any of the following formats? —Libraries by enrollment and degree offered

	SIZE OF INSTITUTION (ENROLLMENT)			LIBRARY SERVING			
	Small (<5K)	Medium (5–19K)	Large (20K+)	Doctorate Univ	Master's College/ Univ	4-Yr College/ Univ	2-Yr Comm College
Ebooks	68%	72%	88%	78%	78%	75%	72%
Electronic journals	39%	41%	71%	56%	53%	52%	43%
Databases	35%	41%	69%	48%	49%	46%	37%
Digital archives	18%	21%	50%	38%	29%	27%	17%
Other	5%	9%	8%	7%	16%	13%	4%
None of the above	24%	19%	6%	16%	9%	18%	24%

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EDI Spending

This section examines the extent to which libraries are dedicating any part of their budgets to implement their EDI initiatives.

EDI in the Budget

Only 15 percent of academic libraries dedicate any portion of their budgets to EDI initiatives. The majority—85%—do not.

Figure 13. Does your library dedicate a portion of its collection budget specifically to address EDI? —All libraries
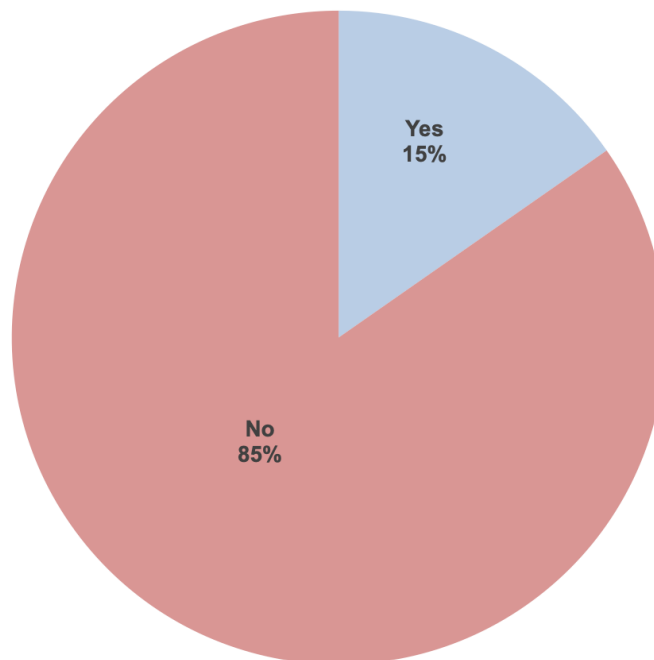
N=183

Libraries serving large institutions are the most likely (24%) to dedicate a portion of their budget to EDI initiatives, while those serving small libraries are the least likely (8%). Two-year community college libraries are less likely than other library types (11%) to budget for EDI initiatives. Twenty-one percent of administrators in the sample, who may have more financial insight, say their institution dedicates a portion of its collection budget to address EDI.

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Table 13. Does your library dedicate a portion of its collection budget
specifically to address EDI? —Libraries by enrollment and degree offered

	SIZE OF INSTITUTION (ENROLLMENT)			LIBRARY SERVING			
	Small (<5K)	Medium (5–19K)	Large (20K+)	Doctorate Univ	Master's College/ Univ	4-Yr College/ Univ	2-Yr Comm College
Yes	8%	17%	24%	18%	14%	18%	11%
No	92%	83%	76%	82%	86%	82%	89%

Table 14. Does your library dedicate a portion of its collection budget specifically to
address EDI? —Libraries by respondent job function and involvement in acquisitions

	JOB FUNCTION			INVOLVEMENT IN ACQUISITIONS			
	Admin	User Services	Support Services	Final Decision Maker	Make Recommen- dations	Liaise With Depts	Not Involved
Yes	21%	11%	16%	15%	15%	17%	24%
No	79%	89%	84%	85%	85%	83%	76%

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EDI as a Percent of Budget

The percentage that libraries dedicate to EDI initiatives, on average, works out to 10.9 percent of collection budgets. Caveat: This average is based on a small sample.

*Figure 14. If yes, approximately what percent of your
collection budget was dedicated to EDI in the 2021–2022 academic year?
—Libraries that dedicate a portion of its collection budget specifically to address EDI*
<u>*Average: 10.9%*</u>
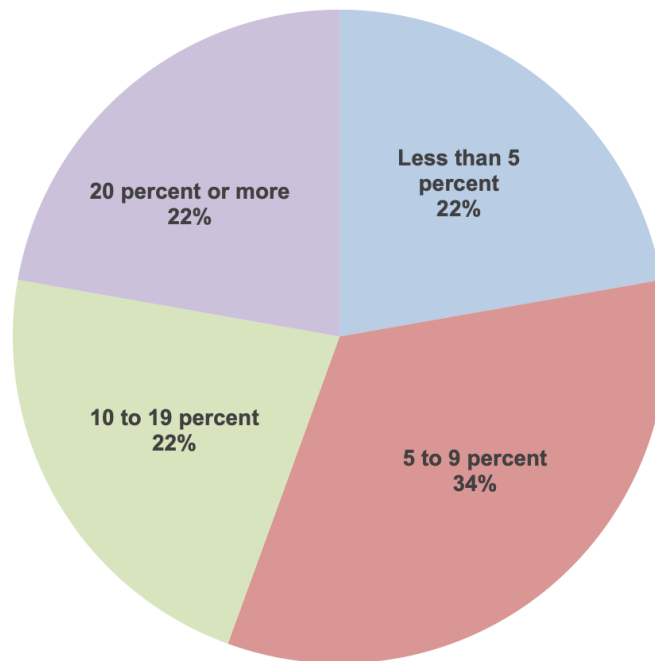
N=18

Libraries serving small and large institutions tend to dedicate the largest portions of their budgets (12.4% and 14.6% on average, respectively) compared to libraries serving mid-size institutions (4.7%). Doctorate universities dedicate the largest portion of their budget (12.8% on average). However, there were so few responses to this question that these segments are not projectible to the universe.

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*Table 15. If yes, approximately what percent of your collection budget
was dedicated to EDI in the 2021–2022 academic year? —Libraries that dedicate a portion
of its collection budget specifically to address EDI by enrollment and degree offered*

	SIZE OF INSTITUTION (ENROLLMENT)			LIBRARY SERVING			
	Small (<5K)	Medium (5–19K)	Large (20K+)	Doctorate Univ	Master's College/ Univ	4-Yr College/ Univ	2-Yr Comm College
Less than 5 percent	33%	33%	11%	20%	40%	33%	25%
5 to 9 percent	0%	50%	33%	40%	20%	50%	25%
10 to 19 percent	33%	17%	22%	10%	40%	17%	25%
20 percent or more	33%	0%	33%	30%	0%	0%	25%
Average Percent	12.3	4.7	14.6	12.8	6.4	4.5	9.3

*Table 16. If yes, approximately what percent of your collection budget was dedicated
to EDI in the 2021–2022 academic year? —Libraries that dedicate a portion of its collection budget specifically
to address EDI by respondent job function and involvement in acquisitions*

	JOB FUNCTION			INVOLVEMENT IN ACQUISITIONS			
	Admin	User Services	Support Services	Final Decision Maker	Make Recommen- dations	Liaise With Depts	Not Involved
Less than 5 percent	17%	17%	40%	20%	20%	25%	25%
5 to 9 percent	17%	33%	40%	20%	40%	38%	50%
10 to 19 percent	33%	17%	20%	20%	30%	25%	25%
20 percent or more	33%	33%	0%	40%	10%	13%	0%
Average Percent	12.0	16.2	4.4	17.4	8.3	7.9	5.3

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EDI Spending Changes

This section looks at how libraries plan to change their EDI-related spending on various resources in the 2022–2023 academic year compared to the previous year. The resources we asked about are:

- Historical primary sources
- Secondary, contextual sources
- Ebooks
- Digital archives
- Journals
- Databases

Historical Primary Sources

Two-thirds of academic libraries (67%) expect their EDI-related spending to stay the same in the current academic year, while just over one-fourth (27%) expect it to increase. Only 6 percent expect a decrease in EDI spending on historical primary sources.

Figure 15. How do you anticipate EDI spending for HISTORICAL PRIMARY SOURCES will change in the 2022–2023 academic year compared to the previous year? —All libraries
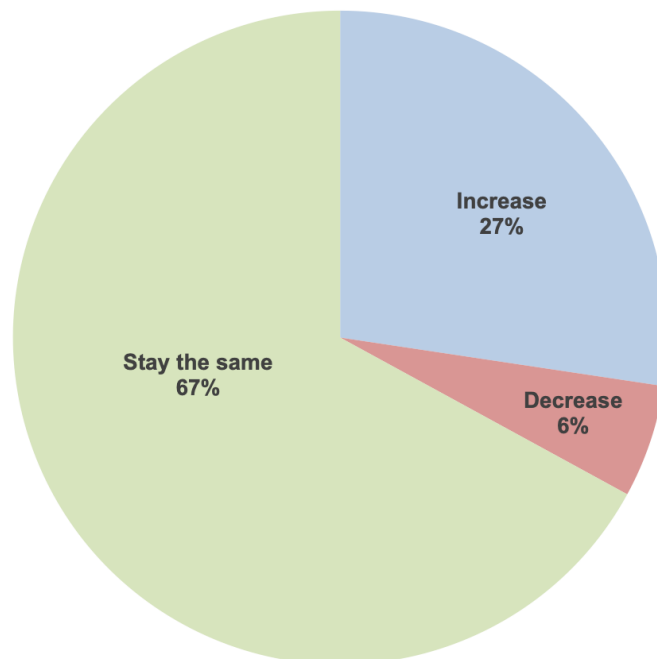
N=179

Academic libraries serving large institutions are the most likely to be increasing their EDI spending on historical primary resources (38% increasing their spending), with libraries serving small institutions the least (18% increasing). By type of institution, doctorate universities are the most likely to increase EDI spending on historical primary resources (33% increasing their spending), and two-year community colleges the least (19% increasing).

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Table 17. How do you anticipate EDI spending for HISTORICAL PRIMARY SOURCES will change in the 2022–2023 academic year compared to the previous year? —Libraries by enrollment and degree offered

	SIZE OF INSTITUTION (ENROLLMENT)			LIBRARY SERVING			
	Small (<5K)	Medium (5–19K)	Large (20K+)	Doctorate Univ	Master's College/ Univ	4-Yr College/ Univ	2-Yr Comm College
Increase	18%	30%	38%	33%	23%	25%	19%
Decrease	7%	5%	4%	7%	9%	7%	6%
Stay the same	75%	64%	58%	60%	68%	68%	75%

Table 18. How do you anticipate EDI spending for HISTORICAL PRIMARY SOURCES will change in the 2022–2023 academic year compared to the previous year? —Libraries by respondent job function and involvement in acquisitions

	JOB FUNCTION			INVOLVEMENT IN ACQUISITIONS			
	Admin	User Services	Support Services	Final Decision Maker	Make Recommen- dations	Liaise With Depts	Not Involved
Increase	31%	26%	28%	27%	29%	30%	33%
Decrease	3%	8%	4%	5%	6%	4%	14%
Stay the same	67%	66%	68%	69%	66%	66%	52%

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Secondary Contextual Resources

Just under two-thirds of academic libraries (63%) expect their EDI-related spending on secondary contextual resources to stay the same in the current academic year, while about one-third (32%) expect it to increase. Only 5% expect a decrease in EDI spending on secondary contextual resources.
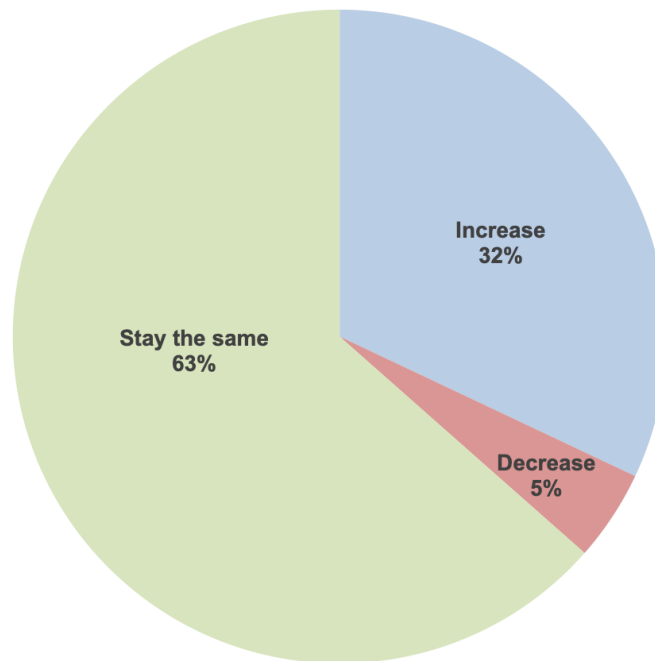
Figure 16. How do you anticipate EDI spending for SECONDARY, CONTEXTUAL SOURCES will change in the 2022–2023 academic year compared to the previous year? —All libraries

N=178

Academic libraries serving midsize institutions are the most likely to be increasing their EDI spending on secondary, contextual resources (36% increasing their spending), with libraries serving small institutions the least (29% increasing). Master's colleges/universities are the most likely to increase EDI spending on secondary, contextual resources 43 percent increasing their spending), and two-year community colleges the least (25% increasing).

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Table 19. How do you anticipate EDI spending for SECONDARY,
CONTEXTUAL SOURCES will change in the 2022–2023 academic year compared
to the previous year? —Libraries by enrollment and degree offered

	SIZE OF INSTITUTION (ENROLLMENT)			LIBRARY SERVING			
	Small (<5K)	Medium (5–19K)	Large (20K+)	Doctorate Univ	Master's College/ Univ	4-Yr College/ Univ	2-Yr Comm College
Increase	29%	36%	33%	36%	43%	35%	25%
Decrease	5%	4%	4%	5%	5%	4%	4%
Stay the same	66%	61%	63%	59%	52%	62%	72%

Table 20. How do you anticipate EDI spending for SECONDARY,
CONTEXTUAL SOURCES will change in the 2022–2023 academic year compared to
the previous year? —Libraries by respondent job function and involvement in acquisitions

	JOB FUNCTION			INVOLVEMENT IN ACQUISITIONS			
	Admin	User Services	Support Services	Final Decision Maker	Make Recommen- dations	Liaise With Depts	Not Involved
Increase	32%	31%	33%	37%	34%	38%	24%
Decrease	0%	6%	4%	3%	5%	3%	10%
Stay the same	68%	63%	63%	60%	61%	59%	67%

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Ebooks

Forty-two percent of academic libraries expect their EDI-related spending on ebooks to stay the same in the current academic year, while more than one-half (53%) expect it to increase. Only 5 percent predict a decrease in EDI spending on ebooks.

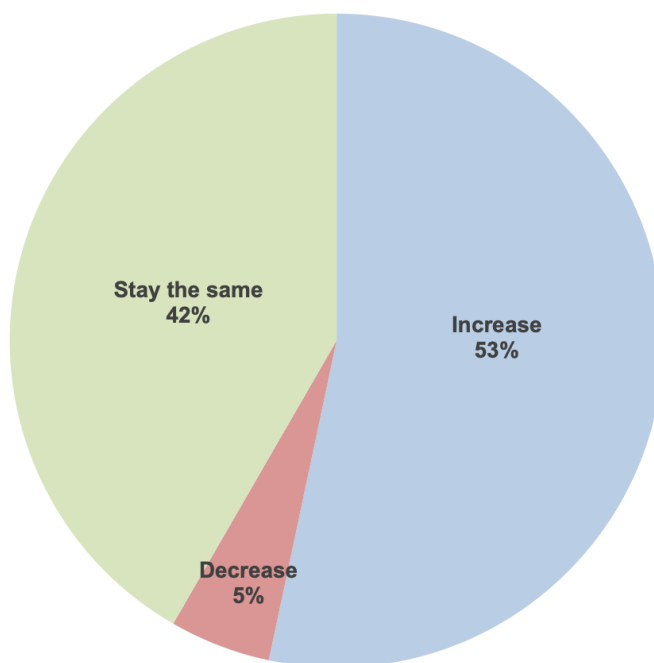*Figure 17. How do you anticipate EDI spending for EBOOKS will change in the 2022–2023 academic year compared to the previous year? —All libraries*

Stay the same
42%

Increase
53%

Decrease
5%

N=180

Academic libraries serving midsize institutions are the most likely to be increasing their EDI spending on ebooks (61% increasing their spending), with libraries serving small institutions the least (44% increasing). Four-year colleges/universities are the most likely institution type to increase EDI spending on ebooks (61% increasing their spending), and doctorate universities the least (51% increasing). Support services personnel, which includes materials selectors, are 62 percent likely to increase EDI spending on ebooks this academic year.

Table 21. How do you anticipate EDI spending for EBOOKS will change in the 2022–2023
academic year compared to the previous year? —Libraries by enrollment and degree offered

	SIZE OF INSTITUTION (ENROLLMENT)			LIBRARY SERVING			
	Small (<5K)	Medium (5–19K)	Large (20K+)	Doctorate Univ	Master's College/ Univ	4-Yr College/ Univ	2-Yr Comm College
Increase	44%	61%	58%	51%	55%	61%	52%
Decrease	8%	2%	4%	5%	9%	5%	4%
Stay the same	48%	37%	38%	44%	36%	34%	44%

Table 22. How do you anticipate EDI spending for EBOOKS will change in the 2022–2023 academic year
compared to the previous year? —Libraries by respondent job function and involvement in acquisitions

	JOB FUNCTION			INVOLVEMENT IN ACQUISITIONS			
	Admin	User Services	Support Services	Final Decision Maker	Make Recommen-dations	Liaise With Depts	Not Involved
Increase	56%	49%	62%	58%	51%	56%	67%
Decrease	3%	7%	2%	3%	7%	5%	5%
Stay the same	42%	43%	36%	39%	43%	39%	29%

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Digital Archives

Seven out of ten academic libraries (70%) expect their EDI-related spending on digital archives to stay the same in the current academic year, while just under one-fourth (23%) expect it to increase. Only 7% expect a decrease in EDI spending on digital archives.
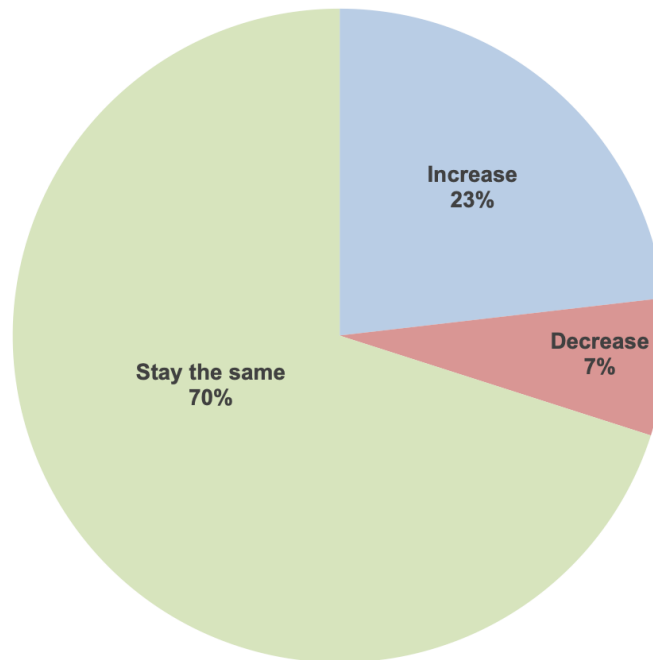
Figure 18. How do you anticipate EDI spending for DIGITAL ARCHIVES will change in the 2022–2023 academic year compared to the previous year? —All libraries

Increase
23%

Decrease
7%

Stay the same
70%

N=177

Academic libraries serving large institutions are the most likely to be increasing their EDI spending on digital archives (36% increasing their spending), with libraries serving small institutions the least (10% increasing). Doctorate universities are the most likely type of institution to increase EDI spending on digital archives (27% increasing their spending), and two-year community colleges the least (18% increasing).

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Table 23. How do you anticipate EDI spending for DIGITAL ARCHIVES will change in the 2022–2023 academic year compared to the previous year? —Libraries by enrollment and degree offered

	SIZE OF INSTITUTION (ENROLLMENT)			LIBRARY SERVING			
	Small (<5K)	Medium (5–19K)	Large (20K+)	Doctorate Univ	Master's College/ Univ	4-Yr College/ Univ	2-Yr Comm College
Increase	10%	29%	36%	27%	23%	21%	18%
Decrease	8%	5%	6%	8%	9%	5%	4%
Stay the same	82%	66%	58%	65%	68%	73%	78%

Table 24. How do you anticipate EDI spending for DIGITAL ARCHIVES will change in the 2022–2023 academic year compared to the previous year? —Libraries by respondent job function and involvement in acquisitions

	JOB FUNCTION			INVOLVEMENT IN ACQUISITIONS			
	Admin	User Services	Support Services	Final Decision Maker	Make Recommen-dations	Liaise With Depts	Not Involved
Increase	19%	23%	27%	15%	22%	18%	41%
Decrease	3%	9%	6%	5%	9%	7%	5%
Stay the same	78%	68%	67%	81%	69%	75%	55%

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Journals

Sixty-three percent of academic libraries (63%) expect their EDI-related spending on journals to stay the same in the current academic year, while 28% expect it to increase. Only 9% expect a decrease in EDI spending on journals.
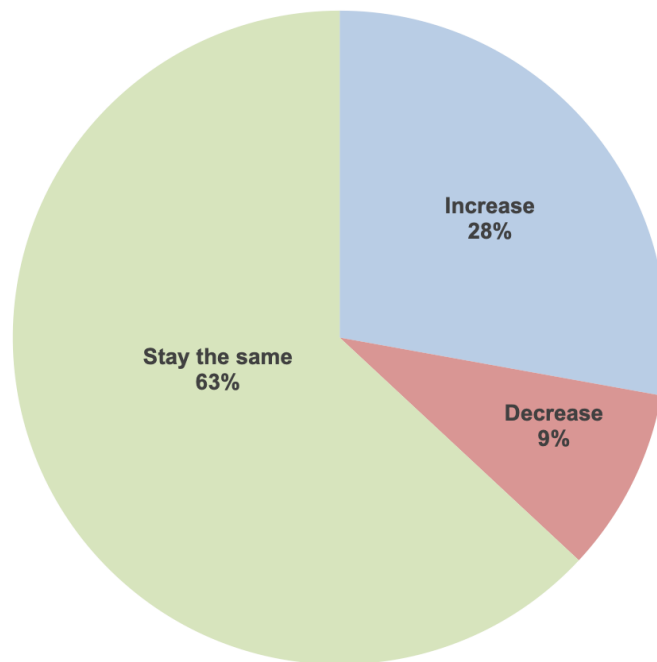
Figure 19. How do you anticipate EDI spending for JOURNALS will change in the 2022–2023 academic year compared to the previous year? —All libraries

Increase
28%

Decrease
9%

Stay the same
63%

N=176

Academic libraries serving large institutions are the most likely to be increasing their EDI spending on journals (36% increasing their spending), with libraries serving small institutions the least (21% increasing). Doctorate universities are the most likely to increase EDI spending on journals (32% increasing their spending), and two-year community colleges the least (25% increasing). Thirty-three percent of support services personnel (which includes acquisitions librarians) predict an increase in EDI spending on journals.

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Table 25. How do you anticipate EDI spending for JOURNALS will change in the 2022–2023
academic year compared to the previous year? —Libraries by enrollment and degree offered

	SIZE OF INSTITUTION (ENROLLMENT)			LIBRARY SERVING			
	Small (<5K)	Medium (5–19K)	Large (20K+)	Doctorate Univ	Master's College/ Univ	4-Yr College/ Univ	2-Yr Comm College
Increase	21%	29%	36%	32%	30%	28%	25%
Decrease	10%	13%	4%	8%	16%	9%	6%
Stay the same	69%	59%	60%	60%	53%	63%	69%

Table 26. How do you anticipate EDI spending for JOURNALS will change in the 2022–2023 academic year
compared to the previous year? —Libraries by respondent job function and involvement in acquisitions

	JOB FUNCTION			INVOLVEMENT IN ACQUISITIONS			
	Admin	User Services	Support Services	Final Decision Maker	Make Recommen- dations	Liaise With Depts	Not Involved
Increase	17%	28%	33%	21%	25%	24%	57%
Decrease	3%	13%	8%	3%	10%	9%	14%
Stay the same	81%	59%	59%	76%	65%	67%	29%

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Databases

Two-thirds of academic libraries (66%) expect their EDI-related spending on databases to stay the same in the current academic year, while just over one-fourth (26%) expect it to increase. Only 8% expect a decrease in EDI spending on databases.

Figure 20. How do you anticipate EDI spending for DATABASES will change
in the 2022–2023 academic year compared to the previous year? —All libraries

N=179

Academic libraries serving large institutions are the most likely to be increasing their EDI spending on databases (34% increasing their spending), with libraries serving small institutions the least (19% increasing). Doctorate universities are the most likely to increase EDI spending on databases (29% increasing their spending), and four-year colleges/universities the least (22% increasing). Thirty percent of support services personnel (including acquisitions librarians) will increase spending on databases this academic year.
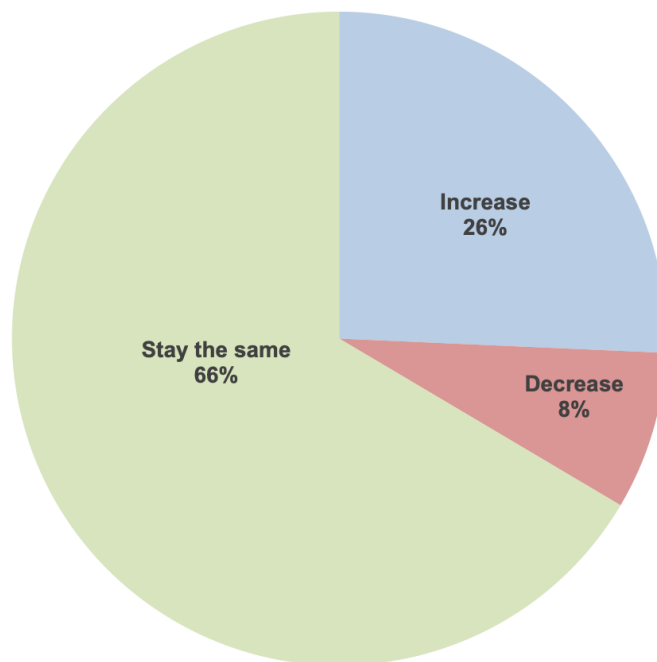
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*Table 27. How do you anticipate EDI spending for DATABASES will change in the 2022–2023
academic year compared to the previous year? —Libraries by enrollment and degree offered*

	SIZE OF INSTITUTION (ENROLLMENT)			LIBRARY SERVING			
	Small (<5K)	Medium (5–19K)	Large (20K+)	Doctorate Univ	Master's College/ Univ	4-Yr College/ Univ	2-Yr Comm College
Increase	19%	26%	34%	29%	23%	22%	23%
Decrease	8%	12%	2%	7%	16%	9%	6%
Stay the same	72%	61%	64%	64%	60%	69%	72%

*Table 28. How do you anticipate EDI spending for DATABASES will change in the 2022–2023 academic year
compared to the previous year? —Libraries by respondent job function and involvement in acquisitions*

	JOB FUNCTION			INVOLVEMENT IN ACQUISITIONS			
	Admin	User Services	Support Services	Final Decision Maker	Make Recommen- dations	Liaise With Depts	Not Involved
Increase	25%	21%	30%	22%	22%	17%	43%
Decrease	3%	13%	4%	3%	10%	9%	5%
Stay the same	72%	66%	66%	75%	68%	74%	52%

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Top EDI Goals

We asked an open-ended question about libraries' top equity, diversity, and inclusion goals. These are a sampling of their responses (lightly edited).

- Adding materials to our collection that are relevant to our classes and our community.

- Plans are to continue building a more robust collection for our new campus library, and add on to our other two campus libraries. Being a HSI with a strong Mexican American Studies program, we aim to subscribe to a digital newspaper collection for Latino History, build upon our LGBTQIA+ collection by teaming up with the Safe Space club requests, and continue to add to our neurodiverse collection to assist faculty with teach resources.

- Primary source special collections on the Mexican American experience.

- To be more inclusive of EDI materials.

- To be sure to grow our EDI collection.

- To bring more awareness to the need to address EDI. We also presented to the university and community on "Bias in the Stacks" to make these constituencies aware of the issues.

- To make sure the collection purchased represents the student body that attends the institution.

- We are trying to make up for past deficiencies in our collection.

- Adding alternative subject headings to make them more discoverable.

- Aligning with campus EDI goals.

- Analysis and evaluation of current collection to determine gap areas.

- Conduct a diversity audit. Collaborate with EDI committee on campus.

- Continuing our practice of providing diversity in terms of content, author, viewpoint.

- Continuing to represent all sides of an issue.

- Diversify and increase content that is written by BIPOC. Encouraging the publication of academic texts, articles, journals by BIPOC. Using our buying power to shift academic publication traditions.

- EDI is built into collection development here. We have been doing this for some time and will continue.

- Expand collection to increase the presence of diverse perspectives, experiences, and titles. Particularly to represent the students of the institution.

- Fill in content gaps, expand resources from diverse voices, undertake a diversity audit of print collection (to eventually apply to digital and electronic collections).

- Formal description of EDI considerations (on our campus described as IDEA—inclusion, diversity, equity, and accessibility) in library policies such as the collection development policy.

- From our strategic plan: Develop values-based principles for collection development that increase investment in underrepresented areas, support ethical corporate practices, advance openness, and resist monopolization and enclosure. Develop new approaches for assessing collections and their value that recognize and respond to disciplinary needs and historic marginalization.

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- How to integrate EDI into collections so it occurs seamlessly without having to treat it separately or on top of current procedures; Identifying best practices for EDI collection development; how to automate EDI ebook discovery and acquisition—work with book vendor; assessing EDI in current collections and filling gaps, as needed; identifying best practices and tools that can be used to audit collections for EDI.

- I don't think we have library-wide shared goals yet, but I know I—and other librarians feel strongly—that this is a top collection management goal.

- Increase medical resources addressing EDI.

- Increasing Asian materials. Classification/Cataloging update terms. Increasing neurodiversity materials and services.

- Make use of the new EDI budget to increase the related resources and seek potential budgets to enrich the collections.

- More assessment of book collections, adding diverse digital archive materials, increasing spending for diverse monographs.

- Primary goal for the future is to do an EDI audit of our collection to determine what we are missing.

- Supporting diverse collections for the 21st-century learner.

- To identify gaps in our collection and ensure that we are working towards filling those gaps and ensuring all voices are represented in the library.

- To make a conscious decision to use EDI as a collection development criteria.

- Use a sharper and more focused lens when selecting materials for our collections in EDI areas. Become aware of more resources to acquire materials and take an individual and collective role in updating our collections.

- We are doing conscious editing of our digital archives currently. If we have funds available to select new journals or databases we will likely buy primary source materials related to BIPOC.

- We are trying to embed it into our normal process so it becomes a part of what we do not an add on to remember to do.

- Weed outdated information that perpetuate prejudices, steer people toward electronic resources for pro/con or controversial issues since those are generally more up to date.

Conclusions

Academic institutions are largely pursuing equity, diversity, and inclusion policies—which is only logical as they serve a more diverse student population—and libraries have started adopting EDI initiatives as well. But while two-thirds of institutions have included EDI in their mission statements, only one-half of libraries have, so there is a bit of a disconnect. One gets the sense from this survey that many academic libraries are implanting EDI on more of an *ad hoc* basis. (There has only been modest interest in forming an EDI committee, for example.)

Survey results show that emphasis thus far has been on evaluating new digital resource purchases via an EDI lens, rather than auditing existing resources. Fewer than a quarter of libraries have conducted an EDI audit on their digital collections (mostly on ebooks) and another quarter have EDI audit plans underway. One-half of libraries have not conducted an audit nor do they have any plans at the moment to do so. Half of libraries review at least some new digital acquisitions with an eye toward EDI, again mostly ebooks. As one respondent commented, "I seek out authors from underrepresented groups and books dealing with underrepresented groups. I allocate about half of my collection money to focus on these targets." A common theme among acquisition goals is to find gaps in the collection.

Libraries that have conducted EDI audits and flagged some items are most likely to contextualize them with more information. Despite the worries of some respondents, fewer than one-fifth of libraries that have conducted an audit—or about 4 percent of all libraries—have removed flagged items from their collections, so there are no significant digital purges going on in libraries. Indeed, more than two-thirds of libraries use EDI reviews and audits to increase representation of marginalized groups rather than remove items from the collection. We also note that one of the top digital resources on which libraries are increasing spending is "secondary, contextual sources"—which makes sense if, as they said, their aim is to contextualize older resources with more information.

Not all subjects lend themselves easily to an EDI approach. As one respondent wrote in, "Our library is academic and specialized in engineering and architecture. Our acquisition policies are very technical and I feel inclusion is not an issue." At the end of the day, the purpose of the academic library is to meet the needs of the curriculum. Aligning that with EDI goals can be no small challenge.

It also can be a function of the institution itself. A common theme in the write-in comments was that libraries try to align diversity and representation in proportion to the demographics of the students and faculty. One comment from a respondent whose library serves a Catholic seminary college supports this: "We buy nothing that is contrary to Catholic doctrine."

And many libraries make acquisitions via consortia, so can be limited by what the consortium has available.

The EDI movement in academic libraries isn't necessarily in its infancy, but it's clear that libraries need assistance in implementing EDI initiatives, for both digital and physical materials. Such as:

- Identifying best practices and tools for EDI acquisitions.

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- Identifying best practices and tools that can be used to audit collections for EDI.
- Identifying appropriate resources. ("I try to find out the author's race and make sure I'm buying books from authors of various racial backgrounds. This is very time-consuming.")

One respondent referenced Diverse BookFinder[8] for children's books and wishes there were a similar tool for adult books.

Then of course there are the ever-present budgetary concerns, which is a top issue in virtually every *Library Journal* survey on library collections and acquisitions. The present survey finds that 11 percent of collection budgets in the 2021-2022 academic year was devoted to EDI issues. This year, EDI spending increases will most likely apply to ebooks and secondary, contextual sources.

Academic libraries are at a bit of an inflection point as EDI issues take center stage and older educational resources are re-evaluated. In ten or twenty years' time, this may no longer be an issue.

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[8] See https://diversebookfinder.org.

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Demographics

This section provides a profile of the libraries and individuals that responded to our survey.

Type of Institution

Thirty-seven percent of responses were from libraries serving doctorate-granting universities, 22 percent from libraries serving four-year colleges/universities, 21 percent from libraries serving two-year associates or community colleges, and 18 percent were from libraries serving masters colleges or universities.

Figure 21. Which of the following classifications describe your institution? —All libraries
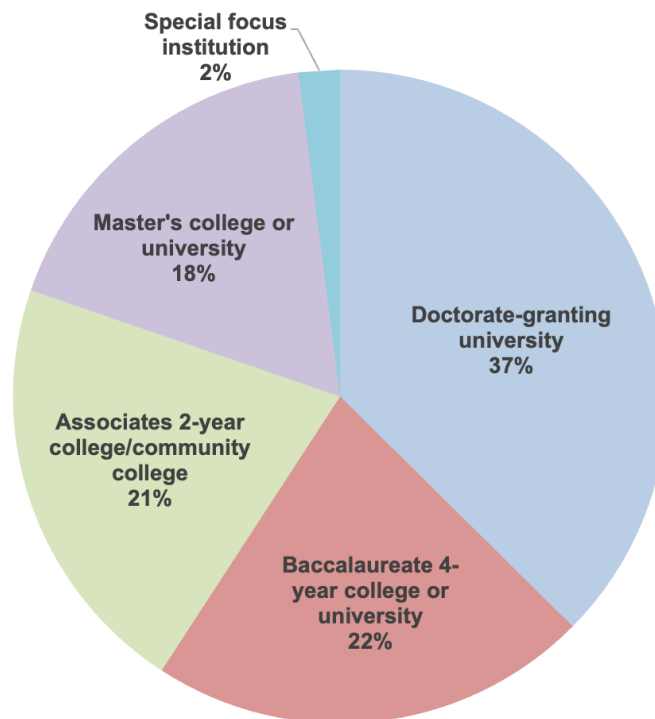
N=220

Table 29. Which of the following classifications describe your institution? —Libraries by enrollment and degree offered

	SIZE OF INSTITUTION (ENROLLMENT)			LIBRARY SERVING			
	Small (<5K)	Medium (5–19K)	Large (20K+)	Doctorate Univ	Master's College/ Univ	4-Yr College/ Univ	2-Yr Comm College
Baccalaureate 4-year college or university	35%	27%	25%	25%	62%	100%	18%
Associates 2-year college/community college	35%	33%	16%	5%	12%	17%	100%
Doctorate-granting university	26%	49%	80%	100%	54%	42%	10%
Master's college or university	26%	24%	20%	25%	100%	50%	10%
Special focus institution	6%	1%	0%	3%	4%	2%	2%

Table 30. Which of the following classifications describe your institution? —Libraries by respondent job function and involvement in acquisitions

	JOB FUNCTION			INVOLVEMENT IN ACQUISITIONS			
	Admin	User Services	Support Services	Final Decision Maker	Make Recommen-dations	Liaise With Depts	Not Involved
Doctorate-granting university	45%	52%	45%	51%	46%	45%	74%
Baccalaureate 4-year college or university	33%	25%	31%	25%	27%	33%	45%
Associates 2-year college/community college	26%	31%	23%	31%	32%	32%	3%
Master's college or university	21%	21%	28%	17%	25%	29%	32%
Special focus institution	5%	2%	3%	3%	2%	2%	3%

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Respondent Job Function

Thirteen percent of survey respondents name reference or information services as their primary job function and 12 percent are library directors or assistant library directors.

Figure 22. What is your primary job function? —All Libraries

Job Function	Percent
Reference/Information services	13%
Library director or Assistant library director	12%
Instructional librarian/manager	8%
Subject specialist/Department liaison	8%
Electronic resources	7%
Head librarian/Department head	6%
Library administrator/manager	6%
Access services/Circulation	6%
Systems	5%
Collection development/Materials selection	5%
Technical services	4%
Cataloging	3%
Acquisitions	3%
Dean of libraries	2%
Archives	2%
Serials	0%
Other	7%

N=218

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Table 31. What is your primary job function? —Libraries by enrollment and degree offered

	SIZE OF INSTITUTION (ENROLLMENT)			LIBRARY SERVING			
	Small (<5K)	Medium (5–19K)	Large (20K+)	Doctorate Univ	Master's College/ Univ	4-Yr College/ Univ	2-Yr Comm College
Library director or Assistant library director	27%	0%	4%	6%	10%	19%	11%
Reference/Information services	12%	18%	10%	12%	10%	11%	18%
Instructional librarian/manager	8%	7%	9%	8%	6%	2%	10%
Collection development/Materials selection	6%	3%	6%	6%	8%	5%	3%
Head librarian/Department head	6%	7%	6%	6%	6%	3%	10%
Library administrator/manager	6%	3%	7%	9%	6%	3%	5%
Subject specialist/Department liaison	5%	7%	12%	13%	8%	6%	3%
Systems	5%	6%	4%	3%	4%	9%	6%
Technical services	5%	3%	3%	2%	4%	6%	3%
Acquisitions	4%	3%	3%	3%	4%	5%	0%
Cataloging	4%	3%	3%	3%	4%	0%	3%
Electronic resources	4%	13%	4%	7%	10%	3%	6%
Access services/Circulation	1%	10%	6%	5%	6%	9%	5%
Archives	1%	4%	0%	2%	2%	3%	2%
Dean of libraries	0%	3%	3%	2%	2%	0%	2%
Serials	0%	0%	1%	0%	0%	2%	0%
Other	7%	4%	9%	9%	10%	9%	10%

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Table 32. What is your primary job function? —Libraries by respondent involvement in acquisitions

	INVOLVEMENT IN ACQUISITIONS			
	Final Decision Maker	**Make Recommen-dations**	**Liaise With Depts**	**Not Involved**
Library director or Assistant library director	27%	7%	8%	6%
Library administrator/manager	8%	7%	5%	3%
Dean of libraries	3%	2%	2%	3%
Access services/Circulation		4%	3%	16%
Acquisitions	5%	3%	3%	3%
Archives		1%	2%	3%
Cataloging	1%	3%	0%	6%
Collection development/Materials selection	9%	4%	2%	0%
Electronic resources	5%	7%	9%	6%
Head librarian/Department head	12%	5%	3%	
Instructional librarian/manager	7%	12%	13%	0%
Reference/Information services	9%	18%	22%	3%
Serials	0%	0%	0%	3%
Subject specialist/Department liaison	7%	12%	13%	0%
Systems	0%	6%	5%	10%
Technical services	3%	4%	5%	3%
Other	3%	4%	3%	19%

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