2025

OLA Inclusive Libraries Survey Report

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Acknowledgements

The Ontario Library Association (OLA) would like to acknowledge the territory and land on which this work is taking place. This land has been inhabited since time immemorial and we honour the past, present, and future of the Wendat, the Haudenosaunee, Anishinaabe, Neutrals, and most recently, Mississaugas of the Credit and all other Nations of Turtle Island (acknowledged and unacknowledged, recorded and unrecorded).

This survey and report were made possible through the contributions of OLA staff, members, and volunteers; the expertise of external partners; and, most importantly, the Ontario library community, whose experiences and perspectives have shaped the recommendations for building a more inclusive sector.

The OLA gratefully acknowledges The Commons Consulting for administering the survey and conducting the data analysis; Lisa MacVicar Consulting & Coaching for auditing the report; and the British Columbia Library Association (BCLA) Anti-Racism Project Advisory Group, who co-designed the original survey on which the *Inclusive Libraries: State of the Sector Survey* is based. The OLA also thanks the following volunteers for reviewing the report and providing valuable feedback, helping to ensure the recommendations reflect the needs and interests of OLA members:

- **Karen Devonish-Mazzotta**, Toronto District School Board | Co-Chair, Forest of Reading
- **Suzanne Fernando**, Toronto Public Library | OLA Cultural Diversity and Inclusion Committee
- **Desmond Wong**, University of Toronto Libraries | OLA Anti-Racism Committee
- **Andrew Wiebe**, University of Toronto | OLA Indigenous Advisory Council

1. Purpose and Background

1.1 Purpose of the Survey and Report

This report presents the key findings and recommendations from the *Inclusive Libraries: State of the Sector Survey* (formerly known as the 'Inclusive Librarianship: State of the Sector Survey'. See Section 1.5 for explanation on the change in terminology), conducted by [The Commons Consulting](#) (also referred to as 'The Commons') between March 3 and April 4, 2025. The survey is a cornerstone of the OLA's work to develop a long-term anti-racism strategy and to strengthen decolonization[1], Indigenization, equity, diversity, inclusion (EDI), and accessibility across the library sector and within the association. By gathering perspectives from library professionals across the province, the survey aims to identify systemic barriers, highlight opportunities for change, and inform actions that will advance inclusivity in Ontario libraries and contribute to a national understanding of EDI and racism in the Canadian library sector. Please note that this report is not a final work plan. The prioritization and implementation of its recommendations will be determined by the OLA Board and leadership as part of the association's broader strategic direction.

1.2 About the Survey

Given the sensitivity of the subject matter, the OLA engaged an external third party—The Commons Consulting, led by Adeline Huynh—to conduct the survey. This approach was intended to ensure participants felt safe and supported in sharing their experiences. The survey was administered via the online survey platform Alchemer, with The Commons retaining sole access to the raw data and conducting data analysis between April and July 2025. The anonymized and aggregated findings were then shared with Lily Kwok, OLA Advocacy and Research Officer, to prepare this final report.

The survey design mirrors the [Current State Assessment](#) conducted by The Commons for the British Columbia Library Association (BCLA) in 2022–2023, enabling comparative insights and contributing to a broader, national body of research on EDI in libraries.

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[1]The use of the term *decolonization* here recognizes the critiques by scholars such as Tuck and Yang (2012), who argue that decolonization may not be fully achievable within institutional structures shaped by colonial power, such as libraries. In the context of this report, *decolonization* refers to the ongoing process of challenging and shifting colonial ways of thinking—particularly in how we understand, value, and organize knowledge—rather than implying that the institution of librarianship itself can be wholly decolonized.

1.3 Background: OLA's Commitment to Inclusive Libraries

The OLA's focus on equity, diversity, inclusion, and decolonization stems from its 2021–2024 Strategic Plan, which identified these values as a core strategic priority. During the planning consultations, OLA members emphasized the importance of proactively implementing the Truth and Reconciliation Commission's Calls to Action, addressing the lack of racial diversity within the library profession, and reviewing policies and practices through an anti-racism* lens.

Since then, the OLA has taken significant steps toward becoming an anti-racist organization. These include:

- Restructuring its governance model to ensure dedicated Board seats for an Indigenous librarian and a library professional who can speak to EDI matters.
- Consulting with an EDI professional (Lisa MacVicar Consulting & Coaching).
- Creating an Anti-Racism Committee.
- Publishing OLA's Commitment Towards Inclusive Librarianship statement in August 2024, outlining the association's commitments to addressing systemic oppression within the organization and the broader sector.

In the OLA's 2025–2028 Strategic Plan, decolonization, EDI, and accessibility are embedded across all priorities, guiding the OLA's work through a holistic approach rather than as a separate or siloed initiative. This survey and report are part of that ongoing commitment to embedding equity and inclusion into the fabric of the association's work.

*Note on the term 'anti-racism': Members of the OLA Indigenous Advisory Council have expressed concerns with the term *anti-racism* because of its negative framing ("anti-"), which centers opposition rather than relationship-building. From many Indigenous worldviews, it can be more constructive to use positive, relational language—such as *inclusive*—that emphasizes what we are striving for, rather than what we resist. However, the term *anti-racism* will continue to be used throughout this report to maintain consistency with common usage and understanding within the library and broader equity, diversity, and inclusion fields.

1.4 Definitions

Throughout this report, *IBPOC respondents* refer to respondents who self-identified as Indigenous, Black, People of Colour, or racialized. *Non-IBPOC respondents* refer to those who did not self-identify as Indigenous, Black, People of Colour, or racialized. The use of 'IBPOC' and 'non-IBPOC' is intended to mirror the terminology used in the BCLA Current State Assessment to support comparability between reports.

It is important to acknowledge, however, that many people do not personally identify with terms such as *IBPOC* or *People of Colour,* and that these collective labels can feel limiting or outdated.

Terms like 'racialized', 'visible minority', and 'People of Colour' each have different historical origins in Canada, and none fully honour the distinct lived experiences and identities of the communities they seek to describe. Moreover, some may hold identities that do not fit neatly within these categories—for example, those who are white-passing, multi-racial, or whose experiences of privilege and marginalization shift across contexts. While these umbrella terms remain commonly used across institutional and equity frameworks, their application here should be understood as a matter of practicality and alignment with sector standards—not as a definitive or universally accepted reflection of identity.

For a full list of definitions, please refer to The Commons Consulting website.

1.5 From "Inclusive Librarianship" to "Inclusive Libraries"

The survey was originally titled and promoted as the *Inclusive Librarianship: State of the Sector Survey* to align with OLA's 2024 statement, which used the term "inclusive librarianship." We also chose not to adopt the phrasing "Current State Assessment," as used by BCLA, because we felt it did not transparently convey the survey's purpose.

However, following feedback from members, we learnt that the term "inclusive librarianship" felt exclusionary to library professionals who do not identify as librarians. To better reflect the diversity of roles within the library sector, the title was revised to *Inclusive Libraries: State of the Sector Survey*. This language shift ensures that all library workers see themselves represented in this work.

2. Methodology

The Commons Consulting was contracted by the OLA in November 2024 to adapt BCLA's Current State Assessment Survey for the Province of Ontario. OLA has consulted with BCLA throughout our co-occurring work in addressing racism within the profession, including through OLA's acquisition of an EDI Consultant in 2023. It, therefore, made sense that if OLA were to conduct an assessment of its own current state regarding EDI and racism, we would administer a similar survey as BCLA. The original BCLA survey was co-created by The Commons and the BCLA Anti-Racism Project Advisory Group. This survey was adapted for Ontario in collaboration with OLA staff and members. The survey assessed the following areas:

- Demographics
- Climate and Culture
- Experiences of Discrimination
- Future Priorities
- Governance

- Membership Engagement

This survey consisted of a maximum of 53 questions (inclusive of branching questions), of which 43 were multiple choice and 10 were open-ended questions for written response. All but one question mirrors that of the BCLA survey. OLA included one additional question on library/information sector (question #15; see Appendix), due to the divisional make-up of the association at the time. OLA represents multiple library subsectors and special interest groups. This question was, thus, included to provide a more granular picture of the state of workplace inclusion and representation across different types of libraries.

The survey was open from March 3, 2025, to April 4, 2025, and distributed via OLA communication channels (e.g., member newsletters and social media). OLA staff also engaged in direct outreach with aligned organizations, such as Visible Minority Librarians of Canada (ViMLoC), to cross-promote the survey, as well as public library CEOs to disseminate the survey amongst their staff. All members of the Ontario library community were invited to participate in the survey, regardless of their OLA member status. Opening the survey to non-members of the OLA provided an opportunity to gain further insight into the broader sector, but also to assess barriers to participation in the association.

The data was disaggregated and analyzed by The Commons. To center the experiences of IBPOC respondents, the data was segmented to compare the experiences of IBPOC and non-IBPOC respondents. Where possible, cross tabulation was applied to further illustrate gaps and inequities. Qualitative data was limited to open-ended responses, which were subsequently analyzed thematically for the report. Analyzed data was then shared with OLA staff to develop recommendations for building the OLA's anti-racism strategy.

This report is written by Lily Kwok, OLA's Advocacy and Research Officer and staff lead on OLA's EDI priority. Lily identifies as a Chinese-Trinidadian immigrant to Canada. The report was then reviewed and audited by Lisa MacVicar, OLA's contracted EDI Consultant. A volunteer group of four OLA members reviewed and provided feedback on the report, and in particular, the recommendations for anti-racist action, to ensure that our work is informed by perspectives and lived experiences of our members. The volunteers include one Black-identifying individual, one who identifies as a second-generation South Asian Canadian woman, one who is Red River Métis (Manitoba Métis Federation), and one who identifies as a Chinese-Canadian settler. Volunteers work in either a university library, public library, or school library. They were recruited as existing volunteers on OLA Committees/programs—Indigenous Advisory Council, Anti-Racism Committee, Cultural Diversity and Inclusion Committee, and the Forest of Reading. One limitation of this review group was that all members are affiliated with a Toronto-based organization. We recognize that library professionals working from small, rural, and/or Northern Ontario communities may have had differing perspectives on the final recommendations

presented here. The OLA plans to continue consulting members and the broader sector as it implements these recommendations to ensure ongoing community input.

2.1 Response Rate

The survey received a total of 1,418 responses. However, after disqualifying responses that were invalid or not submitted in good faith, the final number of valid responses was **1,111** (642 completed, 469 partial). Note: OLA's survey received nearly 480% more responses than BCLA's survey (192 responses), a factor to consider when comparing findings.

2.2 Disqualifying Responses

Responses were disqualified based on the following considerations:

- Response did not include consent.
- Response did not answer any questions beyond providing consent.

While the survey was open, OLA staff became aware of a social media post encouraging people to take the survey in bad faith, i.e., to answer the survey with the intention to mock or disrupt the process and, thus, skew results. Responses were disqualified based on the indication that the respondent completed the survey on the recommendation of that social media post. These responses were disqualified based on the following considerations:

- Date submitted: the survey was taken in the days immediately following the social media post.
- Completion time: completed the survey significantly below the average time.
- URL referrer source: the respondent accessed the survey via the link within that specific social media post. This does not include respondents who accessed the survey via OLA's official social media accounts.

Approximately 200 bad faith responses were disqualified from further data analysis.

3. Demographics

3.1 Equity-Deserving

Within the survey, an 'equity-deserving group' was defined as one that experiences significant collective barriers in participating in society. This could include attitudinal, historic, social, and environmental barriers based on age, ethnicity, disability, economic status, gender, nationality, race, sexual orientation, and gender identity.

54% of all respondents identified themselves as belonging to an equity-deserving group. Further analysis revealed that most equity-deserving respondents did not identify as racialized or Indigenous (60%). However, they had other intersections that qualified for an equity-deserving designation—90% of all equity-deserving respondents identified as women, for example. However, it is important to note that in the library sector, where women already make up most of the workforce, identifying as a woman alone does not position someone as equity-deserving without another intersecting identity. The survey did not capture this distinction, which represents a significant limitation in assessing respondents' equity-deserving status. As a result, the remainder of this report does not examine how equity-deserving status intersects with other identities. Future demographic research in the sector should clearly define what "equity-deserving" means within the context of a woman-majority profession.

Table 1: Non-IBPOC equity-deserving respondents

This table reflects the percentage of non-IBPOC respondents who identified as equity-deserving. For example, 78% of non-IBPOC respondents who identified as equity deserving are also women.

Respondent	Experience
78%	Woman
9%	Genderqueer
10%	Non-binary
8%	Trans
37%	Disability
41%	Neurodivergent
55%	Mental Health Condition

3.2 Race and Gender

22% of all respondents identified as being a member of a racialized community and/or as a person of colour, with 2% specifically identifying as Indigenous. 75% of respondents identified as non-IBPOC.

79% of all respondents identified as being a woman and 13% identified as men. 9% identified as being either non-binary, genderqueer, polygender, or agender. 4% of respondents identified as transgender, with 27% of those respondents being racialized.

Table 2: Responses by race

Racial Identity	Percentage
IBPOC	22%
Non-IBPOC	75%
Prefer not to answer	3%

Table 3: Responses by gender

Gender Identity	Percentage
Woman	79%
Man	13%
Non-binary	5%
Genderqueer, polygender, or agender	4%
Prefer not to answer	3%

Overall, majority of respondents were non-IBPOC women. This is on par with previous demographic data collected on the Canadian library sector (CAPAL/ACBAP, 2018; Ingles et al., 2005; Li et al., 2022).

3.3 Racial Identity and Lived Experience

Notably, a significant number of respondents identified as neurodivergent at 27%. 21% of respondents also indicated having experienced appearance-based discrimination, with 39% of those respondents also identifying as IBPOC, compared to 16% who identified as non-IBPOC.

Table 4: Comparing lived experiences between respondents based on racial identity

	Disability	Neurodivergence	Mental Health Condition or Diagnosis	Appearance based Discrimination
IBPOC	24%	25%	33%	39%
Non-IBPOC	21%	27%	42%	16%
Indigenous*	40%	36%	32%	36%

*Note: Throughout this report, data comparisons are made between IBPOC respondents, non-IBPOC respondents, and Indigenous-only respondents (as shown in Table 4, for example). **IBPOC** refers to respondents who identified as Indigenous, Black, People of Colour, or racialized, while **Indigenous** refers specifically to respondents who identified as Indigenous. Indigenous responses are presented separately in recognition of the distinct experiences, histories, and ongoing impacts of colonization in Canada, which warrant focused attention and analysis.

3.4 Career Stage and Library Role

When looking at career stage, IBPOC representation is highest amongst respondents who are less than five years in their careers at 38%. 60% of all racialized and Indigenous respondents have been in the sector for 10 years or less. Conversely, 54% of non-IBPOC respondents have been in the sector for 11 years or more. This is on par with previous demographic data collection for the sector. For example, the Canadian Association of Research Libraries (CARL)'s 2022 Diversity Census and Inclusion Survey showed that, among the 21 CARL libraries that participated in the

survey, respondents who identified as racialized persons (as well as persons with a disability) were less represented in senior leadership positions. Similarly, the BCLA Current State Assessment found that 40% of IBPOC respondents were less than five years into their careers. Overall, IBPOC library professionals have less decision-making power within the sector.

It is important to note that the survey question did not differentiate whether one's work experience was acquired within or outside Ontario or Canada. Immigrant library professionals with international education and non-ALA accredited degrees often 'restart' their careers in the sector by completing an ALA-accredited program after moving to Canada or accepting entry-level positions. Thus, despite having years of international experience in librarianship, some may find themselves facing systemic barriers to advancement and a lack of recognition for their prior qualifications and professional achievements. ViMLoC's 2021 survey on visible minority librarians in Canada found that 3% of respondents received their library degree outside of North America (Li et al., 2022).

Table 5: Comparing career stages between respondents based on racial identity

	Less than 5 years	6 - 10 years	11 - 15 years	16 - 20 years	More than 20 years
IBPOC	38%	23%	16%	7%	13%
Non-IBPOC	23%	22%	18%	15%	21%
Indigenous	44%	12%	16%	8%	16%

This disparity in career stage is also reflected in library roles: 11% of non-IBPOC respondents are in senior management positions, compared to 4% of IBPOC respondents and 8% of Indigenous respondents. When looking at all senior management staff, only 9% are IBPOC, while 89% are non-IBPOC.

Table 6: Representation in library roles

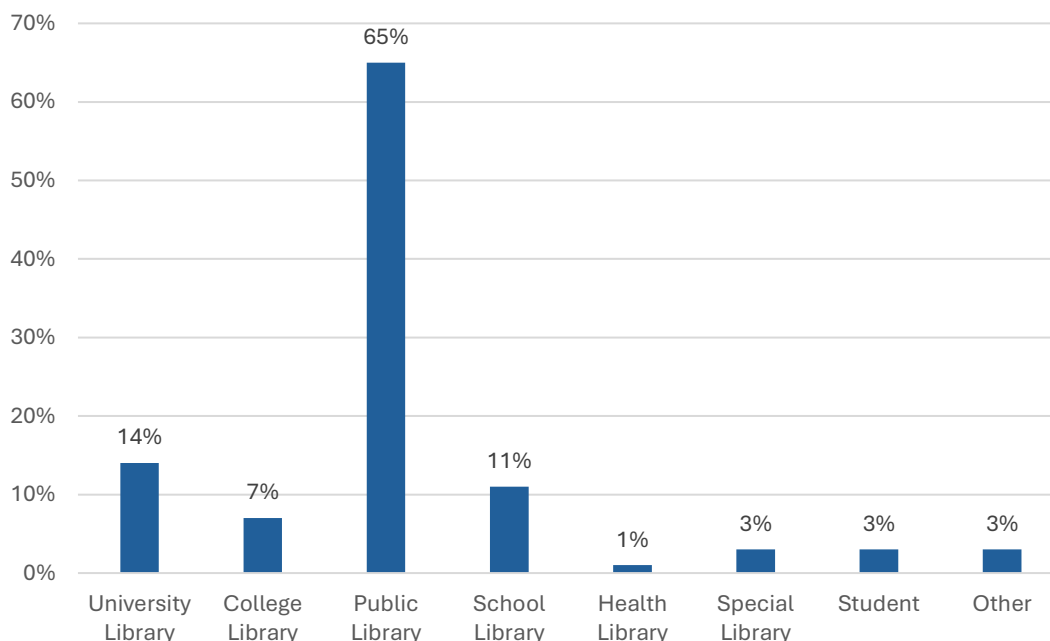|	IBPOC	Non-IBPOC	Indigenous
Librarian	25%	71%	2%
Library Technician	2%	76%	3%
Circulation/Frontline staff	26%	69%	2%
Senior management	9%	89%	2%
Manager	17%	80%	3%

Table 7: Comparing library roles between respondents based on racial identity

	Senior management	Manager	Full-time	Part-time
IBPOC	4%	9%	39%	21%
Non-IBPOC	11%	13%	39%	13%
Indigenous	8%	17%	50%	21%

3.5 Library Sector

65% of all respondents indicated working at a public library, the highest level of representation, followed by university library workers at 14% and school library workers at 11%. This distribution generally mirrors OLA's overall membership, where public library workers comprise the majority. Notably, IBPOC respondents were more likely to work at a university library.

Chart 1: Q.15 What is your library/information sector?

Table 8: Comparing library sectors between respondents based on racial identity

	University	College	Public	School	Health	Special	Student
IBPOC	21%	5%	62%	8%	2%	4%	4%
Non-IBPOC	13%	7%	65%	13%	1%	3%	2%
Indigenous	21%	8%	42%	17%	4%	4%	4%

4. Findings, Actions and Opportunities

4.1 OLA Climate and Culture

Over 60% of all respondents provided the same rankings when asked about OLA's current environment and whether OLA respected the time and representation of IBPOC communities. As we saw, the highest level of IBPOC representation is among those who are still in the first five years of their career. With less representation in positions of power and less experience in the Ontario library sector, IBPOC respondents with less than five years of experience were more likely to express dissatisfaction for questions regarding OLA's culture and climate than non-IBPOC library workers. However, they were not more likely to indicate that they had experienced or witnessed instances of racism (see Section 4.2).

When asked if OLA has **historically** been a welcoming and inclusive environment for IBPOC, 45% of all respondents responded, 'I don't know'. Given that most respondents are non-IBPOC, it's fair to assume that most respondents also cannot speak to the experiences of IBPOC members within the association. However, further analysis showed that IBPOC members were more likely to disagree with the statement that OLA has been historically welcoming and inclusive, while over 70% of non-IBPOC respondents agreed that it was. IBPOC professionals who were 10 years or less into their career were more likely to 'Strongly Disagree' with the statement.

Table 9: Q.17 Historically, OLA has been a welcoming and inclusive environment for Indigenous, Black, and People of Colour (IBPOC).

Answer	Percent
Strongly Agree	16%
Somewhat Agree	27%
Somewhat Disagree	9%
Strongly Disagree	3%
I don't know	45%

Table 10: Representation in answer to the statement "Historically, OLA has been a welcoming and inclusive environment for Indigenous, Black, and People of Colour (IBPOC)."

	IBPOC	Non-IBPOC	Indigenous
Strongly Agree	29%	71%	6%
Somewhat Agree	30%	73%	4%
Somewhat Disagree	37%	60%	0%
Strongly Disagree	54%	46%	4%
I don't know	16%	83%	1%

When asked if OLA is **currently** a welcoming and inclusive environment for IBPOC, we similarly see a high number of responses indicating, 'I don't know', at 35%. However, a higher percentage of respondents either 'Strongly Agree' or 'Somewhat Agree' that OLA is currently welcoming, at 28% and 32% respectively, suggesting that OLA is viewed as more inclusive now than in the past.

Table 11: Q.18 OLA is currently a welcoming and inclusive environment for Indigenous, Black, and People of Colour (IBPOC).

Answer	Percent
Strongly Agree	29%
Somewhat Agree	32%
Somewhat Disagree	5%
Strongly Disagree	1%
I don't know	35%

Table 12: Representation in answer to the statement "OLA is currently a welcoming and inclusive environment for Indigenous, Black, and People of Colour (IBPOC)."

	IBPOC	Non-IBPOC	Indigenous
Strongly Agree	24%	77%	4%
Somewhat Agree	33%	68%	2%
Somewhat Disagree	45%	51%	2%
Strongly Disagree	73%	36%	9%
I don't know	14%	85%	1%

When comparing the perceptions of IBPOC versus non-IBPOC respondents, we do see that IBPOC respondents were mostly likely to 'Strongly Disagree' at 73%, while non-IBPOC respondents were most likely to 'Strongly Agree' at 77%.

In terms of perceptions around OLA respecting the time and representation of IBPOC, most respondents either agreed with the statement (54%) or responded, 'I don't know', at 41%

Table 13: Q.19 OLA respects the time and representation of Indigenous, Black, and People of Colour (IBPOC) members within the Ontario library community.

Answer	Percent
Strongly Agree	25%
Somewhat Agree	29%
Somewhat Disagree	4%
Strongly Disagree	2%
I don't know	41%

Respondents who disagreed with the statement were more likely to identify as IBPOC, while non-IBPOC respondents made up a majority of the 'I don't know' responses or 'Strongly Agree' statements. Further analysis also revealed that 60% of respondents who answered 'Strongly Disagree' identified as IBPOC and had been in the sector for less than five years.

Respondents were also asked to provide a reason for why they selected their response regarding respecting the time and representation of IBPOC. With 41% answering 'I don't know', it is unsurprising that many answered that there is lack of awareness and engagement regarding OLA's EDI work. Unless respondents were active volunteers or highly involved in OLA initiatives,

they indicated a lack of exposure and knowledge about OLA. They also noted their lack of engagement was in part due to lack of time and the nature of their role within the library to fully engage with the association. With regards to IBPOC respondents, many responded positively about their experiences with OLA but also noted that this experience was individual to them and recognized that other IBPOC community members may have had different experiences. Overall, it was noted that OLA is making positive progress towards creating a safer and inclusive environment, but more work needs to be done understand IBPOC experiences and increase representation in membership, library staffing, and in positions of power.

A significant portion of respondents referenced Super Conference to justify their answer. Respondents noted that while diversity and representation have improved compared to 10 years ago, it has regressed compared to two to three years ago, with less IBPOC presenters and attendees, as well as less topics related to anti-racism than previous years. Finally, respondents indicated underrepresentation of IBPOC library professionals in senior leadership both at the OLA and throughout the sector as the reason for their answer. Respondents noted that committee representation needed to be diversified, while also acknowledging that with less IBPOC members overall, there is less capacity. The specific lack of Indigenous representation was also indicated along with a desire for Indigenous-only spaces and the need for more designated representation throughout the association. Overall, respondents indicated that more can be done to support and develop IBPOC leaders and include them in places of power.

When asked if OLA conference topics, resources, and advocacy efforts explore and investigate issues and experiences that represent IBPOC, over 60% of respondents agreed while 28% indicated 'I don't know'. However, IBPOC respondents were more likely to disagree with the statement at 16%. Similarly, when asked if OLA provides professional development experiences that reflect and integrate the values of anti-racism, we see that most respondents agreed (66%) and 27% responding, 'I don't know'. The most common response for both IBPOC and non-IBPOC respondents was 'Somewhat Agree', but IBPOC respondents were more likely than non-IBPOC respondents to disagree overall.

In response to how OLA can improve in making its climate and culture more inclusive and anti-racist, respondents offered the following:

- **Lower financial barriers** for IBPOC members, such as making events more affordable or providing scholarships for IBPOC attendance.
- **Increase representation in hiring** by supporting libraries through their recruitment of more IBPOC staff and helping create pathways for IBPOC library workers to be promoted into management positions.

- **Increase representation at OLA events and in OLA decision-making.** IBPOC speakers should be given more opportunities to present at Super Conference beyond EDI-related topics.
- **Provide training** not only anti-racism, but also neurodivergence, accessibility, and emotional intelligence. Training can be pre-recorded and offered on-demand to increase accessibility.
- **Engage in community outreach and early interventions for future library professionals** by connecting with high school students and the broader community to promote pathways to library work for IBPOC youth.
- **Increase support for smaller and rural libraries** where library workers face greater barriers to participation due to cost and travel. Differences in IBPOC experiences in rural and urban settings also need to be considered.
- **Make Super Conference more inclusive and accessible**. This may look like scheduling the conference so that EDI and Indigenous topics do not co-occur with other important industry sessions; having more IBPOC presenters on topics beyond anti-racism and reconciliation; providing scholarships for IBPOC attendees; providing more information on protective measures (e.g., masks); and supporting attendees with mobility challenges.

Challenges	Actions/Opportunities
- Lack of awareness, communication and transparency around OLA's EDI, anti-racism, and reconciliation work. - Lack of IBPOC representation in both the Association and sector, especially in decision-making roles. - EDI needs to be better integrated into all aspects of Super Conference, from its planning, programming, speaker selection, and accessibility (physical, cognitive and financial).	- Develop a communications plan for OLA's EDI and reconciliation work. For example, every year the OLA sponsors three First Nation Public Librarians to attend Super Conference. Increase promotion of scholarships and awardees so IBPOC members are aware of potential opportunities. - Promote BCLA's EDI Strategies in Recruitment Toolkit, along with other resources from aligned organizations. - Provide training through OLA events on equitable hiring practices. - Enhance the OLA MentorMatch program by offering a IBPOC-specific component. Match IBPOC library leaders as mentors with early career IBPOC library professionals. Restructure the program to enhance its longevity (i.e., longer mentorship periods, recruiting mentees

	to become eventual mentors, etc.). Partner with ViMLoC on their own mentorship program for visible minority librarians to strengthen IBPOC mentorship throughout the sector. • Add an EDI component to the Terms of References for OLA Committees and other member groups that specifically require representation from underrepresented communities, including IBPOC, 2SLGBTQIA+, etc. • Have a presence at events targeting high-school aged youth to promote librarianship as a career path; especially attend events in underserved communities. • Build an EDI policy specifically for Super Conference and provide EDI training for planners/volunteers. • Create a scholarship specifically for attendees from rural communities to attend Super Conference. This support would be open to all individuals from rural areas, recognizing the geographic disparities that can limit access to professional development opportunities. However, priority should be given to IBPOC individuals from these communities, who often face additional systemic barriers related to race and representation.

4.2 Experiencing and Witnessing Racism

4% of all respondents indicated experiencing racism. Most incidents of experiencing racism took place at the Super Conference by a library community member, and the most common reason for not reporting was that the respondent felt that reporting would not make a difference. Notably, among respondents who reported experiencing racism, 42% indicated not reporting due to risk to their position in the library community, while 29% indicated not reporting due to risk to their position in the workplace. None of the Indigenous respondents who indicated experiencing racism shared their experiences with OLA board or staff. Moreover, none of the respondents who

shared experiences of racism were 'Very Satisfied' with the outcome, and the only respondents who were 'Somewhat Satisfied' identified as non-IBPOC.

When examining the data more closely, only 11% of IBPOC respondents reported experiencing racism—meaning the majority indicated they had not experienced racism within the OLA. In contrast, 38% of non-IBPOC respondents reported experiencing racism, a surprising finding that suggests differing perceptions and understandings of what constitutes racism. The survey defined racism as "individual, cultural, institutional, and systemic ways by which differential consequences are created for different racial groups. Racism is often grounded in a presumed superiority of the white race over groups historically or currently defined as non-white." Future data collection should explore these perceptual differences more deeply, examining how respondents interpret and apply the definition of racism, and how factors such as lived experience, positionality, and awareness shape self-reported experiences within the organization.
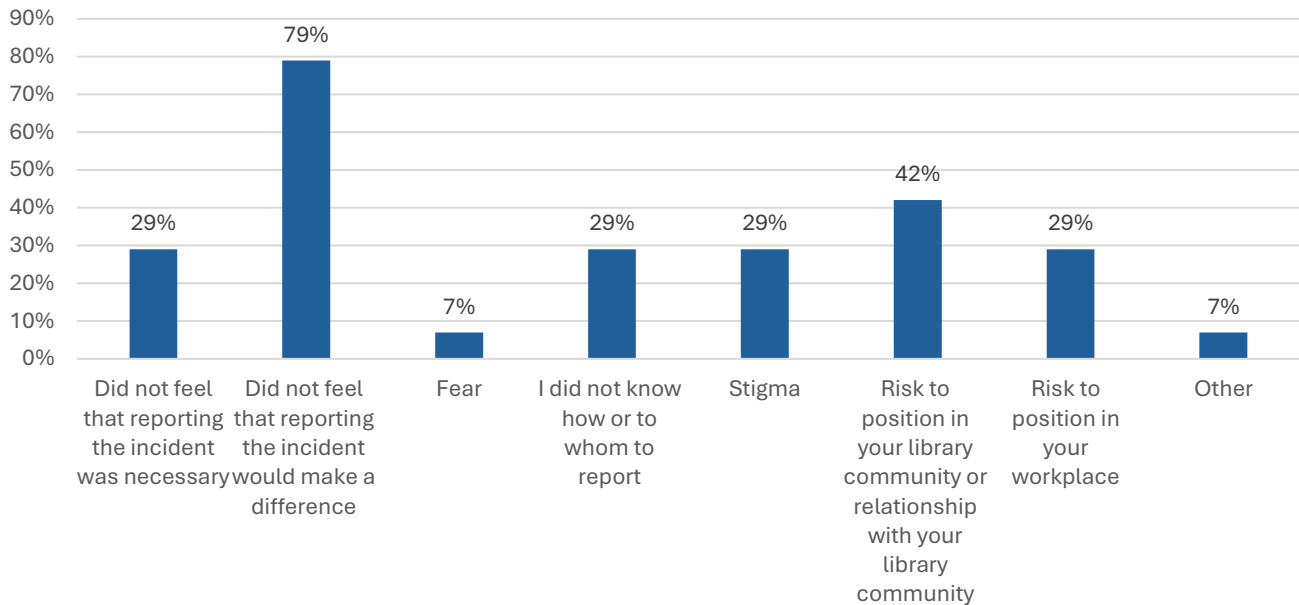
Table 14: Q. 27 Where and/or by whom did you experience the racism?

Source	Percent
OLA Staff Member	11%
OLA Board Member	9%
Library community member	34%
At an OLA sponsored space (e.g. Division or Committee event)	9%
At an OLA event (e.g. OLA Super Conference)	49%
In an OLA written content (e.g. website, email, social media etc.)	6%
Other, please specify	9%
Prefer not to answer	29%

22% of respondents who indicated experiencing racism also shared their experiences with the OLA board or staff. When asked on how they would have liked to have seen it handled or to share more on their experience, some respondents indicated that the OLA was not open to listening to experiences of racism and that OLA should have publicly communicated their position on the incident. One respondent expressed that the situation was handled as best as possible in the moment.

Chart 2: Comparing IBPOC respondents' reasons for not sharing experiences of racism

A bar chart showing the following values:
- Did not feel that reporting the incident was necessary: 29%
- Did not feel that reporting the incident would make a difference: 79%
- Fear: 7%
- I did not know how or to whom to report: 29%
- Stigma: 29%
- Risk to position in your library community or relationship with your library community: 42%
- Risk to position in your workplace: 29%
- Other: 7%

Similarly to experiencing racism, incidents of witnessing racism were more likely to take place at an OLA event, especially Super Conference, and be from a library community member. 6% of all respondents indicated witnessing racism within the OLA.

Table 15: Q. 35 Where and/or by whom did you witness the racism?

Source	Percent
OLA Staff Member	6%
OLA Board Member	6%
Library community member	55%
At an OLA sponsored space (e.g. Division or Committee event)	22%
At an OLA event (e.g. OLA Super Conference)	61%
In an OLA written content (e.g. website, email, social media etc.)	2%
Other, please specify	10%
Prefer not to answer	4%

For respondents who indicated that they did witness racism within the OLA, majority indicated not sharing their experience with OLA board and staff as they 'did not feel that reporting the incident would make a difference' (59%), or that they 'did not know how or whom to report' (41%).

When asked how they would have liked their disclosure of witnessing racism to be handled, respondents emphasized the need for a robust documentation system to demonstrate that the OLA takes such incidents seriously. They also stressed the importance of timely responses and active moderation of online spaces. Notably, respondents acknowledged that those causing harm may not always act with ill intent and that incidents often stem from ignorance. This underscores the need to build awareness in the moment to interrupt and prevent harmful behaviour (i.e., by-stander intervention).

Challenges	Actions/Opportunities
- Need for better processes for reporting, documenting and addressing racism within the OLA. Members either don't know who/how to report incidents of racism, or feel like it will not make a difference (i.e., there is a perception that OLA does not take racism seriously). - Need to address racism as it arises and interrupt harmful behavior. - Super Conference is a major site where racism is experienced or witnessed, likely due to its size and prominence as it brings together the largest and most diverse cross-section of people from across the sector.	- Develop strong, transparent policies and processes for addressing racism and discrimination, including a safe and accessible complaint mechanism for racialized members. Clearly communicate how complaints and incidents will be handled so individuals understand the steps involved and can make informed decisions about whether to file a complaint. - Provide by-stander intervention training for OLA staff, board and members to proactively address racism as it occurs. - Build an EDI policy specifically for Super Conference and provide EDI training for planners/volunteers.

4.3 Future Priorities for OLA

Respondents were asked to rank priorities for OLA's work to become an anti-racist organization. Overall, three top priorities emerged: mentorship for IBPOC members; creation of safe spaces and processes to discuss racism and EDI; and direct outreach to diversify membership.

Table 16: OLA priorities as ranked by respondents from highest to lowest – IBPOC vs. All Responses

IBPOC Priorities	All Responses Priorities
1. Mentorship opportunities for staff, Board, and members who identify as IBPOC. 2. Create safe spaces, opportunities, and processes to discuss concerns around systemic racism, equity, diversity, and inclusion. 3. Outreach efforts to actively seek to increase the racial and cultural diversity of its members. 4. Engagement processes and opportunities that prioritize equity and access. 5. Provide resources and opportunities for learning and meaningful allyship to IBPOC communities. 6. Provide resources and opportunities for self-advocacy and self-empowerment for IBPOC members. 7. Create a committee that is specifically focused on anti-racism. 8. Sector based benchmarking to examine and quantify systems and their interaction with anti-racism 9. Increase access to anti-racist programming.	1. Create safe spaces, opportunities, and processes to discuss concerns around systemic racism, equity, diversity, and inclusion. 2. Outreach efforts to actively seek to increase the racial and cultural diversity of its members. 3. Mentorship opportunities for staff, Board, and members who identify as IBPOC. 4. Engagement processes and opportunities that prioritize equity and access. 5. Provide resources and opportunities for learning and meaningful allyship to IBPOC communities. 6. Provide resources and opportunities for self-advocacy and self-empowerment for IBPOC members. 7. Increase access to anti-racist programming. 8. Create a committee that is specifically focused on anti-racism. 9. Sector based benchmarking to examine and quantify systems and their interaction with anti-racism.

Respondents were also invited to write in additional priorities they felt the OLA should address, beyond those included in the ranked choices. Common themes that emerged included:

1. **Recruitment and pipeline development** for IBPOC library professionals through targeted outreach to high school and undergraduate students, scholarships, and the promotion of librarianship as a viable career path for equity-deserving groups.
2. **Representation and hiring practices**, including the creation of IBPOC-designated roles, diversifying OLA staff, leadership, and award juries to reflect the communities they serve, and tracking metrics related to recruitment, retention, and advancement.
3. **Professional development and career mobility** specifically tailored for IBPOC library workers so they can move into managerial roles.

4. **Safe and empowering spaces**, such as caucus/affinity groups, and strategies for fostering psychologically safe environments free from tokenism.
5. **Practical anti-racism and EDI resources and toolkits**.
6. **Partnerships and collaborations** with organizations already leading in this space, such as Association of Research Libraries (ARL).
7. **Programming and conference content**.
8. **Community engagement** through actively listening to IBPOC voices and embedding continuous feedback loops.

Moreover, respondents were asked what OLA is currently doing to support IBPOC professionals and what they would like to see continued and/or expanded.

OLA's Current Work	Actions/Opportunities
1. **Mentorship & leadership development** through the MentorMatch Program.	• Longer, better-resourced cohorts. • Targeted IBPOC tracks. • Leadership-level sponsorship (not just entry-level pairing).
2. **Representation and decision-making power** through OLA Committees – Indigenous Advisory Council (IAC), Cultural Diversity and Inclusion (CDI) Committee – and board seats.	• More IBPOC voices in senior staff roles, juries, policy tables, and committees beyond IBPOC-specific ones. • Structural overhaul (e.g., amending bylaws) to ensure momentum survives leadership turnover.
3. **Scholarships, awards and financial access** – such as the CDI Bursary, Spirit of Reconciliation Award, waived fees for First Nation Public Libraries.	• Travel grants for rural or northern library workers. These grants would recognize that geographic isolation affects access to professional growth for both IBPOC and non-IBPOC individuals, while prioritizing IBPOC applicants, and in particular Indigenous library workers, who experience compounded barriers due to both race and location. • Scholarships for MLIS/LT students • Funding for CDI Committee events • Sector-wide awards spotlighting IBPOC excellence

4. Diverse **professional learning and resources**, including conference sessions on anti-racism and Indigenous matters.	• More frequent, low- or no-cost workshops, toolkits and online modules. • Expanding range of topics to include implicit bias, allyship, hiring equity, and ableism. • Bring learning to the learner (virtual events), especially for remote libraries.
5. **Inclusive programming and outreach**, such as the Super Conference Indigenous Stream.	• Year-round Indigenous and Black programming (not only during heritage months). • Content that centers IBPOC patrons in collections and events. • Further granulation of the Indigenous Stream to reflect distinct needs; deeper Indigenous caucusing.
6. **Communication and accountability.** People are aware we are doing the work, but do not know what this looks like day-to-day.	• Clearer reporting on actions, impact and next steps. • Creation of transparent feedback loops. Composite respondent quote: *"Publish what's actually happening—grants, committees, impact—because right now I hear snippets in emails but can't see the bigger picture."*

4.4 Governance

When asked about OLA's governance and its commitment to addressing racism, most respondents selected 'I don't know' for many of the questions. For example, 46% were unsure whether the OLA Board and Executive Director are committed to addressing racism, and 51% didn't know if effective policies and processes were in place. These responses point to a broader lack of awareness around OLA's anti-racism work and highlight the need for improved communication with members and the wider sector. This is also likely compounded by a lack of OLA leadership publicly modeling appropriate responses to instances of racism.

Respondents were also asked if the decisions and actions of OLA's Board and Executive Director were guided by their knowledge of colonialism. Indigenous respondents largely agreed with this statement (72%), while approximately 50% of all remaining respondents indicated 'I don't know'.

In terms of improving in governance in terms of anti-racist practice, respondents offered similar suggestions as previous open-ended questions:

1. More IBPOC representation in decision-making.
2. Growing the pipeline for future governance through active recruitment of IBPOC.
3. Ongoing education for OLA leadership.
4. Clear, transparent structures and accountability.
5. Community consultation and engagement.
6. Lower barriers to participation, especially financially.
7. Approaching the work with balance and nuance while recognizing and managing dissent – acknowledging that some members fear backlash while others question the value of EDI altogether.

Challenges	Actions/Opportunities
- Lack of awareness, communication and transparency around OLA's EDI, anti-racism, and reconciliation work. - Need for better processes for reporting, documenting and addressing racism within the OLA. - Lack of IBPOC representation in both the Association and sector, especially in decision-making roles, and a need to develop clear paths into leadership roles for IBPOC that involve lowering the barriers to participation. - Need for continuous education and training of OLA leadership. - Need for more active community engagement and consultation with equity-deserving groups; listening to marginalized voices.	- Develop a communications plan for OLA's EDI and reconciliation work, including reporting on progress to membership. - Develop strong policies for addressing racism and discrimination that is clearly communicated to members. Provide a safe and transparent feedback channel to allow members to report incidents and become informed of outcomes. - Create a full-time diversity/anti-racism role on OLA staff. - Partner with Indigenous Elders and Indigenous-led organizations (e.g., First Nation Public Libraries), as well as Black leaders in the literary field (e.g., library workers, authors, booksellers, etc.) to work with the board. - Require board and senior leadership to take continuous anti-racism training.

	- Host regular engagement sessions with membership, especially IBPOC membership, to set priorities. - Develop ways to lower the barriers to participation in terms of cost and accessibility; consider the needs of members in rural and northern communities. Decenter the OLA from the Greater Toronto Area (GTA).

Composite respondent quotes:

> *"Board members need ongoing, mandatory training on anti-racism and colonialism, not one-off workshops they can check off a list."*

> *"Show us the policies, the metrics, the progress reports—transparency is accountability, and right now the work feels invisible."*

> *"Create an independent channel to report racism and a plan to learn from incidents— continuous improvement, not crisis management."*

4.5 OLA Member Engagement

About half of all respondents are current members of the OLA, while 27% indicated being a non-member but part of the Ontario library community and 19% indicated being a former member.

Chart 3: Q. 49 What best describes your connection to OLA?
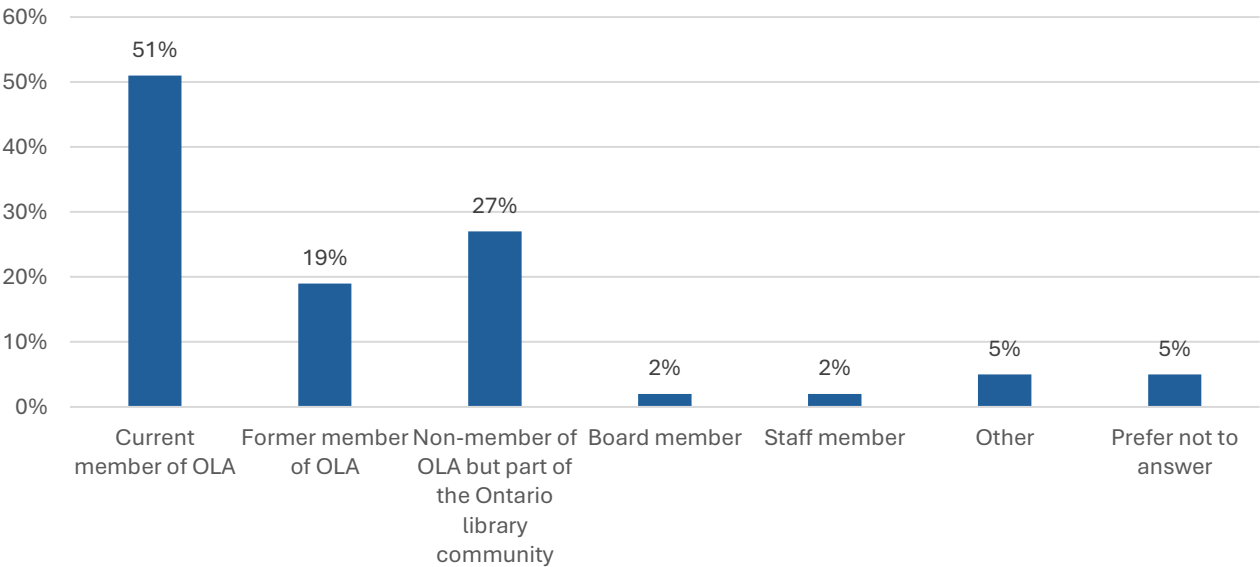
Former and non-members of the OLA were asked why they chose not to be a member. Some common responses included:

1. **Cost and financial pressure**, including employers no longer paying membership and conference fees.
2. **Unclear or insufficient value in membership** for their role or beyond Super Conference.
3. **Content not relevant to their work** – sessions feel geared towards public libraries, with less content for academic, special, or technical services.
4. **Employment status and career stage** – retired, unemployed, no longer working in a library, or part-time hours, for example.
5. **Lapsed or forgotten memberships**.
6. **Alternative professional associations** that better match their specialization or niche, e.g., Asian Pacific American Libraries Association (APALA).
7. **Perceived lack of inclusion or recognition** – library technicians, assistants, and IBPOC staff feel that the OLA centers librarians.

When asked if your racial or cultural identity and lived experiences influenced your decision to not be a member, 73% of all respondents said they 'Strongly Disagree'. In terms of IBPOC-only respondents, 50% indicated that they strongly disagreed that their racial/cultural identity influenced their lack of membership into the association.

Respondents were also asked about the accessibility of OLA's events and communication materials. 53% of all respondents 'Strongly Agree' that they have equitable access to OLA events, with 68% of respondents with a disability agreeing. Respondents who answered 'Strongly Disagree' were significantly more likely to have a disability or identify as neurodivergent. In terms of communication materials, such as website content and emails, 77% of neurodivergent respondents agreed that they were accessible and inclusive. However, respondents with a disability or identified as neurodivergent were more likely to disagree with the statement.

Challenges	Actions/Opportunities
- Perceived lack of value of OLA membership with alternative professional associations that may better suit people's needs and interests. - Perceived lack of inclusion for library professionals outside of the librarian role.	- Pinpoint OLA's unique value proposition, focus our efforts around it, and communicate it with clarity and consistency—rather than diluting our impact by trying to do everything at once. This includes identifying our target audience. - Create incentives that encourage employers to invest in OLA memberships for their staff. Develop

• Financial barriers—lack of employer support for professional development, cost of living pressures. • Accessibility challenges for members with a disability or who are neurodivergent.	strategies for demonstrating the value of OLA membership to employers. • Pursue additional grants and external funding to help offset participation costs for members facing financial barriers. • Accessibility training for OLA staff and leadership to ensure all events and programs are approached from this lens. • Development of an accessibility policy that embeds accessibility into OLA's structures and practices, ensuring it is upheld over time regardless of changes in board or leadership.

5. Recommendations

Based on the above findings and the potential actions and opportunities that emerged, the following recommendations represent both immediate actions and long-term strategic shifts necessary to create lasting change. These recommendations are not a finalized work plan; rather, they are intended to guide the OLA Board and leadership as they determine priorities and integrate specific actions into their annual workplans.

Implementation will require sustained commitment, adequate resources, and ongoing community engagement. In terms of timeline, implementation should take place in phases beginning in 2026, with some actions addressed in the short term (within one year), and others embedded into the OLA's multi-year strategic planning cycle. The OLA Board must decide which recommendations are to be actioned within the remainder of the OLA 2025-2028 Strategic Plan cycle, i.e., within the next three years, and which initiatives will require a longer timeframe of five years or more to fully implement. This longer-term work may involve structural changes, partnership development, or sector-wide initiatives that extend beyond a single strategic plan. Progress updates and milestones should be shared annually with members to ensure transparency and accountability.

The OLA also recognizes that this work is an ongoing journey that requires continuous learning, adaptation, and accountability to both our members and the wider Ontario library community. As promised in our Inclusive Librarianship statement, "OLA commits to owning each step of this endeavour and taking accountability for any errors we will make along the way." As we implement

these recommendations and maintain ongoing dialogue with membership, they will evolve and adapt to meet emerging needs and insights.

These recommendations are organized into actions for the OLA as an organization (Section 5.1) and broader recommendations for the library sector in Ontario (Section 5.2).

5.1 Recommendations for the Association

Leadership and Governance

1. **Institutionalize Anti-Racism Practices**
   - Require continuous training for the Board and senior leadership on topics such as anti-oppression, implicit bias, and equitable decision-making.
   - Implement strategies to diversify OLA's governance and executive structures by increasing accessibility and opportunities for IBPOC library professionals to participate and lead within the association.
   - Learn in collaboration with Indigenous Elders and other IBPOC community leaders to develop anti-racism and EDI efforts, while ensuring that these partnerships are not extractive or harmful, but mutually beneficial and reciprocal in nature.
   - Continue to allocate budget and human resources to anti-racism work to ensure dedicated leadership and coordination of initiatives.
     - This could involve creating a dedicated anti-racism position within OLA staff, continuing to include EDI responsibilities in an existing staff member's portfolio, or engaging external consultants for oversight.
   - Integrate EDI components into Terms of References for OLA Committees where appropriate. Example: require an accessibility voice on event planning committees.

2. **Enhance Accountability and Transparency**
   - Develop a comprehensive communications plan for OLA's EDI and reconciliation work, including regular progress reporting to membership.
     - This could involve smaller initiatives, such as updates through newsletters and social media, as well as larger efforts, like publishing annual reports that detail actions taken, resources allocated, and outcomes achieved.
   - Create transparent feedback channels that allow members to safely report incidents of racism and discrimination, with clear processes for investigation and follow-up.
   - Establish metrics and track progress on EDI goals across the organization.

Membership and Engagement

3. **Diversify and Strengthen Membership**

- o Conduct targeted outreach efforts to actively increase the diversity of OLA membership.
- o Engage employers to invest in OLA memberships for their IBPOC staff. Develop strategies for demonstrating the value of OLA membership in supporting IBPOC staff professional development.
- o Host regular engagement sessions with membership to set priorities.

4. **Remove Barriers to Participation**
   - o Pursue additional grants and external funding to offset participation costs for members facing financial barriers.
   - o Increase funding for existing scholarships and bursaries, such as the Cultural Diversity and Inclusion Bursary and Spirit of Reconciliation Award.
   - o Create travel grants specifically for rural and northern library workers to attend OLA events.
   - o Create new scholarships for MLIS/LT students from equity-deserving communities.
   - o Develop ways to decenter OLA activities from the Greater Toronto Area, including virtual programming and regional events.
   - o Implement accessibility training for all OLA staff and leadership to ensure events and programs are universally accessible.

Professional Development and Mentorship

5. **Expand and Enhance Mentorship Programming**
   - o Restructure the current MentorMatch program to include longer mentorship periods and create pathways for mentees to become eventual mentors.
   - o Develop a specialized IBPOC mentorship track that matches IBPOC library leaders with early career IBPOC professionals.
   - o Partner with Visible Minority Librarians of Canada (ViMLoC) to strengthen mentorship opportunities throughout the sector.
   - o Create leadership development programs specifically designed to prepare IBPOC library workers for management roles.

6. **Strengthen Professional Learning**
   - o Provide more frequent, low- or no-cost workshops, toolkits, and online modules on anti-racism, accessibility, and inclusion.
   - o Expand training topics to include implicit bias, allyship, equitable hiring practices, and ableism.
   - o Provide by-stander intervention training for OLA staff, board, and members to proactively address racism as it occurs.

Events and Programming

7. **Transform Super Conference and Events**
   - o Develop and implement a comprehensive EDI policy specifically for Super Conference, including EDI training for all planners and volunteers.
   - o Ensure IBPOC speakers are given opportunities to present on topics beyond EDI-related content.
   - o Improve accessibility measures, including clear information on protective measures and support for attendees with mobility challenges.
   - o Provide dedicated funding for Cultural Diversity and Inclusion Committee events and programming.

8. **Create Safe and Inclusive Spaces**
   - o Establish opportunities and processes for discussing concerns around systemic racism and discrimination.
   - o Create caucus/affinity groups for IBPOC members and other equity-deserving communities.
   - o Ensure current OLA spaces, such as OLA Communities of Practice, support IBPOC library professionals to participate fully, contribute their voices, and engage in leadership opportunities.

5.2 Recommendations for the Sector

Recruitment and Pipeline Development

9. **Build Pathways to Librarianship**
   - o Engage in targeted outreach to high school students in underserved communities to promote librarianship and library-related work as a career path.
   - o Partner with post-secondary institutions to support IBPOC students entering library programs, including financial support.
   - o Develop relationships with community organizations serving equity-deserving populations to raise awareness about library careers.
   - o Offer mentorship and internship opportunities connecting IBPOC youth with library professionals, while supporting non-traditional pathways into the profession beyond post-secondary education.

Hiring and Advancement Practices

10. **Transform Recruitment, Retention and Advancement**
    - o Provide training on equitable hiring practices and promote existing resources such as BCLA's EDI Strategies in Recruitment Toolkit.

- o Develop sector-wide initiatives to track recruitment, retention, and advancement metrics for IBPOC professionals.
- o Develop succession planning initiatives that actively cultivate IBPOC leaders.
- o Address systemic barriers that prevent recognition of international library education and experience. E.g., promoting a Work-Integrated Learning (WIL) model as a pathway to gain practical experience and employment.
- o Consider Indigenous Knowledge Systems and community credentials for creating pathways beyond Western academic/library standards.

Institutional Change

11. Embed Anti-Racism in Library Operations
- o Support libraries in developing and implementing anti-racism policies and procedures.
- o Provide resources and training for library leadership on creating inclusive workplace cultures.
- o Facilitate knowledge sharing about successful anti-racism initiatives across different library contexts.
- o Develop sector-wide standards and benchmarks for EDI work in libraries.

12. Address Rural and Regional Disparities
- o Develop targeted support for libraries serving diverse communities outside major urban centers.
- o Create regional networks and support systems that can address local EDI challenges and opportunities.
- o Ensure that provincial library initiatives account for geographic and demographic diversity.

Collaboration and Partnership

13. Strengthen Sector-Wide Collaboration
- o Partner with organizations already leading in the anti-racism and EDI space to share resources and best practices.
- o Collaborate with other provincial and national library associations to create a coordinated approach to anti-racism work.
- o Build relationships with community organizations and advocacy groups led by and serving IBPOC communities.
- o Establish formal partnerships with organizations like ViMLoC to leverage existing expertise and networks.

6. Final Reflections

The *Inclusive Libraries: State of the Sector Survey* represents a critical milestone in the OLA's journey towards becoming an anti-racist organization. While the OLA has made meaningful structural changes, the findings revealed that significant gaps remain between intention and impact. Moving forward, the OLA must move beyond good intentions to implement systemic change through sustained leadership commitment, adequate financial investment, and genuine power-sharing with IBPOC communities. Success requires institutionalizing anti-racism practices, removing barriers to participation, expanding mentorship programs, and creating transparent accountability mechanisms. However, this transformation cannot be achieved by the association alone—it demands collective action from the entire Ontario library community. Every library professional has a role to play: employers must invest in IBPOC staff development, colleagues must engage in bystander intervention, and all members must hold the association accountable for implementing these recommendations.

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Appendix

OLA Inclusive Libraries: State of the Sector Survey 2025

Formerly 'OLA Inclusive Librarianship: State of the Sector Survey'

Demographic Questions

The following questions seek to understand demographic information to ensure survey results can be analyzed using an equity-based and intersectional lens. This is the only section with demographic-based questions.

2. Do you belong to an equity-deserving group?

    ( ) Yes

    ( ) No

    ( ) Prefer not to answer

3. Do you self-identify as a member of a racialized community and/or as a person of colour?

    ( ) Yes

    ( ) No

    ( ) Prefer not to answer

4. Do you identify as an Indigenous person?

    ( ) Yes

    ( ) No

    ( ) Prefer not to answer

5. What gender identity best represents you? Please select all that apply.

    [ ] Woman

    [ ] Man

    [ ] Non-binary

    [ ] Genderqueer, Polygender, or Agender Person

    [ ] Prefer not to answer

    [ ] Identity not listed (please specify)

6. Do you identify as someone who is Trans or has had Trans experience ?

    ( ) Yes

    ( ) No

    ( ) Prefer not to answer

7. Do you identify as Two Spirit?

    ( ) Yes

    ( ) No

    ( ) Prefer not to answer

8. What sexual orientation best represents you? Please select all that apply.

    [ ] Aromantic/Asexual

    [ ] Bisexual

    [ ] Fluid

    [ ] Gay

    [ ] Lesbian
    [ ] Pansexual

    [ ] Queer

    [ ]Questioning or unsure

    [ ] Straight (heterosexual)

    [ ] Prefer not to answer

    [ ] Identity not listed (please specify):

9. Do you identify as a person with a disability or someone with different accessibility needs?

    ( ) Yes

    ( ) No

    ( ) Prefer not to answer

10. Do you self-identify as a person who is neurodivergent?

    ( ) Yes

( ) No

( ) Prefer not to answer

11. Do you self-identify as a person with a condition or diagnosis regarding their mental health?

( ) Yes

( ) No

( ) Prefer not to answer

12. Do you self-identify as someone who faces appearance-based discrimination? This may or may not overlap with other forms of physical disability.

( ) Yes

( ) No

( ) Prefer not to answer

13. At what stage are you in your library career?

( ) Less than 5 years

( ) 6 - 10 years

( ) 11 - 15 years

( ) 16 - 20 years
( ) more than 20 years

( ) Prefer not to answer

14. What is your role and employment status? Check all that apply.

[ ] Librarian

[ ] Library Technician
[ ] Circulation/Frontline staff

[ ] Senior management

[ ] Manager
[ ] Consultant
[ ] Trustee/Board Member
[ ] Other role in a library:

[ ] Full-time

[ ] Part-time

[ ] Auxiliary

[ ] Contract

[ ] Not currently working in a library

[ ] Student

15. What is your library/information sector? Please select all that apply.

[ ] University library

[ ] College library

[ ] Public library

[ ] School library

[ ] Health library

[ ] Special library

[ ] Student

[ ] Other - Write In:

OLA Climate and Culture

This next section of questions will ask you about your experiences with OLA. Please read the following statements and indicate to what extent you agree or disagree.

16. Historically, OLA has been a welcoming and inclusive environment for Indigenous, Black, and People of Colour (IBPOC).

( ) Strongly Agree

( ) Somewhat Agree

( ) Somewhat Disagree

( ) Strongly Disagree

( ) I don't know

17. OLA is currently a welcoming and inclusive environment for Indigenous, Black, and People of Colour (IBPOC).

( ) Strongly Agree

( ) Somewhat Agree

( ) Somewhat Disagree

( ) Strongly Disagree

( ) I don't know

18. OLA respects the time and representation of Indigenous, Black, and People of Colour (IBPOC) members within the Ontario library community.

( ) Strongly Agree

( ) Somewhat Agree

( ) Somewhat Disagree

( ) Strongly Disagree

( ) I don't know

19. Please share why you selected your answer in response to the statement: "OLA respects the time and representation of Indigenous, Black, and People of Colour (IBPOC) members within the Ontario library community."

20. OLA conference topics, resources, and advocacy efforts explore and investigate issues and experiences that represent IBPOC.

( ) Strongly Agree

( ) Somewhat Agree

( ) Somewhat Disagree

( ) Strongly Disagree

( ) I don't know

21. OLA provides professional development experiences that reflect and integrate the values of anti-racism and inclusion.

( ) Strongly Agree

( ) Somewhat Agree

( ) Somewhat Disagree

( ) Strongly Disagree

( ) I don't know

22. How can the OLA improve in making its climate and culture more inclusive and anti-racist?

Experiencing Discrimination

The following questions will ask you about your experiencing and/or witnessing racism in OLA sponsored spaces.

23. Have you experienced racism in a OLA sponsored space (e.g. space hosted by an OLA division, committee, or interest group)?

( ) Yes

( ) No

( ) Prefer not to answer

24. OLA recognizes the historic presence of institutional and interpersonal racism within the organization. All instances of racism are significant and require responsive action. This question seeks to provide nuanced information to the consultants regarding the pervasiveness of racism within the organization.

How frequently have you experienced racism in a OLA sponsored space (e.g. Division or Committee event)?

( ) Once
( ) More than once

( ) Occasionally

( ) Several times

( ) Monthly

( ) Weekly

( ) Daily

( ) Other:

( ) Prefer not to answer

25. Where and/or by whom did you experience the racism identified previously? Check all that apply.

[ ] OLA Staff Member

[ ] OLA Board Member

[ ] Library community member

[ ] At an OLA sponsored space (e.g. Division or Committee event)

[ ] At an OLA event (e.g. OLA Super Conference)

[ ] In an OLA written content (e.g. website, email, social media etc.)

[ ] Other, please specify:

[ ] Prefer not to answer

26. Have you ever shared your experiences with racism in an OLA space to OLA Board or staff?

( ) Yes

( ) No

( ) Prefer not to answer

27. How satisfied were you with the way it was handled?

( ) Very satisfied

( ) Somewhat satisfied

( ) Somewhat unsatisfied

( ) Very unsatisfied

( ) Prefer not to answer

28. What was your reason for not sharing?

[ ] Did not feel that reporting the incident was necessary
[ ] Did not feel that reporting the incident would make a difference

[ ] Fear

[ ] I did not know how or to whom to report

[ ] Stigma

[ ] Risk to position in your library community or relationship with your library community

[ ] Risk to position in your workplace

[ ] Other, please specify:

[ ] Prefer not to answer

29. Is there anything more you would like to share about your experience?

30. How would you have liked to see it handled and is there anything more you would like to share about your experience?

Witnessing Discrimination

31. Have you witnessed racism in a OLA sponsored space (e.g. OLA Super Conference)?

    ( ) Yes

    ( ) No

    ( ) Not sure

    ( ) Prefer not to answer

32. OLA recognizes the historic presence of institutional and interpersonal racism within the organization. All instances of racism are significant and require responsive action. This question seeks to provide nuanced information regarding the pervasiveness of racism within the organization.

How frequently have you witnessed racism?

    ( ) Once
    ( ) More than once
    ( ) Occasionally
    ( ) Several times
    ( ) Monthly
    ( ) Weekly
    ( ) Daily
    ( ) Other:
    ( ) Prefer not to answer

33. Where and/or by whom did you witness the racism identified previously? Check all that apply.

    [ ] OLA Staff Member
    [ ] OLA Board Member
    [ ] Library community member
    [ ] At an OLA sponsored space (e.g. Division or Committee event)
    [ ] At a OLA event (e.g. OLA Super Conference)
    [ ] In OLA written content (e.g. website, email, social media etc.)

[ ] Other, please specify:

[ ] Prefer not to answer

34. Have you ever shared your experience of witnessing racism in an OLA space to OLA Board or staff?

( ) Yes
( ) No
( ) Prefer not to answer

35. How satisfied were you with the way it was handled?

( ) Very satisfied

( ) Somewhat satisfied
( ) Somewhat unsatisfied

( ) Very unsatisfied

( ) Prefer not to answer

36. What was your reason for not sharing?

[ ] Did not feel that reporting the incident was necessary
[ ] Did not feel that reporting the incident would make a difference

[ ] Fear

[ ] I did not know how or to whom to report

[ ] Stigma

[ ] Risk to position in your library community or relationship with your library community

[ ] Risk to position in your workplace

[ ] Other, please specify:

[ ] Prefer not to answer

37. How would you like to have seen it handled and is there anything more you would like to share about your experience?

38. Is there anything more you would like to share about your experience?

OLA Future Priorities

39. As OLA works to become an anti-racist organization, Board and staff would like members to help set priorities for this work. Please rank the following from highest to lowest priority. If you feel OLA is already doing something listed below and want that to continue, please rank accordingly (1 is the highest priority, 9 is the lowest priority).

- _ Mentorship opportunities for staff, Board, and members who identify as IBPOC.
- _ Outreach efforts to actively seek to increase the racial and cultural diversity of its members.
- _ Engagement processes and opportunities that prioritize equity and access
- _ Create a committee that is specifically focused on anti-racism.
- _ Provide resources and opportunities for learning and meaningful allyship to IBPOC communities.
- _ Provide resources and opportunities for self-advocacy and self-empowerment for IBPOC members.
- _ Create safe spaces, opportunities, and processes to discuss concerns around systemic racism, equity, diversity, and inclusion.
- _ Increase access to anti-racist programming
- _ Sector based benchmarking to examine and quantify systems and their interaction with anti-racism

40. If there is something that you would like OLA to prioritize that is not listed above, please write it here.

41. What is OLA currently doing to support Indigenous people, Black people, and people of colour (IBPOC)? What would you like to see continued and/or expanded?

OLA Governance

Please read the following statements and indicate to what extent you agree or disagree.

42. OLA's Board and Executive Director are committed to addressing racism.

( ) Strongly Agree
( ) Somewhat Agree
( ) Somewhat Disagree
( ) Strongly Disagree
( ) I don't know

43. OLA has effective policies and processes in place to address racism.

( ) Strongly Agree

( ) Somewhat Agree

( ) Somewhat Disagree

( ) Strongly Disagree

( ) I don't know

44. OLA's Board and staff are diverse and represent individuals from various racial and cultural backgrounds and lived experiences.

( ) Strongly Agree

( ) Somewhat Agree

( ) Somewhat Disagree

( ) Strongly Disagree

( ) I don't know

45. The decisions and actions of OLA's Board and Executive Director are guided by their knowledge of colonialism, systemic racism, and white supremacy.

( ) Strongly Agree

( ) Somewhat Agree

( ) Somewhat Disagree

( ) Strongly Disagree

( ) I don't know

46. How can OLA improve in the area of governance in terms of anti-racist practices?

OLA Membership

47. What best describes your connection to OLA? Check all that apply.

[ ] Current member of OLA

[ ] Former member of OLA

[ ] Non-member of OLA but part of the Ontario library community

[ ] Board Member

[ ] Staff Member

[ ] Other - write in:

[ ] Prefer not to answer

48. Why did you choose to not be a member of OLA?

49. Does your racial or cultural identity and lived experience influence your decision not to be a member?

( ) Strongly Agree

( ) Somewhat Agree

( ) Somewhat Disagree

( ) Strongly Disagree

( ) I don't know

51. As a current OLA member, I have equitable access to events.

( ) Strongly Agree

( ) Somewhat Agree

( ) Somewhat Disagree

( ) Strongly Disagree

( ) I don't know

52. OLA ensures key communication materials (i.e., website content, emails, social media posts, etc.) are accessible to, and inclusive of diverse groups.

( ) Strongly Agree

( ) Somewhat Agree

( ) Somewhat Disagree

( ) Strongly Disagree

( ) I don't know

Final Question

53. Is there anything else you wish to add or share with us?