

The University Libraries

Strategic Final Report on Implementing the Framework for Fostering Diversity at Penn State 2004-2009

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EXECUTIVE SUMMARY

Diversity is at the root of Penn State's academic mission and the University Libraries' historical mission to provide equitable access to informational and educational resources regardless of background, and dedication to the principle of contributing to the breadth of intellectual inquiry and scholarly pursuits. The *University Libraries' Strategic Plan for 2008/09 – 2013/14* states as one of five goals: "We will embrace diversity in thought and culture to promote the free expression of ideas among all members of the Penn State community."

Challenge 1: Developing a Shared and Inclusive Understanding of Diversity

University Libraries' definition of diversity for all locations includes providing equitable access for all to its information resources and services without regard to race, ethnicity, language, age, religion or spiritual beliefs, health, gender, sexual orientation, physical capabilities, or geographic origin, as well as being committed to providing equal access to employment and opportunity for advancement without regard to personal characteristics not related to ability, performance or qualifications. The Libraries deliver the message on the value of diversity through its New Employee Orientation Program, the Dean's Diversity Forums, diversity-related programs and exhibits, and *Interview*, its weekly employee newsletter. Through our efforts to create a workplace supportive of diversity, we also work to create a welcoming climate for all who enter the Libraries and use our services and collections.

Challenge 2: Creating a Welcoming Campus Climate

The Libraries conduct formal climate assessments every five to six years with the most recent one conducted in Spring 2007. The 2007 survey revealed generally that Libraries have a positive and engaged workforce and an overall positive work environment free of racial and ethnic discrimination and sexual harassment. Two target areas for improvement, however, remain classism and respect among colleagues and co-workers. We believe that a targeted approach to these specific diversity issues of classism and "rankism" will prove a best practice in fostering diversity awareness overall and in improving the work environment. A Civility Team has been charged to address these concerns.

Challenge 3: Recruiting and Retaining a Diverse Student Body

Creating a welcoming and supportive environment that enhances students' learning and productivity are also important to student recruitment and retention. The Libraries engage students in a variety of ways contributing to their success, including new facilities and services, programming, and targeted programs for special groups such as the disabled and nontraditional students. The University Libraries support students through wage and work-study employment opportunities, and internships and assistantships. Indeed, our student employees, across all locations, represent the widest range of diversity in the University Libraries' workforce, which we believe contributes to a positive environment for students of all backgrounds.

Challenge 4: Recruiting and Retaining a Diverse Workforce

Although the number of individuals of underrepresented groups among faculty and staff has remained relatively unchanged during this *Framework* period, talented employees of color have been recruited away from the Libraries and we have not been successful in increasing the diversity of our workforce. All Libraries' postings include language that demonstrates that diversity is a core value for the organization and that encourages those to apply who value diversity and seek to work in an organization with these values. We continue to put our energy into developing and retaining our employees through leadership development, mentoring programs, and training and development initiatives. Our goal is to make our employees feel more knowledgeable and valued, and to empower them through a workplace with a good climate.

One of our best practices for recruiting and retaining a diverse workforce is the continuing emphasis on evaluating open position needs. When turnover occurs, supervisors and department heads are strongly encouraged to review the needs of the position and to make changes in the position at that time. The percentage of wage employees who self-identify as non-white has risen as has the percentage of Asian-American wage employees.

Challenge 5: Developing a Curriculum that Fosters Intercultural and International Competencies

The primary responsibility of the Libraries is to support the curriculum and research at Penn State through its collections and its information literacy and instructional activities. Ultimately the curriculum of the University is the prerogative of the faculty with whom we partner to create supportive collections and services. We have increased our engagement with faculty in teaching and learning, including delivering instructional sessions for hundreds of classes that meet the University's diversity competence requirements, helping our instructors to incorporate diverse learning styles into their teaching, and creating specialized research guides for our users. The Libraries designate specific funds to purchase diversity-related materials such as the African/African American fund, the Asian fund, the Women's Studies fund, and funds related to LGBT studies. As well as having an annual budget for acquiring diversity-related materials, we also purchase diversity materials in all formats within discipline-specific subject funds for collection development. Our collections increasingly reflect the diversity of the curriculum, and a new process allows us to better measure the diversity content of the collections.

Challenge 6: Diversifying University Libraries' Leadership and Management

Most of our administrative and management positions are held by women, but we need to use our professional networks and employ mentoring to recruit more diversity candidates into these positions. In academic librarianship nationally there are statistically few minorities. The Libraries' racial and gender balance generally meets or exceeds that of the profession as a whole. Representation of minorities is greater for entry-level positions than for higher-level, administrative positions. One of the Libraries' best practices has been, and continues to be ensuring that advertised positions include a broad range of qualifications that permit inclusion of entry-level candidates.

Challenge 7: Coordinating Organizational Change within the University Libraries to Support Our Diversity Goals

The 2005 realignment of the Commonwealth Campus Libraries under the Dean of University Libraries and Scholarly Communications centralized hiring and recruitment, enhanced diversity accountability, consolidated policy development and implementation, and created new systemwide opportunities for diversity training and development. In the *2008/2009 to 2012/2013 Strategic Plan*, it was felt that diversity was of a level of importance to be cited as one of the Libraries' five strategic goals. The Libraries are now implementing the integration of diversity elements at the tactical level for individual units.

The Libraries' Diversity Committee now includes representatives from the Commonwealth Campus Libraries, and the Libraries continue to engage in active partnerships with many Penn State units in fostering diversity, including the Office for Disability Services, Information Technology Services, and the Rock Ethics Institute, as well as individual Commonwealth Campus units.

Challenge 1: Developing a Shared and Inclusive Understanding of Diversity

Unit Definition of Diversity

The University Libraries continue to employ two complementary definitions of diversity; one developed internally by the Libraries in 1995 and one adopted from the University in 1998. These are in the *1998-2003 Framework* as follows:

University Libraries' definition of diversity for all locations:

The University Libraries provide The Pennsylvania State University communities with equitable access to all of its information resources and services. This access is guaranteed without regard to race, ethnicity, language, age, religion or spiritual beliefs, health, gender, sexual orientation, physical capabilities, or geographic origin. The University Libraries are committed to providing equal access to employment and opportunity for advancement without regard to personal characteristics not related to ability, performance or qualifications as determined by University policy or by state and federal authorities.

From the 1998 *Framework*:

“One of the most succinct statements about the University’s diversity objectives is contained in a presentation by Provost John Brighton to the University Board of Trustees in 1993. Under the topic “What Do We Mean By Diversity,” Provost Brighton provided several descriptors:

- Reasonable representation from different minority groups
- Representation from different countries and cultures
- Reasonable balance of gender
- Diversity in curriculum content
- Climate supportive of different minority groups and cultures

This conception of diversity provides a viable foundation for official efforts to describe the University’s diversity objectives”

Distribution of Information to Students about the University’s Diversity Initiatives

The University Libraries employ approximately 400 student employees. Opportunities for students to work in the Libraries provide an introduction to the University Libraries’ shared vision of diversity from members of the Libraries’ faculty and staff. Additionally, diversity programming is offered to all employees, including student employees. The annually revised *Guide to the Libraries*,¹ available at service points in all Libraries’ locations, provides a representative portrayal of the diversity present among student constituencies at all Penn State locations.

1

http://www.libraries.psu.edu/etc/medialib/psulpublicmedialibrary/pram/documents.Par.23935.File.tmp//Volumes/LI BRARY/shared/Public%20Information/Publications/Guide_To_Libraries/Library_Guide_09/Libraries_Guide09.pdf

Distribution of Information to Faculty and Staff about the University's Diversity Initiatives

President Spanier's reorganization of the University Libraries, completed in 2005, incorporated all Commonwealth Campus Libraries (CCL) into one administrative structure under the Dean of University Libraries and Scholarly Communications. This allows for standardization of policies, procedures, and reporting for all Libraries' faculty and staff. The reorganization has opened lines of communication that were difficult under the former organizational structure.

Communication of events, initiatives, and Diversity Committee information is made through:

- The University Libraries' Diversity webpage on the Libraries' website.
- The Libraries' recently revised diversity brochure, which includes the most current information on diversity.²
- Employee orientations scheduled for each new employee within the first three months of employment with Penn State.
- Regular news features on diversity-related issues in the Libraries' faculty/staff weekly newsletter *Interview*.
- Specialized programming addressing diversity issues offered on a regular basis and to all employees.
- The Dean of University Libraries and Scholarly Communications' biennial Diversity Forums that provide updates on our progress toward accomplishing the goals outlined in the *Framework to Foster Diversity*.

Role and Composition of the Diversity Committee and Civility Team

The Diversity Committee, appointed by the Dean of University Libraries and Scholarly Communications, promotes a positive attitude toward diversity and inclusion within the University Libraries and helps to maintain a welcoming and respectful environment for all Libraries' employees and patrons. The role for the Diversity Committee is to explore new initiatives, make recommendations for process improvement, and recommend policy establishment or changes to the Libraries' administration as they relate to diversity. The Diversity Committee has an ongoing, active role in performing climate assessment, crafting the *Strategic Plan for Fostering Diversity in the University Libraries*, promoting the *Framework for Fostering Diversity at Penn State*, and recommending policies and programs on diversity and inclusion within the University Libraries.

The Committee is inclusive in terms of geographic diversity with employees representing both University Park and Commonwealth Campus locations and human diversity with employees from various racial/ethnic, religious, gender, LGBT groups and including faculty, staff, part-time, and student representation. Standing appointments of a Sexual Harassment Resource Person, Human Resources (ex-officio), and Libraries' collection development representative complete the composition of the Committee.

2

<http://www.libraries.psu.edu/etc/medialib/psulpublicmedialibrary/pram/documents.Par.16777.File.tmp/DiversityBrochure07.pdf>

In spring of 2009, the Libraries' deans charged a new Civility Team, in addition to the Diversity Committee, for the purpose of leading the development of a sense of global responsibility for civility initiatives throughout the organization. The Civility Team has been charged to employ a total quality management approach to improve the climate in the University Libraries by addressing and retooling skill sets of employees to deal with civility and rankism (classism) issues. The ultimate goal is to build a culture of respect and to value everyone's unique contribution to the University Libraries.

Strategies Most Successful in Addressing a Shared and Inclusive Understanding of Diversity

The University Libraries' new staff orientation provides an opportunity for representatives from the Diversity Committee along with senior administrators to acquaint new employees with the Libraries' definition of and philosophy on diversity.

The Dean's Diversity Forum is always well attended by faculty and staff and is a successful method of raising awareness and conveying information to the large employee population of the University Libraries. Copies of the forums are available online via Media Site Live or on compact disk (CD).

The Libraries encourage individual departments, locations, libraries, committees, and other units to incorporate issues of diversity and inclusiveness in their agendas and planning documents.

Strategies Least Successful in Addressing a Shared and Inclusive Understanding of Diversity

Measuring the impact of diversity activities can sometimes be difficult, and for some topics, such as diversity in collections, the process has been inconsistently undertaken. The Libraries continue to search for the most appropriate ways to gather and report appropriate measures, and the recently commissioned Libraries' Assessment Council will be developing consistent structures for reporting.

Best Practice Strategies in Addressing a Shared and Inclusive Understanding of Diversity

The new staff orientation program and the Dean's Diversity Forum have proven to be best practices in distributing information to faculty and staff about the Libraries' commitment to diversity and diversity initiatives. Both involve senior Libraries' administrators as well as Diversity Committee members. This synergy strengthens the message regarding the value of diversity in the University Libraries.

Standing appointments of representatives to the Diversity Committee, which include a Sexual Harassment Resource Person, Human Resources (ex-officio), and Libraries' collections representatives, are effective in informing the Committee of activities in these areas. The reverse is also true.

Measures of Success in Gauging Progress toward a Shared and Inclusive Understanding of Diversity

The results of our 2007 University Libraries' Equity and Community Assessment demonstrated wide acceptance of the importance of diversity in the organization. Over 75% of respondents across all locations agree that supervisors support staff participation in diversity initiatives. Seventy-one percent agreed that the workplace climate was "welcoming for employees from historically underrepresented/marginalized groups."

During this period of assessment, approximately forty people attended the staff orientation program, which includes information on the Libraries' diversity efforts by a member of the Diversity Committee.

Attendance at ongoing educational opportunities on diversity and diversity contributions made by all levels of faculty and staff are reported in annual evaluations.

Challenge 2: Creating a Welcoming Campus Climate

Demonstrated Support for Diversity by Leadership

As part of its mission, "The Libraries create a welcoming, supportive, and inclusive environment that connects students and scholars to the world of information and ideas." The University Libraries' leadership believes that creating a workplace supportive of diversity will help create a welcoming climate for all who enter the Libraries and use our services. [More information about our efforts to create a welcoming climate for library visitors and researchers can be found in our discussions of Challenges 3 and 5.]

The Libraries' administration has an ongoing commitment to providing resources to support education, programming, events, initiatives, and leadership in developing awareness of diversity and its importance to staff, faculty, and students in the library environment. The Libraries recognize that professional activities broaden the perspectives of its faculty and staff; and, therefore, provide funding and release time to employees to attend diversity education, programming, events, workshops, and conferences.

The Libraries strongly encourage librarians to engage in diversity efforts in national, regional, and professional consortia organizations. This professional involvement includes such groups as: the Gay, Lesbian, Bisexual, and Transgendered Round Table (GLBTRT) and the Social Responsibilities Round Table (SRRT) of the American Library Association (ALA); the Association of Research Libraries' (ARL) Leadership and Career Development Program, in which the Dean of University Libraries and Scholarly Communications regularly participates as a mentor; ARL's Initiative to Recruit a Diverse Workforce; and, at Penn State, the President's Commissions for Women; Racial/Ethnic Diversity; and Lesbian, Gay, Bisexual and Transgender Equity. Libraries' faculty are well represented in active participation in a wide range of diversity-related professional and University committees.

The University Libraries' Identification of Climate Issues

The University Libraries conduct formal climate assessments every five to six years with the most recent one conducted Spring 2007. Our experience with previous surveys and their results informed the design of the most recent survey, allowing us to more clearly define issues that we wanted to follow over time. The results of the most recent Penn State Faculty/Staff Survey were made available to Libraries' employees. The results of the Libraries' 2007 Climate Assessment tracked closely to those of the University-wide survey conducted in September 2008.

Table 1: 2008 Faculty/Staff Survey -- Work Environment [% favorable response]

Response Group	Professional Development and Work/Life Balance	Climate for Diversity in Dept/Unit	Perception of the Person to Whom I Report	Perception of Administrators for my College/Admin Area	Communication and Respect in Dept/Unit	Fairness and Accountability
Total University	75%	73%	72%	61%	61%	19%
Total Libraries	81%	79%	75%	71%	67%	22%
Associate Dean for University Park Libraries	78%	77%	74%	69%	66%	21%
Associate Dean for Commonwealth Campus Libraries	84%	86%	81%	76%	75%	27%
Assistant Dean for Technical and Collections Services	87%	76%	70%	70%	58%	18%
Dean's Office and Other*	79%	77%	78%	68%	68%	22%

* There were too few respondents to report data for the Assistant Dean for Scholarly Communications separately.

In summary, the results of the survey, and the general comments of the respondents, indicate that the overall climate of the Libraries is good, but that classism and respect remain underlying concerns in the workplace. Some general observations include:

- University – positive and engaged workforce
- Libraries – more positive than total University for
 - Work Environment
 - Evaluation of Penn State
 - Awareness of Appeal Process
 - More favorable View of Diversity Initiatives

- Slightly lower than University on Loyalty and Engagement, but still very positive (>80% favorable responses)
- Two target areas for improvement:
 - Fairness and Accountability
 - Mutual Respect and Communication
 - Faculty – Staff
 - Faculty – Administration
 - Staff – Administration

Libraries' leadership, the Diversity Committee, and a newly formed Civility Team are using these results to address the workplace climate issues.

The University Libraries' Monitoring of Climate Issues

In addition to regular climate surveys and follow-up analysis, the Libraries' administration and the Libraries' Diversity Committee conduct open forums, focus groups, and informal discussions and act on the information gathered in this way. The Diversity Committee has asked for and received invitations to attend department meetings to discuss diversity issues. In addition to formal meetings and informal dialogue, the Diversity Committee and the Civility Team chairs have regular communication with the Dean and Associate and Assistant Deans. This is an important avenue in keeping information flowing in both directions regarding climate at the University Libraries.

University Libraries' Response to Climate Issues

The Libraries are addressing climate issues proactively and in response to what we have learned through our monitoring efforts. We continue regular diversity programming targeting a broad range of diversity topics, but our most effective efforts to create a welcoming climate are targeted to specific needs.

The Assistant and Associate Deans, with the Libraries' Diversity Committee, have formed a Civility Team to address the top two issues revealed in the 2007 Libraries' Climate Assessment. The Team will employ a total quality management approach to improve the climate in the University Libraries by addressing and retooling skill sets of employees to deal with civility and "rankism" (issues of class). The Civility Team is charged to lead a civility effort geared toward defining "Civility@OurLibraries," providing programming, and conducting assessment. The ultimate goal is to build a culture of respect and to value everyone's unique contribution to the University Libraries. The Team is active at the time of this report.

In addition to the formation of the Civility Team in 2008/09, we have undertaken a variety of methods to provide our staff with more opportunities to get to know one another, develop awareness of differences, and build respectful work relationships. Some examples include:

- Inserting photos of staff in the Libraries' employee directory on the web.
- Adopting name tags for public services employees.

- Spotighting faculty and staff on plasma screen news displays in Pattee and Paterno Library and in *Interview*, the weekly employee newsletter.
- Continuing and expanding Staff In-Service Day, now renamed “Discovery Day,” which provides all staff with opportunities to learn from each other on a range of topics.

Supervisory performance is an important way to address the significance of diversity and identify potential climate issues. A multi-year initiative requiring all supervisors of full-time staff at University Park to attend “Mastering SuperVision,” which has strong components on “Equity in the Workplace,” is nearly complete. Eighty-seven percent of full-time supervisors have attended “Mastering SuperVision” or an equivalent program. Additionally, many “Mastering SuperVision” graduates are now taking “Beyond Mastering SuperVision,” which provides supervisors with further training on recognizing differences in the workplace and providing a supportive environment.

In addition, as the result of a prior climate assessment, a three-year, rolling Upward Feedback process is now incorporated into the annual review process to obtain feedback necessary for providing a more complete, accurate, and fair review of individuals in supervisory positions. This mandatory process is ongoing and is completed in conjunction with the Staff Review and Development Plan (SRDP), and in annual Faculty Performance Reviews. To ensure that the feedback is applied, supervisors of those reviewed are required to incorporate a summary of the feedback in the individual’s annual performance review, and to respond to issues in the individual’s Staff Development Plan or Faculty Work Plan. To date, 69 middle managers, department heads, and heads of campus and subject libraries have been through this process, and response rates have increased from 44% to 69% in successive years.

Strategies Most Successful for Creating a Welcoming Campus Climate for Diversity

The results of three internal climate studies over the past 11 years have provided the Libraries with good longitudinal and localized data to inform decision making, strategic planning, and in guiding diversity and climate enhancement.

The current focus on the top two climate issues, overall civility and “rankism,” is a change from a broad approach to tackling a multitude of diversity issues at once. This more narrow focus gives us the opportunity to concentrate efforts on these specific issues that we feel are the backbone of all diversity issues. We believe that this is a promising approach.

Our new employee orientation program introduces staff to members of the Diversity Committee early in their time with the Libraries. This program impresses upon new employees our commitment to creating a welcoming climate. We will continue this program and review it in the near term to continue to improve it.

The Libraries continue to provide support for employee participation in diversity-related committees, commissions, training, research, and events. Publicity through newsletters, reporting out venues, and documents such as this strengthens the sense of individual involvement and commitment to creating a welcoming climate.

Strategies Least Successful for Creating a Welcoming Campus Climate for Diversity

It has been a goal of the Diversity Committee for some time to strengthen the ties between libraries at all campuses across the state. Unfortunately, this effort has lagged, causing us to miss opportunities to share information and develop collaboration on local programs and initiatives at the Commonwealth Campus and University Park Libraries. A diversity liaison at each campus and branch location will be put in place to report on, and to share information, and introduce collaboration on diversity initiatives systemwide. This is only now being started.

Best Practice Strategies for Creating a Welcoming Campus Climate for Diversity

Regular climate assessment surveys and follow-up activities through the past decade have provided valuable information that the Libraries have used to guide practices, programs, and policy development over time. In 1996, our climate assessment indicated that workplace stressors, workload, justice, and teamwork were prevalent issues. The 2001 Climate Assessment was the first to indicate status as the largest issue with incivility being the most common form of misconduct. Although the level of concern had lessened as indicated in the 2007 survey, incivility and “rankism” remain the chief climate issues. We believe that a target approach to specific issues will prove a best practice as well. Formation of the Civility Team with visibility and endorsement from all levels of Libraries’ management will help to focus efforts on the top two climate issues of overall civility and “rankism.”

Additionally, our ongoing focus on new service models – including better training and development for services staff – will create a more welcoming environment that is responsive to diversity among our users.

Measures of Success for Creating a Welcoming Campus Climate for Diversity

The Libraries are constantly seeking more direct measures of progress. Some issues are more measureable than others. Our climate assessment data over the past 11 years provides us with good information on a variety of topics.

As mentioned previously, current data indicate a high level of overall comfort with the climate in the Libraries commensurate with that of the University as a whole, and within individual Libraries’ units and with supervisors in general [Table 1]. In addition, results show that the visibility of leadership to foster diversity is high as well as that the workplace climate is welcoming for employees from historically underrepresented/marginalized groups. This is an upward trend from prior assessments. Generally, the survey confirms the following:

- The workplace is considered a welcoming environment and the overall climate is positive.
- Seventy-five percent at any location agree that supervisors support participation in diversity initiatives.
- We have proactively addressed discrimination by ethnicity.
- Sexual misconduct is not an issue.
- The overall climate is positive in the Libraries.

Table 2: 2008 Faculty/Staff Survey -- Diversity Initiatives [% positive response]

Response Group	The workplace climate in my dept/unit is welcoming for employees from underrepresented groups	My dept/unit actively supports the development of a shared and inclusive understanding of diversity	My dept/unit provides visible leadership to foster diversity	Acceptance of diversity in the workplace has improved on my campus in the last three years	% reporting that they have experienced negative conduct based on personal characteristics
Total University	75%	75%	64%	44%	18%
Total Libraries	84%	82%	70%	50%	23%
Associate Dean for University Park Libraries	84%	80%	67%	48%	24%
Associate Dean for Commonwealth Campus Libraries	88%	90%	80%	55%	21%
Assistant Dean for Technical and Collections Services	80%	82%	65%	44%	24%
Dean's Office and Other*	83%	74%	72%	54%	20%

* There were too few respondents to report data for the Assistant Dean for Scholarly Communications separately.

Interest in the health of our climate is high. The launch of the civility initiative in June 2009 saw the highest attended such event we have measured including participation online via Media Site Live. This demonstrates a high degree of interest in the overall condition of the Libraries' climate and, hopefully, a growing commitment to improving the climate in the University Libraries as a workplace.

Of course, we will continue to monitor these areas and look for additional progress. Additionally, the Libraries pay close attention to recruitment and retention data and use information gained in exit interviews to inform change. The 2008 survey indicates no perception of discrimination in hiring, firing, or promotion practices.

Nevertheless, the 2007 assessment highlights ongoing challenges. The largest problems indicated by respondents (by location) involve classism or "rankism" and are: Pattee/Paterno – Educational Level; UP Branches – Religion; CCL – Age and Educational Level equally. A higher percentage of respondents aged 23 to 32, those with a high school diploma or associate degree, and People of Color most often expressed that they experienced hostile or intimidating conduct in the workplace.

Table 3: Personally Experienced or Observed Offensive, Hostile, or Intimidating Conduct in University Libraries [n = responses]

<i>Conduct based upon:</i>	<i>Personally Experienced n=118</i>	<i>Observed n=133</i>
* University Libraries status	52	54
* Educational level	23	35
* Age	22	25
* Religion/Spirituality	18	18
Gender Identity	15	20
Race	12	24
Physical Characteristics	11	14
Political Views	10	20
Ethnicity	7	25

Clearly, building better respect and acknowledgement of co-worker differences and talents is essential to improving the climate within the Libraries as a workplace and to contributing to creating a more welcoming environment for students and faculty.

Challenge 3: Recruiting and Retaining a Diverse Student Body

Although we are not actively involved in the recruitment of Penn State students, in meeting our Mission to “... create a welcoming, supportive, and inclusive environment that connects students and scholars to the world of information and ideas,” the Libraries interact with students in a variety of ways that are supportive to student success and therefore to their recruitment and retention.

Student Employment

The University Libraries support students through wage and work-study employment opportunities. We are one of the three largest employers of students in the Penn State system. Libraries’ Human Resources produces quarterly reports that monitor diversity in wage payroll applicant pools. Centralized oversight of part-time hiring ensures a diverse pool of part-time employees across all Libraries’ locations.

As of Fall 2009, student employees comprised 75% of the Libraries’ wage payroll employees at University Park, with 50% being female and 33% comprised of minorities. This represents a 5% decrease of female employees and a 9% decrease of minority employees since the mid-term update to Challenge 3: Recruiting and Retaining a Diverse Student Body. At the Commonwealth

Campus Libraries, student employees comprised 81% of the Libraries’ wage payroll employees, with 65% female and 35% minorities. This represents a 3% increase of female employees and a 3% increase of minority employees since the mid-term update. In addition, our student employees, across all locations, represent the widest range of diversity in the University Libraries’ workforce, which we believe contributes to a positive environment for students of all backgrounds.

The Libraries offer both graduate assistantships and undergraduate internships to Penn State students. These provide financial support, and valuable job and research experience for students. Paid, credit-granting undergraduate internships are provided to students through the Bednar Internship Endowment Program [Table 4]. Upperclassmen are given the opportunity to do internships in their field of study, e.g., a journalism major would work in the Libraries’ Public Relations and Marketing Office. The internships are developed by the Libraries in partnership with appropriate academic colleges and departments.

Table 4: Bednar Undergraduate Internships

Students	2004/2005	2005/2006	2006/2007	2007/2008	2008/2009
Male	3	0	1	0	2
Female	6	5	5	7	4

Additionally, the Libraries offer up to nine graduate assistantships annually [Table 5]. The graduate assistants are then eligible to participate in the Summer Tuition Assistance Program (STAP). These opportunities support recruitment and retention of graduate students at University Park.

Table 5: Graduate Assistantships

	2004/2005	2005/2006	2006/2007	2007/2008	2008/2009
No. of Students	9	7	8	9	9
Minority	NA	NA	3	3	4

More detailed reporting on graduate assistantships for selected years can be found in Appendix I.

The Libraries also provide unpaid internships and other opportunities to learn skills relevant to students’ careers. The Pennsylvania Center for the Book (PACFTB) (<http://pabook.libraries.psu.edu>), an affiliate of the Library of Congress’ Center for the Book, has provided opportunities for a large cohort of students and student interns [Table 6]. Between 2004 and 2009, 81 interns, most of them journalism and/or English majors, have researched and authored entries for the Literary and Cultural Heritage Map of Pennsylvania (<http://pabook.libraries.psu.edu/palitmap/litmap.html>).

Table 6: Interns for the Pennsylvania Center for the Book

	2004/2005	2005/2006	2006/2007	2007/2008	2008/2009	2009/2010
No. of Interns	5	8	16	19	15	18

This online, interactive map focuses on Pennsylvania’s rich history, and received recognition in 2005 as a recipient of the Daniel Boorstin Award for innovative and creative reading promotion projects. In addition, hundreds of students, including international students and students of color, participate as authors for the Map as an extension of their English 15, English 30, and English 202 requirements. The Literary and Cultural Map has a strong diversity component: of the entries authored by the students over the past five years, nearly 350 are on diversity-related topics. For example, the entry on Penn State alumna and African-American historian Charles Blockson ([http://www.pabook.libraries.psu.edu/palitmap/bios/Blockson Charles.html](http://www.pabook.libraries.psu.edu/palitmap/bios/Blockson_Charles.html)) was researched and authored by a student enrolled in English 202.

Scholarships are available to undergraduate students who are interested in pursuing a graduate degree in library and information studies. Often the Libraries’ own student employees seek these scholarships, and some students remain employed in the University Libraries after graduation.

Responsiveness to Student Needs

Service and equity of access are stated values of the University Libraries. The Libraries’ Definition of Diversity states: “The University Libraries provide the Penn State University communities with equitable access to all of its information resources and services. This access is guaranteed without regard to race, ethnicity, language, age, religion or spiritual beliefs, health, gender, sexual orientation, physical capabilities, or geographic origin.”

Because of this commitment to serving all students, the Libraries are required to develop and implement new means of reaching out to students and to eliminate barriers that get in their way of accessing information. This is especially important when serving nontraditional students, a growing cohort. Over the past several years, the Libraries have conducted assessment of students’ perceptions and needs through use of methodologies such as LibQual³ and student focus groups. As a result, we have a far better understanding of student expectations and are better able to respond to them. Creating a welcoming and supportive environment that enhances students’ learning and productivity are important to student recruitment and retention. Some examples follow.

Penn State Online/World Campus Students

New services have been established to support online learners. This group of nontraditional students is growing rapidly, and requires the Libraries to modify its services to reach these students, who are often at a distance. Chat and other forms of virtual reference allow students to obtain assistance from professional librarians regardless of their physical location. Assessment

³ LibQual is used to measure library users’ perceptions of service quality. Developed and offered by the Association of Research Libraries (ARL), it has been used by over 1000 libraries, with over 1,000,000 participants.

data indicates that Penn State Online students are making increased use of this service and that they are highly satisfied with it. The Libraries’ steady move to online journals, databases, and books makes information access fast and convenient for all students. The “I Want It” feature in the Libraries’ catalog facilitates the delivery of print materials to remote borrowers, eliminating a long-standing barrier to equitable information access for nontraditional students. Since 2004, almost 19,000 items have been checked out from the Penn State University Libraries’ collection by Penn State Online/World Campus patrons. A majority of these items are mailed directly to the patrons’ homes at the Libraries’ expense.

Students with Disabilities

The Libraries are a leader in providing support to students with disabilities. These students require customized, one-to-one assistance, which is chiefly coordinated through the Office of Library Services for Persons with Disabilities (LSPD). The following chart [Table 7] illustrates the growth in the clientele seeking this assistance.

Table 7: Students who Use the Services of the Office of Library Services for Persons with Disabilities at University Park

(These numbers vary based on enrollment of students with disabilities.)

2002	2003	2004	2005	2006	2007	2008	2009
38	67	95	108	90	72	60	79

The LSPD collaborates with the University’s Office for Disability Services, Information Technology Services, and Commonwealth Campus liaisons to provide support and assistive technology, to increase awareness of disability issues, and to advocate for removal of barriers for access. In 2007, the three units collaborated to create a second full-time position to support the growing number of disabled students seeking assistance. The LSPD sponsors exhibits, programs, and orientations, including an annual Open House to welcome students to the Libraries. Since 2004, grant and donor funds have been successfully solicited to support some of LSPD’s programs and services.

Technological Enhancements

The applications of technology to Libraries’ services and collections allow us to create easier, barrier-free access to information. For example, Zoomtext software, which enlarges fonts to assist users with visual problems, was installed on selected Libraries’ workstations at all campuses. Unicode, a computing standard that enables the use and manipulation of non-Roman alphabets, is functional on all Libraries’ keyboards. This enables students to search for information in the world’s languages, and is especially supportive of students for whom English is a second language.

The Libraries’ popular website, currently undergoing an extensive re-engineering based on usability studies, contains links to web pages designed for off-campus users, international students, and persons with disabilities. Students can use the website to connect and communicate online with a librarian through the ASK service. ANGEL courses now include a

librarian-prepared research guide to materials germane to the course, a service enhancement pioneered at Penn State that is being emulated nationwide. The implementation of a centralized Content Management System in 2007 is helping to ensure that all of the Libraries' web resources are designed for accessibility.

Digitization technologies have been used to make collections freely and conveniently available to all users through the web. Recent examples include the Jack Rabin Collection on Alabama Civil Rights: <http://www.libraries.psu.edu/digital/rabin/> and A Few Good Women, Advancing the Cause for Women in Government, 1969-1974: <http://www.afgw.libraries.psu.edu/>.

Students, especially international students, continue to seek news sources to maintain contact with their area of the world. A new online service enables the Libraries to receive printouts of full-text, international newspapers at the same time that they are being printed in the home country. An innovative Television/News Viewing Center features three large-screen televisions with 24 hour news coverage beamed in from around the globe.

By circulating laptops, digital cameras and camcorders, and other media, the Libraries provide students with access to the latest digital technologies regardless of their economic circumstances. Anecdotal evidence indicates that international students and students from underrepresented groups are benefitting from this service. In addition, the Libraries increased the number of PCs available for student use at all of its locations, added collaborative workstations with large monitors, and are in the process of equipping all of the Libraries' PCs with the same software as the machines in the computer labs. As a result of these technological enhancements, traffic in the Libraries has mushroomed—some areas experienced a 30% increase in just a year.

Space and Facility Improvements

A renewed focus on our physical environment, or “the library as place,” is not just critical to student satisfaction, but also to student recruitment. Studies have found that attractive, high-quality academic spaces and facilities are a critical element in student recruitment. Next to facilities relating to their majors, “the next most important facilities to students were an institution's library.” Interestingly, African-American students rated all facilities higher in importance than students of all other races, and Asians rejected a campus more often because of their dissatisfaction with the library and research facilities.⁴ These findings indicate that the academic library can have a positive impact on recruiting a diverse student body.

The Libraries are moving toward dynamic, flexible, student-centered learning environments called “knowledge commons” or “information commons” at many locations. Student assessment tells us that students want everything to be “easy, fast, and convenient” and that they want the Libraries to be warm and welcoming. This is pushing us to re-envision existing spaces based on the needs of students. It also requires us to view the traditional concept of a library in a more flexible way in order to create a one-stop location for library, technical, tutoring, and media

⁴ Reynolds, G. L., and Cain, D. Final Report on the Impact of Facilities on the Recruitment and Retention of Students. Alexandria, Virginia, APPA (Association of Higher Education Facilities Officers, 2007. Reported in the journal The Presidency, published by the American Council on Education, Spring 2007, and in Facilities Manager, May/June 2006.

services, all geared to undergraduates. Collaborative spaces encourage students to interact and support the team learning now so prevalent in the University curriculum. Keeping Pattee Library open 24 x 5 has proven to be very popular, and the Libraries continue to maintain service hours during breaks so that international students, who often do not leave campus, can continue to have access to our collections and facilities. Space for exhibits and student-oriented programming visibly demonstrate a welcoming environment for diversity. Many commons have a goal of universal accessibility. The Knowledge Commons at University Park will mainstream the location of Disability Services and feature a new auditorium with enhanced accessibility for the visually-, aurally-, and mobility-impaired.

Reaching Out to Special Groups

Public service librarians and staff provide tailored instructional programs and orientations for special groups such as adult learners, international students, and student athletes. First-year students are another focus. Many of these programs are developed in partnership with units such as the Office of Global Programs and the Office of Returning Adult Learners. Because some members of these special groups are considered to be at academic risk, the Libraries' efforts to engage and support these students should contribute to their retention and academic success. In 2007, a new department called Library Learning Services was founded with an assignment to establish programs and initiatives to reach out to first-year students and other special groups.

At the beginning of each academic year, open houses and orientations are held for new and first-year students at all Libraries' locations to introduce them to the Libraries in a positive, friendly environment. These programs annually draw more than 5,000 students systemwide. Attendees report that they find them to be very beneficial and that they help them to feel more comfortable in the Libraries. Student assessment of the 2009 Open House held at University Park (<http://www.flickr.com/photos/psulibs/sets/72157622139560626/>) found that a record setting 96% agreed that the Open House helped them to learn more about the Libraries' many resources and physical spaces. Likewise, open house events at campus libraries are very popular and most often draw the attendance of the campus administrators. By personalizing the student's experience with the Libraries, we are encouraging them to return to the Libraries, in person or online, when they have an information need.

A Marketing Steering Team implementing enhanced and innovative means of reaching students to inform them about the Libraries' collections and services, was created. They have used assessment activities to inform their efforts, including conducting focus groups of international students, distance (World Campus) students, and adult learners and evaluating the results of our LibQual survey. The Team's current focus is on integrating the new technologies into the Libraries' marketing program, which should allow us to reach a broader spectrum of students.

The Libraries are also engaged in initiatives that touch K-12 students. At the request of University offices, librarians meet with students from programs such as Upward Bound and Fast Start to introduce them to academic libraries. This supports University efforts to encourage secondary school students from underrepresented groups to attend Penn State. In 2004, the first Centre County "K-20 Librarians Information Literacy Workshop" was held, attracting public school librarians from throughout Centre County to strategize with Penn State librarians about

how they could work together to enhance student information literacy. A professional network was born out of this workshop. The librarians engaged in this network are building bridges between the libraries in secondary schools and Penn State, helping to ease student transitions between high school and college.

Strategies Most Successful for Recruiting and Retaining a Diverse Student Body

Collaborative efforts with other University units and colleges allow the Libraries to connect directly to students in the context of their curriculum in order to personalize the Libraries and to make the students' experience positive. These partnerships also contribute to diversity-related programming and exhibits.

The Libraries have increased its assessments of student perceptions and needs. This information is informing how the Libraries develop our services, design our facilities, and in particular, how we successfully reach out to special groups. Enhancing services and facilities create welcoming and supportive environments that should support student recruitment and retention.

Libraries' faculty and staff actively participate in University organizations that support and retain diverse students, including Fast Start and the LGBT network.

Measures of Success for Recruiting and Retaining a Diverse Student Body

Because of the nature of our services and support, it is impossible to demonstrate the direct impact of the Libraries' services on student recruitment and retention. The Libraries measure success in terms of the quantity of and participation in our programs, and in student satisfaction with how we support their needs.

Challenge 4: Recruiting and Retaining a Diverse Workforce

Locating and Recruiting Faculty and/or Staff from Underrepresented Groups

In recruiting faculty, Libraries' Human Resources continuously reviews which advertising sources produce the most results so that unsuccessful sources can be replaced with new ones, particularly focused on having a variety of sources that target underrepresented groups. When the positions warrant, such as a subject-specialty position, additional advertising sources are used to broaden the response. We have also adjusted posting language to demonstrate flexibility in our requirements while still ensuring that we recruit pools with the level of experience we desire. In doing this, we are able to get more diverse pools, particularly in entry-level positions, which ultimately provide opportunities for mentoring and retaining diverse faculty. (More about integrating a diversity component in the interview process is discussed in the response to Challenge 6.)

All Libraries' postings include language that demonstrates that diversity is a core value for the organization and that encourages those who value diversity to apply and seek to work in an organization with these values. This focus on diversity as a core value continues through the

faculty hiring process. Candidates are provided with a copy of the *Framework to Foster Diversity at Penn State*, information on our Diversity Committee, and other diversity resources to show the support the Libraries have for diversity. Candidates also spend time with the Manager of Human Resources, who includes an emphasis of diversity initiatives and climate in the discussion. This also offers the candidate an opportunity to ask questions about diversity and anything else he/she may have been uncomfortable bringing up during the regular interview sessions.

Faculty and staff in the Libraries are encouraged to participate in professional groups and attend conferences that offer opportunities to network with peers in other institutions. By doing this, it helps to build more diverse pools in recruitment efforts and to participate in any national recruitment programs, such as ALA's Spectrum program and ARL's Initiative to Recruit a Diverse Workforce.

The University Libraries have been and continue to be a strong supporter of the "ONE" (Opportunity Network for Employment) program. We work with the ONE Coordinator in OHR to provide opportunities for ONE participants whenever possible. During this *Framework* period, we have had five part-time hires from the program, and five others who volunteered with us on a project. We periodically invite the ONE Coordinator to attend meetings with our leadership to remind our supervisors and department heads of the different ways in which we can support the program.

Representation of underrepresented groups among faculty has remained relatively stable during this *Framework* period. Unfortunately, the Libraries lost seven women of color in the last four years, six of whom we would have not likely prevented. One was due to a spousal relocation, one chose to move to a more urban area, one returned to school, one made the choice to reduce hours to be with family, and two others were due to faculty accepting positions that represented advancement opportunities, which is a sometimes inevitable result of our mentoring program. Although we provide opportunities for development, advancement, and leadership whenever possible for our faculty, sometimes the end result is losing a faculty member when their search for growth leads them to another institution. To help increase diversity hires and help overcome these recent losses, we were able to hire two African-American females and one Asian-American male in faculty positions with the assistance of EOPC funds. We hope to continue to use these available funds whenever possible in filling future positions.

One area where representation of underrepresented groups continues to improve is among our wage staff. The percentage of wage employees who self-identify as non-white has risen from 24% in 2001 to 27% in 2009. The percentage of Asian-American wage employees rose from 9.6% in 2001 to 11.8% in 2009.

The full University Libraries' Demographic Profile can be found in Appendix I.

Improving Identification and Assessment of Credentials for Purposes of Hiring and Promotion

Senior administrators charge each faculty search committee to incorporate diversity in their search. Faculty search committees are provided with materials and information that stresses diversity in the interview process. Committee members are offered information in-person, and in the last few years a comprehensive search committee binder and online materials have been added. A member of the Libraries' Human Resources' staff leads a portion of this meeting to provide training on the process and to stress the importance of diversity throughout the search, particularly in trying to build a diverse applicant pool. A grid is also provided that the committees may use to compare candidates to help them evaluate the pool equitably. Search committee chairs are required to view the Affirmative Action search committee training, and committee members are encouraged to do so.

Recently, to mirror the efforts we make in faculty search committees, we have begun offering meetings with staff hiring committees to go over the hiring process, review appropriate applicant reviewing and interviewing, and to discuss how to increase diversity in the pool and what questions can be asked to determine a candidate's interest and/or experience in diversity issues. Tips are also provided on how to handle interviews for candidates with disabilities. These sessions are expected to help increase awareness of diversity issues in the hiring process and to educate the committees on how to effectively achieve diverse pools, ultimately creating a more diverse workforce within the Libraries.

Retaining and Promoting the Success of Faculty and Staff from Underrepresented Groups

The University Libraries continue to provide a senior faculty mentor to new and untenured librarians. Although we have had a program to mentor faculty, the same opportunity has not been available to new staff hires. We are considering creating a program over the next few years that will become a best practice to help new staff employees with their transition, provide better education of resources available, particularly diversity resources, and provide a mentor to help guide them through their first year of employment, therefore creating employees who feel more knowledgeable and valued and increasing retention.

The leadership of the University Libraries continues to be extremely supportive of employee development. This focus includes a continuing requirement for a demonstrated commitment to diversity awareness and building a civil and multicultural workplace in the annual Staff Review and Development Plan and faculty annual performance reviews. Employees must discuss their individual efforts in this area in their self-evaluations. As always, supervisors are encouraged to provide release time, and funds are available from Libraries' Human Resources for both programs held in-house and individual attendance at program offerings.

Leadership programs are supported and funded for both faculty and staff. All full-time supervisors are required to attend "Mastering SuperVision" and new administrators to participate in the "Leadership Academy." Supervisors are also encouraged to attend "Hire Power," and in

moving forward into competencies, this will be more strongly encouraged to provide skills for supervisors to work proactively on succession planning in anticipation of future turnover.

The Libraries have been working to make diversity-related programs more accessible to our employees. By bringing programs into the Libraries we can offer sessions that work at times that suit the needs of our employees, who work on various shifts. When possible and agreed upon by the presenter, we also try to offer these sessions on Media Site Live so that our campus employees may more easily participate. During the first portion of this *Framework* period, we offered “Diversity in Health,” “Wisdom of the Ages: Applying Generational Concepts at Work,” “Meeting on Common Ground,” “Diversity and the Attitude Virus: Curing Negativity in the Workplace,” and three programs from the “Negotiating through Differences Series” (“Interest-Based Negotiation,” “Persuasion and Influence,” and “The Art of Verbal Self-Defense”).

Since the midpoint update, we have offered several diversity-related training sessions, including, “Dignity in the Workplace,” “Climate Control: Promoting Mutual Respect in the Workplace,” “The Power of Choice,” “Creating Optimism in the Workplace,” “The Art of Verbal Self-Defense,” and “Hire Power.” In advertising our programming, we also solicit support from the administrators to encourage participation in their areas, encouraging supervisors to make every attempt to grant release time when possible so that their employees can take advantage of the programs.

This year the Libraries also launched its new Civility Team, a group charged with addressing civility issues in the Libraries and improving the overall climate. Part of this charge will be to provide employees with the tools needed to deal with incivility and rankism they experience. The kick-off session introducing the committee and its plans had the highest attendance of any non-mandatory training we have held in the Libraries, demonstrating the interest and buy-in of our staff for this initiative. [See additional information about the Civility Team in Challenge 2].

The Libraries continue to require new employees to attend a New Hire Orientation session for full-time staff. The orientation provides an overview of the organization’s structure, mission, diversity initiatives, including meeting with the chair of the Diversity Committee. Libraries’ Human Resources is beginning a redesign of the New Hire Orientation session and process to make it more effective and to provide greater opportunities to provide a focus on diversity to new employees.

Strategies Most Successful for Recruiting and Retaining a Diverse Workforce

A recruiting strategy that has been particularly successful for both the Libraries and new hires is offering self-identifying members of underrepresented groups resources during their interviewing process. By offering these individuals contacts to organizations or individuals of their underrepresented group, we are able to make them feel welcome and help them to learn about what their life would be like in this region and on a predominantly white campus. It is difficult to attract diversity candidates to University Park, a demographically homogenous area, and offering these contacts has enabled us to provide a realistic picture to candidates of underrepresented groups.

The Libraries also provide continuing support to faculty and staff in terms of the focus on development, travel and networking in the field, and taking advantage of opportunities to serve on committees and groups outside of the Libraries, and in the field. Whenever possible, leadership opportunities are provided to those with aspirations.

Best Practice Strategies for Recruiting and Retaining a Diverse Workforce

The Commonwealth Campus Libraries close to Philadelphia and Pittsburgh afford excellent opportunities to recruit and hire librarians from underrepresented groups. We have had significant success with this focus. For example, at Abington, our most diverse campus library, 57% of the faculty and staff are from minority groups.

One of our best practices for recruiting and retaining a diverse workforce is the continuing emphasis on evaluating open position needs. When turnover occurs, supervisors and department heads are strongly encouraged to review the needs of the position and to make changes in the position at that time. This allows us to keep up with changes in the educational environment and student expectations, and be proactive in keeping the skills current for the needs. In doing this, we can offer new employees a job that is current and challenging, match the person's skills appropriately to the department needs, and provide the optimum conditions for retaining the new employee. Once the employee is hired, our best practices include the faculty mentoring program, and supporting both faculty and staff development and travel that will keep them interacting with industry peers, improving their skills so that they may grow in their position and so that they feel we are willing to invest in them.

Measures of Success in Recruiting and Retaining a Diverse Workforce

The Libraries have been successful in hiring a diverse workforce. The addition of all campus library faculty and student staff has helped to maintain levels of representation from underrepresented populations in those two groups of employees. In fact, addition of the campus libraries' faculty has increased the number of African American women, African American and Asian men, and men of the LGBT community. As mentioned earlier in this section, we lost several employees in underrepresented groups to promotional opportunities at other institutions, which we regard as a testimony to the effectiveness of our mentoring and development programs. It is necessary for the Libraries to continue to focus our efforts on increasing diverse applicant pools in order to increase the likelihood of hiring more diverse talent. Over the last few years we have seen the number of applicants from underrepresented groups drop. Recently, this could be a result of a poor economy, with individuals from more diverse areas being more unwilling to relocate in uncertain times. Regardless of the reasons, it will be necessary to attempt to find new ways to expand the diversity in our pools, and also to increase retention of our current employees from underrepresented groups.

Challenge 5: Developing a Curriculum that Fosters Intercultural and International Competencies

Contributing to a Curriculum that Supports the Diversity Goals of the University

The primary responsibility of the Libraries is to support the curriculum and research at Penn State through its, collections, services, and information literacy and instruction activities. Examples of some specific activities are provided in Appendix II, but a more detailed discussion is provided in the following sections.

Collection Development for Diversity

The Libraries designate specific funds to purchase diversity-related materials such as the African/African American fund, the Asian fund, the Women's Studies fund, and funds related to LGBT studies. From 2004 through 2009, the Libraries purchased 8,090 books which cost \$643,206 for each of these collection areas. However, many more titles are purchased with funds for subjects such as History, Sociology, and Political Science that are diversity related.

In August 2008, a subcommittee of the Diversity Committee identified the total number of books purchased by Library of Congress call number range for the Libraries. Based on "a broad definition of diversity," 2,095 call number ranges were reviewed that would have a greater likelihood of including materials based on "race, ethnicity, language, age, religion or spiritual beliefs, health, gender, sexual orientation, physical capacities, or geographic origin." Approximately 283 call number ranges contained diversity-related materials or 13% of the call number ranges examined. Twenty-five percent of the total books purchased, and 21% of all dollars spent on new titles is spent on these items.

The Libraries also have a standing Diversity Collections Group that looks into other ways to promote the diversity-related content in our collections, particularly to students and to the staff and faculty of the Libraries. A collections representative is appointed to the committee by the Dean. For 2009-2010, the Diversity Collections Group is highlighting new collections' purchases, and old ones as well, in a feature to appear in the University Libraries' newsletter, *Interview*.

The high cost of textbooks causes significant hardship for students, particularly for those from underserved populations. In response to a request from the Smeal College of Business, the Business Library purchases a copy of each textbook used in all undergraduate business courses, courses in the School of Hospitality Management, Park Tourism Management, and for courses taught in the College of Information Science and Technology.

In response to curricular changes, the Libraries have assigned subject librarians the responsibility of enhancing the international collections to support the new School of International Affairs. From 2006/07 through 2008/09, \$282,690 was spent to support electronic resources. Additionally, 400 books have been purchased at a cost of approximately \$40,000.

The Libraries work to foster the love of reading and value the principles of intellectual freedom – the freedom to access information and express ideas. Each year the Libraries participate in Banned Books Week which highlights the benefits of free and open expression. At the request of students, the Libraries have also developed Leisure Reading Collections on several campuses which support diversity-related initiatives. Penn State Harrisburg Library is the successful recipient of a Jewish Literature Book Discussion Grant designed to promote discussion and understanding of Judaism. There are 131 participants in the program.

Finally, the Libraries recently purchased a very special collection that fosters intercultural competence. The Charles L. Blockson Collection of African-Americana and the African Diaspora contains materials relating to African American, African, Latin American, and Caribbean history and culture. The collection focuses not only on African-Americana, but more broadly documents the African Diaspora, the pattern of human migration that reaches back hundreds of years and traces the movement of Blacks from their African homelands to areas around the world.

Services for a Diverse Population

Our reference and research services extend beyond the doors of the Libraries. The Libraries' *ASK!* Service includes an array of online reference services including Real Time chat, or virtual reference service (VRS) contact with a librarian featuring co-browsing databases; instant messaging and e-mail to librarian subject specialists; and FAQ database access. Our virtual reference services allow librarians to reach out to nontraditional students and those who may be location bound or otherwise in underserved geographical areas. World Campus students around the world are some of our heaviest users, and our VRS provides direct, convenient, and comfortable access to librarians for people of underrepresented groups.

The Office of Library Services for Persons with Disabilities works together with the University's Office for Disability Services and Information Technology Services to provide individualized, flexible services and resources for persons with physical disabilities. Services provided include audio recording of books and other materials, scanning of books and other materials, staff assistance for retrieving materials, and assistance and training in operating assistive technology devices.

International student orientation programs are held each August to familiarize students with the Libraries' services, introduce them to librarians, and to ascertain the types of materials they need. Focus groups and other means are used to assess our collections and to ensure the Libraries are meeting the needs of International students.

Library Liaison and Instruction Activities

Librarians at all locations have liaison responsibilities to specific academic departments and faculty, and work closely with them to acquire materials that meet their curricular and research needs and to provide access and services to the collections. For example:

- An African American and African Studies Librarian is assigned to the African and African American Studies Department.
- Two subject librarians have responsibilities for international studies collection development and serve as liaisons to the School of International Affairs.
- An Asian language cataloger and subject librarian serves as the Asian Studies Librarian.
- Several librarians at University Park and the campuses also serve as Women's Studies subject specialists.

The Diversity Committee has created a program with the Library Learning Services Department (formerly Department for Instructional Programs) to develop instructional materials and training programs for Libraries' instructors that demonstrate how to incorporate multicultural and diverse learning styles in library instruction. This program is currently in progress with all tenure-line faculty, eleven individuals, at University Park for whom library instruction is a primary statement of responsibility. Library Learning Services also tracks instruction, in general, and instruction with a diversity component, in particular.

Sponsorship of Outreach Programs

The Libraries' Diversity Committee has sponsored or co-sponsored a number of lectures and other programs that are designed to reach out to the broader Penn State community and promote dialog on diversity-related subjects. Examples include:

- Transgender Day of Awareness (TDOA). Lecture with Lauren Camperon, guest speaker, which was co-sponsored by the LGBTA Resources Center and the Social Sciences Library.
- "Hidden Voices: The Lives of LGBT Muslims." A presentation to dispel myths about Islam, explore diversity within the Muslim World, and shine light into the lives of an invisible and silent community. Presented by Faisal Alam. Co-sponsored by the LGBTA Student Resource Center and the University Libraries.
- A special screening of "Milking the Rhino," a film by David E. Simpson. Members of the Penn State community interested in cultural awareness, tourism, global sustainability, and contemporary issues in Africa found this film informative, engaging, and empowering. This was co-sponsored by the University Libraries along with several other departments.
- "Independent Laboratory Access for the Blind (ILAB) Symposium." Featured perspectives of parents, students, and educators on how they use new technologies to create more hands-on science learning experiences for students who are blind or low vision (BLV). The discussion also featured innovative researchers heavily involved in the field of science education for students with BLV. Sponsored jointly with the Department of Chemistry, the Eberly College of Science, and the University Libraries.

Strategies Most Successful and Best Practices in Developing a Curriculum that Fosters Intercultural and International Competence

Collections

The Libraries' collections support the teaching and research needs of the University, and thus they are reflective of the curriculum. We acquire and promote collections that are related to diversity topics in the curriculum in several ways.

- Annual budget commitment for diversity-related materials.
- Purchase of diversity-related materials within discipline-specific subject funds.
- Purchase of important special collections such as the Charles Blockson Collection and development of the space and services to support this collection. Creation of collection development policy statements to target collection spending in areas that support the University's and Libraries' missions.
- Creation of a Diversity Collections Group to promote diversity collection content.

Services and Liaison Activities

The Libraries offer a range of services to support our diverse population of users and have made several efforts to reach out to specific communities.

- Conducted focus groups for international students to understand their needs and have also offered orientations for international students.
- Offer tutoring for students in partnership with the Center for Excellence in Writing.
- Conduct library research basics classes at every campus.

Best Practice Strategies in Developing a Curriculum that Fosters Intercultural and International Competence

The liaison activities of the librarians at all locations ensure that the collection serves the curricular needs of the University and that the services the Libraries provide meets student needs.

Strategies Least Successful in Developing a Curriculum that Fosters Intercultural and International Competence

Ultimately the curriculum of the University is driven by the faculty with whom we partner to create collections and services. The University Libraries have representatives on the Faculty Senate Committee on Curricular Affairs and on the Graduate Council. Faculty/departmental liaisons at all locations ensure that our collections can support any of the curricular needs of the University.

Measures of Success in Developing a Curriculum that Fosters Intercultural and International Competence

The Libraries reviewed and modified how we measure diversity in our collections after it became clear that our internal reporting was inconsistent and unreliable. Our initial methods relied on subject specialists to individually identify diversity materials as a separate step in acquisition. While there is no fool-proof method to identify and classify complex academic materials along racial, ethnic, and geographical lines, a more consistent method had to be developed. After a small task force reviewed options, we adopted the practice of using standard Library of Congress Subject Headings to identify diversity-related materials. This has the advantage of using an already existing classification system that is consistently applied nationally. Reports will be generated at the end of each fiscal year indicating the expenditures by fund for each library location at University Park and the Commonwealth Campuses. See Appendix III for a more detailed discussion of measuring diversity in collection development.

Challenge 6: Diversifying University Libraries' Leadership and Management

Unit Leader Involvement in Diversity Efforts

Unit leaders in the Libraries are supportive of our diversity efforts in a variety of ways, including supporting diversity training for staff and faculty, actively participating in campus organizations that support diversity, and participating in mentoring opportunities for potential leaders from underrepresented groups. In the 2008 Faculty/Staff Survey, 70% of Libraries' respondents agreed with the statement "My department/unit provides visible leadership to foster diversity" (compared to 64% agreement for Penn State overall).

Unit leaders are encouraged to support staff wishing to attend diversity-related training by providing release time when possible and appropriate. Leaders have been supportive of programs offered within the Libraries that enhance our diversity initiatives (See Appendix IV).

All of the current executives, administrators, and department heads at University Park, including the Associate Dean for Commonwealth Campus Libraries and the Head of University College Libraries, have attended diversity-related management/leadership training. This training has included the "Academic Leadership Academy," "Mastering SuperVision," Affirmative Action training for all faculty search committees, and diversity education offered both by the Libraries and Office of Human Resources' Human Resources Development Center (HRDC). Of the Commonwealth Campus Library Heads, 68% have participated in diversity training. Until recently, many programs offered by the University required travel to University Park. "Mastering SuperVision" is now being offered at select campus locations, making training more accessible to campus leaders.

Several members of the Libraries' faculty and staff have actively participated in the Commission for Women, particularly in the Commission's mentoring program. The Associate Dean for University Park Libraries has served as a mentor, and in 2005 was the recipient of the Commission's Rosemary Schraer Mentoring Award. The Assistant Dean for Technical and

Collections Services currently serves as a mentor, and was selected to be the first University Park mentor to a Commonwealth Campus mentee. Three of the Libraries' faculty/staff serve on the Commission for Women's Executive Committee, including one who co-chairs the Mentoring Committee. The head of Library Learning Services currently serves as a member of the Commission's Mentoring Committee.

Administrative and Executive Level Diversity Profile

Women hold many of the leadership positions in the Libraries. Three of five administrative positions in the Libraries are held by women. The Dean of University Libraries and Scholarly Communications, Associate Dean for University Park Libraries, and Assistant Dean for Technical and Collections Services are female. Of the 54 executive, administrative, and department head positions, 26 are held by women, and 28 are held by men. The following department heads are female:

- University College Libraries
- Business Office
- Cataloging and Metadata Services
- Information Technologies
- Access Services
- Library Learning Services
- Public Relations and Marketing
- Digitization and Preservation
- Scholarly Communication Services

Six Heads of subject libraries are female, as well as the Head Librarians at eight Commonwealth Campus Libraries, and the Associate Director of the Dickinson School of Law Library.

Creating Diverse Applicant Pools and Search Committees for Administrative Searches

All Libraries' faculty searches, including administrative searches, are conducted in the same manner. Challenge 4 provides a detailed description of the search process and efforts to ensure diversity in the applicant pool and on the search committee. All candidates interviewed for faculty positions are given the opportunity to meet with the Manager of Human Resources, who provides an opportunity to discuss diversity and diversity-related concerns independent of the decision-making process. Generally, faculty candidates also meet the Dean of University Libraries and Scholarly Communications, who emphasizes the Libraries' commitment to diversity.

Due to the smaller candidate pool for high-level positions such as administrative positions, it becomes even more important to utilize our faculty to network with colleagues in the field, especially those in more diverse locations. Search committee briefings include encouragement to the committee members and chair to actively use their professional contacts to expand the diversity of the applicant pool.

Identifying Potential Administrators from Underrepresented Groups in Staff and Faculty

Nancy Eaton, Dean of University Libraries and Scholarly Communications, has been actively involved in the Association of Research Libraries. As a member of the ARL's Leadership and Career Development Program, she served as a mentor to the Deputy Library Manager of the USAID Library in Washington, D.C., in 2001-2002. She is currently mentoring a Biological and Life Sciences Librarian from Princeton University. Both individuals are from underrepresented groups. While these mentees do not work at Penn State, the Libraries' support for the program helps to support diversity in the profession as a whole, which may in turn help to diversify our candidate pools over time.

The Assistant Dean for Technical and Collections Services has also been involved in ARL's Research Library Leadership Fellows Program, and has attended several institutes sponsored by the program. She has authored an article that was accepted for publication in the Journal of Library Administration, "RLLF in the Rear View Mirror: Report on the Impact and Value of the ARL Research Library Leadership Fellows Program." More recently, the Head of University College Libraries, the Head of Cataloging Services, and the Head of Access Services (all female) have participated in this program.

The Libraries' leadership continues to support opportunities for faculty and staff to gain valuable leadership experience through participation in Libraries-wide and University-wide committees and task forces, as well as national professional associations. Thirty-five Libraries' based committees and task forces are currently chaired by women.

Best Practices for Diversifying University Leadership and Management

In academic librarianship there are statistically few minorities. Representation of minorities is greater for entry-level positions than for higher-level, administrative positions. One of the Libraries' best practices has been, and continues to be, ensuring that advertised positions include a broad range of qualifications that permit inclusion of entry-level candidates. Positions are advertised in urban areas, and to public libraries, which frequently have greater representation of minorities. Hiring at lower levels requires that we provide development opportunities for these individuals to help them grow into leadership positions. The faculty mentoring program is a key component of developing lower-level candidates into leaders.

Strategies Least Successful for Diversifying University Leadership and Management

As we identified in the mid-term Report, advertising Libraries' positions to minority-specific sources (publications, websites, listservs, etc.) has not been successful in increasing the diversity of our candidate pool, especially for leadership positions. We find that all job-seekers in the library field, regardless of ethnicity, look to field specific publications for opportunities. We continue to monitor the effectiveness of our advertising efforts, removing sources that are not productive, and adding new sources as we become aware of them.

Measures of Success in Diversifying University Leadership and Management

The ultimate measure of success in diversifying leadership and management is seeing increased representation in underrepresented groups. Representation of females and minorities in executive, administrative, and department head positions has remained relatively stable during the period of this *Framework*. While the number of opportunities to fill leadership positions was limited (fourteen in five years), we were not able to take advantage of those opportunities to increase representation. While we have had success in hiring, it has been offset by losses (discussed previously) that we could not avoid.

Challenge 7: Coordinating Organizational Change within the University Libraries to Support Our Diversity Goals

Reflecting the Importance of Diversity for Meeting Strategic Plan Goals and Objectives

“We will embrace diversity in thought and culture to promote the free expression of ideas among all members of the Penn State Community” is the fourth goal in the Libraries’ Strategic Plan. Specific strategies include:

- Enhancing and maintaining a welcoming climate with civility and respect for all members of the Penn State community; promoting equitable access to information.
- Advancing a shared, inclusive understanding of the value of diversity to our culture and workplace at all levels.
- Enhancing professional development opportunities including leadership roles and expertise required to serve a diverse community.
- Reflecting the University’s diversity and global mission through collections and services.

Organizational Realignments, Systems of Accountability, Resource Mobilization and Allocation Strategies Implemented to Achieve Diversity Goals

The 2005 reassignment of Commonwealth Campus Libraries under the University Libraries enhanced the resources available to the Libraries and offered the challenge of providing quality outreach for diversity education and enhancement.

The Diversity Committee members serve two-year terms. Members are encouraged to actively participate in subcommittees including programming, marketing, outreach, collections focus, and partner with outside University units. The leadership consists of an executive group with an incoming, current, and outgoing chair guided by the Dean of University Libraries and Scholarly Communications. Members of the Diversity Committee come from both the University Park and campus libraries.

Funds and time for diversity-related events, training, research, and other related activities are allocated yearly.

Budget and Development Approaches Implemented to Ensure Financial Stability of Diversity Priorities

Funding for the Diversity Committee and related initiatives includes a standing budget request and endowments. Any additional funding requirements are readily supported by the administration including the pursuit of diversity-related grants. The Libraries' administration continues to regularly support events outside of the University Libraries by offering co-sponsorship of Diversity Committee recommended events.

Money is allocated yearly to funds such as African American Studies, African Studies, Asian Area Studies, Disability Services, Diversity, LGBT Studies, Global Studies, Jewish Studies, Latin American Studies, and Women's Studies. Since 2004, \$643,206 has been spent on these funds and more than 8,000 monographs have been purchased. The Libraries have also been successful in obtaining collections endowments which are used to support the acquisitions of materials in these areas.

Systems of Accountability Supporting University Diversity Goals

The staff development and review process includes components to address the commitment to diversity in the organization.

As a result of previous climate surveys, the Libraries have implemented an upward feedback process to solicit staff input on manager performance.

Diversity-focused instruction is measured through online applications for both the Association of Research Libraries' statistics and the University Park Instructional Statistics. With new technologies, the future goal is to standardize reporting across all locations.

Partnerships Created to Advance University Diversity Goals

The University Libraries continue to foster collaboration across multiple organizations with the Penn State community including:

- Office of the Vice Provost for Educational Equity
- Office for Disability Services
- Commission on Racial/Ethnic Diversity (CORED)
- Commission on Lesbian, Gay, Bisexual and Transgender Equity (LGBTE)
- Rock Ethics Institute

An overwhelmingly positive response to a 2008 presentation "Let's Talk About Islam and the Invisible Muslims at Penn State" by Muhammad Atiyat, of the Muslim Student Association inspired the Diversity Committee to create a Religious and Culture Series Subcommittee charged

with identifying opportunities for education and programming around various cultures within Penn State.

Best Practice Strategies for Coordinating Organizational Change

The reorganization of the University Libraries to include all Commonwealth Campus Libraries has led to greater accountability. Each of the Assistant and Associate Deans are responsible for ensuring that diversity is valued and that the University Libraries maintain a welcoming climate.

Strategies Least Successful for Coordinating Organizational Change

Heretofore, the Libraries have not had diversity liaisons at each library. This program is being started this year.

Measure Success in Coordinating Organizational Change

A best practice in the past was the integration of diversity throughout the strategic plan. In the *2008/2009 to 2012/2013 Strategic Plan*, diversity was felt to be so important that one of the Libraries' five goals emphasizes the importance of diversity. The Libraries are attempting now to integrate diversity at the tactical level for individual units.

Appendix I: University Libraries' Demographic Profile

All Faculty (UP & CCL)

	2001*			2003*			2006**			2009**		
	Male	Female	Total by Ethnicity									
Asian American	1	2	3	1	4	5	1	3	4	2	2	4
Black/African American	2	4	6	1	6	7	1	6	7	1	5	6
Hispanic/Latino	1	0	1	1	0	1	1	0	1	1	2	3
Native American Indian	0	0	0	0	0	0	0	0	0	0	0	0
White	34	62	96	39	63	102	46	63	109	48	69	117
Multiracial***	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	0	2	2
Unknown	0	0	0	0	0	0	1	0	1	3	3	6
Total	38	68	106	42	73	115	50	72	122	55	83	138

*CCL data from 2001-2003 does not include Hershey, Dickinson, and Penn College.

**Data for 2006-2009 does not include Penn College.

*** Diversity codes changed during 2009 and a "multiracial" category was added.

All Faculty - UP

	2001			2003			2006			2009		
	Male	Female	Total by Ethnicity									
Asian American	0	1	1	0	3	3	0	2	2	1	1	2
Black/African American	0	2	2	0	3	3	0	1	1	0	1	1
Hispanic/Latino	0	0	0	0	0	0	0	0	0	0	1	1
Native American Indian	0	0	0	0	0	0	0	0	0	0	0	0
White	17	33	50	19	36	55	22	34	56	23	36	59
Multiracial*	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	0	1	1
Unknown	0	0	0	0	0	0	0	0	0	0	2	2
Total	17	36	53	19	42	61	22	37	59	24	42	66

* Diversity codes changed during 2009 and a "multiracial" category was added.

All Faculty - CCL

	2001*			2003*			2006**			2009**		
	Male	Female	Total by Ethnicity									
Asian American	1	1	2	1	1	2	1	1	2	1	1	2
Black/African American	2	2	4	1	3	4	1	5	6	1	4	5
Hispanic/Latino	1	0	1	1	0	1	1	0	1	1	1	2
Native American Indian	0	0	0	0	0	0	0	0	0	0	0	0
White	17	29	46	20	27	47	24	29	53	25	33	58
Multiracial***	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	0	1	1
Unknown	0	0	0	0	0	0	1	0	1	3	1	4
Total	21	32	53	23	31	54	28	35	63	31	41	72

*CCL data from 2001-2003 does not include Hershey, Dickinson, and Penn College.

**Data for 2006-2009 does not include Penn College.

*** Diversity codes changed during 2009 and a “multiracial” category was added.

Executive, Administrative and Department Heads (UP & CCL*)

	2001*			2003*			2006**			2009**		
	Male	Female	Total by Ethnicity									
Asian American	0	0	0	0	0	0	0	0	0	0	0	0
Black/African American	0	2	2	0	2	2	0	1	1	0	0	0
Hispanic/Latino	1	0	1	1	0	1	1	0	1	1	0	1
Native American Indian	0	0	0	0	0	0	0	0	0	0	0	0
White	20	26	46	19	27	46	23	28	51	24	26	50
Multiracial***	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	0	0	0
Unknown	0	0	0	0	0	0	1	0	1	3	0	3
Total	21	28	49	20	29	49	25	29	54	28	26	54

*CCL data from 2001-2003 does not include Hershey, Dickinson, and Penn College.

**Data for 2006-2009 does not include Penn College.

*** Diversity codes changed during 2009 and a “multiracial” category was added.

Executive, Administrative and Department Heads - UP*

	2001			2003			2006			2009		
	Male	Female	Total by Ethnicity	Male	Female	Total by Ethnicity	Male	Female	Total by Ethnicity	Male	Female	Total by Ethnicity
Asian American	0	0	0	0	0	0	0	0	0	0	0	0
Black/African American	0	2	2	0	2	2	0	1	1	0	0	0
Hispanic/Latino	0	1	1	0	1	1	0	0	0	0	0	0
Native American Indian	0	0	0	0	0	0	0	0	0	0	0	0
White	9	18	27	9	19	28	12	19	31	12	18	30
Multiracial**	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	0	0	0
Unknown	0	0	0	0	0	0	0	0	0	2	0	0
Total	9	21	30	9	22	31	12	20	32	14	18	32

*Data for UP includes both faculty and staff.

** Diversity codes changed during 2009 and a “multiracial” category was added.

Executive, Administrative and Department Heads - CCL*

	2001*			2003*			2006**			2009**		
	Male	Female	Total by Ethnicity									
Asian American	0	0	0	0	0	0	0	0	0	0	0	0
Black/African American	0	0	0	0	0	0	0	0	0	0	0	0
Hispanic/Latino	0	0	0	1	0	1	1	0	1	1	0	1
Native American Indian	0	0	0	0	0	0	0	0	0	0	0	0
White	11	8	19	10	8	18	11	9	20	12	8	20
Multiracial***	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	0	0	0
Unknown	0	0	0	0	0	0	1	0	0	1	0	1
Total	11	8	19	11	8	19	13	9	22	14	8	22

*CCL data from 2001-2003 does not include Hershey, Dickinson, and Penn College.

**Data for 2006-2009 does not include Penn College.

*** Diversity codes changed during 2009 and a “multiracial” category was added.

Staff (Includes Regular Standing and Fixed Term I Appointments) (UP & CCL)

	2001*			2003*			2006**			2009**		
	Male	Female	Total by Ethnicity									
Asian American	1	3	4	0	4	5	1	5	6	1	3	4
Black/African American	4	4	8	3	5	8	2	4	6	3	2	5
Hispanic/Latino	1	3	4	1	2	3	3	3	6	3	2	5
Native American Indian	0	1	1	0	1	1	1	0	1	1	0	1
White	64	180	244	68	193	261	64	218	282	68	209	277
Multiracial***	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	2	1	3
Unknown	0	0	0	0	0	0	1	0	1	4	9	13
Total	70	191	261	73	205	278	72	230	302	82	226	308

* 2001-2003 CCL data does not include Hershey, Dickinson, and Penn College.

**CCL data for 2006-2009 does not include Penn College.

***Diversity codes changed during 2009 and a “multiracial” category was added.

Staff (Includes Regular Standing and Fixed Term I Appointments) - UP

	2001*			2003*			2006**			2009**		
	Male	Female	Total by Ethnicity									
Asian American	1	3	4	1	3	4	1	5	6	1	3	4
Black/African American	3	3	6	3	4	7	2	4	6	3	2	5
Hispanic/Latino	1	2	3	1	2	3	3	1	4	3	1	4
Native American Indian	0	1	1	0	1	1	1	0	1	1	0	1
White	58	144	202	60	139	199	56	148	204	60	142	202
Multiracial***	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	2	1	3
Unknown	0	0	0	0	0	0	1	0	1	4	5	9
Total	63	153	216	65	149	214	64	158	222	74	154	228

* 2001-2003 CCL data does not include Hershey, Dickinson, and Penn College.

**CCL data for 2006-2009 does not include Penn College.

***Diversity codes changed during 2009 and a “multiracial” category was added.

Staff (Includes Regular Standing and Fixed Term I Appointments) - CCL

	2001*			2003*			2006**			2009**		
	Male	Female	Total by Ethnicity									
Asian American	0	0	0	0	1	1	0	0	0	0	0	0
Black/African American	1	1	2	0	1	1	0	0	0	0	0	0
Hispanic/Latino	0	1	1	0	0	0	0	2	2	0	1	1
Native American Indian	0	0	0	0	0	0	0	0	0	0	0	0
White	6	36	42	8	54	62	8	70	78	8	67	75
Multiracial***	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	0	0	0
Unknown	0	0	0	0	0	0	0	0	0	0	4	4
Total	7	38	45	8	56	64	8	72	80	8	72	80

* 2001-2003 CCL data does not include Hershey, Dickinson, and Penn College.

**CCL data for 2006-2009 does not include Penn College.

***Diversity codes changed during 2009 and a “multiracial” category was added.

Technical Service Personnel at UP (The Library is Not Affiliated With Technical Service Personnel at CCL Locations)

	2001			2003			2006			2009		
	Male	Female	Total by Ethnicity									
Asian American	0	0	0	0	0	0	0	0	0	0	0	0
Black/African American	0	0	0	1	0	1	0	0	0	0	0	0
Hispanic/Latino	0	0	0	0	0	0	0	0	0	0	0	0
Native American Indian	0	0	0	1	0	1	0	0	0	0	0	0
White	22	0	22	23	1	24	26	1	27	23	1	24
Unknown	0	0	0	0	0	0	0	0	0	0	1	1
Total	22	0	22	25	1	26	26	1	27	23	2	25

Wage Payroll - UP & CCL (Includes Students and Non-Students)

	2000*			2001			2006**			2009***		
	Male	Female	Total by Ethnicity	Male	Female	Total by Ethnicity	Male	Female	Total by Ethnicity	Male	Female	Total by Ethnicity
Asian American	2	13	15	17	20	37	12	31	43	19	29	48
Black/African American	4	9	13	13	28	41	22	44	66	15	26	41
Hispanic/Latino	1	3	4	4	12	16	5	12	17	7	8	15
Native American Indian	0	0	0	0	0	0	0	5	5	1	0	1
White	12	42	54	78	111	189	114	147	261	97	145	242
Multiracial	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	1	5	6
Unknown	3	6	9	44	57	101	41	68	109	22	32	54
Total	22	73	95	156	228	384	194	307	501	162	245	407

*CCL data includes all Commonwealth Campus and Colleges except Penn State Capital College for which no data was provided. CCL data does not include Hershey, Dickinson, and Penn College.

**CCL data includes all Commonwealth Campuses and Colleges except Penn College, New Kensington, and Fayette.

***CCL data includes all Commonwealth Campuses and Colleges except Penn College, New Kensington, and Dickinson.

Wage Payroll - UP (Includes Students and Non-Students)

	2000			2001*			2006			2009		
	Male	Female	Total by Ethnicity	Male	Female	Total by Ethnicity	Male	Female	Total by Ethnicity	Male	Female	Total by Ethnicity
Asian American	16	15	31	13	19	32	10	17	27	11	21	32
Black/African American	6	16	22	5	20	25	8	16	24	12	9	21
Hispanic/Latino	2	9	11	3	5	8	1	4	5	4	4	8
Native American Indian	0	0	0	0	0	0	0	2	2	1	0	1
White	72	72	144	55	61	116	82	98	180	69	88	157
Multiracial	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	1	3	4
Unknown	42	54	96	3	1	4	18	19	37	7	8	15
Total	138	166	304	79	106	185	119	156	275	105	133	238

*The wage data provided for 2001 is approximate.

Wage Payroll - CCL* (Includes Students and Non-Students)

	2000*			2001*			2006**			2009***		
	Male	Female	Total by Ethnicity	Male	Female	Total by Ethnicity	Male	Female	Total by Ethnicity	Male	Female	Total by Ethnicity
Asian American	2	13	15	1	5	6	2	14	16	8	8	16
Black/African American	4	9	13	7	12	19	14	28	42	3	17	20
Hispanic/Latino	1	3	4	2	3	5	4	8	12	3	4	7
Native American Indian	0	0	0	0	0	0	0	3	3	0	0	0
White	12	42	54	6	39	45	32	49	81	28	57	85
Multiracial	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	0	2	2
Unknown	3	6	9	2	3	5	23	49	72	15	24	39
Total	22	73	95	18	62	80	75	151	226	57	112	169

*CCL data includes all Commonwealth Campus and Colleges except Penn State Capital College for which no data was provided. CCL data does not include Hershey, Dickinson, and Penn College.

**CCL data includes all Commonwealth Campuses and Colleges except Penn College, New Kensington, and Fayette.

***CCL data includes all Commonwealth Campuses and Colleges except Penn College, New Kensington, and Dickinson.

Graduate Assistants and Fixed-Term II - UP

	1999			2000			2001		
	Male	Female	Total by Ethnicity	Male	Female	Total by Ethnicity	Male	Female	Total by Ethnicity
Asian American	1	1	2	0	2	2	0	1	1
Black/African American	0	1	1	0	0	0	0	1	1
Hispanic/Latino	0	0	0	0	0	0	0	0	0
Native American Indian	0	0	0	0	0	0	0	0	0
White	1	3	4	1	3	4	1	4	5
Unknown	0	0	0	0	0	0	0	0	0
Total	2	5	7	1	5	6	1	6	7

Graduate Assistants – UP*

	2006			2009		
	Male	Female	Total by Ethnicity	Male	Female	Total by Ethnicity
Asian American	1	1	2	1	1	2
Black/African American	0	0	0	0	1	1
Hispanic/Latino	0	0	0	0	0	0
Native American Indian	1	0	1	0	0	0
White	2	2	4	2	2	4
Multiracial	n/a	n/a	n/a	0	0	0
Unknown	0	0	0	0	3	3
Total	4	3	7	3	7	10

* There are no Graduate Assistants at CCL.

Fixed-Term II Staff – UP*

	2006			2009		
	Male	Female	Total by Ethnicity	Male	Female	Total by Ethnicity
Asian American	0	0	0	0	0	0
Black/African American	0	0	0	0	0	0
Hispanic/Latino	0	0	0	0	0	0
Native American Indian	0	0	0	0	0	0
White	1	2	3	1	1	2
Multiracial	n/a	n/a	n/a	0	0	0
Unknown	0	0	0	0	0	0
Total	1	2	3	1	1	2

*There are no Fixed-Term II Faculty at UP.

Fixed-Term II Faculty - CCL*

	2006			2009		
	Male	Female	Total by Ethnicity	Male	Female	Total by Ethnicity
Asian American	0	0	0	0	0	0
Black/African American	0	0	0	0	0	0
Hispanic/Latino	0	0	0	0	0	0
Native American Indian	0	0	0	0	0	0
White	1	2	3	1	2	3
Multiracial	n/a	n/a	n/a	0	0	0
Unknown	0	0	0	0	0	0
Total	1	2	3	1	2	3

*There are no Fixed-Term II Staff at CCL.

Percent Totals All Faculty

	2001			2003			2006			2009		
	Male	Female	Total by Ethnicity									
Asian American	2.63%	2.94%	2.83%	2.38%	5.48%	4.35%	2.00%	4.17%	3.28%	3.63%	2.41%	2.90%
Black/African American	5.26%	5.88%	5.66%	2.38%	8.22%	6.09%	2.00%	8.33%	5.74%	1.82%	6.02%	4.35%
Hispanic/Latino	2.63%	0.00%	0.94%	2.38%	0.00%	0.87%	2.00%	0.00%	0.82%	1.82%	2.41%	2.17%
Native American Indian	0.00%	0.00%	0.00%	0.00%	0.00%	0.00%	0.00%	0.00%	0.00%	0.00%	0.00%	0.00%
White	89.47%	91.18%	90.57%	92.86%	86.30%	88.70%	92.00%	87.50%	89.34%	87.27%	83.13%	84.78%
Multiracial	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	0.00%	2.41%	1.45%
Unknown	0.00%	0.00%	0.00%	0.00%	0.00%	0.00%	2.00%	0.00%	0.82%	5.45%	3.61%	4.35%
Total	100.00%	100.00%	100.00%	100.00%	100.00%	100.00%	100.00%	100.00%	100.00%	100.00%	100.00%	100.00%
Total by Gender	35.85%	64.15%	100.00%	36.52%	63.48%	100.00%	40.98%	59.02%	100.00%	39.86%	60.14%	100.00%

Percent Totals Executive, Administrative and Department Heads

	2001			2003			2006			2009		
	Male	Female	Total by Ethnicity									
Asian American	0.00%	0.00%	0.00%	0.00%	0.00%	0.00%	0.00%	0.00%	0.00%	0.00%	0.00%	0.00%
Black/African American	0.00%	6.90%	4.08%	0.00%	6.90%	4.08%	0.00%	3.45%	1.85%	0.00%	0.00%	0.00%
Hispanic/Latino	0.00%	3.45%	2.04%	5.00%	0.00%	2.04%	4.00%	0.00%	1.85%	3.57%	0.00%	1.85%
Native American Indian	0.00%	0.00%	0.00%	0.00%	0.00%	0.00%	0.00%	0.00%	0.00%	0.00%	0.00%	0.00%
White	100.00%	89.66%	93.88%	95.00%	93.10%	93.88%	92.00%	96.55%	94.45%	85.71%	100.00%	92.59%
Multiracial	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	0.00%	0.00%	0.00%
Unknown	0.00%	0.00%	0.00%	0.00%	0.00%	0.00%	4.00%	0.00%	1.85%	10.71%	0.00%	5.56%
Total	100.00%	100.00%	100.00%	100.00%	100.00%	100.00%	100.00%	100.00%	100.00%	100.00%	100.00%	100.00%
Total by Gender	40.82%	59.18%	100.00%	40.82%	59.18%	100.00%	46.30%	53.70%	100.00%	51.85%	48.15%	100.00%

Appendix II: University Libraries' Diversity-Related Activities

The University Libraries at all 24 campuses have actively promoted and fostered diversity through a variety of activities. Following are some selected and representative examples of programs, exhibits, and improvements to collections and access on diversity and multiculturalism.

Programs

The Libraries serve as a center for programming for the University and surrounding communities throughout Pennsylvania. Often these programs are developed in partnership with other Penn State units or academic institutions. Many programs presented at University Park are made available online through MediaSite Live. Examples include:

- “Let’s Talk About It: Jewish Literature: Identity and Inspiration,” a book discussion program sponsored by the American Library Association funded by a grant from Nextbook (a nonprofit organization that supports Jewish literature, culture, and ideas: <http://www.tabletmag.com/nextbook-inc/>). Collaborating organizations included the Jewish Federation of Greater Harrisburg and the Hershey and Dauphin County Public Libraries. (Penn State Harrisburg)
- Fulbright Scholars from Egypt and Iraq provided presentations on women and Islam; these programs were co-sponsored by Penn State with nearby colleges. (Penn State Mont Alto)
- “Read Out Loud.” In recognition of Banned Books Week, Penn State and community members conducted 101 hours of public readings from the most frequently banned or challenged books in the United States over the past twenty-five years. Many of these books had themes relating to diversity, such as Daddy’s Roommate and To Kill a Mockingbird. (University Park)
- “Hinduism: Principles, Beliefs, Traditions, and Practices.” The University Libraries’ Diversity Committee organized this special presentation in conjunction with the Hindu festival of Diwali. Presenter Anil Kulkarni, Penn State professor of Mechanical Engineering, talked about Hinduism and answered questions about Hindu principles. (University Park).
- “Let’s Talk About Islam and the Invisible Muslims at Penn State,” Muhammad Atiyat, of the Muslim Student Association, presented and answered questions about the Islamic faith. (University Park).
- The Libraries’ Office of Disability Services has sponsored a series of symposiums, the most recent one “Independent Laboratory Access for the Blind,” which was co-sponsored with the Department of Chemistry, Eberly College of Science. (University Park)

- African American author visits and lectures arranged by the Library at Abington College: Lorene Cary, author of *The Price of a Child* provided a lecture and reading for American literature classes; author and musician James McBride provided a lecture, reading, and jazz performance in conjunction with “Rock the Vote,” presented in collaboration between the Library and the Student Government Association prior to the 2008 national elections. (Penn State Abington)
- “My Amish Education: From Yale to Hired Girl to Grandmother,” presented by Dr. Gertrude Enders Huntington. (University Park)
- “Obama Between Africanity and the Muslim World,” presented by Dr. Professor Ali Mazrui, Director of the Institute of Global Cultural Studies, Binghamton University. (University Park)

Exhibits

Libraries use their exhibition areas to feature educational displays on diversity-related subjects. Several hundred exhibitions are offered annually across the Libraries’ system, and many are timed to recognize special months, such as Black History Month, Women’s History Month, and Hispanic Heritage Months. Examples include:

- Photographic exhibit highlighting the history of African-American fraternities and sororities at Penn State. (University Park)
- Multi-Sensory Art Exhibit produced by Art Beyond Sight, an organization that brings art and culture to people with visual impairments. This 3-D, tactile art exhibit was funded by EOPC, the Libraries, and the Pennsylvania Council on the Arts. (University Park)
- Navajo Code Talkers, a display in recognition of American Indian Heritage Month. (Penn State Berks)
- Annual Native American Month exhibits of Blackfeet and other American tribal art from the personal collection of a faculty member and that of the Library. (Penn State Fayette)
- Special exhibits of photographs on the “Selma-Montgomery March” and demonstrations, sit-ins and arrests from the Jack Rabin Collection on Alabama Civil Rights and Southern Activists. (Penn State Harrisburg and University Park)

Special Collections

The Libraries have been fortunate to acquire or purchase several special collections that greatly enhance our collections on diversity. These materials are processed and made accessible through tools such as finding aids and digitization. Notable examples include:

- Charles L. Blockson Collection of African-Americana and the African Diaspora

A collection of some 11,000 items, chiefly monographs, donated by collector, historian and alumna Charles Blockson. A special room was constructed to house the collection, and the collection is being actively promoted by the Libraries' African and African American subject specialist and the Curator of Rare Books and Manuscripts.

- Gertrude Huntington Anabaptist Library Collection

A collection of materials on the Amish, Mennonite and Hutterite peoples, collected by Gertrude Huntington, Professor Emeritus of Anthropology, University of Michigan. Together with the John Hostetler Archival Collection and the Gaines Memorial Book Collection on the Amish, Mennonite, and Hutterite peoples, the three collections make up one of the largest and most impressive Anabaptist archival collections in the United States.

- Jack Rabin Collection on Alabama Civil Rights and Southern Activists
<http://www.libraries.psu.edu/digital/rabin/index.html>

This collection was formed by Jack Rabin, Penn State Harrisburg professor, through contacts with employees of the Alabama Department of Public Safety and through the active pursuit of primary-source materials from white activists and African-American civil rights leaders. The collection, which includes video, has been digitized and an online finding aid prepared.

Improving Access to the Collections

The Libraries are employing a variety of “discovery tools” to make our diversity collections easier to locate and use. Examples include:

- The Alice Marshall Collection, the largest private collection on women’s history that was donated to Penn State Harrisburg in the mid-1990s, is now completely cataloged and accessible to scholars worldwide.
- Major research collections such as the records of the NAACP are available because of bibloads, or the automated loading of descriptive records into the CAT (online catalog).
- “A Few Good Women: Advancing the Cause for Women in Government, 1969-74”
<http://www.libraries.psu.edu/speccolls/FindingAids/fewgoodwomen.frame.html>

This oral history project was initiated by the Honorable Barbara Hackman Franklin. It consists of oral history interviews and transcripts of the reminiscences of the women who were recruited and trained for upper-level government positions during the administration of President Richard M. Nixon. This marked the first systematic effort to open such positions to women. As Staff Assistant to the President with responsibility for recruitment of women, Barbara Franklin played an important role in this effort.

- A special grant from the Aetna Insurance Corporation is being used to fund the development of a web-based curriculum for K-12 that is based on this period when women began to move into governmental leadership positions. The materials from “A Few Good Women” will be a foundation of the curriculum.
- The Libraries recently approved a project for the archival organization, preservation, and digitizing of the records of the African Episcopal Church of St. Thomas in Philadelphia – one of the oldest African American churches in the U.S. This collection is widely considered to be the oldest extant repository of African American church history in the country.

Instruction

Libraries’ faculty across the system are heavily engaged in course-related and course-integrated instruction to develop student information literacy skills in all areas related to diversity and multicultural studies. Each year, hundreds of hours of instruction are presented to thousands of students through special classes covering our print and electronic resources related to history, languages, literature, religion, geography, sociology, international studies, world cultures, etc., on topics of race, gender, civil and human rights, religion, class, and other areas. Many of these courses meet the U.S. Cultures or International Cultures General Education requirements. Diversity-related instructional sessions are tracked through an instruction database, a process that is currently undergoing review and enhancement. Lists of classes, lectures, and presentations by the Libraries’ faculty can be provided upon request.

Appendix III: Measuring Diversity in Collection Development

The Libraries recognize the importance of building a collection that reflects the diverse needs of our users. *A Framework to Foster Diversity at Penn State: University Libraries Strategic Plan 2004 – 2009* makes special reference to the importance of building a diverse collection (specifically Challenge 1 and 5). Feedback of the *Strategic Plan* (Spring 2007) recommends “a set of metrics by which progress could be gauged.”

Responding to this recommendation, the Diversity Committee created a subcommittee in Fall 2008 to explore how to measure the success the Libraries have had in building a diverse collection. Asking selectors to assign a diversity code to new purchases proved unreliable. An alternative method reduces the element of human error and utilizes an existing tool, Director’s Station.

Director’s Station is a reporting tool available through SIRSI/Dynix. For our purposes we generated a report (August 11, 2008) identifying the total number of books per call number purchased by the Libraries in the past seven years. Director’s Station identified a total of 2,095 call number ranges. Based on “a broad definition of diversity,” the call numbers were reviewed. Call numbers that would have a greater likelihood to include materials based on “race, ethnicity, language, age, religion or spiritual beliefs, health, gender, sexual orientation, physical capacities, or geographic origin” (Collection Development Diversity Policy Statement) were selected. This resulted in 283 call number ranges (13%).

The 2008 report was shared with members of the Diversity Committee and the Collection Development Council and received favorable reviews. In October 2009, Ronald Harman, Jr., Library Supervisor, Penn State Hazleton, ran a new report with updated data. In addition to identifying the number of titles in the 283 call number ranges purchased in each fiscal year, the Diversity Committee asked for reports showing the amount of monies spent to purchase these items. Plus, the Committee asked to see the circulation data of items in the selected call number ranges.

As illustrated by the table, the Libraries have been fairly consistent in the number of titles purchased that meet the broad definition of diversity. Since 2001-02, approximately 25% of the total books purchased by the Libraries fell under one of the 283 call number ranges identified. Twenty-one percent of the total spent on new titles is spent on these items (an average of \$504,345 per year).

It is notable that the circulation of items in the selected call number ranges is higher (by 16%) than that of the whole collection. On average 50 % of the items in selected call number ranges circulate, versus 35 % of the total collection. Although the selected ranges represent 25% of the new titles added to the collection, they are used more heavily than the collection as a whole.

Admittedly, this method has limitations. It may not reflect all titles that could be classified as representative of a minority, such as a book on Eastern philosophy that would be classified in General Philosophy (B 1-68). On the other hand, this is balanced by including all titles that fall in call number range even though some may not truly be representative. In spite of these

problems, using the call number ranges to generate reports in Director's Station does provide one tool that can be used annually to provide data on the number of books added per calendar year representing different groups.

	Measuring Diversity in PSUL Collections							
	Fiscal Year							
	2001-2	2002-3	2003-4	2004-5	2005-6 (*)	2006-7	2007-8	2008-9
Number of Diversity Copies Funded	10,935	11,202	10,078	11,079	12,645	10,674	8,742	9,381
Number of LC Classified Items Funded	46,170	45,371	40,785	42,879	47,794	42,354	34,889	37,174
% Diversity (based on # of copies funded)	23.68%	24.69%	24.71%	25.84%	26.46%	25.20%	25.06%	25.24%
Funding for Diversity Copies	\$472,824.70	\$503,150.58	\$465,297.10	\$572,203.02	\$600,244.79	\$530,725.53	\$444,717.01	\$445,593.93
Funding for LC Classified Items	\$2,217,508.25	\$2,372,252.98	\$2,182,216.54	\$2,417,432.45	\$2,778,994.81	\$2,531,372.36	\$2,151,580.71	\$2,172,538.74
% Diversity (based on funding)	21.32%	21.21%	21.32%	23.67%	21.60%	20.97%	20.67%	20.51%
% of Diversity Copies Checked Out	55.00%	51.44%	56.09%	59.59%	53.74%	49.70%	42.29%	36.03%
% of LC Items Checked Out	40.46%	39.35%	34.77%	43.78%	42.86%	36.23%	23.68%	17.74%
Diversity Copy Checkout % is Higher than LC	14.53%	12.09%	21.31%	15.81%	10.88%	13.48%	18.61%	18.29%
# of Checkouts per Diversity Copy	3.79	3.59	4.00	4.44	3.37	2.55	1.72	0.68
# of Checkouts per LC Classified Copy	2.30	2.32	1.94	2.45	2.02	1.34	0.77	0.26
% Diversity Copy Usage Higher than Average	64.43%	54.87%	105.74%	81.49%	66.54%	90.03%	122.65%	157.81%

(*) Copies Created and Checkout Data for 2005-6 does NOT include DSL-CARL and DSL-UP because that was when all their information was added skewing the comparison.

Appendix IV: Human Resources and Diversity Committee Programming

2008/2009

- “Privilege, Power, and Pharmaceuticals: Medical Research in a New Era” Co-sponsor with Rock Ethics Institute (September 22, 2008)
- “Sham Health Care Reforms: The Ethics of Health Policy Placebos” Co-sponsor with Rock Ethics Institute (October 13, 2008)
- “[Let’s Talk About Islam and the Invisible Muslims at Penn State](#),” (October 29, 2008)
- “Cheap and Available: The American Medical and Pharmaceutical Community’s Love Affair with Prison Inmates” (Rock Ethics) (November 16, 2008)
- “The Transformation of Women’s Health Care into Reproductive Medicine: A Cautionary Tale” (Rock Ethics) (December 3, 2008)
- “Straight Talk” program (December 4, 2008)
- In Service Day: Speak Up! Session and Poster Session (January 9, 2009)
- Martin Luther King, Jr. Day: Performance by Essence of Joy (January 19, 2009)
- Release of God’s Trombones from Penn State Special Collections (February 22, 2009)
- “[International Student Council: The World is Here at Penn State](#)” (March 16, 2009)
- [Diversity Committee Research & Programming Colloquium](#) (April 22, 2009)
- Screening of the film *Training Rules* (in cooperation with the LGBTA Student Resource Center) (June 11, 2009)

2007/2008

- Hire Power (July 17, 2007)
- The Art of Verbal Self Defense (September 20, 2007)
- Creating Optimism in the Workplace (October 30, 2007)
- Transgender Day of Awareness (TDOA) (November 8, 2007)
- Film: All God’s Children (Co-sponsored with LGBTA Resource Center) (November 13, 2007)
- The Power of Choice (November 14, 2007)
- Exhibit: The Legacy of Rev. Dr. Martin Luther King, Jr. (January – February 2008)
- A Day in the Life: Workplace Responses to Domestic Violence (February 20, 2008 and February 28, 2008)
- Speak Up! Responding to Everyday Bigotry (April 3, 2008)

2006/2007

- Libraries InService, Making Sense of Our Personality Differences (January 5, 2007)
- Climate Control: Promoting Mutual Respect in the Workplace (March 19, 2007)
- Dignity in the Workplace (May 3, 2007)

2005/2006

- Negotiating through Differences: Interest Based Negotiation (August 22, 2005)
- Negotiating through Differences: Persuasion and Influence (August 23, 2005)
- Negotiating through Differences: The Art of Verbal Self Defense (August 24, 2005)
- Meeting on Common Ground (October 15, 2005)
- Wisdom of the Ages (November 2, 2005)
- MLK Day Events – Video of Dr. King’s speech at Penn State (January 16, 2006)
- Photo Archive Display for MLK (January 16, 2006)
- Meet the Commissions (February 9, 2006)
- Diversity in Health (February 22, 2006)
- If you think it is a level playing field, you probably have box seats (March 23, 2006)
- Harassment in the Workplace: Recognizing and Dealing with the Issues (May 2006)

2004/2005

- Students in Distress (December 3, 2004)