

PENNSTATE



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THE UNIVERSITY LIBRARIES

STRATEGIC FINAL REPORT ON IMPLEMENTING THE *FRAMEWORK FOR FOSTERING DIVERSITY AT PENN STATE 1998-2003*

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UNIVERSITY LIBRARIES STRATEGIC FINAL REPORT ON IMPLEMENTING THE *FRAMEWORK FOR FOSTERING DIVERSITY AT PENN STATE 1998-2003*

Executive Summary

This update outlines the cumulative accomplishments by The University Libraries (UL) toward fulfilling the seven goals set forth in the *Framework for Fostering Diversity at Penn State 1998-2003*, within the context of the Libraries in the past five years. Highlights of strategic actions and accomplishments since the 2001 update are listed below in the respective challenge areas:

Challenge 1: Developing a Shared and Inclusive Understanding of Diversity

The Libraries continue employing successful strategies to communicate its definition of diversity through administrative support, library policy, and active participation by Libraries' employees from **all** Libraries' locations in diversity initiatives at library, university, and national levels.

Examples include:

- Participation in Penn State diversity-related committees: Web Access Committee, Staff Retention Committee, and in the three President's commissions: Commission for Women (CFW), Commission on Racial and Ethnic Diversity (CORED), and Commission on Lesbian, Gay, Bisexual and Transgender Equity (CLGBTE).
- Taking leadership in, and advocating Web accessibility.
- Several faculty positions mandated to provide local and national leadership in collection development and outreach for diversity, i.e., assistant and associate deans; collection specialists such as the Social Sciences Librarian for Race, Gender, and Ethnicity/Affiliate Assistant Professor Women's Studies, and the Asian Studies Librarian.
- Offering diversity programs to the entire Penn State community.
- Inclusion of a discussion of diversity in all new employee orientation programs at University Park.
- Implementation of a pilot project to incorporate diversity into the interview process.
- Integration of diversity planning into organizational strategies and processes.

Challenge 2: Creating a Welcoming Campus Climate

The Libraries strive to move beyond affirmative action and equal opportunity to provide an overall welcoming climate for all individuals and the creation of an environment in which they recognize that they are valued and appreciated for their uniqueness as well as

for what they contribute to the common good. Continuing and new efforts to assess climate and address climate efforts include:

- Follow-up investigation of the 2001 climate survey has included a content analysis of comments and a series of focus groups on classism, religious issues in the workplace, and issues for people of color in the workplace.
- Used results of the focus groups and climate study to devise action plans, guide diversity programming decisions, and guide organizational changes (e.g., inclusion of a diversity component in the new employee orientation).
- Increased the number of sexual harassment officers from one to two at University Park.
- Improved physical access to buildings and facilities.
- Institution of a formal Web accessibility policy and involvement in Penn State's forthcoming Web accessibility policy recommendations.
- Outreach to the Penn State community through presentation of the Web 2003 tutorial: Accessibility Essentials for Contemporary Web Design.
- Increased representation of Campus College Libraries' personnel and issues in diversity initiatives and planning.
- Host location for visiting librarians as part of a number of international library programs.
- Visits by local schools to the Candace and Patrick E. Malloy III Diversity Studies Room to view diversity-related exhibits.
- In analyzing climate issues the Libraries developed a close working relationship with the Office of the Vice Provost for Educational Equity and the Senior Diversity Planning Analyst assigned to the University Libraries.

Challenge 3: Recruiting and Retaining a Diverse Student Body

The Libraries are a service organization and therefore does not recruit students per se. However, the Libraries participate in efforts that support Penn State students and, therefore, contribute to student recruitment and retention. Examples include:

- Continued commitment to hiring a diverse student workforce. Currently student employees comprise 72.9% of the Libraries' wage payroll employees; out of this 72.9%, 44.4% are female and 27.1% are minorities.
- Centralized process to monitor hiring of wage-payroll employees to monitor applicant pools and ensure that applicants with varied backgrounds and members of underrepresented groups are included whenever possible.
- Continued efforts at Campus College Libraries to hire a more diverse student staff.
- Paid undergraduate internships provided to students at University Park Libraries. Twenty-two undergraduates have participated since its inception in January 2001; several of the participants were members of underrepresented groups.
- Improved service to library patrons with disabilities, including the addition of Windows accessibility features on LIAS public workstations plus the addition of one 21-inch monitor in each service area at **all** Libraries' locations.

- Hired a part-time reference librarian in the Library Services for People with Disabilities unit on an experimental basis.
- Training of Libraries' instructors in ADA accommodations; development of guidelines for teaching library skills to patrons with disabilities.
- Open House events to make the Libraries more welcoming and to help students learn about basic services, collections, and facilities.
- Electronic reference assistance for World Campus students and any student working from a remote location.

Challenge 4: Recruiting and Retaining a Diverse Workforce

The Libraries continue with initiatives to recruit and retain a diverse workforce.

New initiatives include:

- A pilot program to integrate diversity into the interview process for all positions thus demonstrating the Libraries' commitment to diversity and enabling the Libraries to hire new employees who share this commitment.
- Subscription to the new MLS Graduate Student Resume Database that was launched in 2003 by the Association of Research Libraries' (ARL) Diversity Program. Access to this database is given to all Libraries' Deans, as well as, search committee chairs at time of appointment.
- The Libraries' Human Resources Manager received access to the <ARL-HR> listserv established by the ARL Diversity Program. Having access to this listserv will enhance the Libraries ability to communicate with other human resources' staff in ARL member libraries and to share best practices in recruitment, discuss outreach and recruitment strategies, staff diversification, and share general HR information with colleagues.
- All Libraries' department heads, search and screening committee chairs, and library faculty are required by the Dean to attend the Affirmative Action Office's "Search Committee Briefings" in support of the University's "Plan to Enhance Diversity at Penn State." The Associate Deans attended workshops on gender equity issues, which also covered employment and hiring the disabled.
- The Libraries' administration is currently studying the establishment of an internal University Libraries' mentoring program. Focus groups consisting of faculty and administrators who have been both mentors and mentees were conducted in 2003 by the Office of Planning and Institutional Assessment.
- Training in a variety of diversity topics was made available to all Libraries' employees at University Park and presented in special sessions during the Campus College Libraries semi-annual faculty meetings. Increased awareness and sensitivity should help to retain a more diversity-sensitive workforce.
- Since the last update in 2001: Asian/Asian-American employees increased by 31.8%; Black/African-American employees increased by 25.5%; Hispanic/Latino employees decreased by 4.8%; Native American Indian employees increased by 100%; white employees increased by 18%. Overall, male employees decreased by 2.8%; female employees increased by 2.7%.

Challenge 5. Developing a Curriculum that Supports the Goals of our New General Education Plan

The Libraries continue its efforts to support the Penn State General Education plan through course-related library instruction and building diversity-related collections at **all** Libraries' locations. Recent efforts include:

- Improved tracking mechanisms to insure accountability in diversity-related collection development.
- Introduction of a new Instructional Statistics database to track diversity-related library instruction sessions supporting the General Education requirements for International and Intercultural Competence.
- Librarians' emphases of diversity-related resources in their instructional sessions. Recently procured resources include *Ethnic NewsWatch*, *GenderWatch*, *Contemporary Women's Issues*, and *Race Relations Abstracts*.
- Continued funding devoted to diversity purchases.
- Significant purchases of diversity-related material support the curriculum and research interests at many Libraries' locations.

Challenge 6: Diversifying University Libraries' Leadership and Management

Numerous leadership positions in the Libraries are held by women and/or members of underrepresented groups.

The number of leadership positions held by members of underrepresented groups has increased from 6.12% to 8.0% since December 2001.

Ongoing efforts include:

- Mentoring programs for junior faculty.
- Providing leadership opportunities within the Libraries and support for participation in Penn State governance and committees as well as in national organizations.
- Election of two librarians from underrepresented groups to the Penn State Faculty Senate.
- Funding for faculty and staff to attend Human Resources management courses, with emphasis on diversity issues.

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

The Libraries continue to support diversity goals through alignment of its strategic goals with Penn State's diversity goals, allocation of resources, research, policy, and integration of diversity throughout library business. Recent efforts include:

- Allocation of part-time librarian support to the unit Library Services for People with Disabilities on an experimental basis.
- Establishment of a Web accessibility committee to ensure that the Libraries' Web design is ADA compliant.
- Continued recruitment for diversity.
- Implementation of interviewing guidelines for diversity recruitment.
- Creation, revision, and maintenance of a diversity Web site that serves as a resource for Libraries' employees, a research resource, and a public statement of the Libraries' commitment to diversity.
- Development of systems of accountability to measure progress in collection growth, diversity-related instruction, and recruitment and retention.
- Structural improvements to many Libraries' facilities to improve access to employees and patrons with special needs.
- Integration of diversity planning into organizational strategies and processes. Instead of approaching diversity as a separate entity, the University Libraries found that it is most successful when blended into existing strategies and activities and assessment methods. (e.g., Integrated diversity throughout the Libraries' strategic plan; incorporation of diversity into key Libraries' activities: collection development, instruction, and reference.)
- Ongoing support through allocation of time and money for diversity programs.
- Purchase of several assistive listening devices for the hearing impaired. These are available for use by both employees and patrons at University Park.

THE FINAL REPORT 1998-2003

Introduction

The University Libraries, as with many other University-wide units (e.g., computing, extension, international office), has a complex organizational structure. It has a shared management model with Campus College administrators outside University Park. Thus, there may be some overlap in reporting diversity activities and statistics between Libraries and Campus College reports, as these are often shared activities.

The Libraries have locations at every Penn State campus plus relationships with the special-mission campuses (College of Medicine at the Milton S. Hershey Medical Center, The Dickinson School of Law, Pennsylvania College of Technology, and World Campus) with a central administration at University Park. The Libraries' employees include faculty, staff, and students at all campus locations, regardless of budget source. The information contained in this report pertains to **all** of the Libraries' locations unless otherwise specified.

The Libraries are an academic support unit to Penn State faculty, staff, and students and to academic programs of the colleges. The Libraries support instructional and research goals of University faculty, staff, and students as well as the citizens of Pennsylvania through its collections. In addition to collections, the Libraries provide outreach and service to all patrons through on-site reference assistance, in-class instruction, and electronic reference assistance.

In addition to involvement and support within the Penn State system, Libraries' employees are actively involved in sharing information, networking and benchmarking diversity initiatives at the national level by participation in various professional associations: American Library Association (ALA), Association of Research Libraries (ARL), Association of College and Research Libraries (ACRL), International Federation of Library Associations and Institutions (IFLA), and Committee on Institutional Cooperation (CIC). In addition, individual employees participate in a wide range of diversity activities in the community.

The national conference *The Challenge to Change: Diversity in Our Libraries* held in 1998, was conceived and co-sponsored by the Libraries and continues to serve as a model for biannual national library diversity conferences. Many of our diversity initiatives over the last five years have resulted from ideas generated at *The Challenge to Change* and subsequent conferences hosted by ARL libraries on a regional basis.

Challenge 1: Developing A Shared And Inclusive Understanding Of Diversity

The University Libraries use two complementary definitions of diversity; one developed internally by the Libraries in 1995 and one adopted from the University in 1998. The following definition was published in the *University Libraries Strategic Plan for*

Diversity, 1995 and remains in effect. In addition, at the Dean's Forum on Diversity in 1998, the Dean also indicated to all staff that the definition attributed to Dr. Brighton in the *Framework to Foster Diversity* was also to be used by the Libraries in consort with the 1995 definition. The Libraries' definition is subsumed under the University definition and is more specific.

University Libraries' Definition of Diversity Applicable to **All** Libraries' 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.

And, 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”

These two definitions together comprise the Libraries' working definitions of diversity. Both documents are available to staff on the Libraries' Web site. They are the foundation for workplace civility and are used to guide programming activities and recruitment efforts.

University Libraries Demonstrated Understanding of Diversity and its Areas of Emphasis within the Libraries

The Libraries' administration has demonstrated and communicated our definition of diversity through Libraries-wide policy, collection development, maintaining an active diversity committee, Dean's diversity forums and distribution of videotapes of the forums to campuses, special topics at Campus College Libraries' meetings, accountability in

recruitment and retention strategies, accountability through the performance evaluation process, and support for:

- Research and benchmarking.
- Improved physical access to facilities at both University Park Libraries and several Campus College Libraries' locations.
- Participation in diversity programming both in-house and through the Office of Human Resources.
- Participation in the three President's commissions: Commission for Women (CFW), Commission on Racial and Ethnic Diversity (CORED), and Commission on Lesbian, Gay, Bisexual and Transgender Equity (CLGBTE).
- Participation in Penn State diversity-related committees: Web Access Committee, Staff Retention Committee.
- Funding to attend diversity conferences and programs.
- Participation in diversity initiatives in national affiliations.
- Leadership in and advocacy for Web accessibility.
- Several faculty positions mandated to provide local and national leadership in collection development and outreach for diversity, i.e., assistant and associate deans; collection specialists such as the Social Sciences Librarian for Race, Gender, and Ethnicity/Affiliate Assistant Professor Women's Studies and the Asian Studies Librarian.
- Development of Libraries' Diversity Web site as a resource for Libraries' employees.

University Libraries Distribution of Information to Students and Discussion about the University's Diversity Initiatives

Librarians and staff at **all** locations participate in a variety of outreach activities with students. These include delivering instructional sessions in courses that fulfill the University's education requirement for Intercultural and International Competence. Student employees are included in our diversity communiqués, and are provided with opportunities to participate in diversity activities and serve on our diversity committee. The Diversity Studies Room in Pattee Library provides rotating exhibits of materials and information related to a wide variety of diversity issues and topics. The University Libraries periodically offer diversity programs to the entire Penn State community.

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

E-mail communication across **all** Libraries' locations and articles in newsletters and a diversity Web site are the primary methods for distributing information to Libraries' employees about diversity initiatives. Other methods include distribution of flyers, posters, displays, and exhibits. Diversity programs are made available to faculty and staff. For example: several University Park employees presented papers at the 2000 national diversity conference and repeated their presentations locally for all Libraries' employees to attend; the Dean's Diversity Forums are video taped and distributed to **all**

locations. Diversity is included as a discussion topic in the Libraries' new employee orientation. A recent initiative to incorporate diversity into the interview process for all positions (currently being pilot tested) allows the Libraries to share its definition of diversity and gives candidates a sense of the Libraries' commitment to diversity before an offer is made.

University Libraries' Diversity Committee Role

The University Libraries' Diversity Committee was created in 1988 under Dean Nancy Cline. Today, it has a much more visible role in Libraries' affairs. The Committee is appointed by the Dean of the University Libraries and is composed of Libraries' employees (faculty, staff, and students) from both University Park and other Campus College Libraries' locations who are committed to the goals of diversity and who provide leadership in attaining these goals. A sexual harassment officer is also appointed as a member of the Committee. The Committee reports directly to the Dean and has a close working relationship with all senior Libraries' administration and management. Its goals are to promote a positive attitude toward diversity and inclusion within the Libraries, Penn State and the community, cultivating awareness for people to understand the scope of diversity, and to create and maintain a welcoming and respectful environment for all Libraries' employees and patrons at **all** Libraries' locations. 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 diversity initiatives as well as policies and programs on diversity and inclusion within the Libraries.

Additional involvement by Campus College Libraries' personnel:

- Libraries' staff at Penn State Fayette, Mont Alto, Shenango, Worthington-Scranton and Harrisburg are members of campus Diversity Committees. The reference librarian from Penn State Altoona chairs the campus diversity committee.
- The head librarian of Penn State New Kensington and Penn State Great Valley are members of the Women's Studies Section of the Association of College and Research Libraries.
- A staff member at Penn State Worthington-Scranton is the campus liaison to the Commission for Women.

Most Successful Strategies and Best Practices

Integrate diversity planning into organizational strategies and processes. Instead of approaching diversity as a separate entity, the University Libraries found that it is most successful when blended into existing strategies and activities and assessment methods. (e.g., Integrated diversity throughout the Libraries' strategic plan; incorporation of diversity into key activities: collections, instruction and reference).

Participation in diversity programming and activities is encouraged and welcomed. This both supports the diversity component of individual development plans and helps to keep diversity issues in the forefront. Participation of Libraries' employees in University-wide and national organizations brings depth of understanding back to the Libraries as a whole.

A strong diversity committee. Several aspects of the University Libraries' Diversity Committee bring it strength:

- voluntary membership – ensures commitment and enthusiasm to promote diversity.
- direct access to the Dean and senior Libraries' management and administrators.
- involvement in the Libraries' strategic planning.
- members are typically involved in University-wide or national diversity activities and initiatives.

Least Successful Strategies

The University Libraries function as one library with many locations. In most cases the Libraries are involved in hiring decisions of Campus College Libraries' personnel. Inclusion of campus personnel in diversity efforts and assessment of diversity progress at campus locations continues to be a challenge because of distance and differing campus contexts. Nevertheless, there is ongoing liaison between the Libraries' administration and the administration of the Campus Colleges to improve cooperation on diversity efforts.

Challenge 2: Creating A Welcoming Campus Climate

University Libraries Leadership and Visible Demonstration of Support for Diversity

The Libraries' administration is proactive in addressing climate issues that impact all Libraries' employees and users. Over the past five years this has included continued guidance by Libraries' administration and the Libraries' Human Resources Department to all administrative units to ensure that the terms and conditions outlined in the University's Affirmative Action Plan are being met across **all** Libraries' locations. The Plan and the Fair Employment Practices policy continue to be an integral part of the Libraries overall personnel policies and guidelines. The associate deans have been specifically charged by the Dean with the diversity recruitment process for all faculty positions.

The Libraries strive to move beyond affirmative action and equal opportunity to provide a welcoming for all individuals and the creation of a climate in which they are valued and can then thrive and be appreciated for their uniqueness as well as for what they contribute to the common good.

As mentioned above the Libraries' administration provides support for all employees to participate in diversity-related activities and initiatives (e.g., participation on the three University presidential commissions), encourages research in diversity-related topics (see Appendix III, *Course-Related Library Instruction with Diversity Component* and Appendix V, *Bibliography of Diversity-Related Research and Publications by Libraries' Personnel*), and an inclusive concern for climate issues and opportunities across **all** Libraries' locations, as tracked through periodic climate surveys and direct response to reported problems.

University Libraries Identification of Climate Issues

The Libraries conduct periodic surveys to assess diversity climate issues and provide guidance on what issues need to be addressed and the direction needed to improve the climate for all Libraries' employees and users. Under the guidance of the Diversity Committee and Office of the Vice Provost for Educational Equity (OVPEE), the most recent climate survey was distributed to faculty and staff at **all** Libraries' locations in 2000. The final report, *Perceptions of Climate—University Libraries*, was issued in April 2001. [See Appendix I: *Perceptions of Climate—University Libraries*, which includes the Executive Summary and Climate Assessment Questionnaire.]

The results of the 2001 climate survey show greater satisfaction with the climate and diversity issues in the University Libraries than in the previous survey of 1996. The reviews show a stronger performance at University Park than at the Campus College Libraries' locations. In practice most campus and college libraries are of a size that the sense of diversity in terms of climate may extend more broadly to the campus climate rather than to the individual library location or the larger library collective climate. A goal remains to better understand this issue.

Results of the climate study have been used to identify and articulate specific climate issues that require further investigation. Follow-up investigation with the assistance of a Senior Diversity Planning Analyst from OVPEE has included a series of focus groups on classism, religious issues in the workplace, and issues for people of color in the workplace. Results of the focus groups and climate study have been used to devise action plans, guide diversity programming decisions, and guide organizational change (e.g., inclusion of a diversity component in the new employee orientation).

Supervisory training heightened supervisors' awareness of the need to provide for open channels of communication where employees can communicate openly and honestly about climate issues of all types. All supervisors at University Park are required to attend "Mastering Supervision." Workplace behaviors are emphasized that require a recognition and valuing of differences and respect for others.

The Libraries' Diversity Committee includes student representation to aid in identifying and responding to climate issues that impact the University community. Through training, communication, and enhancements to the physical plant at several library locations, Libraries' staff have a heightened awareness of access issues to the facilities

and services that impact users with special needs. These issues include online access to collections and catalogs, as well as physical access to buildings and within buildings.

The Libraries' Human Resources Department collects demographic data on all Libraries' employees on an annual basis, with a goal of eventually updating on a more frequent basis. The demographics are another method of gauging the Libraries success in meeting goals set forth in the *University Libraries Strategic Plan for Diversity, 1995*. (See Appendix VI for current data.)

University Libraries Response to Climate Issues

The results of the 2000 climate survey *Perceptions of Climate—University Libraries* indicated that the perception of the overall climate was positive, as the majority of survey respondents representing **all** Libraries' locations indicated their job sites were accepting of who they were, and the Libraries have visible leadership for diversity.

As mentioned above, focus groups were conducted to further clarify results of the climate survey. A content analysis was performed on the comments gathered in the climate study. Initial results of this analysis indicate that management must continue and expand upon their efforts to ensure a positive climate and continue to take appropriate action as necessary to address climate issues as they arise.

The University Libraries continued to address sexual harassment issues by ensuring an environment where all Libraries' employees can refer their concerns. In fiscal year 02/03 through 03/04 we increased the number of sexual harassment officers to two, one female and one male to make reporting and documenting of these issues, should they arise, more comfortable for the employee. We learned that no one contacted the male officer so in FY 03/04 we retained two, both female. We will continue to analyze need and make adjustments accordingly. Campus College Libraries' employees have a sexual harassment contact person and are also welcome to contact the officers at University Park.

The design of the new Pattee Library and Paterno Library included improved physical access to the complex. New signage systems including Braille were installed. The entrance doors and elevator in West Pattee were renovated to make them fully accessible. Space and resources have now been allocated in Pattee Library for the "Stay and Study Space for Adult Learners." The facilities for Library Services for People with Disabilities in Pattee Library have been expanded to provide more space and equipment. Likewise, the Libraries work with the Campus Colleges to ensure accessibility is a priority consideration in building renovation plans affecting the libraries, i.e., new library facilities at Penn State Abington and Penn State Harrisburg with current discussions underway for a new library design at Penn State York. The new library facility at Penn State Harrisburg has a state-of-the art Assistive Technology Room. The new library itself is completely accessible to users with special needs.

The University Libraries Universal Design Committee (UDesign) is charged with ensuring accessible Web resources. Membership on this Committee includes Libraries' employees plus representatives from the University's Office for Disability Services and Information Technology Services. In 2002 the University Libraries began an initiative to review and redesign Web pages for ADA compliance and to improve overall usability. A formal Web accessibility policy including implementation plans and compliance measures has been put into place. An accessibility study was recently conducted on the Libraries' catalog to measure its compliance with ADA Web guidelines. A user interface study is underway to ensure that the site meets the needs of users who access it through the use of adaptive technology. A challenge has been to get cooperation from the vendors who provide library systems resources to make major accessibility improvements. UDesign organized the Web 2003 Tutorial: Accessibility Essentials for Contemporary Web Design. The Web site for this program was hosted by OVPEE and has since become an official Penn State site for Web accessibility and is cited in the AD54 policy revision.

As service providers, the Libraries clearly recognize the need for Libraries' employees to effectively communicate with diverse populations of users and convey sensitivity to their needs and cultures. Employees have received training within units that includes service to Penn State's large international student and faculty population and library users with disabilities.

The UPLEA (University Park Libraries Employee Association) was formed to foster interaction among Libraries' employees at University Park. This group has co-sponsored diversity events, including "Essence of Joy" concerts as part of Martin Luther King Jr. commemorations.

Penn State's international students are made to feel welcome in all of our libraries. An orientation program is scheduled each semester in the Pollock Laptop Library at University Park to introduce international students to the services available and to make them feel welcome. A similar program, Smart Start, was developed by the Libraries at University Park for Adult Learners and other re-entry students. Libraries participation in other outreach programs include Upward Bound and outreach programs and orientations to minority and international students and faculty. The Libraries offer an Open House at the beginning of each semester. Exit surveys indicate that this is a useful event for the student participants.

The Diversity Studies Room in Pattee Library showcases displays featuring diversity issues and topics. The room was planned to replace the original African American Studies Room that was a part of Pattee Library. During the building project the scope of the room was broadened to represent all areas of diversity and thus better reflect the University's and Libraries' concept of diversity.

Penn State Erie, The Behrend College Library, displays new book purchases that emphasize diversity issues. Many campuses create special displays for diversity and

ethnic holidays, e.g., Berks, Wilkes-Barre, Fayette, Hazelton, Mont Alto, Shenango, New Kensington, York, Worthington-Scranton, Hazelton, and Schuylkill.

The Libraries' Diversity Committee includes representatives from Campus College Libraries' locations. Beginning in 2003, the Committee, which has four Campus College members, began to address campus issues by including a campus member on each subcommittee or project team. In this way the perspectives of Campus College climate issues are included in all discussions.

University Libraries System-wide and Individualized Approaches Developed to Enhance Overall Climate and Individual's Satisfaction with the Environment

A wide range of diversity training programs and a variety of educational outreach opportunities including speakers, a brown bag lunch series at University Park, HRDC and in-house programs are made available to all employees (e.g., sexual harassment, communicating across generations, conflict resolution, LGB issues, cross-cultural communication, accessibility issues, etc.) Special training has been offered to supervisors on workplace behavior and fair hiring practices.

The Libraries hosted a delegation of Russian librarians as a part of the Open World Russian Leadership Program Library of Congress with a special emphasis on Library Management in March 2003. During their stay they presented information about their own libraries and projects, visited with various departments of the Libraries and Penn State Harrisburg. The Libraries also provided a six-week internship for the Head of Public Services of the University of Bahrain. During the internship, she was featured as the kick-off speaker for the Libraries' Colloquia Series and participated in discussions with Libraries' leadership on the topics of hiring foreign nationals, INS regulations, etc.

The Libraries hosted a visiting librarian from The University of Puerto Rico in August of 2000. The visit included a tour of Penn State University Libraries and several other academic libraries in the U.S. to learn about implementation of contemporary library services, particularly technology-based services with the objective of implementing similar services in Puerto Rico. In addition, the Libraries sponsored a Map Librarian Internship (January – June 2000) for a professional science and technology librarian from the Instituto de Geociencias, UNICAMP, Campinas, Sao Paulo, Brazil, who contributed to Web based reference resources.

Libraries' employees at all levels and **all** locations are encouraged to contribute to diversity outreach efforts by preparing displays and participating in diversity programming. At least 15 employees participated on the three President's commissions (CFW, CORED, CLGBTE) over the past three academic years. Campus College Libraries' personnel are involved in local diversity committees.

There is an increased awareness of diversity and appropriate behavior at all levels of the organization. This is evidenced by survey results that show an increased awareness of what constitutes inappropriate behavior and measured evidence of fewer disrespectful

remarks heard among colleagues. The climate survey showed that people who identify as lesbian, gay, bisexual or transgendered perceive the climate as welcoming. Diversity is increasingly included in every day events such as planning for special events, food in the office, access issues, etc. Further examples include:

- Many of the Campus College Libraries maintain an up-to-date calendar of diversity events, along with bulletin boards advertising campus events.
- The exhibits coordinator for the Diversity Studies Room in Pattee Library follows the Smith College Diversity Calendar in planning exhibits throughout the year.
- All religious holidays for the major religions are respected when scheduling meetings and events.
- Speakers are identified in programs that enrich the diversity discussion, e.g., graduate students from African and African American Studies; Charles Blockson, curator of the Temple University African American Archives and a Penn State alumnus; etc.
- Coordination of events and exhibits with the Paul Robeson Cultural Center.
- Co-sponsorship of events with other campus organizations (e.g., Rock Ethics Institute).
- The Libraries are working on incorporating diversity into the interview process with the goal of hiring candidates at all levels in the organization who demonstrate a commitment to diversity and who will contribute toward a climate that values diversity.
- Local schools have visited the Candace and Patrick E. Malloy III Diversity Studies Room to view exhibits.

Most Successful Strategies and Best Practices

Five-year cycle for climate surveys with ongoing assessment between surveys provides critical information that is used for planning, programming, and benchmarking activities.

A close working relationship with the Office of the Vice Provost for Educational Equity and the Senior Diversity Planning Analyst assigned to the University Libraries has been invaluable in analyzing climate issues.

Least Successful Strategies

Analysis of the effectiveness of the experimental reference service in the Library Services for People with Disabilities unit was not conducted.

Challenge 3: Recruiting And Retaining A Diverse Student Body

The Libraries are a service organization and therefore does not recruit students per se. The Libraries do participate in parent visits and orientation of new students at **all** locations, which are a part of student recruitment. The Libraries also host a two-day “Open House” for all students twice a year. We provide resources and services to the

Penn State student body. In addition to collections, the Libraries provide outreach and service to all patrons through on-site reference assistance, in-class instruction, and electronic reference assistance. The Libraries actively recruit a diverse student workforce. Our student employees are valued in the workplace and make a significant contribution to the Libraries and are eligible for Libraries' awards and scholarship opportunities.

University Libraries Active Engagement in Locating and Recruiting Students from Underrepresented Groups

The Libraries continued its commitment to hiring a diverse student workforce. Student employees comprise 72.9% of the Libraries' wage payroll employees; out of this 72.9%, 44.4 % are female and 27.1% are minorities.

An internal Libraries' committee at University Park, the Wage Advisory Committee, developed and implemented new procedures in August 2000 to ensure fair, equitable, and inclusive access to all part-time positions by all potential student and non-student employees. The wage/payroll applicant pool across **all** locations has always been diverse and the majority of part-time employees are students. Applicants with varied backgrounds, including members of underrepresented groups, are included in each applicant pool, whenever possible. The Wage Advisory Committee successfully completed its charge in 2003 and will continue to meet on an as needed basis to address any issues related to wage-payroll employees.

In July of 2003, the Libraries' Human Resources Department implemented a new wage-payroll hiring process that mirrors the hiring process for full-time staff employees in which all vacant positions are posted within LHR and applications are then forwarded to the appropriate hiring supervisor. LHR chose to keep the application process centralized in Human Resources to continue to ensure centralized monitoring of the pool and to ensure that applicants with varied backgrounds and members of underrepresented groups are included whenever possible. LHR provides the gender and ethnicity information for applicants to all hiring supervisors and requires them to provide reasons why interviewees are not hired, using the same reasons used in the full-time hiring process. A six-month assessment of the new process revealed that the majority of supervisors feel that the applicant pool is diverse. Beginning in 2004, LHR will have a process in place to monitor applicant pools and hiring decisions on a regular basis with reports of progress being completed on a quarterly basis.

See "Challenge 4. Recruiting and Retaining a Diverse Workforce" for details on Part-Time/Wage Payroll employees.

Typically student recruitment processes at **all** locations draw a diverse applicant pool. Therefore the Libraries are able to hire a diverse student workforce. Some locations have additional diversity recruitment initiatives. Of note is Penn State Erie John M. Lilley Library which credits its increased diverse student workforce and application pool to a commitment made seven years ago to hire a more diverse student staff. This

commitment included and still includes campus-wide job announcements to increase and diversify the pool and a commitment to hire students of diverse backgrounds each year. One of the correlations that the Library noticed was that as they hired more students of diverse backgrounds, their reputation of being a welcoming environment spread, and the diversity of their applicant pools increased. In recent years more than 30% of their student workers each year have been minority persons.

Strategies Implemented by The University Libraries to Retain Students from Underrepresented Groups

During the first three years of the review period, the Wage Advisory Committee at University Park regularly reviewed the Libraries' wage pay rates in relation to other departments within the University and recommended changes to ensure an equitable pay scale.

Student employees are welcomed and appreciated in the various units of the Libraries. Student employees are invited to attend Libraries' programs and events. An award program based on hours of service honors student employees who have worked in the Libraries for at least 1000 hours. Additionally these students are honored by placement of a bookplate inserted in a book in their discipline. Undergraduate scholarships are offered to students from any Libraries' location who intend to pursue a graduate degree in Library Science and meet the required criteria.

In addition to improving accessibility to facilities, the Libraries have enabled Windows accessibility features on LIAS public workstations. A large (21") monitor has been added to one workstation in each service area at **all** locations.

Library Services for People with Disabilities' lab is used by the Penn State community at University Park for research, studying, taking exams, scanning, etc. Since Summer 2001, it has been the only working computer lab at University Park offering adaptive technologies. Libraries' personnel work closely with the Center for Academic Computing and the user community to provide these adaptive technologies. Individual assistance to Libraries' resources is provided at **all** Libraries' locations. State funding was used to hire a part-time reference librarian for this area on an experimental basis FY 01/02 through 02/03. In 2003 Libraries' instructors were trained in ADA accommodations and guidelines were developed to teach library skills to patrons with disabilities.

Media and Technology Support Services (Media Tech) classroom support personnel have provided specialized support for hearing and visually impaired students, including travel to a Campus College location in response to a student accommodation request.

An employee of Media Tech was the recipient of the 2001 Dr. James Robinson Equal Opportunity Award. The nomination was submitted by student employees, many of whom are members of underrepresented groups.

Paid undergraduate internships provided to students at University Park Libraries. Twenty-two undergraduates have participated since its inception in January 2001; several of the participants were members of underrepresented groups.

The Libraries offer up to nine graduate assistantships annually. 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. Several participants were members of underrepresented groups.

Berks campus provides a reference librarian mentor for SAAB (Student African American Brotherhood) at Berks. This is an organization that assists and supports African American men on college campuses and gives them a better awareness of their responsibilities as college students.

Most Successful Strategies and Best Practices

The Open House event that is held twice a year serves to help students learn about the basic services, collections, and facilities of the University Libraries. This event has helped to create and enhance a welcoming library environment for students. Of the 2,380 Fall 2003 Open House survey respondents, 80% stated that they attended the event as part of a course requirement; however, the majority also indicated that after attending the event they felt more comfortable asking someone for help in the library, as well as, using the library for research and course work. Ninety-three percent (93%) of the respondents also said that they would recommend the Open House as useful for others to attend.

The *Smart Start* program for adult/returning students and the *Passport to Success@PSU* program for international students have both been successful in addressing the unique needs and challenges of these student groups. Student feedback and follow-up has shown that they apply the information and strategies suggested to them in these two programs.

The Libraries are a service organization and therefore does not recruit students per se. The Libraries do participate in parent visits and orientation of new students at **all** locations, which are a part of student recruitment, and does actively hire student employees. To that end the Libraries' Human Resources Department strives to ensure a fair and equitable hiring and promotion process at **all** Libraries' locations and a competitive wage structure.

Least Successful Strategies

Although the Libraries provide support and pertinent services to help retain students, the Libraries have no direct control on student retention as this is determined by their college.

Challenge 4: Recruiting and Retaining a Diverse Workforce

University Libraries Active Engagement and Success in Locating and Recruiting Faculty and Staff from Underrepresented Groups

Demographic data for the report period 1999-2003 has been provided in Appendix VI: Tables 9-15. The Libraries was unable to obtain reliable and/or accurate data for 1998. The Libraries have shown progress in hiring both faculty and staff from underrepresented groups at **all** Libraries' locations. Statistics show that males are typically underrepresented in the library field, however, in the case of the University Libraries there are 4.03% more male librarians than the national percentage for academic libraries.

U.S. Library Faculty Employment Demographic Data	Public Libraries	Academic Libraries	PSU Library Faculty 2003
Male	21.09%	32.01%	36.04%
Female	78.91%	67.99%	63.96%

National data excerpted from American Library Association: "Racial and Ethnic Diversity Among Librarians: A Status Report" 1998.

Faculty:

The number of Black/African Americans has increased from three females in 1999 to one male and six female employees in 2003. Of the two male Asian/Asian American faculty members employed in 1999, one remains in 2003; the number of female faculty has increased from two in 1999 to four in 2003. One Hispanic/Latino male has been employed through the entire reporting period. The number of female faculty overall increased from 56 in 1999 to 71 in 2003. Male faculty overall increased from 31 to 40.

Staff:

Asian/Asian American staff has increased from one male and two females in 1999 to one male and four females in 2003. The number of Black/African Americans has increased from three males and four females in 1999 to three males and five females in 2003. One Hispanic/Latino male has been employed throughout the reporting period; of the three females employed in 1999, two remain in 2003. One Native American Indian female has been employed throughout the reporting period. The number of female staff overall increased from 197 in 1999 to 205 in 2003. Male staff overall increased from 54 to 73.

Technical Service (UP only):

The number of Black/African American technical service employees increased from none in 1999 to one male in 2003. The number of Native American Indian technical service employees increased from none in 1999 to one male in 2003. The number of female technical service employees increased from none in 1999 to one in 2003.

Part-Time/Wage Payroll:

The number of Asian/Asian American wage payroll employees has decreased from 17 male and 29 female wage payroll employees in 1999 to 16 males and 27 females in 2003. Black/African American male wage payroll employees have decreased from 17 in 1999 to 14 in 2003; the number of female wage payroll employees has increased from 21 in

1999 to 38 in 2003. Hispanic/Latino male wage payroll employees have decreased from 8 in 1999 to 6 in 2003; the number of female wage payroll employees has increased from 8 in 1999 to 9 in 2003. One Native American Indian male was employed in 1999 but none in 2003. The number of female wage payroll employees overall decreased from 224 in 1999 to 223 in 2003. Male wage payroll employees overall decreased from 177 in 1999 to 140 in 2003. There were 113 wage payroll employees who did not identify a gender or ethnicity. There were 39 wage payroll employees who identified a gender or ethnicity but not both. There were two wage payroll employees who identified themselves as biracial. Although the numbers show an overall decrease between 1999 and 2003, some areas show an increase between the last two years of the reporting period (2001-2003), which is reflected in the tables provided in Appendix VI.

See “Challenge 6. Diversifying University Libraries’ Leadership and Management” for details on underrepresented groups holding leadership positions.

In 1998 the Libraries took decisive steps in several areas to begin an implementation of the plan to recruit a more diverse workforce. Along with the update of the Libraries’ strategic plan to more fully reflect the University’s priorities, there were several key assignments given by the Dean to facilitate further recruiting and retention efforts within the Libraries.

As the Libraries undertook the effort, several logical first steps were identified. A need was identified for a better set of statistical categories to monitor the recruitment and retention efforts. This problem was resolved by adopting the University’s classification categories for tracking the job type and diversity parameters of the workforce. The Dean also created Recruitment and Retention CQI teams. They investigated opportunities and obstacles in recruiting and retaining a diverse workforce, the legal constraints regarding appropriate wording used in the position announcements, and the databank of minority job-seekers maintained by the University.

Outcomes included:

- All employees involved in the interview and selection process must undergo training that emphasizes diversity and fair employment practices. This includes recruitment for temporary and full-time staff and faculty positions. To further efforts in this area the University Libraries’ Diversity Committee, with support from the Associate Deans, is taking steps to integrate diversity into the interview process for all levels of hiring. The goal of this initiative is that the integration of diversity into the interview process would outline Penn State’s and the University Libraries’ commitment to diversity for candidates during the interview process, thus enabling the interviewers to obtain a sense of the candidate’s commitment to diversity. Additionally, querying candidates would assist in determining how their values and experiences with respect to diversity will best serve the mission and goals of our organization. Several Libraries’ departments will be participating in a pilot of this program in 2004, with training beginning in the Spring.

- Nationally advertised faculty recruitments included an emphasis on increasing the number of minority applicants, and “demonstrated commitment to diversity” was included in all job postings. Strategies included posting positions in sources that target a diverse population. Networking with colleagues at other institutions with shared interest in building a diverse workforce provides opportunities to build shared applicant pools, and to participate in nation-wide minority hiring programs (e.g., ALA Spectrum program, ARL Initiative to Recruit a Diverse Workforce) at a time when there is a national shortage of librarians and library school students from underrepresented groups. (See below) Because the number of underrepresented minorities in the field is low, libraries across the nation compete to hire the same small number of minority candidates. There has been a decline in new librarians entering the field in general as evidenced by the closing of a number of graduate programs in library and information science. Thus, the Libraries also participate in national programs to recruit minorities into the profession.

U.S. Library Faculty Employment Demographic Data	Public Libraries	Academic Libraries	PSU Library Faculty 2003
Asian American	3.93%	4.98%	4.50%
Black/African American	6.33%	5.87%	6.31%
Native American Indian	.25%	.57%	0%
Hispanic	2.95%	1.8%	.90%
White	86.54%	86.78%	88.29%
Male	21.09%	32.01%	36.04%
Female	78.91%	67.99%	63.96%

National data excerpted from American Library Association: “Racial and Ethnic Diversity Among Librarians: A Status Report” 1998.

- In an effort to increase recruitment sources, the University Libraries have obtained a subscription to the new MLS Graduate Student Resume Database that was launched in 2003 by the ARL Diversity Program. Access to this database is given to all Libraries’ Deans, as well as, search committee chairs at time of appointment.
- College and campus faculty hiring practices have been centralized. The Dean of the University Libraries interviews all faculty candidates personally.
- Based upon recommendations in the Recruitment and Retention CQI team reports to improve accountability and to reformat the search committee processes, the Dean reorganized responsibilities to make the two associate deans (Associate Dean for University Park Libraries and Associate Dean for Campus College Libraries) responsible for the diversity recruitment process rather than the Libraries’ Human Resources Department. They are asked to address their efforts in their annual work plans, and their annual evaluations include an assessment of their efforts. The Associate Deans meet with every search or screening committee and charge those committees, including a discussion of diversity efforts in the

search process. All Libraries' department heads, search and screening committee chairs, and library faculty are required by the Dean to attend the Affirmative Action Office's "Search Committee Briefings" in support of the University's "Plan to Enhance Diversity at Penn State." The Associate Deans attended workshops on gender equity issues, which also covered employment and hiring the disabled.

- The Libraries are a Signature Member in the Association of Research Libraries' (ARL) Initiative to Recruit a Diverse Workforce. This initiative provides MLS (Master of Library Science) students of color with stipends and supports minority recruitment by pairing program stipend recipients with applicable job opportunities available at signature institutions. The Libraries are also a signatory member of the ARL Leadership and Career Development Program, which has the objective of mid-career management training for underrepresented librarians and to promote promotional opportunities for minority librarians. The Dean has acted as a mentor to two participants in this program. (See Appendix II for descriptions of these programs.)
- The Libraries have supported the "ONE" (Opportunity Network for Employment) Program by providing job opportunities and have recently hired one of the participants. The "ONE" Program is a collaboration between Penn State, through the Office of Human Resources, and the Office of Vocational Rehabilitation, with Centre County school and community rehabilitation service providers for the purpose of developing employment opportunities for a diverse population of qualified people with disabilities.
- The Libraries' Human Resources Manager received access to the <ARL-HR> listserv established by the ARL Diversity Program. Having access to this listserv will enhance the Libraries ability to communicate with other human resources' staff in ARL member libraries and to share best practices in recruitment, discuss outreach and recruitment strategies, staff diversification, and share general HR information with colleagues.
- The Libraries' administration is currently studying the establishment of an internal University Libraries' mentoring program for faculty. Focus groups consisting of faculty and administrators, who have been both mentors and mentees, were conducted in 2003 by the Office of Planning and Institutional Assessment.

Strategies Implemented in The University Libraries to Retain Members of Underrepresented Groups

The Retention CQI Team studied issues relating to improved retention of a diverse Libraries' workforce. The team encountered many problems that made the process of studying the issue difficult. First was a general lack of reliable statistics and historical data about why faculty and staff choose to leave the Libraries. The general consensus of

the group was that departures are motivated by larger external factors such as better opportunities elsewhere, relocation due to a better job for a spouse, or a person's personal desire for a change of locale.

At the time of the study there were five minority faculty with an average period of service of 11 years and 13 minority staff with an average period of service of 13 years. Given the lack of any identifiable problems that created a retention problem, the team decided that the best approach was to continue building a climate that could be appreciated and enjoyed by all employees. Much of this effort is discussed in the challenge on climate. The Dean has supported spousal placement strategies for minority and female Libraries' faculty members in dual career couple situations.

The Coordinator for Library Services for Persons with Disabilities has implemented a series of training workshops to help the staff understand visual impairments and blindness and to help them serve this population better. Speakers were invited to speak on this subject. Improving skills in these areas should help to retain a more diversity-sensitive workforce.

Most Successful Strategies and Best Practices

In 1999 the Libraries' Wage Advisory Committee (at University Park) was formed and charged with monitoring the hiring and promotion practices for all part-time employees (including both students and non-students), as well as, developing hiring policies and procedures to enhance the climate by increasing diversity in the workforce. In August 2000, new hiring procedures (*Procedures for Filling Wage Payroll*) were implemented that included an important diversity component. Every effort is made to include at least one minority applicant in each pool referred to units filling open positions. The Wage Advisory Committee successfully completed its charge in 2003. The Libraries' Human Resources Department continues to promote fair, equitable and inclusive access to part-time job vacancies for all potential applicants by maintaining and enforcing the procedures established by the Committee. The Libraries' Human Resources Department also regularly monitors wage payroll pay rates in order to offer competitive rates that will aid in retaining employees.

Least Successful Strategies

Retention of underrepresented employees continues to be a difficult area to study because of the lack of reliable data. The Libraries do not have budgetary responsibility for staff and wage payroll employees at the Campus College Libraries and therefore do not have easy or accurate access to demographic data. After numerous attempts of using various resources, i.e., data warehouse, campus financial officers, and directors of business services, the Libraries have not been able to identify an efficient and reliable method for obtaining this data.

Challenge 5. Developing a Curriculum that Supports the Goals of our New General Education Plan

With the exception of a few Libraries Studies courses, the University Libraries do not offer instruction for credit. However, the Libraries do support the curriculum through library collections and also offer course-related instruction in every college and at every campus location. [See Appendix III: *Course-Related Library Instruction with Diversity Component*]

Initiatives taken by the University Libraries to support Multicultural Curriculum Efforts and to Integrate Diversity into the Curriculum

Librarians have designed and delivered course-related library instructional sessions for numerous University courses. A number of these sessions support courses identified by the University as fulfilling the General Education requirement for Intercultural and International Competence. In addition to these general education courses, librarians also provide instruction for other courses with a strong diversity component.

The Libraries are actively integrating diversity components into its course-related instruction. Plans are in place to track all course-related instruction that supports this goal, and to identify other course-related instruction that has a strong diversity component. Librarians are encouraged to emphasize in their teaching where appropriate Libraries' resources including *Ethnic NewsWatch*, *GenderWatch*, *Contemporary Women's Issues*, and *Race Relations Abstracts*.

The Assistant Dean for Collections and Scholarly Communication has earmarked funds specifically for diversity materials. [See Appendix IV: *Collections Funds Supporting Diversity Collections*] These funds, managed by the Libraries' Diversity Collection Coordinator, are used in the selection of materials that support the University curriculum vis-à-vis diversity content. This selection is in addition to the acquisition of diversity-related materials already undertaken by all selectors at the University Libraries.

Diversity codes are used to track diversity-related acquisitions for the collection. These codes, developed in 1994, cover materials whose main content focus on racial groups in the United States, women, gays and lesbians, disability studies, and multicultural topics. Reports are generated at the end of each fiscal year indicating the expenditures by fund for each library location at University Park and the Campus College Libraries. The Libraries continue to investigate new methods for tracking and assessing the acquisition of diversity-related materials.

The Libraries have created a Diversity Collection Group to coordinate selection of materials that support the University curriculum vis-à-vis diversity content.

The Dean of University Libraries and the Dean of the College of the Liberal Arts jointly provided collection start-up funds for several African American scholars in the College of the Liberal Arts.

Diversity-related collection initiatives:

- Penn State Hazelton made specific purchases in African American history, women studies, and the Holocaust to support the curriculum.
- Penn State Fayette has substantially increased its holdings in the LGBT subject area to support the campus Diversity Committee's efforts and campus faculty teaching interests.
- Penn State Fayette created a special collection: the Charles Wall Panama and Latin America Collection using a bequest from a faculty member.
- Penn State New Kensington has increased their collection of books on women writers to support the curriculum.
- Penn State Harrisburg developed a Holocaust and Genocide Collection and is home to the Alice Marshall Women's History Collection, considered the most comprehensive, privately compiled collection of women's history materials in the United States.
- Penn State University Park continues to expand collection development efforts in the acquisition of materials in all formats for African and African American studies, Asian studies, Jewish studies, Latin American studies, and women's studies.
- Penn State University Park has developed significant research collections, including several major archives on microfilm, on anti-Semitism and the Holocaust.
- The Libraries have negotiated with database vendors to ensure equal access to databases/electronic resources across **all** Libraries' locations.
- Penn State University Park has developed significant collections of diversity-related sound and video recordings, including ethnic and world music and foreign cinema.

Research and Teaching within the University Libraries that has Advanced the University's Diversity Agenda

Libraries' faculty and staff have researched, published, and presented a number of books, book chapters, journal articles, and conference presentations that have advanced the University's diversity agenda. Research topics have included racial and ethnic minorities; minority religions; gay, lesbian and bisexual topics; ADA and gender studies. [See Appendix V: *Bibliography of Diversity-Related Research and Publications by Library Personnel*]

Most Successful Strategies and Best Practices

- Introduction of new Instructional Statistics database to track diversity-related library instruction sessions supporting the General Education requirements for International and Intercultural Competence.
- Use of diversity codes when ordering library materials to track diversity purchases.

- Annual budget commitment for diversity-related materials.

Least Successful Strategies

- Use of diversity codes when ordering is inconsistent across the University Libraries. Use of codes must be reinforced among selectors.
- Tracking of course-related instruction for courses with a diversity component needs to be more consistent, especially among the Campus College Libraries.

Challenge 6: Diversifying University Libraries' Leadership and Management

University Libraries Assistance of Faculty and Staff from Underrepresented Groups in Developing Leadership and Management Skills

Numerous leadership positions are held by women. Of the 50 leadership positions held in 2003, females hold 30 positions and males hold 20 positions. Of these, Black/African American females hold two and a Hispanic/Latino female and male each hold one position.

Leadership positions held by women:

- Dean, Associate Dean for University Park Libraries, Assistant Dean for Collections and Scholarly Communication, and Assistant Dean for Technical and Access Services.
- Heads of the following departments: Preservation, Instructional Programs, Access Services, Public Services, Acquisitions, Cataloging, Information Technologies, Human Resources (woman of color), Business Office (woman of color), Public Information, and Commonwealth College Libraries.
- Eight Commonwealth College and Campus head librarian positions and seven subject library/unit heads, including one woman of color at University Park.

Additional faculty and leadership positions held by people from underrepresented groups:

- Within the Libraries' faculty, there are now seven Black/African Americans (1 male and 6 females); all of which have been hired within the last five years. One of the women of color is the head of a subject library (mentioned above). Another position held by a woman of color was recently converted from a term faculty appointment to a tenure track line appointment. One Hispanic/Latino male is the head of a campus library.

The Libraries provide an active mentoring program between senior and junior faculty and funds department heads, assistant deans, and associate deans to attend Human Resources' management training programs.

The number of leadership positions held by members of underrepresented groups has increased from 4.4% to 8.00% over the Framework review period (1998-2003).

All staff provides a diversity component in the self-development plans of the annual performance review, and the Libraries provide release time and funding for programs that support diversity.

The Libraries' management also participates in mentoring and professional development programs offered by the University and professional associations. The Libraries support participation in professional development opportunities such as the Achievement Conference organized for people of color. The Dean of the University Libraries also serves as a mentor for an ARL minority partnership program.

The Libraries provide leadership opportunities within the library and support for participation in Penn State governance and committees as well as in national organizations. Over the course of the review period, the Libraries' faculty elected two faculty from underrepresented groups to the Penn State Faculty Senate.

Most Successful Strategies and Best Practices

Strong faculty mentoring program and participation in national diversity recruitment programs.

Least Successful Strategies

Opportunities for initiatives in this area have not presented themselves due to low turnover in leadership and management positions.

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

Organizational Realignments

- Reassignment of responsibility for diversity recruitment from the Libraries' Human Resources Department to the associate deans.
- Reappointment of members of the Libraries-wide Diversity Committee biannually and periodically revise the Committee charge to reflect the current diversity climate to plan new initiatives that support Penn State's diversity goals.
- Creation of a full-time Asian Studies Librarian position through reallocation of positions within the Libraries and funding support from the President's Opportunity Fund.
- Creation of a full-time position through reallocation: Coordinator of Library Services for People with Disabilities at University Park.
- Establishment of a Web accessibility committee to ensure that the Libraries' Web design is ADA compliant.

Systems of Accountability

- Appointment of CQI teams on improved recruitment and retention of a diverse workforce charged to develop a plan of specific action steps to improve the recruitment of faculty and staff from underrepresented groups to the Libraries' workforce.
- Diversity Committee reports to the Dean of University Libraries.
- Implementation of interviewing guidelines for diversity recruitment.
- Associate Deans made accountable for the diversity recruitment process. Results are reflected in their performance reviews.
- Creation of data measurement system to track book purchases that support diversity issues.

Resource Mobilization and Allocation

- The Libraries hired an external consultant on diversity from the Association of Research Libraries to work with the Diversity Committee and Libraries' administration to devise and implement diversity initiatives. The momentum gained from this experience has enabled the Libraries to independently develop and move forward the diversity agenda.
- Libraries sponsor diversity initiatives, programs, and activities on a regular basis.
- Libraries sponsor diversity social events (primarily at University Park, but open to all Libraries' employees).
- Structural improvements such as the creation of additional wheelchair accessible entrances to Pattee Library and Paterno Library and provision of wheelchairs in the lobby to improve access to employees and patrons with special needs. Facilities improvements at several campus locations were made according to accessible design guidelines.
- Allocation of part-time librarian support to the unit Library Services for People with Disabilities on an experimental basis.
- Creation of the Web site: *Diversity in the University Libraries*, with resources that support diversity goals and research resources on diversity topics.
- Implementation of diversity accounting codes for the Libraries' collections to track expenditures.
- Adopted Library of Congress cataloging standard to convert to Pinyin for transliteration of Chinese in catalog records.
- Creation/designation of a diversity study room in Pattee Library with displays that support diversity.
- Speakers on diversity topics sponsored by the Libraries (primarily at University Park).
- Purchase of several assistive listening devices for the hearing impaired. These are available for use by both employees and patrons at University Park.

Long-Term Planning Strategies

The following are long-term strategies that are reflected in the Libraries' strategic plan. We recommend that the timetable for the *Framework* and Strategic Plan updates be done on the same schedule, as they inform each other.

- Continue Diversity Committee overlapping terms of some members to ensure continuity in the strategic planning process.
- Continue democratic strategic planning process by involving Diversity Committee including ad-hoc members to ensure broad representation of ideas and concerns.
- Continue building the Libraries' Diversity Web site to make it a useful resource for Libraries' employees, a research resource and a public statement of the Libraries' commitment to diversity.
- Plan and implement strategies for continued improvement based on climate surveys.
- Continue to build accountability process and assessment of diversity into strategic planning goals.
- Benchmark with other units within the University and other institutions to find and model best practices.

Most Successful Strategies and Best Practices

- Placement of the Diversity Committee as a direct report to the Dean has given the Committee authority to implement organizational changes.
- Associate deans' accountability for diversity recruitment at the faculty level.
- Financial and organizational support for programming and activities that promote diversity.
- Accessibility to and visible leadership by senior library management.

Least Successful Strategies

- The Libraries cannot accurately determine if a diverse and representative applicant pool exists for staff vacancies. This is due to the University's lack of a system of accountability for staff hiring that parallels that for filling faculty vacancies. Improvements in this area would require collaboration with the Affirmative Action Office, access to affirmative action data, and information on representation of underrepresented groups in the job class.