Before you read the feedback and report revisions, you are strongly encouraged to review the Overview, History and Calendar Web page at

< http://www.equity.psu.edu/framework/updates >

Feedback on Progress Implementing
A Framework to Foster Diversity at Penn State: 1998-2003
The University Libraries

The assessment report addresses each of the seven challenges included in the *Framework*. It appears that progress has been made in most of the challenge areas. Several efforts are noteworthy, including a working diversity committee, the creation of a diversity collection, funds for diversity materials, support for new African American faculty, use of consultants, collection of data, disability issues, and the reassignment of responsibility for diversity recruitment to the Associate Dean.

Areas that need improvement are the recruitment and retention of underrepresented group members in leadership and management positions and the development of ways to respond to climate issues that are part of the April 2001 Perceptions of Climate report. Also, it is not clear how Campus College Libraries (including special-mission campuses) are meeting the seven *Framework* challenges. It appears that the focus of the assessment report is on the efforts at University Park.

RESPONSE: The draft assessment report only included data for deans. The comprehensive data provided in the revised Appendix VII, which includes all leadership and management positions, reflect progress in recruitment efforts in this area. (See Assessment Report Challenge 6.)

The University Libraries' assessment report represents all library locations except when otherwise stated. The text has been corrected to reflect this.

Challenge 1: Developing a Shared and Inclusive Understanding of Diversity
- ❖ Two definitions of diversity are used; including one based on the 1998 *Framework.*
    RESPONSE: The Libraries' definition of diversity preceded the University's definition. The Libraries adopted both definitions, using ours as a practical application of the University's broader definition of diversity. The text has been edited to make this clear.

- ❖ Various approaches are mentioned to communicate an understanding of diversity to students and staff, including a Dean's diversity forum, collection development, a Diversity Studies Room in Pattee, attendance at a national diversity conference, serving on the President's Commissions, e-mail, newsletters, and a web site.
- ❖ A University Libraries' Diversity Committee was created in 1988. The purpose and charge of the committee are clearly stated.

Challenge 2: Creating a Welcoming Campus Climate
- ❖ Complies with the University's Affirmative Action Plan and supports employee participation in diversity related activities.
- ❖ Periodic surveys are conducted to determine climate issues. The latest survey report was issued in April 2001. Climate issues are also identified by the diversity committee during supervisory training, and by collecting annual demographic data.
- ❖ Responses to climate issues include: improved physical access to Pattee and Paterno Libraries for people with disabilities; an increase in the number of sexual harassment officers; training on effective communication with diverse populations; a Diversity Studies Room in Pattee; and book displays at Penn State Erie, The Behrend College.
- ❖ Diversity events decreased from 1997-2000 because of building projects at Pattee and Paterno Libraries.

❖ The climate survey results show a stronger diversity performance for University Park Libraries than at other campus locations.
  RESPONSE: It is difficult to determine whether the survey responses from the Campus College Libraries reflected the climate within the Campus College library or the climate at the campus location as a whole. Further information gathering is needed to address this ambiguity.
❖ It is not clear how climate issues are determined and addressed at library locations other than University Park.
  RESPONSE: The University Libraries' assessment report and climate study represent all library locations. This has been clarified in the text of the report.

Challenge 3: Recruiting and Retaining a Diverse Student Body

❖ Indirect efforts to recruit and retain students include participation in parent visits and new student orientation and the hiring of students to work in the libraries.

Challenge 4: Recruiting and Retaining a Diverse Workforce

❖ The comparative data between Fall 1997 and Fall 2000 at University Park showed that the number of female staff increased by three while the number of minority staff increased by one. The number of female faculty decreased by six and the number of minority faculty remained at three. The technical service staff remained 100 percent male, including one minority representative.
❖ Of the thirty-three new faculty employed since 1997 at non-University Park locations, twenty-eight women were hired, but only two of the thirty-three new faculty were minority persons.
  RESPONSE: For bullets [one] and [two] above see Assessment Report Challenge 4 and Appendix VII. The demographic data provided to the Libraries for inclusion in the draft assessment report did not represent library personnel at all locations. Amended data for the report period 1999-2001 has been provided in the final document and reflects employees from all library locations.
❖ There is a plan to recruit a more diverse workforce. Recruitment and Retention CQI Teams were established. Several outcomes are mentioned, including making the Associate Deans responsible for the diversity recruitment process rather than the Human Resources Department. Other efforts ensure the inclusion of minority applicants in each applicant pool, mandatory diversity training for those involved in the interview and selection process, and outside job postings to diversify the pool.
❖ Retention of underrepresented employees was considered a difficult area to study because of the lack of reliable data and the longevity of minority employees.

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

❖ Library activities support instruction at all campus locations. Noteworthy efforts include the creation of a Diversity Collection Group, earmarked funds to obtain diversity materials, and start-up collection funds for new African American scholars.

Challenge 6: Diversifying University Leadership and Management
- ❖ Women hold numerous leadership and management positions at the Dean, Associate Deans, Assistant Deans, and Head levels.
- ❖ The comparative data between Fall 1997 and Fall 2000 showed no change in the gender and ethnicity of the academic administrators. Four of the five academic administrators were women and all five were White. There were no minority members in academic administrator positions.
- ❖ No approaches were identified to diversify the leadership and management staff with members from underrepresented groups.
  RESPONSE: See Appendix VII. The demographic data provided to the Libraries for inclusion in the draft assessment report did not represent library personnel at all locations and included only deans in the leadership/management section. Amended data for the report period 1999-2001 has been provided in the final document and reflects employees from all library locations and all library administrative and management positions, including library heads and unit heads.

  Approaches identified in the report to diversify the leadership and management staff include mentoring, consultant services, increased accountability, recruitment and retention CQI processes, affirmative action training for search committee members, and collaboration with national organizations to identify minority candidates.

  Text has been edited to clarify these issues.

Challenge 7: Coordinating Organizational Change to Support our Diversity Goals
- ❖ Several organizational realignments, systems of accountability, resource mobilization and allocation, and long-term strategies were mentioned. Most noteworthy were the shifting of responsibility for diversity recruitment to the Associate Deans, the creation of a full-time coordinator to work with people with disabilities, the appointment of CQI teams to help diversify the workforce, and the creation of a diversity study room in Pattee.
- ❖ The University Libraries plan to include diversity strategies in its February 2002 strategic plan.