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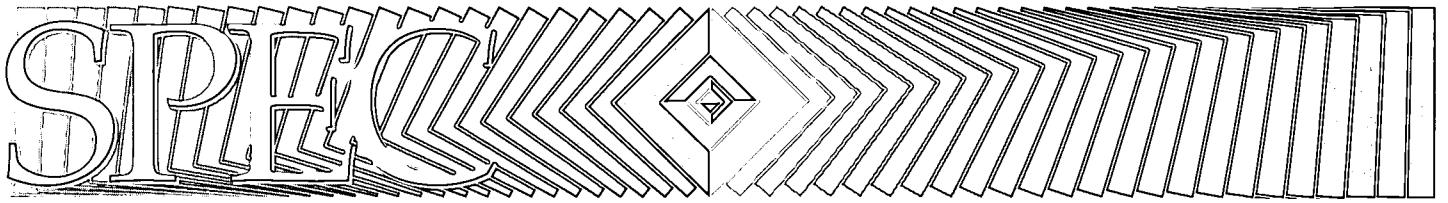
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ABSTRACT

The ARL Partnerships Program was created to enhance diversity in research libraries and allied associations. The goal was to actively engage more libraries and library-related organizations in advancing diversity initiatives. This compilation of diversity programs and activities highlights the efforts of libraries and library associations participating in the Opportunities for Success Partnerships Program. This special issue contains reports from the Michigan Library Association, the University of Michigan, the University of Missouri-Columbia, and the Pennsylvania State University that describe the strategies employed within these institutions to create a more inclusive working environment for all. Creating a climate for diversity in libraries involves strategic planning, recruitment and retention activities, on-going educational programs, and consistent organizational assessment and adjustment. This document includes working documents, memos, and other materials that the participants used to promote their agendas, educate their constituencies, and rally their communities. While there are no survey-based results nor analysis, there are concrete ideas and discussion of the successes and difficulties in developing, implementing, and nurturing diversity programs and inclusive environments. (Author/SWC)

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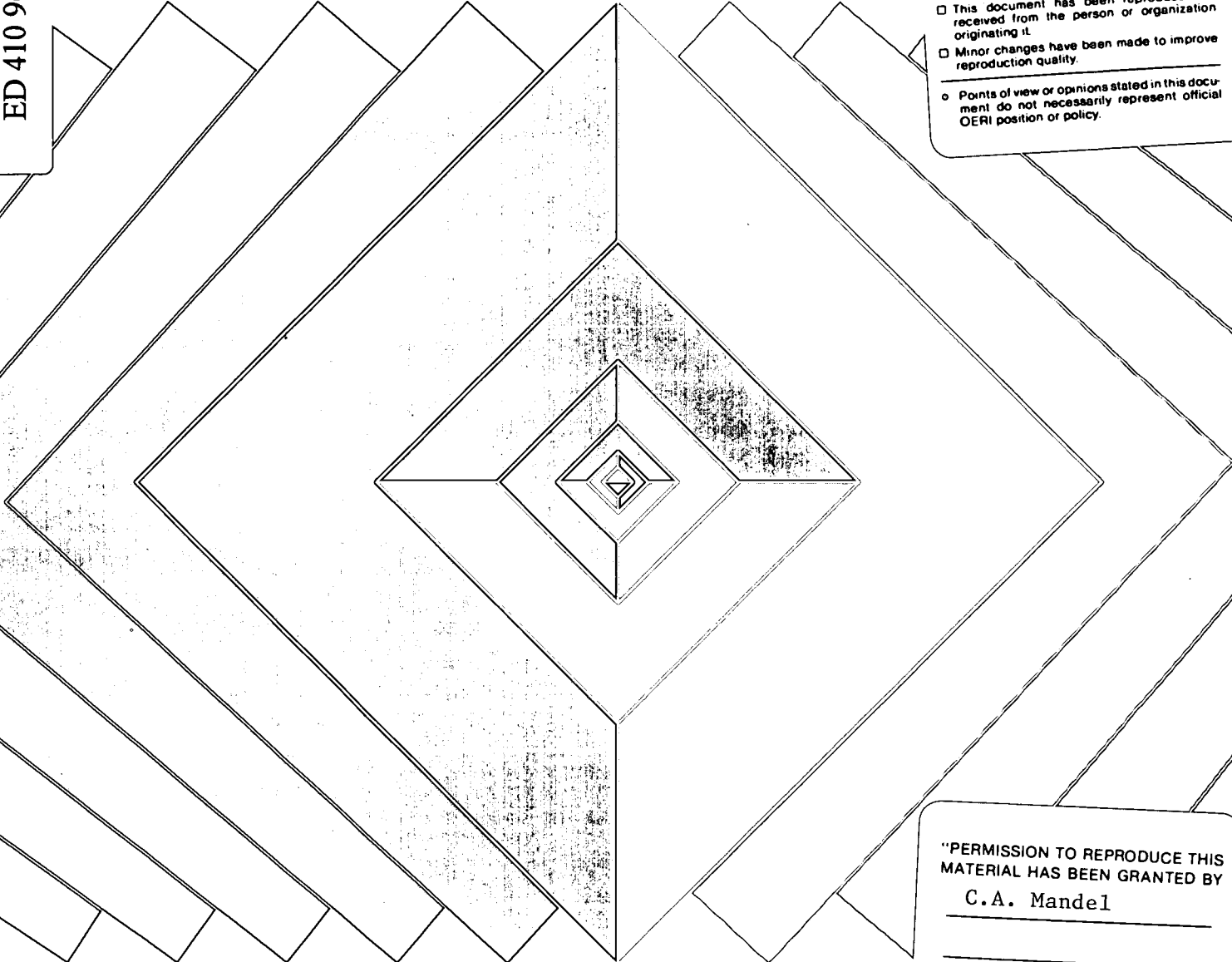
Kit 225

ARL Partnerships Program
June 1997

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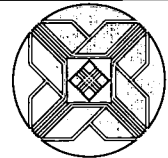
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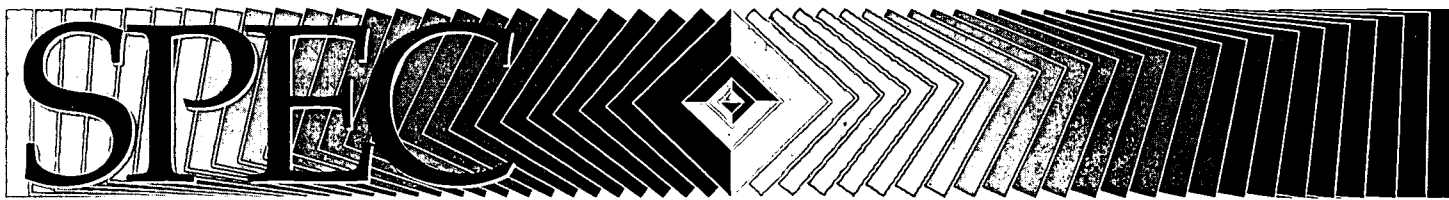
ASSOCIATION OF RESEARCH LIBRARIES



OFFICE OF MANAGEMENT SERVICES

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Flyer 225

ARL Partnerships Program
June 1997

Introduction

Multicultural understanding, cross-cultural communication, and diversity awareness are all terms that describe the movement toward encouraging and supporting the cultural, educational, and social differences of all people to create workplace environments in which *everyone* can flourish. Most professions are developing and implementing programs to recruit and retain underrepresented groups because they understand the benefits of an environment that encompasses a universe of experience, opinion, and knowledge. Visionary administrators are being appointed. Diversity Committees are being established. Diversity sessions are being conducted. These and other efforts are underway to assist new employees, students, and faculty in acculturating into academic and research library organizations and to encourage diverse applicants to seek positions for which they would not otherwise apply. Developers of these programs understand that a diverse workforce will maximize the benefits for the constituencies they serve.

The ARL Partnerships Program was created to enhance diversity in research libraries and allied associations. The goal was to actively engage more libraries and library-related organizations in advancing diversity initiatives. Partners represent a range of participants who are:

- committed to diversity;
- interested in moving ahead with an active agenda; and
- prepared to be involved in an experience where the knowledge gained is shared to benefit the profession at large.

This process was nurtured through the development of a relationship with the ARL Diversity Program, which provided educational opportunities and strategic guidance for various diversity-related endeavors.

This compilation of diversity programs and activities highlights the efforts of libraries and library associations participating in the *Opportunities for Success* Partnerships Program. This special issue represents a departure from the normal survey-based instrument. It contains reports from the Michigan Library Association, the University of Michigan, the University of Missouri-Columbia, and the Pennsylvania State University that describe the strategies employed within these institutions to create a more inclusive working environment for all. Creating a climate for diversity in libraries involves strategic planning, recruitment and retention activities, on-going educational programs, and consistent organizational assessment and adjustment. This special edition contains actual working documents, memos, and other materials that the participants used to promote their agendas, educate their constituencies, and rally their communities.

The Michigan Library Association

MLA's cultural diversity initiative, like most, is a work in progress. In 1992, a Task Force was appointed to examine the structure, policies, and procedures that would best institutionalize MLA's diversity efforts. The Association officers then began to actively seek people of color to fill positions on the Board and Committees, to offer diversity training, and to seek publications and other resources that would assist with incorporating diversity throughout the Association.

University of Michigan

In 1985, the University Library first made a strong public commitment to diversity. A Task Force was formed to enact programming and examine staff composition with the goal of recruiting a more racially diverse workforce. The Task Force evolved into a Diversity Committee with a rotating membership and an institutional charge, leading the



way for the development of a broader, more inclusive definition of diversity.

University of Missouri-Columbia

UM joined the Partnerships Program in 1994 in order to gain structure and support for expanding their diversity efforts. A joint commitment from the University and the Library allowed for sharing vital programmatic and financial resources to increase the number of minority faculty and students. The program was anchored by a common vision of building a long-standing partnership between a graduate program and a major research library.

Pennsylvania State University

Steps were initiated by the administration in 1993 to incorporate diversity into the managerial framework of the University. *Guidelines for Developing Unit Strategic Plans for Diversity* and a *Diversity Planning Schedule* were developed. An important first step in the process included reaching consensus on the meaning of diversity and outlining a common vision for the future.

In this issue we provide a vehicle for the partners to tell their stories and relate their experiences with implementing diversity initiatives. The information included documents that there are indeed libraries and library organizations that are focusing on diversity and making progress toward meeting organizational goals for inclusive workplace environments. While there are no survey-based results nor analysis, there are concrete ideas and discussion of the successes and difficulties in developing, implementing, and nurturing diversity programs and inclusive environments. In some instances, these examples can be viewed as models, and in others they simply offer ideas. These policies, strategies, and procedures are being presented and distributed as a means of exchanging vital information on what works and what doesn't and as a way of engaging an issue of vital importance to all communities.

This Kit and Flyer were compiled by Allyn Fitzgerald, ARL Marketing and Production Coordinator, and DeEtta Jones, ARL Program Officer for Diversity.

ARL
PARTNERSHIPS
PROGRAM

BREAKING DOWN WALLS
AND BUILDING BRIDGES

EDITED BY

ALLYN FITZGERALD
DEETTA JONES

1997

ASSOCIATION OF RESEARCH LIBRARIES
WASHINGTON, DC

ARL PARTNERSHIPS PROGRAM: BREAKING DOWN WALLS AND BUILDING BRIDGES

JUNE 1997

ARL MEMBERS - \$30

NONMEMBERS - \$40

Also released as SPEC Kit 225: ARL Partnerships Program
ISSN: 0160-3582

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FOREWORD

The Association of Research Libraries Diversity Program is pleased to introduce a compilation of diversity programs and activities that highlight the efforts of libraries and library associations participating in the *Opportunities for Success* Partnerships Program. The Partnerships Program was created to enhance diversity in research libraries and allied associations. The goal was to get more libraries and library-related organizations actively engaged in advancing diversity initiatives. Partners represent a range of participants who are: 1) committed to diversity; 2) interested in moving ahead with an active agenda; and 3) prepared to be involved in an experience where the knowledge gained is shared to benefit the profession at large. This process was nurtured through the development of a relationship with the ARL Diversity Program, which provided educational opportunities and strategic guidance for various diversity-related endeavors.

This compilation provides a vehicle for the partners to tell their stories and relate their experiences with diversity. Our goal is to demonstrate that there is no “best” approach to creating more inclusive workplace environments, so we have included a variety of examples. This information documents that there are indeed libraries and library organizations that are focusing on diversity and making progress toward meeting organizational goals for inclusive workplace environments. In some instances, these examples can be viewed as “models,” and in others they simply offer ideas.

The *Opportunities for Success* Partnerships Program allowed diversity to become infused into library mission statements and created an environment for the appreciation and celebration of diversity. The hope is that this type of large-scale institutional support and engagement will help diversity shift from “margin to center”—at the core—of library and organizational value systems. Diversity awareness and competency should no longer be a “plus factor,” but a job expectation—considered as essential as any other substantive workplace requirement.

It is important to realize that these programs serve as a foundation—that diversity is an ever-growing concept. Readers should understand that the construction of diversity programs is never-ending, as diversity infusion is a commitment to life-long learning. The strategies employed by organizations in this publication showcase what worked well for the particular institution at a specific point in time. While these examples may be used as a source of inspiration for similar activities, there are no “cookbook recipes” for successfully implementing diversity initiatives in libraries. Each institution must evaluate its particular situation and create a plan that addresses its unique set of circumstances.

As illustrated in the shared activities, many of these programs are aimed at fostering and further enhancing communication around topics related to

diversity. Therefore, institutions can continue to discuss what works for their individual needs rather than taking a prepackaged ideal and forcing it into a puzzle where it might not fit. If there is one point to be made in this compilation of resources it is that there are different tools that must be developed for different populations served. Diversity education and organizational effectiveness depend on the ability to assess needs and develop the appropriate tools for advancement.

The Association of Research Libraries Diversity Program hopes that this publication will become one of many points of reference on creative and progressive diversity initiatives in academic and research libraries and associations. The contributors to this publication are to be thanked and applauded for their commitment and exemplary program ideas. The Appendices may be useful sources of inspiration for other similar diversity programs, as they are actual samples of successful diversity programming efforts. These materials have been coil bound in order to facilitate their use.

Individuals interested in implementing diversity initiatives in their institutions are encouraged to contact the coordinators listed throughout the publication or the ARL Program Officer for Diversity <deetta@cni.org> for support and guidance.

DeEtta Jones
ARL Program Officer for Diversity
June 1997

MICHIGAN LIBRARY ASSOCIATION

HISTORY

The Michigan Library Association's (MLA) Cultural Diversity program is a work in progress—an ongoing process that will move us toward the goal of creating an “inclusive climate” for libraries and librarians throughout the state. One of the challenges for any organization trying to enhance diversity in the workplace is to create a usable, working definition of diversity. This is especially true in associations, which by their very nature are composed of many people with many different perspectives. One learns quickly that diversity means something different for each association, each library, and each individual. An inclusive climate must therefore foster openness and communication while appreciating individuality.

MLA has proactively worked toward the enhancement of diversity since 1992. In May of that year, an incident occurred that forced us to face the issue head-on. Before that time, had our leadership or members been questioned, MLA would assuredly have been identified as a nondiscriminatory organization—indeed it was open to all. As we have learned however, no *exclusion* does not automatically imply *inclusion*. Our “catalyst for change” came as the result of a series of Public Service Announcements (PSAs) created by participants of our week-long *Leadership Academy*. The *Academy* was designed to bring together some of Michigan's brightest librarians to learn the skills necessary to confront those issues facing the profession. The challenge to make librarians more visible, issued by an *Academy* instructor, was accepted by the group. These folks developed, scripted, and arranged for, at no cost, professional taping and editing of the PSAs. The group even secured gift funding to duplicate the ten PSAs they created.

The creators proudly unveiled their PSAs to the other *Academy* participants and quickly learned that some saw their efforts from very different perspectives—one said the PSAs were not representative of the profession, of the Michigan Library Association, nor of individual members. These concerns, in the environment of this retreat-type program, had a major impact and became something that needed to be dealt with as a group. It presented a great opportunity to help participants utilize the skills they had been learning and actually practice their leadership abilities.

Three exceptional trainers in group process also participated in the *Academy*. Regular classes were suspended so participants could work through a group problem-solving exercise in an attempt to bring their strong feelings about the representation of the profession to closure and provide future direction to the Association. Many good ideas and issues surfaced in the session. The leadership of the Association identified the need to be explicit about their desire to enhance diversity and to develop mechanisms to communicate this desire to the membership. In June 1992, a Task Force was appointed and charged with

TASK FORCE RECOMMENDATIONS

making recommendations on future action to the Association. The cornerstone of Task Force action was the development of a diversity policy. While this seems like a simple and logical step, we learned during the drafting process that such policies were rare among other state library associations. The policy, adopted in June 1993, formally included diversity within the philosophy of the Association.

MLA began to examine its structure, policies, and procedures to determine ways to best institutionalize diversity efforts. MLA also began to work with the Association of Research Libraries (ARL) Program Officer for Diversity, who assisted the MLA in determining what it could actually do in the area of diversity. The recommendations developed by the Task Force include:

- offering workshops, conference activities, and diversity/cultural awareness programs for library staff and trustees;
- serving as an information clearinghouse for diversity activities in libraries;
- promoting libraries as a source of multicultural information through public relations efforts;
- formalizing a mentoring process to link role models with minority entry-level librarians or graduate school students; and
- providing assistance—perhaps financing or transportation—to encourage minority participation in the profession and the Association.

The Association officers also made a commitment to actively seek minorities to fill positions on MLA Boards and Committees; to offer Association sponsored workshops and training (featuring minority faculty) in the area of diversity; and to seek publications on diversity activities to help incorporate diversity throughout the Association. In 1993, the Michigan Library Association devoted a significant portion of its Leadership Orientation—for incoming officers, division and roundtable board members, and committee members—to a diversity training session.

DIVERSITY LESSONS LEARNED

During the MLA Annual Conference in October 1993, one of the president's programs featured a presentation by the ARL Program Officer (P.O.), who was invited back to conduct diversity awareness training at the May *Leadership Academy*. In June 1994, MLA signed a contract to formally participate as a partner in *Opportunities for Success*, a diversity initiative sponsored by ARL.

By working with the ARL Diversity Program, the staff at the Michigan Library Association learned a number of lessons, including that:

- the association executive director and president must make a personal commitment to enhancing diversity in order for any plan to succeed;

**DIVERSITY AWARENESS
IN THE EDUCATIONAL
PROCESS**

CONTACTS

- in order to be successful, diversity efforts need to be acknowledged and reinforced from the top—the leadership of the organization must be involved and committed;
- there is a need to develop and widely disseminate a strong policy statement regarding diversity;
- constant review of association structure, policies, and procedures is necessary to incorporate specific and feasible diversity efforts;
- it is necessary to put our money where our mouth is and commit to earmarking necessary funds and acknowledge that dollars are needed for scholarships, training etc.
- everyone should recognize that people of color are constantly engaged in educating others and commit themselves to being advocates for our overall community development.

As mentioned earlier, diversity awareness is an ongoing process, especially in state associations where leadership changes annually. As these changes take place from year to year, it is important to have diversity identified as a core value of the association. We must be committed to diversity as an effective way of conducting business and a healthy way of life.

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Appendices

CULTURAL DIVERSITY POLICY STATEMENT

The Michigan Library Association affirms its commitment to the inherent value of cultural diversity and acknowledges its responsibility through the following policies. The Michigan Library Association shall:

- encourage libraries to create welcoming environments where the multicultural character of their clientele and staff is recognized and valued;
- assist libraries in developing policies which will foster a respect for diversity and infuse an awareness of diversity across all aspects of organizational life;
- advocate for equality of access to library services and employment regardless of the race, gender, age, religion, language, socio-economic status, ethnicity, national origin, specially challenged, marital status, or sexual orientation of the patron, employee, or applicant;
- encourage and assist libraries in their efforts to develop multicultural collections and provide access to information which is relevant to the experiences, cultures, and historic contributions of diverse populations;
- support libraries in the provision of services which respond to the informational needs and interests of diverse populations;
- assist libraries in their ongoing efforts to plan and conduct activities incorporating multicultural themes;
- facilitate the use of recruitment tools and strategies for the profession of librarianship which reflect and respect the diversity of library constituents;
- facilitate the use of recruitment tools and strategies for the profession of librarianship which reflect and respect the diversity of prospective librarians;
- encourage libraries to form alliances with community organizations, institutions, agencies, and businesses in order to reach diverse user populations;
- serve as a clearinghouse for resources/information about diversity and libraries.

This policy statement is a framework for our continuing efforts to provide an environment in which patrons and staff of diverse cultures will be treated with dignity and respect.

May 19, 1993

To: Michigan Library Association Executive Board

From: Cultural Diversity Task Force

SUBJECT: Proposed Cultural Diversity Policy Statement and Follow-Up

As an outgrowth of an experience at Leadership Academy, 1992, some Academy participants formed a Cultural Diversity Task Force to address the issue of cultural diversity as it related to the Michigan Library Association and its members and member groups.

The Task Force has met on several occasions since May, 1992 and now wishes to present to the Executive Board the enclosed proposed policy statement as a starting point to imbue the Association with cultural diversity principles and values.

The Task Force members are aware that this can only be a beginning, but believes the adoption of the enclosed policy can be followed by actions that will allow the principles to permeate every level of the Association for the benefit of all its members, current and prospective. In addition to providing the enclosed statement, therefore, we also wish to recommend some follow-up actions.

The total proposal, therefore, is as follows:

1. We recommend that the MLA Executive Board accept and adopt the enclosed policy statement.
2. We recommend that the MLA Executive Board appoint an MLA-wide committee with the following charge:
 - a.) develop an action plan for the policy
 - b.) examine existing documents in order to incorporate diversity statements where needed and appropriate
 - c.) include a review of the policy, action plan, and various statements in the annual long-range planning process

It is further recommended that the committee include one or two members from this Task Force to provide continuity to the process. Possible members would be Sandra Wilkie and Linda Morrow.

3. We recommend that the Executive Board take steps to help Divisions, Roundtables, and other groups incorporate the principles of the policy in their planning, activities, and thinking.

To provide continuity and to demonstrate its seriousness, various members of the Task Force have been working on some follow-up activities. Shelley Gach and Marsha Meyer are compiling a bibliography of cultural diversity activities, programs, etc. Shelley is the contact person. Sandra Wilkie, Darlean Bridges, Lucinda Kubitz, Linda Morrow, Yvette Shane, Patricia Welch and others are working on a couple of cultural diversity videos. Sandra Wilkie is the contact person.

The Task Force now believes it has fulfilled its self-appointed mandate to bring the Michigan Library Association a meaningful way of addressing the cultural diversity issue.

Darlean Bridges	Linda Morrow
Mary Doud	Yvette Shane
Shelley Gach	Aline Soules
Lucinda Kubitz	Patricia Welch
Marsha Meyer	Sandra Wilkie

MLA/ARL CULTURAL DIVERSITY TIMELINE

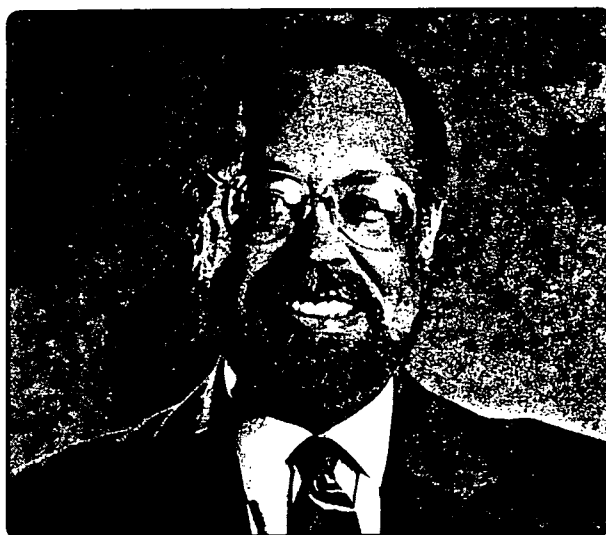
May 1992	Incident at Leadership Academy, which focuses on cultural diversity issues.
June 1992	Cultural Diversity Task Force appointed by the MLA President to develop a Cultural Diversity Policy Statement for the Association.
December 1992	ARL Program Officer for Diversity presents an Association-sponsored workshop on Cultural Diversity for librarians.
March 1993	MLA initiates request for diversity program ideas. (Not enough submitted to create a publication).
May 1993	A focus group is held on the issue at Leadership Academy to further refine the Association's diversity goals.
June 1993	MLA Executive Board adopts the Cultural Diversity Policy as presented by the Task Force.
September 1993	ARL Program Officer for Diversity gives diversity training to Association Leaders at annual Leadership orientation.
October 1993	ARL Program Officer for Diversity is a keynote speaker at the MLA Annual Conference, talking about the benefits of an association which adopts diversity as a priority.
May 1994	ARL Program Officer for Diversity is a main lecturer at the MLA Leadership Academy Training.
June 1994	MLA Executive Director Marianne Hartzell presents information about the MLA project at the ALA Chapter Conclave.
October 1994	MLA Executive Director and Past President Sandy Yee presents an update to the MLA Membership at the MLA Annual Conference.
June 1995	MLA Executive Director serves as moderator at ALA Chapter Council session "Stop Talking, Start Doing."
August 1995	Executive Board retreat includes review of diversity policy statement and diversity training activities.
September 1995	Executive Board adopts MLA Values Statement emphasizing a broad definition of diversity.
1995 - 1996	MLA grants funds to University of Michigan and Wayne State University library schools. Diversity is emphasized.
September 1996	Executive Board reviews and reaffirms values statements, including diversity.
Spring 1997	MLA will sponsor a workshop on diversity for library support staff.

We have been talking about diversity long enough!!

Attend this important Chapter Relations Committee Conclave and leave with a plan for action.

Includes informal discussion groups and speakers on:

- Education Issues: Admission Requirements and Curriculum Diversity
John Tyson, Virginia State Librarian
- Partnerships: the Michigan Model
Marriane Hartzel, Executive Director
Michigan Library Association
- Recruitment of Young People to the Profession
Angie Bowie, Cleveland Public Library
- Retention of People of Color in the Profession
Camilla Alire, President, REFORMA
- The Myth of Multiculturalism
Soo Young So, ALA Minority Fellow, OLPR



Keynote Speaker, Joshua Smith
President and CEO, Maxima Corporation.

STOP TALKING AND START DOING: Recruitment and retention of minorities at the state and local levels.

Cosponsored by ACRL Committee on Racial and Ethnic Diversity, ALA Council Committee on Minority Concerns and Cultural Diversity, ALA Black Caucus, COSWL, LAMA Cultural Diversity Committee, OLOS Advisory Committee, REFORMA, and SCOLE.

Saturday, June 25, 1994, 8-11am; MBCC B217/218

UNIVERSITY OF MICHIGAN

HISTORY

This report is a compilation of the methods, tools, and ways in which we have been transforming our diversity efforts to be more inclusive and enriching for our Library staff.

The first stage of the diversity program occurred between 1985-1989, when the Library first made a strong public commitment to diversity. At that time, the Library formed a Diversity Task Force, enacted diversity programming, and made a commitment to minority recruitment (Appendices 1 & 2). The Library also took a serious look at staff composition, staff sensitivity toward cultural differences, and larger social forces such as the existing campus, state, and national environments. Changing curricula, changing campus demographics, and other factors influenced the decision to begin offering services aimed at retaining students and faculty of color, such as the Peer Information Counseling Program for undergraduate students and the Diversity Librarian for graduate students and faculty (see page 16).

From 1989 to 1994, the Library's diversity efforts entered their second stage of development: institutionalization. The Task Force evolved into a permanent Diversity Committee, with a rotating membership and a charge from the institution. Programs, services, collections, and positions were also made a permanent part of the base budget, and diversity became a priority throughout the Library system. With campus demographics moving more in line with the state's diverse population, the library increased its minority recruitment efforts with outstanding results (Appendix 3). At the same time, the Library made a concerted effort to evaluate its existing programs and increase its outreach efforts to minority populations. It was at this time that the Coordinator for Academic Outreach was developed. All libraries in the system contributed to these multi-faceted efforts.

From 1994 to the present, the third stage of the Library's diversity efforts has emerged and the Library has moved toward a broader, more inclusive definition of diversity. The Library Diversity Committee, with guidance from the ARL Program Officer for Diversity (P.O.) and the support of the Dean of the Library, went to work on fashioning a new definition of diversity that would garner support from the whole library staff and breathe new life into the Library's maturing diversity program. This transformation was in response to a changing organizational structure; radically changing ways of conducting library business; a changing campus definition of diversity; changing social and political forces; and a library staff which had become somewhat numb to diversity efforts. This report is an account of how the Library is currently accomplishing this transformation. Because the work is ongoing, we simply offer a "snapshot" of our programs at this time.

**ARL PROGRAM OFFICER
FOR DIVERSITY**

VISIT ONE

It should be noted that before each visit by the ARL P.O., a number of interactions occurred in order to prepare the staff (Appendix 4).

In the Spring of 1995, the ARL P.O. spent two days with the Library Diversity Committee (LDC) to develop a plan to revitalize and redirect the Committee's work. Because the LDC felt that staff engagement in Library diversity programs and activities had been somewhat lackluster in recent years, it was ready to try something new to move its work forward. The P.O. encouraged the LDC to reevaluate how it defined diversity and explained how broadening the definition had reengaged the staff at other ARL libraries who were suffering from burn-out. She explained that current diversity programs that only address issues of race, gender, and sexual orientation are no longer able to manage the range of diversity issues faced by large research institutions. At the same time, The University of Michigan campus as a whole was moving to a broader definition of diversity. The Office of the President had just published a report updating the Michigan Mandate with a very broad diversity definition. With all this in mind, the LDC realized that its definition and subsequent activities were perhaps too narrowly defined to capture the full interest and enthusiasm of the staff and to help us fully serve our campus population.

During the two-day retreat, the LDC reached consensus to broaden the definition, with a firm promise to continue emphasizing issues of equity within this broader framework. The committee spent approximately six months following up on the issues that arose out of the retreat (Appendix 5), working on the new definition, and planning activities to celebrate this new stage in the Library's diversity program (Appendix 4). After it was completed, the new definition was presented to the Dean of the Library and the Library senior managers group, published in the Library Newsletter, and sent to each staff member.

VISIT TWO

One year later, the LDC and the Assistant to the Dean for Cultural Diversity worked together to plan a three-day celebration to highlight their work and to give staff a chance to provide feedback on how to integrate diversity into everyday decisions and responsibilities. One of the goals of the LDC was to help staff, many of whom were still confused over the role of diversity, understand how it is related to their professional responsibilities (Appendix 6).

The decision was made to organize the P.O.'s sessions around types of responsibilities. Staff from throughout the Library system had an opportunity to talk about how diversity impacts their work and how they impact diversity in the workplace. Sessions were held separately for circulation staff, reference workers, catalogers, systems staff, etc. and each began with a short discussion on the new definition of diversity followed by a short presentation by the P.O. on possible ways in which diversity and job responsibilities were related. The sessions ended with an open discussion on the thoughts, feelings, and ideas of

staff. Each session was evaluated by the staff, and the evaluations were overwhelmingly positive. Staff were becoming energized and enthusiastic about the new definition. Many now understood that the diversity they brought to the workplace was important, that diversity issues related to their job responsibilities, and that these issues were acknowledged in the new definition (Appendix 7).

The goal of helping staff understand how diversity relates to their work was reinforced by the Library's *Three-Year Strategic Plan*, which called for staff at all levels to begin writing performance goals. Librarians were already writing goals as part of their performance review process, but 1996 marked the beginning of the process for all staff. In addition, each staff member now was required to have at least one performance goal relating to diversity. As you can see, the discussion sessions described above were of great importance because everyone was going to be held accountable in some way for participating in the Library's diversity efforts. We scheduled several sessions on goal writing while the P.O. was visiting, in order to assist staff in relating diversity and their work to goal writing.

The P.O. also presented a workshop, "Introduction to Diversity Concepts in the Workplace," facilitated for newly-hired staff (all staff were invited to attend, but this group was specifically targeted). We had nearly 100 in attendance, and once again, the evaluations were very positive. This success was due in large part to the relevance of the new diversity definition and the concrete ways in which the P.O. connected diversity with staff responsibilities.

The main concerns raised by staff were consistent with those raised within the Committee when they debated the adoption of the new definition. Those concerns centered around "diluting" the importance of equity issues by institutionalizing a broader definition of diversity. When the LDC met with the ARL P.O., it was suggested that the Library have two committees: one for diversity (broadly defined), and one for equity (issues of minority recruitment and retention). The LDC decided not to split the responsibilities. Instead, they included both types of activities within the Committee for one year. This approach was to be reevaluated at the end of the year.

Following this second visit by the P.O., a small group of "culture-keepers" (several staff members who have system-wide organizational responsibilities) met on a regular basis to discuss some of the issues that arose. One of concerns was that the Library Administration had not publicly discussed its support of diversity in some time. The group crafted a statement of support for the Library Cabinet and the Library Diversity Committee to adopt. Both enthusiastically supported the statement and each culture-keeper received the statement with a memorandum from the Dean (Appendix 8).

VISIT THREE

In November of 1996, the ARL P.O. made a final visit. The LDC, Library Human Resources (LHR) staff, and the Assistant to the Dean for Cultural Diversity decided that recruitment issues needed to be revisited because they had not been explicitly discussed for some time, and because some staff perceived decreases in minority statistics.

Since the P.O. had inspired positive response during her earlier visits, she was able to facilitate discussion of difficult issues without causing defensiveness or disengagement. A large forum was scheduled, targeting staff with hiring responsibilities, and a panel of speakers from various campus constituencies was coordinated, with representatives from the Offices of Library Human Resources and of Affirmative Action and Human Resources, the Dean of Libraries, and the ARL Program Officer for Diversity (Appendix 9). LHR staff explained the sorts of activities currently underway to ensure that minorities were included in candidate pools for all Library positions. The central campus official talked about the importance of Affirmative Action in hiring processes; the Dean spoke about the importance to our users of minority representation on our staff; and the ARL P.O. talked about how minority recruitment fits into the overall diversity program.

The goals of the session were to get supervisors thinking about the representation and perspectives of their staff; to help them understand the process of hiring affirmatively and clarify what LHR staff were doing "behind the scenes;" and most importantly, to try to forge recruitment partnerships between LHR and the hiring supervisors. We found that supervisors and LHR have a much greater impact working together than separately.

The evaluations of the sessions were positive, but some people did not understand why we were emphasizing minority recruitment when we were trying to build a diverse staff overall. Diversity efforts entail a complex set of issues that are often difficult to communicate to staff, and we will have to continue to focus on those issues, learning and teaching about how they intersect. A variety of follow-up activities grew out of these sessions (the creation of folders that LHR staff and supervisors can use to recruit, discussion sessions with staff of color, etc.), and we continue to work on these issues. The Library Diversity Committee and the Assistant to the Dean work very closely to provide a variety of educational and enrichment opportunities (see selected publicity flyers in Appendix 10) for Library staff. Examples of those opportunities are described in the pages that follow.

**ACTIVITIES OF THE LIBRARY
DIVERSITY COMMITTEE AND THE
ASSISTANT TO THE DEAN FOR
CULTURAL DIVERSITY AND
STAFF DEVELOPMENT OFFICER**

Brown Bag Lunch Sessions

A number of brown bag lunch sessions were scheduled to help staff expand the way they think about diversity. These sessions were conducted by staff from throughout the library system, all of whom volunteered their time, energy, and life experiences with one another. The Library has a diversity budget that paid for beverages and desserts for these sessions and each was attended by 15 to 30 participants.

Workshops

In addition to the sessions conducted by the ARL P.O., several other workshops have addressed issues of diversity: Introduction to Diversity Concepts; Chronic Illness In the Workplace; Cross-Cultural Communication; Identifying Your Communication Style; Myers-Briggs Self Evaluation; and other evaluative and communication workshops.

Co-Sponsoring Campus Activities

Each year, the Library participates in or co-sponsors campus-wide activities, including Martin Luther King Jr. Day Convocations, La Voz Mexicana's Chicano History Week, The Women of Color Career Conference, and more (See Appendix 10).

Annual Diversity Celebration

Held during the summer, this celebration allows all staff to celebrate the diversity represented within our library. Annual diversity awards are given and our accomplishments are outlined. Food and beverages are provided (supplemented by staff contributions). Staff are encouraged to wear garments representing their ethnicity and are invited to indicate their geographic origin by placing pin markers on a map; diverse cultural music is played; and ethnically diverse dishes are served. The 1996 celebration highlighted cross-cultural desserts from around the world. Staff enjoyed the treats so heartily that the Library Diversity Committee decided to publish a dessert cookbook as a result.

Annual Diversity Awards

One or two awards are given to staff at any rank who have made outstanding contributions to the Library's diversity efforts. They are awarded at the Diversity Celebration.

Assistant to the Dean for Cultural Diversity and Staff Development Officer

This position was established in 1994 to assist the Dean of the Library with diversity-related issues, projects, and minority representation within the Library and entire campus. The Assistant is an ex-officio member of the Library Diversity Committee and sits on the Library Cabinet (senior managers and other selected library leaders). The Assistant arranges and/or co-sponsors an array of staff development activities, including those relating to diversity; coordinates the Librarian recruitment activities and minority outreach efforts; represents the library on campus committees and groups; and works closely with the Vice Provost for Academic and Multicultural Affairs and other offices.

Coordinator of Multicultural Services (formerly Diversity Librarian)

This position has expanded to more fully reflect the interests and talents of the incumbent, Charles Ransom. During the last year, the University Library's Public Services Division has undergone a reorganization, moving from a hierarchical structure to a team-based structure. The expanded position is now part of the User Educational and Instruction Services team. The Coordinator of Multicultural Services (CMS) has offices at both the Undergraduate and Graduate Libraries. The CSM continues to work with faculty and graduate students, but now coordinates the services to undergraduate students as well. He has worked with librarians and students from the School of Information to coordinate special collection development projects, instructional efforts, and other multicultural projects. He has been very active in reaching out to those campus academic and support units interested in conducting multicultural research and employing a culturally sensitive pedagogy. He has also been a leader on campus for the Association of Black Professionals, Administrators, Faculty, and Staff.

Library Diversity Committee (LDC)

This group continues to serve as an advisory body to the Dean of the Library. The LDC meets bi-weekly to plan, sponsor, and co-sponsor activities for the staff, and raise relevant issues for discussion and/or action (see Appendix 11 for a Statement on Challenges to Affirmative Action). The Committee has been very busy developing the new definition of diversity, preparing new By-laws and Annual Goals (Appendix 12), and developing and analyzing an evaluation of its programs and library needs (Appendix 13).

Peer Information Counseling (PIC)

PIC is a minority retention program based within the Undergraduate Library and overseen by the Coordinator for Multicultural Services. PIC students are undergraduates of color who work at the reference desk; in the classroom assisting with instructional efforts; on special projects such as exhibit displays, special papers, and web-based pathfinders; reaching out to campus residence halls and academic support units; and more.

Library Human Resources (LHR)

LHR staff continue to work very closely with supervisors to improve the diversity of candidate pools for every appointment within the University Library, including student hourly, office/clerical, professional and administrative, and librarian hiring. LHR members track staff composition statistics and salary equity, and are very involved in staff relations efforts (See Appendix 3 for Staff Statistics).

Collections

University Library collections in the area of diversity continue to grow, reflecting changing campus curricula, community composition, and research needs. The Library continues to track its diversity materials with a code imbedded within the selection process. This code allows selectors to track titles and spending on materials related to diversity, and enables staff to produce current title lists and evaluate their holdings. In 1996, a series of training sessions was developed to assist selectors in choosing diverse materials in all formats. As

we move into an increasingly digital environment, diversity continues to be an important consideration.

Shapiro Undergraduate Library

This library has been a leader in developing instructional programs which cater to many diverse learning styles. In order to meet campus undergraduate student needs, the Shapiro Library houses the Peer Information Counseling program; a highly diverse full time staff; and collections which reflect the new curriculum (undergraduates of color comprise just over 25% of the total undergraduate student body). The library reference staff, from Peer Information Counselors to full time reference librarians, have worked to incorporate diverse resources into the training program for all new staff members.

Minority Internship Training Program (TIP)

The TIP continues to place new clerical workers of color within the library and advance existing clerical workers of color into Professional and Administrative (P&A) positions. Each year, units within the library are offered the opportunity to create competitive proposals for a TIP intern. These proposals are reviewed by Library Human Resources and two are selected. Concurrently, LHR recruits within the community for the new clerical position, and within the Library for the P&A position. The program's goals are twofold: to increase the numbers of minorities joining the library staff, and to professionally advance existing staff of color. The program has been very popular within the library because the units do not have to support the interns out of their budgets: funds for this program come from the library's base budget, with a one-time supplement from the campus Affirmative Action Office.

Target of Opportunity Awards (TOA)

The Vice Provost for Academic and Multicultural Affairs has entertained many TOA proposals from the library during the last few years. The library has received funding from the Vice Provost for librarian positions throughout the system.

Amity Program

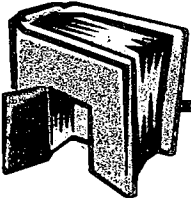
This program continues to help create a welcoming environment for new library staff. Twice per year, the Amity Committee holds a gathering to introduce new staff. This program grew out of the original diversity efforts from the 1980s and works positively toward retention.

CONTACT

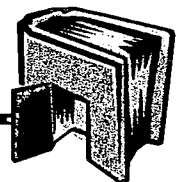
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Appendices

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APPENDIX ONE



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Point of Intersection:

**The University Library and the
Pluralistic Campus Community**

**A Report to the Vice Provost for Minority
Affairs on University Library Programs
for Enhancing Diversity and Academic
Excellence at The University of Michigan**

**The University of Michigan Library
November 28, 1988**

Executive Summary

By its very nature as a haven for diverse collections and ideas and as a facility that necessarily attracts a diverse staff and academic population, the University of Michigan Library recognizes its role as a primary point of intersection for the vast number of peoples and interests that exist on this campus. Intrinsic to its professional mission, then, is its encouragement of an understanding of pluralism as both fact and ideal in the academic world and beyond.

During the past three years, the University Library has taken a number of initiatives to enhance its pluralistic qualities and services.

In terms of staffing, the Library is a leading institution on campus and in the library profession. Approximately one-fifth of our librarians and our other personnel are members of defined minorities. This achievement results from a positive program of recruitment and retention.

In terms of staff relations, the Library has taken several concrete steps to sensitize its employees to the realities and virtues of pluralism. Most encouraging has been the response of many of our staff members in developing diversity projects on their own initiative. Among our projects have been a weeklong workshop on racism—a major catalyst for our more recent efforts—and such ongoing endeavors as discussion groups, a film series, and a staff-generated “amity program” that personally welcomes new employees to the Library.

In terms of services to undergraduates, the Library continues its notable Peer Information Counseling Program. And it continues to cooperate with such campus services as the Comprehensive Studies Program and its Summer Bridge Program and the College of Engineering's Summer Minority Program.

In terms of services to teachers, researchers, and administrators, some exciting progress has recently been made. Most noteworthy is the addition to our Graduate Library staff of a Diversity Librarian—one of few such positions in the nation. This person is responsible for designing and performing library services that are specifically aimed at promoting the idea of diversity as a fact of life on this campus, in both social and intellectual terms. The position's presence will bring considerable strength to our continuing efforts to add breadth and depth to our collections and to our bibliographic services in support of pluralism.

Our accomplishments thus far are prelude to our further plans. This school year's projects have included an evaluative workshop for the Library's Diversity Task Force to assess its recent actions and focus its goals on additional projects, some of which are noted herein.

Overall, the University Library intends not only to develop specific programs, but to establish enduring processes that will ensure an active recognition of pluralism as part of the normal shape of life at The University of Michigan.

Preface

This report is one of several University Library contributions to efforts being made across our campus to address many of the challenges that our pluralistic community brings to The University of Michigan. During the past two years, in an atmosphere in which incidents reflecting racism and prejudice have increased at U-M and other schools, those challenges have been particularly insistent. This report is presented under the assumption that, like all units on the U-M campus, the Library can respond most effectively to these necessary challenges by employing its unique resources—resources growing out of its particular strengths and its particular mission of service to the University community.

In these pages, we hope to indicate that the Library's contributions are based, first, in its inherent qualities as a repository of diverse thoughts and expressions; second, in its specific, directed programs in recent years to enhance its diverse character in several ways; and, third, in its continuing commitment to promote diversity by bringing its professional skills and its staff members' personal energies to bear on problems related to diversity that neither institutions nor individuals can resolve alone.

We hope to convey in this report that our record of looking into our own resources, examining our achievements and shortcomings, and developing our pertinent strengths in the interest of enhancing The University of Michigan's diverse environment may stand as a worthy model for dealing with one of the most important issues facing American universities.

Robert M. Warner
Interim Director,
University Library

November 28, 1988

University of Michigan Library

Statement on Diversity and Library Services

As an institution whose mission lies in collecting and disseminating ideas that have emerged from diverse intellectual traditions representing many peoples over many centuries, the University of Michigan Library recognizes its special role in accommodating and promoting pluralism in all its rich forms. Its services are based on the principle that sustained intellectual excellence is a direct result, not an adjunct consequence, of diverse experiences and expressions interacting freely in an open society. Accordingly, the University Library encourages diversity among its patrons, its staff, and its collections and services. The Library guarantees students, scholars, and staff equitable access to its resources, and for employees, equal access for advancement, without regard to their race, color, creed, religion, national origin, sex, sexual orientation, ancestry, age, marital status, handicap, or Vietnam-era veteran status. The Library invites members of the University community to suggest ways that it may advance this policy.

*University Library
November 14, 1988*

Introduction

This report is rooted in a compelling fact about the role of the University Library in the life of The University of Michigan: the Library embraces the University community in its great diversity more broadly than any other single unit on campus. Not all students, faculty members, and other academic personnel routinely make use of any one department, research institute, athletic facility, or social program on campus, but all persons engaged in the University's educational enterprises use the University Library. The Library, in other words, is the pivotal campus facility where all groups and interests intersect.

This is an appropriate role for an academic library to fill, for by its very nature the library is a haven for diversity. Its collections represent the recorded achievements and expressions of many peoples throughout history. And its staff necessarily represents a great variety of language skills, ethnic and racial backgrounds, and subject specialties that are relevant to nurturing a library's varied holdings. In this regard, an academic library is actually a microcosm of its own parent-institution. What a multicultural university represents in terms of diversity as both fact and ideal, its library constitutes in terms of the preserved historical record and a diverse professional presence on campus.

The University of Michigan Library has long recognized its particular role in fostering an enlightened awareness of the *fact* of pluralism. And its professional encouragement of that awareness has also signaled its commitment to fostering an appreciation for the *values* intrinsic to diversity, as well. Accordingly, this report does not spring forth solely in response to this campus's recent and current controversies over issues of institutional racism; it emerges, too, from a long-held understanding of the Library's need for openness to differences in human experiences and expression if it is to perform its mission as a repository of the human record.

The following review of the University Library's active commitment to serving a diverse campus community conveys, we hope, the importance of sustaining a continuously vigorous point of intersection for the University's many voices. In sum, it is a record of solid achievements and continuing efforts, of gains made and goals yet to be reached.

University Library Programs and Services in Support of Diversity at The University of Michigan

Recruitment and Retention of Personnel

The University of Michigan Library has established a remarkable record of achievement in developing a diverse staff over the past few years. In terms of minority staffing, the Library is a leader.

In April of 1985, persons in minorities accounted for 13.2% of the total Library staff. In October 1988, the percentage had risen to 17.7%.

The percentage of non-Asian minorities was 5.6% in April 1985; it had risen to 8.9% in October 1988.

Among our librarians, minority representation stood at 13% in April 1985. Today the percentage is 21.5% of our professional force of 102 librarians. The minority staff consists of 13 Asian, 1 Hispanic, and 8 Black librarians.

Set against the achievements of libraries in the University's peer institutions, as reported by the Association of Research Libraries in its 1987 Annual Salary Survey, the University of Michigan Library's record is particularly impressive. ARL's survey of general libraries among its members (not including law and medical libraries) shows a 9.39% minority representation among their 6,756 academic librarians. Even allowing for differences in reporting periods and other likely variables, we can still reasonably assume that minority staffing in the ranks of professional librarians at the University of Michigan Library is, on average, approximately twice that achieved by libraries in the University's peer institutions around the nation.

These figures are suggestive of the Library's achievements in diversified staffing over the past few years, but they clearly are not cause for self-satisfaction or complacency. Given our total work force of 367 staff employees in the University Library system, a loss of one or two staff members in a given minority category could reduce our gains significantly. But it is clear, nonetheless, that the Library's continuous recruitment and retention of a diverse work force has steadily led to our current standing as a leader among all academic and support units in the University and among peer institutions in the library profession.

This overall achievement is cause for a general optimism that is buttressed by other pertinent factors. For example, the current 22.8% minority representation among our clerical workers augurs well for greater advances in our professional and administrative ranks within a few years, in light of the fact that a majority of our P&A employees are recruited over time from the ranks of our own clerical staff. Even among our temporary student employees—a highly visible group whose presence sends sure signals about our hiring practices to our patrons—the Library has made great progress in minority hiring over the past few years. Students move in and out of employment more fluidly than other job-holders on campus, and their personnel statistics fluctuate accordingly, but in some of our units (the Undergraduate Library and the engineering libraries, for example) as many as 25% of student workers are persons of color during an academic year.

Staff Hiring Policies

In addition to following the University's guidelines on hiring a diverse work force, the Library has been reviewing its own personnel practices during the past three years in light of its particular qualities of diversity and its position as a resource for the entire campus. Especially important in this regard was its October 1986 personnel workshop, "Recruiting & Retaining a Diversified Workforce." In this daylong session for all unit heads and supervisors, the Library administration made a commitment to further diversify its staff. It also furthered its understanding of how to achieve this goal by reviewing pertinent research and legal considerations with the help of guest speakers. In several ways, then, this workshop served to direct and focus the Library's subsequent efforts.

In recent years, administrators and the Library Personnel Office have revised or established a number of policies and procedures for achieving the Library's goals:

- Several job descriptions have been revised to remove extraneous qualifications, such as unnecessary foreign-language skills, that might keep some potential minority applicants from applying.
- For many job postings, campuswide candidate pools are now reviewed by the Library Personnel Office after initial applications have been received and again after interviews have been conducted to determine if potential minority candidates seem not to have applied in sufficient numbers.
- Demonstrated attention to the University's Affirmative Action guidelines is now a criterion for special credit in the merit review process for all Library supervisors.
- For off-campus recruiting, the Library makes special efforts to advertise and register notices in institutions where qualified persons in minority groups are present and are likely to be informed of employment opportunities in the University Library. For clerical positions, for example, the Library notifies appropriate personnel at Cleary College, a business school in Ypsilanti.

Activities Outside the Library

The Library's efforts in recruitment and retention of minorities go beyond the confines of the Library itself and into the profession's training ground at the University's own School of Information and Library Studies. Two of our librarians currently serve as representatives on the SILS Faculty-Alumni Minority Recruitment Committee. This group aggressively seeks applications to the School by members of minority groups, and it meets with currently enrolled minority students to learn of conditions that might, if unrecognized by the School, lead to difficulty in retaining some of those students. By encouraging this participation, the Library contributes to a further broadening of minority membership in the profession overall.

Workshops on Racism

From March 28 through April 1, 1988, the University Library sponsored a general meeting and a series of half-day workshops for all staff members in order to address the problem of institutional racism at The University of Michigan. The program, entitled "Overcoming Racism: Exploring the Value of Diversity," was the Library's contribution to a series of special projects, seminars, and other forums that the University administration had charged all of its major administrative and academic units on campus to provide for their employees.

These various presentations were organized as part of the University's formal response to public demands for direct action against an increasing number of overtly racist incidents that had occurred among students and staff members during the previous year. What these incidents revealed was more than just some examples of patently offensive behavior. They stood, too, as a stark reminder that such behavior is never truly isolated, that such behavior is nearly always the implicit product of—and further generator of—subtler attitudes about race and other perceived differences among human beings that draw upon a wide field of fear, resentment, misunderstanding, and distrust that is embedded in the American social landscape, its most prominent institutions included. The incidents, in other words, exposed the stubborn, self-fulfilling truth that institutional racism is an evil that even good people cannot easily see.

The Library sought to help people see. It presented a program that sought to engage people at the level of empowerment, where they might develop a sense of personal and collective control over the effects of racism in their own working environment and promote diversity as a positive force. With the assistance of Dr. Frances Kendall, a nationally recognized consultant in managing diversity in the workplace, it first launched a pre-conference training session for thirteen Library staff members in various job categories who would act as small-group facilitators in the workshops. It then presented the general program, at which Dr. Kendall and Ms. Vivian Sikes, a librarian with the San Francisco Public Library system and a noted speaker on confronting issues of racism in libraries, offered strategies for working effectively across racial lines. Finally, it held seven workshops to encourage all staff members to confront attitudes about race and racism and consider possible approaches to dealing with the fact of pluralism as a positive value that could be cultivated by the Library's own employees.

Successes drawn from these experiences cannot be measured in the short term; self-congratulation over such efforts is often an easy reaction to a combination of early impressions and hopeful intentions. In many ways, though, the sessions confirmed the worth of several of our long-established programs. Just as important, they also revealed less conspicuous areas where much understanding still needed to be gained. What we do know a half-year later is that many members of the University Library staff have continued to take initiatives to launch new projects and build upon older ones and to maintain a lively conversation about diversity as a practical reality in the Library.

Undergraduate Student Services

Peer Information Counseling Program

Now in its fourth year, the Peer Information Counseling (PIC) Program in the Undergraduate Library employs and trains sophomore through senior minority undergraduates (nine this year) who serve primarily as guides for newer students at U-M who may feel overwhelmed by the size and complexity of the University Library system. An important part of the counselors' job is to make students feel welcomed and comfortable in the academic environment by helping them gain the confidence and experience necessary to engage in college-level library research. Staffed by members of minorities, working under the supervision of a librarian, the program has its counselors serve as guides and role models for all undergraduates who use its services as they work on research papers, reports, and other projects. Along the way, of course, the counselors themselves gain valuable experience in dealing with a variety of people and research problems.

Counselors assist students in using standard bibliographic sources and personal computers for library research, introducing them along the way to such formal resources as the Undergraduate Library's Term Paper Assistance Program and the Academic Resource Center (ARC), the latter staffed exclusively by PIC employees. During the 1987-88 academic year, counselors in ARC served 297 library users, an increase of 67 patrons over the previous year.

The PIC Program also extends its services across campus. Last year, all minority undergraduates were contacted at least twice through brochures, research guides, and the *PIC Newsletter*, which updates students on services and resources. PIC representatives meet during the year with students and faculty through such facilities as Trotter House and Minority Student Services, as well as with Minority Peer Counselors in University residence halls. In addition, the Program exchanges references with Minority Student Services and the Center for Afroamerican and African Studies Library on students who need academic counseling or research assistance.

Comprehensive Studies Program

The Undergraduate Library cooperates with the University's Comprehensive Studies Program (CSP), which assists students, mainly in minority groups, whose previous experience in research has been limited. Both units regularly refer students to each other's services. The Library is especially active in helping CSP-affiliated students learn online searching and word-processing skills and in working with the approximately 160 students who register for the CSP sections of English 125 (Introductory Composition) each year. Representatives of the Undergraduate Library and the Program are currently exploring ways to further strengthen their ties.

Summer Bridge Program

The UGL contributes to CSP's Bridge Program in more formal ways. The Bridge Program brings first-year minority and other students to campus to engage in intensive college-level work during the summer preceding their regular entrance into the University. The students, who are judged to be potentially at risk in the absence of such intervention, take regular credit courses, for which librarians provide bibliographic instruction, assign research problems designed to familiarize students with many of the Library's resources, and introduce them to using computers and word-processing programs (with the assistance of counselors in the PIC Program). During Summer 1988, the UGL served 67 students in the Bridge Program.

Summer Minority Program—College of Engineering

The Engineering Libraries cooperate with the College of Engineering in helping minority students who have been accepted by the College in making a successful transition from high school to University life. In two one-month programs each summer, the libraries introduce these students (a total of 60 this past summer) to all relevant library skills needed for completing specially designed research projects.

Services to Teachers, Researchers, and Administrators

As the multicultural nature of The University of Michigan has become more prominent in recent years, the University Library has become increasingly aware of the fact that some traditional library services do not adequately serve the needs of teachers, researchers, and policy makers who are engaged in projects related to social pluralism. Its response to this condition has been to create resources and services that specifically support such work. Important in itself, this response is also part of a larger development in the field of library and information science.

Academic libraries have always been charged with supporting changes of emphasis in scholarly pursuits and administrative policies. But in recent years the library's role has been evolving from that of a secondary supporter to that of a primary generator of new resources for research—and of new awarenesses of interrelations between seemingly unrelated fields of knowledge. For example, library research networks are producing such resources as research-in-progress databases and satellite imagery databases that are drawing scholars together from specialties that previously had little to do with each other's work. This electronic revolution in data management and delivery has placed new responsibilities on research libraries to provide the expertise and flexibility necessary to bring coherence and creative engagement to a torrent of data that characteristically spills over the lines of traditional fields of research. Without such a professional presence, one might well exclaim that the world of data is indeed too much with us, and upon us.

This expanded generative role for libraries has important implications for the multicultural university. The new pluralism that has been emerging on university campuses over the past quarter-century—in particular, the greater presence of women and minorities in all areas of academic life—has brought a multitude of new angles of vision to research and teaching, many of which are not yet adequately accommodated in mainstream research sources, in part because of the huge amounts of new data and methodologies that these very perspectives are contributing to the scholarly landscape. Add to this the ongoing need to draw lines of relevance between the new scholarly perspectives themselves, and even the most optimistic practitioners of these emerging fields may justifiably feel frustrated by an embarrassment of informational riches to which coherent access has not yet been adequately provided. Clearly, it is a university library's responsibility to provide resources that address the interrelated imperatives of the so-called information explosion and the new pluralism on university campuses. More specifically, at The University of Michigan, it is the University Library's responsibility to provide creative reference and research services to support these new fields of scholarship on campus.

Diversity Librarian

Funded by the Office of the Provost, the newly created position of Diversity Librarian in the Graduate Library—one of very few such university library posts in the nation—provides reference and research services specifically geared to the needs of scholars and administrators who are grappling with issues related to diversity. The position ensures that close attention will be given to (1) developing strong service programs to assist research on minority and women's issues and (2) building University Library collections (and enhancing interlibrary loan access to other institutions' collections) that truly represent the University's and the nation's pluralistic character.

The Diversity Librarian is an invaluable addition to the Library. The position's presence signals the fact that the inclusion of diversity as an intellectual approach to research is a key element in delivering effective Library service, just as, say, certain language skills constitute part of the nature of librarianship. It is, in other words, an important institutional acknowledgement of the fundamental place that a comprehension of pluralism must take in the intellectual life of the University.

The Diversity Librarian's duties extend in several directions:

- Current Awareness - distributing current readings to administrators, advisory groups such as SACUA, and the *University Record*, and perhaps eventually to colleges, universities, and other institutions around the nation. In particular, this service disseminates interdisciplinary research that often goes well beyond mainstream sources—the kind of research that is often most necessary in the study of pluralism.
- Program Support for Diversity Initiatives - distributing targeted bibliographies and current readings geared specifically to groups whose needs for a wide variety of information is great but whose resources for gathering it are limited in terms of experience or funding. Such groups as administrative councils and various minority organizations are intended as the main beneficiaries of such service.
- Collection Diversity - facilitating the acquisition of materials in areas that have not been high in the Graduate Library's priorities in past years or which have only recently been developing. The Diversity Librarian is responsible for coordinating these acquisitions in light of the Library's responsibilities as a member of major interlibrary loan consortia, as well, thus enabling it to purchase items that would also be useful to researchers in other institutions.
- Program Support for Minority Research - offering seminars for faculty members and students that focus on the interdisciplinary research characterizing most work in the field of diversity studies. This service often brings together researchers from many departments who have typically not been aware of each other's similar interests and relevant skills.
- Program Support for Untenured Minority and Women Faculty Members - addressing the special needs of untenured faculty members whose minority status in their departments and in the University places unusual demands on their time and energies as they devote a large amount of attention to committee memberships, counseling duties, and other activities as representatives of their particular backgrounds and interests. A body of research in higher education suggests that such persons face inordinate stress as they try to strike the traditional balance among teaching, research, and service while seeking tenure. The Diversity Librarian alleviates some of this pressure by serving as a specially designated resource person who assists these faculty members in their scholarly projects.

Collection Development

Over the past few years, the University Library has made an effort to strengthen its collections in minority studies areas in response to researchers' suggestions and to its own ongoing collection evaluations. Beginning in 1985, the Graduate Library, for example, began to acquire several large and important research collections, such as *Black Workers in the Era of the Great Migration, 1916-1929*; *Civil Rights During the Johnson Administration, 1963-1969*; *New Deal Agencies and Black America*; *Papers of the NAACP*; the *Schomburg Clipping File* of newspaper and periodical clippings dealing with Black life in America from 1924 to 1974; the *New York Amsterdam News*; the *Chicano Studies Library Serial Collection* (covering the years 1855 to 1985). It has also entered subscriptions to many journals in minority studies, such as *American Visions*; *The Hispanic Journal of Behavioral Studies*; *Afro-Americans in New York*; *The Journal of Black Psychology*; *Callaloo*; *Hispanic*; *Amerasia Journal*; and *American Indian Culture and Research Journal*.

Minority periodicals acquired by the Undergraduate Library include *Black American Literature Forum*; *Black Collegian*; *Black Scholar*; *Ebony*; and *Hispano-Americano*. These and many other resources directed toward diversity studies are identified for users in printed bibliographies and other specially prepared research guides.

Many of our branch and divisional libraries hold journals and other materials related to roles played by minorities in the subjects covered by their specialized collections. Several of these libraries issue pertinent reading lists and research guides to these holdings, as well.

For all of our collection development efforts, the addition to the Graduate Library staff of the Diversity Librarian is expected to contribute significantly to broadening collections and services in the entire Library system over time.

Bibliographic and Database Services for Faculty and Administrators

This program in the Graduate Library provides bibliographic citations, annotated reading lists, copies of articles, and research support in grant-seeking efforts for administrators, policy-making bodies, faculty advisory groups, individuals, and other University officials engaged in projects promoting a hospitable campus environment for all persons. The program also includes maintenance of a constantly revised online database, now of some 400 citations, on all relevant aspects of the subject of diversity in higher education. Copies of many of the resources issued or cited by this service are available at the Graduate Library Information Center; they may also be ordered for delivery through the Library's 747-FAST document delivery service. These services are expected to be greatly enhanced by the addition of the Diversity Librarian to the Library staff.

Staff Relations

An immediate and most fulfilling consequence of the Library's racism workshops has been the extent to which personnel in all job categories have taken initiatives to improve relations within the Library staff, particularly through the Library's Diversity Task Force and its several sub-committees. One of the most practical insights developed in the ensuing months has been that the Library's and the University's acknowledged problems in relations between the races could often best be addressed within the context of overall staff and human relations. Often, problems that are perceived as racial in nature may also (or instead) be based in other forms of prejudice or misunderstanding embedded in such qualities as class distinctions, job categories, unit assignments, gender, and other forms of real or imagined differences. In many cases, human relations problems may simply result from an institution's failure to provide genial opportunities for close discussion and familiarity. Such opportunities have recently been advanced by a number of programs in the Library, some of them developed by staff members themselves.

Discussion Groups

Following the March workshops on racism, many staff members joined discussion groups, for whose meetings the Library arranges released time, that continue to probe many of the topics raised in the workshops and that have opened other topics for consideration. Without abandoning issues of race, groups have also studied such related topics as standard and non-standard English, ethnic humor, staff evaluations of the racism workshops, means of enhancing recruitment of a diversified work force, ways of dealing with grievances arising in a context of prejudice and stereotyping, and general topics pertaining to the quality of working relationships within the Library. Especially refreshing has been the extent to which many staff members in all job categories have felt free to discuss such matters frankly with co-workers, supervisors, and administrators alike.

The assumption that race relations could profitably be discussed in the context of broader human relations, too, seems to have borne fruit in some of the programs described below which have emerged from discussions among staff members.

Amity Program

One very important development has been the creation of an "amity program" in which volunteer staff members are being randomly assigned across job-category lines to greet new employees on a one-to-one basis and to help ease their way into the social and professional life of the Library, the University, and the local community over a period of up to six months (as both parties determine). Volunteers do such things as invite newcomers to lunch, accompany them to Library functions, and introduce them to colleagues in the Library system. Staff members have organized this program, and they have written guidelines for volunteers and letters of welcome offering this courtesy to new employees. The first twenty-five matches were made this summer and fall, and their progress is being followed by committee members. Additional pairings continue to be made as new employees join the Library.

Particularly significant is the fact that the program is enthusiastically supported by the Library administration without being operated by it. It is a "bottom-up" program that invites all interested parties to participate without implying that "official" expectations might impinge in any way.

Film Series

This August the Planning Subcommittee of the Diversity Task Force presented a Diversity Film Festival—a four-week series of eight documentary productions on Black, Japanese, Chicano, and Native American experiences in the United States. Follow-up discussions led by staff members were held each week, as well. Again, the Library administration provided released time for persons attending the events. Students in the School of Library and Information Studies were also invited. Between 50 and 80 persons attended each week—an impressive number considering that in August many people are on vacation and others are busy planning for the new school year.

The Subcommittee has resumed the series this fall, offering one film each week and follow-up discussions immediately after each showing. The administration continues to encourage supervisors to arrange schedules flexibly so that interested persons may attend as often as possible.

The Library's new Film and Video Library (formerly a part of Michigan Media), which now has a reference and preview center conveniently located in the Undergraduate Library, holds a solid collection of films and video tapes on such diverse American groups as Asians, Blacks, Hispanics, and Native Americans and on such topics as sexual preferences, women's studies, and Judaic studies. This unit's continually expanding resources are available for the Film Series and to the University community in general. With regard to diversity studies, the merging of the Film and Video unit with the University Library is particularly important, as it allows the Library to respond directly to patrons' recommendations for acquisitions of films and tapes.

Staff Newsletter

For most of this year, the weekly *Library Newsletter* has carried notices, schedules, and other news on the Library's efforts to encourage an appreciation for diversity in the staff and on campus. It is one sign of progress that in this widely read staff newsletter, diversity has become a regularly covered topic, not an occasional "special feature." A Newsletter Committee is currently soliciting additional articles, coordinating information notices, and issuing progress reports, all for routine appearance in the staff newsletter.

Diversity Statement

This November, the University Library Administration issued its "Statement on Diversity and Library Services" (printed above). In identifying the inherent qualities that the Library brings to its role in serving the pluralistic campus community, this statement reaffirms the Library's unique and important contributions to the campus dialog on promoting diversity at The University of Michigan.

Projects in Progress or Under Consideration

The Library continues to explore ways to create a more hospitable environment. It is currently considering several projects, including:

- Arranging visits by new employees to all of the Library's units as a way of increasing familiarity among staff members, who are scattered across our two main campuses;
- Arranging informal social visits between staff members and Library administrators;
- Developing a speakers series for occasional presentations on subjects relating to pluralism.

Diversity Task Force Workshop

On November 14, 1988, the Diversity Task Force met in a day-long evaluation workshop to review the Library's recent projects and to evaluate its continuing role in such efforts. In the meeting, the members reaffirmed the Task Force's necessary role in promoting and often initiating Library programs in the interest of diversity. It formalized its membership procedures so as to encourage routine inclusion of a variety of perspectives in the committee, and it decided to continue its regular twice-monthly schedule of meetings. It also raised several matters for further consideration, including (1) the need for the Library to arrange additional time for Task Force members to coordinate some time-consuming diversity projects, and adequate time for all staff members to participate in those projects, (2) the need to periodically survey all staff members for their evaluations of the Library's and the Task Force's current progress and plans, and (3) the need to help members periodically evaluate their own work on the Task Force in a productive way.

Conclusion

Problems are not often solved in libraries. Rather, libraries are places where problems are confronted and probed on the testing ground of evidence and sound reasoning. A library fulfills much of its mission successfully when it opens access to that ground, when it lays out clear avenues that connect new challenges with reliable sources of information and knowledge. As they have always been, libraries are both points of intersection and points of departure. At their best, they are places where honest resolutions begin.

The University Library continues to expand access for all its patrons and staff members with a confident awareness of its unique role in the University and a clear understanding that a mission of service to a dynamic, diverse community is perpetually in need of further adjustment. What we have been developing over the past few years, and especially since our Racism Workshop, is not a series of "events" serving as mere showcases. What we have developed is a process for furthering progressive courses of action and ways of thinking. Accordingly, our closing comments are on some of our goals—the objects of our own points of departure.

For our patrons, we intend to continue diversifying our personnel, services, and collections so that any Library user may walk through our doors or move through our electronic gateways and not feel like a stranger in the house of knowledge. As preservers and organizers of knowledge, we are well aware that a library must always be an empowering institution.

For our staff, we intend to expand opportunities for in-service training and equitable promotion, to encourage each individual to personally contribute to the embracive atmosphere engendered by diversity in the workplace, and, through a carefully directed hiring program, to provide an environment that grows even richer in human variety. We are particularly proud that initiatives already taken by many of our colleagues have been major components of our diversity program thus far.

For the University, we intend to continue serving as a resource for others who are confronting the problems that inevitably come with the challenges of pluralism. In developing our professional services, and by sharing our own experiences and insights, we believe we can serve as a source of practical advice on many levels.

Finally, this report is itself offered under the assumption that as a major campus unit the University Library can assess its effectiveness in serving the pluralistic campus community in part by publicly recounting its activities and goals. We hope that it may stand as part of the Library's positive contribution to the vigorous exchanges on the subjects of prejudice, racism, and diversity that have reached every corner of the University during the past two years. The report is intended, in other words, as a contribution to a crucial public discussion about this institution's social mission—recognizing that any report dealing with human relations is inevitably a report-in-progress.

The University of Michigan Library
November 28, 1988

UNIVERSITY LIBRARY

DISTRIBUTION OF STAFF BY RACE

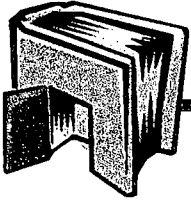
OCTOBER, 1988

<u>Job Family</u>	<u>Total # of Staff*</u>	<u>Asian</u>	<u>Black</u>	<u>Hispanic</u>	<u>Native American</u>	<u>White</u>	<u>Total Staff of Color</u>
Clerical**	149	16	14	3	1	115	34 (22.8%)
P/A	100	2	5	0	1	92	8 (8.0%)
Librarian	102	13	8	1	0	80	22 (21.56%)
GSA	16	1	0	0	0	15	1 (6.25%)
Total	367	32	27	4	2	302	65 (17.7%)

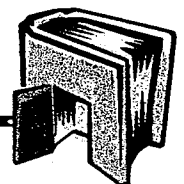
*Measured as # of staff on the payroll at that point in time...not FTE

**Includes service (union) and technical staff

Library Personnel Office
November 15, 1988



APPENDIX Two



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**POINT OF INTERSECTION II:
THE UNIVERSITY LIBRARY MOVES TOWARD DIVERSITY**

The University of Michigan Library
June 1990

POINT OF INTERSECTION II

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EXECUTIVE SUMMARY

The University of Michigan Library is making significant progress toward its goal of creating a multicultural organization. Diversity is valued as an essential element of the campus community and the society at large.

Among the Library's achievements between January 1989 and June 1990 are:

- * An increase in the percentage of minority library staff from 17.7% to 20%. Personnel is working proactively with supervisors and minority applicants to support diversity within Library units.
- * The offering of three new diversity-related workshops -- Managing a Culturally Diverse Workforce, Cross Cultural Communication and Stairs and Stares -- as well as continuing to offer Overcoming Racism: Exploring the Value of Diversity. Hundreds of staff members attended these programs in the past 18 months.
- * The establishment of the Library Diversity Committee formed to encompass the Diversity Task Force in recognition of their contributions to the Library. They have established long-range diversity goals and objectives and continue to serve as a coordinating committee for a variety of diversity activities.
- * A continuation of ambitious service programs in the Undergraduate and Graduate Libraries. The Undergraduate Library serves minority students with peer counselors, extensive specialized training in the use of resources, a wide range of publications on diversity topics, outreach to and cooperation with campus organizations, and regular exhibits.
- * In the Graduate Library, the Diversity Librarian works with minority and women graduate students and faculty to assist in orienting them to the Library and allied campus information resources, and with all faculty and administrators to identify or create resources which support diversity efforts on campus. Services offered include in-depth research consultations, database searches including monthly current awareness updates, and instruction in the use of computer tools for storing, organizing, formatting, and printing bibliographic citations.
- * The presentation of at least one diversity display or exhibit by each unit of the Library to share information and promote a hospitable environment for all members of the campus community.

Projects in progress for 1990-91 include:

- * establishing an active collaboration with the School of Information and Library Studies to develop a course, Sources and Methods for the Study of American Diversity.
- * providing training for potential minority clerical workers through the Training Intern Program (TIP).
- * planning a new workshop, in conjunction with the University's Gay and Lesbian community, on homophobia.
- * studying the issue of minority retention.

The University Library recognizes that there are a myriad of issues and feelings embodied in the term "diversity" that can only be adequately addressed through the continuous use of a variety of means. Efforts must be redoubled at this juncture to continue forward movement. The Library accepts this challenge and remains committed to the goal of becoming a multicultural organization.

PREFACE

Among our most satisfying actions as administrators at the University of Michigan Library has been lending support to the Library's excellent diversity efforts. Ultimately, an organization is only as good as its people, and staff have shown a tremendous dedication to advancing multiculturalism for the benefit of the campus community.

This document records the many efforts being made to achieve this goal. We feel that genuine progress has occurred, but there is still much more to be learned. Every university library has an obligation to pursue knowledge, not just collect it, and we can think of no area where this is more important than in promoting human understanding.

As our nation's demographic profile changes, we must change with it. The university library, as a crucial member of the higher education community, can create an environment which values diversity as another aspect of true intellectual and academic freedom. We, at the University of Michigan Library, continue this endeavor.

Robert M. Warner
Interim Director

Carla J. Stoffle
Deputy Director

June 1990

University of Michigan Library

Statement on Diversity and Library Services

As an institution whose mission lies in collecting and disseminating ideas that have emerged from diverse intellectual traditions representing many peoples over many centuries, the University of Michigan Library recognizes its special role in accommodating and promoting pluralism in all its rich forms. Its services are based on the principle that sustained intellectual excellence is a direct result, not an adjunct consequence, of diverse experiences and expressions interacting freely in an open society. Accordingly, the University Library encourages diversity among its patrons, its staff, and its collections and services. The Library guarantees students, scholars, and staff equitable access to its resources, and for employees, equal access for advancement, without regard to their race, color, creed, religion, national origin, sex, sexual orientation, ancestry, age, marital status, handicap, or Vietnam-era veteran status. The Library invites members of the University community to suggest ways that it may advance this policy.

University Library
November 14, 1988

INTRODUCTION

The University of Michigan Library staff has continued to make progress toward its goal of incorporating diversity into all parts of the organization. Since the first report eighteen months ago, staff have discovered that creating and institutionalizing diversity is a never-ending process. It is everyone's responsibility and requires the commitment of all.

Everyday, more is learned about subconscious discriminatory behaviors which restrict access for students and faculty. This also has an impact on the effectiveness of staff diversity efforts.

As is the case in most higher education institutions, the University of Michigan Library embraces a heterogeneous scholarly community more broadly than any single unit on campus. All persons engaged in educational and research enterprises use the library. As a pivotal campus facility, it intersects with every group and interest.

Evolving into a multicultural organization is a challenging undertaking. Words must be followed by actions. And these actions must be continuously assessed and refined to achieve ever greater levels of effectiveness. As the hub of knowledge for the campus, the University Library is becoming a leader in this important endeavor. It has spent the past eighteen months pursuing this course and what follows consists of reflections on the library staff accomplishments and aspirations for the future.

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The Multicultural Organization

As the University Library searches for ways to achieve true and lasting diversity, it has become clear that it must evolve into a multicultural organization. An understanding of the definition of a multicultural organization (MCO) and its stages of development is of primary importance. A presentation of this concept, developed by Bailey Jackson and Evangelina Holvino, is presented here as a way to focus on the efforts taken by the Library to begin to institutionalize a genuinely pluralistic environment.*

Jackson and Holvino make the case that traditional organization development has not been successful in creating social justice in the workplace and that individual consciousness raising has not improved the environment significantly for minorities, women, and the disabled. They go on to say that the successful organization of the future must be aware of changing demographics, the emergence of a "socially diverse marketplace", and the growing body of evidence that documents the role of a fair and equitable workplace in increasing productivity.

Jackson and Holvino's paper more fully expresses the ideas summarized here and it is suggested that it be read in its entirety. Briefly, they describe four basic elements of a MCO: social/cultural representation (equity in the number of social or cultural groups represented in the organization), valuing and capitalizing on differences (fulfill the mission of the organization by encouraging a wide variety of cultural perspectives at all organizational levels), the elimination of racism and sexism, and a diversity of stakeholders (persons of diverse backgrounds are accepted as holding legitimate claim to a share of the mission of the organization).

The authors expand these themes into a visionary description of a multicultural organization, committed to fulfilling its social responsibility, internally and externally.

"The multicultural organization:

- * reflects the contributions and interests of diverse cultural and social groups in its mission, operations, and product or service*
- * acts on a commitment to the eradication of social oppression in all forms within the organization. It is also sensitive to the possible violation of the interests of all cultural and social groups whether or not they are represented in the organization*
- * members of diverse cultural and social groups are full participants at all levels of the organization, especially in those areas where decisions are made that shape the organization*

- * *follows through on its broader external social responsibilities including its support of efforts to eliminate all forms of social oppression. This also involves the support of efforts to expand the multicultural ideology."*

A model development process to achieve the multicultural organization has been designed by Jackson and Holvino (Figure I). This model has six stages within three levels:

Level I THE MONOCULTURAL ORGANIZATION

This level seeks to maintain the status quo by "enhancing the dominance, privilege, access of those in power" (generally white, able-bodied males).

Stage 1 (Level I) The Exclusionary Organization is primarily interested in maintaining the dominance of one group over other oppressed groups on the basis of sex, race, gender, or cultural identity.

Stage 2 (Level I) The Club does not outwardly espouse white male supremacy but does act out views in an attempt to maintain control and privileges of those who have traditionally held the power.

Level II THE NON-DISCRIMINATING ORGANIZATION

This level consists of "non-discrimination in a monocultural context" -- i.e. it admits people of different cultures into the organization without changing fundamentally.

*Stage 3 (Level II) The Compliance Organization is committed to removing some of the discrimination found in the earlier stage of *The Club* by allowing minorities and women to enter, but avoids tampering with the actual structure, mission and culture of the organization in the process. The organization's method for changing its racial and gender profile is often to actively recruit and hire more racial minorities and women at the bottom of the system. If they are hired or promoted into management positions they are generally seen as "tokens" and must be "qualified team players". They must be "exceptional" and not openly challenge the organization's mission and practices.*

Stage 4 (Level II) The Affirmative Action Organization actively recruits and promotes women, racial minorities and members of other social groups which are generally denied access. Moreover, support of the growth and development of these minority employees is demonstrated through programs that increase their chances of success and mobility in the organization. The Affirmative Action Organization has evolved and now addresses employee attitudes toward oppression, conducts workshops on racial and sexual discrimination, and broadens its perception of diversity to include all socially oppressed groups. Regardless of this, the organization's members remain committed to conforming to the norms and practices of the majority group's world view.

Level III THE MULTICULTURAL ORGANIZATION

This level emphasizes "a) diverse cultural representation, b) equitable distribution of power and influence, c) the elimination of oppression, and d) multicultural perspectives in the larger society."

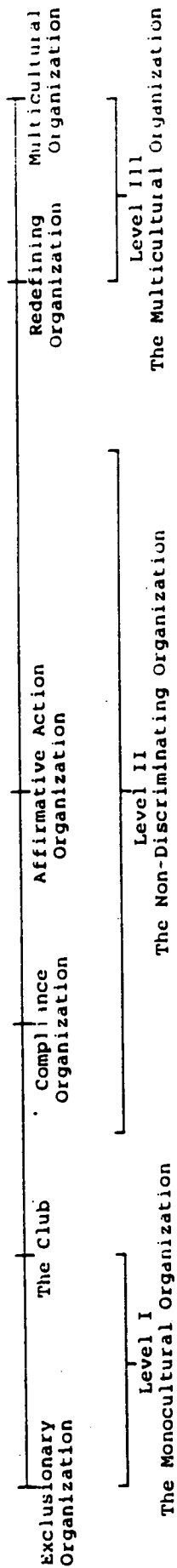
Stage 5 (Level III) The Redefining Organization No longer content with just being anti-racist or anti-sexist, a commitment is made to examine the organization's activities for their impact on all of its members' ability to participate in and to contribute to the organization's growth and success. The limitations of the prevailing cultural perspective are questioned as to their influences on the organization's mission, structure, management technology, psychosocial dynamics and product or service. New approaches and alternative methods of organizing are explored which guarantee the inclusion, participation and empowerment of all of the organization's members.

Stage 6 (Level III) The Multicultural Organization is achieved by fulfilling all four elements of Jackson and Holvino's vision described earlier.

All of these stages and levels are sequential; experiencing a stage contributes to the organization's ability and need to advance to the next stage. In addition, different stages may be exhibited concurrently in various divisions, departments, and offices of the organization. The University Library is steadily working to make the ideal of a multicultural organization a reality. The Jackson and Holvino paradigm serves to articulate both a process and a goal for future progress.

** Jackson, Bailey and Evangelina Holvino. Multicultural Organization Development. PCMA Working Paper #11; CRSO Working Paper #356. (Ann Arbor, Mich.: University of Michigan, Center for Research on Social Organization, 1988.)*

Figure 1
Multicultural Development Continuum*



*based on Multicultural Organization Development
by Bailey Jackson and Evangelina Holvino

UNIVERSITY LIBRARY PROGRAMS AND SERVICES IN SUPPORT OF DIVERSITY AT THE UNIVERSITY OF MICHIGAN - 1990 UPDATE

Initial Accomplishments, 1985 - 1988

From 1985 to 1988, the period covered in the first report, the University Library took a number of initiatives to enhance its pluralistic qualities and services.

In terms of staffing, an assertive program of recruitment resulted in raising the percentage of minority staff to 17.7%.

The Library took several concrete steps to sensitize its employees to the realities and virtues of pluralism. Among the diversity projects established were a weeklong workshop on racism -- a major catalyst for more recent efforts -- and such ongoing endeavors as discussion groups, a film series, and a staff-generated "amity program" that personally welcomes new employees to the Library.

To serve undergraduates, the Library continued its notable Peer Information Counseling Program. And it cooperated with such campus services as the Comprehensive Studies Program and its Summer Bridge Program and the College of Engineering's Summer Minority Program.

Faculty, researchers, and administrators were served by the addition to the Graduate Library staff of a Diversity Librarian -- one of a few such positions in the nation. This person is responsible for designing and performing library services that specifically aim at promoting the idea of diversity as a matter of course on this campus, in both social and intellectual terms. The position's presence brought considerable strength to continuing efforts to add breadth and depth to the collections and to bibliographic services in support of pluralism.

Other projects included an evaluative workshop for the Library's Diversity Task Force to assess its recent actions and focus its goals on additional projects.

Overall, the University Library not only developed specific programs, but established processes intended to ensure an active recognition of pluralism as part of the normal shape of life at the University of Michigan.

Further Progress, 1989 - 1990

Recruitment of Personnel

Since 1985, the University of Michigan Library has made significant progress in developing a diverse staff. In April of 1985, minority persons accounted for 13.2% of the staff. In October 1988, when the first Point of Intersection report was written, the percentage was 17.7%. The most current personnel report, April, 1990, indicates that minorities now comprise 20% of Library staff. This represents seven more newly hired minority persons in 16 months. Library Personnel and supervisors are striving for constant, steady progress over time as they hone their skills in the complexities of minority recruitment.

Staff Hiring Initiatives

Initial efforts to hire a diverse workforce concentrated on reviewing University and Library personnel practices. The Library continues to adjust job descriptions routinely to remove extraneous qualifications, post positions in publications known to be of high interest to minorities, and target mailings to potential applicants.

More recently, Personnel has begun one-on-one counseling of supervisors to assist them in developing the skills and values needed to meet Library and unit diversity goals. Personnel challenges Library supervisors to introduce diversity into their hiring processes and thinking. They support supervisors by reviewing searches and hiring decisions with them, helping them build a diversity perspective.

Minority persons seeking employment with the University Library are often directed to all openings for which they meet the minimum qualifications. This helps to keep from losing minority candidates who may only be aware of one opening, but who could also be in consideration for other positions.

A recent incident demonstrates the Library's proactive posture in employing the disabled. A person being considered for a clerical position had a condition which prevented her from accurately representing her keyboard abilities when taking the University-wide typing test on a standard typewriter. Library Personnel challenged the policy of testing on outdated typewriters instead of using computer keyboards. Keyboards are movable, allowing for better performance for some disabled people. The disabled candidate was able to more accurately represent her typing abilities by using the keyboard and was hired. The University agreed to change its mechanism for testing typing proficiency to allow for the use of keyboards. Although this is a small victory, it will have lasting significance for the disabled on the University of Michigan campus.

Workshops on Diversity Issues

The workshop on racism, Overcoming Racism: Exploring the Value of Diversity, continues to be available to all new staff. Designed by Dr. Frances Kendall and first given to all staff in the Spring of 1988, this workshop seeks to empower individuals to develop a sense of personal and collective control over the effects of racism in the working environment and promote diversity as a positive force. Four more sessions of this workshop have now been presented and were attended by 75% of new employees.

The Library recognizes that there is no one "quick fix" to teach staff everything necessary for creating a diverse workplace. Building on the experience and feedback from the first training, several other workshops have been offered. Working with staff, Dr. Kendall developed a workshop entitled Managing a Culturally Diverse Workforce which looks at how biases, perceptions, and expectations about work affect the management of others. The workshop also examines what it means to manage a diverse workplace and identifies work styles and their relationship to culture. This type of in-depth training reinforces the learning that occurred in the earlier workshops while expanding the staff's knowledge of particular skills related to their daily activities.

A three-part workshop on Cross-Cultural Communication began with describing the problems of ethnocentrism and introduced participants to the difficulties of communication across cultures (including elements of American culture which may inhibit communication). Succeeding parts dealt first with the differing styles of communication among American majority and minority populations, then with how American majority values affect communication with minorities and foreigners.

Aside from race and multiculturalism, the Library acknowledged the needs of the disabled by offering special sessions of a university-designed workshop called Stairs and Stares which is intended to increase sensitivity to architectural and attitudinal barriers and responsiveness to disabled persons in the library setting. As more is learned about the benefits of a diverse environment, the need to explore other types of differences, within the campus community and the broader society, is greater. The Library is attempting to incorporate this into its overall philosophy of service.

In addition to system-wide diversity workshops, individual libraries are beginning to create learning opportunities for their staff. Recently, the Graduate Library sponsored a workshop attended by 42 staff members, Cultural Diversity and Internationalism in American Research Libraries. This workshop provided staff with the information on how internationalism effects the daily operations of libraries.

Workshop participants have been asked to evaluate these sessions. This has been helpful, not only for gauging effectiveness, but also for planning future topics and activities. Dr. Frances Kendall's return was well-received by new staff members, according to these evaluations. Although

many participants expressed discomfort in revealing their own stereotyping in one workshop exercise, many others found it very helpful in becoming aware of and dealing with stereotypes. Many were left wanting more time "...so that not only racial diversity could be discussed, but religious, sexual, gender..." The Library is working to meet these needs as well.

To have the concept of diversity truly take hold, the education process must be an ongoing one. Awareness, enlightenment, and the ability to practice what is learned in a safe environment -- supportive of questioning and vulnerability -- must be available to all. This is essential to any diversity effort and most directly confronts both individual and institutional discrimination.

Library Diversity Committee

This year, the Diversity Task Force was made a standing committee in recognition of the continuing contribution it was making to the Library. The Library Diversity Committee's charge is to support the Library's diversity efforts:

- * by serving as an advisory group to the Library Administration and a resource for the staff;
- * by providing leadership to the staff and the Library's community of users;
- * by serving as a model working across racial and cultural lines; and
- * by participating actively in the planning for and implementation of diversity activities.

Aside from being racially diverse, the group represents every stratum of the organization. This broad participation of staff working and planning together strengthens the group's effectiveness. The committee has received training in team building and provides extensive orientation to new members to ensure that they understand the purpose and goals of the committee.

The Library Diversity Committee has just completed a set of long-range diversity goals and objectives for the Library. Their goals are:

- * to build a collection that reflects a diverse cultural background and that is strong in diverse subject areas,
- * to recruit and retain staff who represent diverse backgrounds, cultures, races, and languages in all job families, in all Library units,
- * to build an environment conducive to the education, work, and research of a diverse University community,
- * to attract graduate and undergraduate students from a wide range of backgrounds to the University of Michigan and to the profession of library and information sciences,
- * to provide leadership for the campus community in identifying and addressing issues relating to diversity.

Recent committee activities have included working on an evaluation of the staff's awareness and satisfaction with Library diversity efforts, sponsoring two film series on diversity topics, and establishing a working relationship with the Gay and Lesbian Library Staff group to make the library more welcoming and supportive of lesbians and gay men.

The Committee has formed subcommittees to begin work on a number of diversity concerns. These subcommittees draw from staff volunteers outside the Committee as well as Committee members. Among the areas they cover are mentoring, programming, exhibits, and education/training.

The Committee continues to support the Amity Program which connects new employees with staff volunteers to help ease their way into the professional and social life of the Library and the community.

In addition to working on their various service projects, the Library Diversity Committee meets regularly to discuss diversity issues and give input to Library Administration on these issues. They are the coordinating unit for the wide range of diversity efforts undertaken by the Library.

As an institutionalized group within the Library, the Committee has set an ambitious course for itself to provide leadership in the area of pluralism while creating programs and services which touch both staff and the campus community.

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Undergraduate Student Services

Cooperative Efforts

The Undergraduate Library continues to provide a variety of services of special interest to minority students. Cooperation continues with the Comprehensive Studies Program (CSP) which assists many minority students in improving their research skills. This year, CSP tutors are working out of the Academic Resource Center area of the Undergraduate Library.

Ties with the Athletic Department and the Computing Center are maintained through the shared responsibility for the Academic Resource Center which serves to build skills in the use of electronic resources. Collaboration has also continued with the Summer Bridge Program and the Minority Engineering Programs Office, both of which bring minority students to the library for special bibliographic instruction.

Peer Information Counseling

A program of the Undergraduate Library and the oldest library-based service for minorities at Michigan, the Peer Information Counseling Program (PIC) recruits minority students to help undergraduates of all backgrounds use the resources of the library.

PIC counselors provide information assistance by working one-on-one with students wishing to learn to use Michigan's sophisticated on-line catalog or wordprocessing. They also help with basic research and simple reference, assisting with term papers. Training for the ten PIC staff members consists of a rigorous seven-session program followed by bimonthly meetings to develop more in-depth expertise.

Working from the Undergraduate Reference Desk, the PIC counselors spent much of the past eighteen months assisting undergraduates with the more sophisticated databases which have been mounted on MIRLYN, the Library's NOTIS-based on-line catalog. They also help some students overcome their reluctance to use other, more complex libraries on campus by acting as guides to these sometimes intimidating places. PIC counselors report that without this personal assistance, these students would not have accessed these materials on their own.

PIC staff are active in a number of outreach efforts geared to the current or potential minority student. Some recent outreach efforts included:

- * participating in Info*Fest (an annual program to inform residence hall students about library services),
- * working with the Summer Bridge Program which prepares incoming minority freshman for college life,
- * volunteering to participate in a number of activities related to the campus-wide Martin Luther King Day observances,

- * meeting with junior high school minority students to serve as role models and impress upon them the importance of information literacy,
- * assisting with the Academic Resource Center Open House, and
- * working with librarians and the School of Information and Library Studies recruiter to inform minorities about opportunities in the field of librarianship.

PIC students also create diversity-related print materials, including a PIC newsletter, and handouts and bibliographies on subjects of importance in a multicultural environment.

The PIC Program has two major objectives. The obvious one is an innovative way to provide support for undergraduates in the use of the library. Just as important is the other, less tangible, objective to create positive minority role models for all students by exposing them to these well-trained, highly competent peers. There is always a large minority presence in the Undergraduate Library due, in part, to the feeling of safety and acceptance the PIC counselors help to provide.

Additional Undergraduate Diversity Efforts

Aside from the diversity activities described above, the Undergraduate Library has distinguished itself by aggressively promoting diversity on a continual basis. Among the accomplishments is the production of a wide range of publications relating to diversity which assist students with their studies on these topics. These include research guides, lists of significant reference works, a Contemporary Issues series (Discrimination in Education, Aging in Our Society, etc.), bibliographies and bookmarks.

During the past eighteen months, the staff have also mounted 17 different exhibits on multicultural subjects which included coordinated handouts, graphics, and information on associated groups or organizations. Undergraduate Library staff participated in such campus events as the Voices of Women of Color Film Festival, the Martin Luther King Convocation, and the Martin Luther King/Parks/Chavez Scholar Days as well. For them, encouraging diversity is basic to all they do.

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The Diversity Librarian

Since August, 1988, the Diversity Librarian has been charged with developing programs to 1) provide assistance to minority graduate students and faculty in their areas of research and teaching; 2) support research and instruction in the areas of gender, race and ethnic studies; 3) support departmental and administrative diversity initiatives; and 4) monitor and coordinate library acquisitions in the areas of gender, race and ethnic studies.

Services to Minority Graduate Students and Faculty

Since her appointment a little less than two years ago, the Diversity Librarian has provided assistance to over 200 minority graduate students and faculty. Services offered include orientation to the Library and allied campus information resources, in-depth research consultations, database searches including monthly current awareness updates, and instruction in the use of computer tools for storing, organizing, formatting and printing bibliographic citations.

The interdisciplinary nature of gender, race, and ethnic studies presents researchers in these areas with special obstacles in identifying and accessing needed library resources. The Diversity Librarian has developed a number of programs intended to ease the search process, extend awareness of relevant resources and increase the efficiency and productivity of campus scholars working in these areas. During the first year of this program, the Diversity Librarian offered two faculty seminars (with a total of twenty-three participants) on strategies for conducting library research on women and minorities; compiled a comprehensive bibliography for U-M Black studies on microfilm; developed research guides for Black studies, women's studies, and gay/lesbian studies; conducted instructional sessions for nine courses; and provided general and in-depth reference service for more than one hundred-fifty students and researchers working on issues of race and gender.

Support for Department and Administrative Diversity Initiatives

The Diversity Librarian also supports administrative units developing diversity-related programs. In her first year, the Diversity Librarian had approximately thirty requests for information from administrative units including Dean's offices in the Schools of Law, Nursing, and Engineering; the Office of the Vice President for Research; the Office of Affirmative Action; the Office for Minority Affairs; the Office of the President; and such campus committees as the Senate Advisory Committee on University Affairs, Academic Affairs, and Minority Affairs. For example, an Associate Dean of a professional school requested a bibliographic search for books and articles on minority recruitment and retention. The request was satisfied and over the course of the year was followed with four subsequent contacts for broader and more in-depth information as the Dean was attempting to develop a comprehensive program of multiculturalism. These ongoing relationships support the flow of information on multiculturalism to key decision makers.

Library Acquisitions

The appointment of a Diversity Librarian has made it possible for the Library to develop more comprehensive resources in the areas of gender, race, and ethnic studies. The Diversity Librarian has identified some historic gaps in the collections and developed a plan for locating and acquiring these materials. She has also been successful in tracking the output of current, non-mainstream sources related to gender, race and ethnic studies.

The Diversity Librarian works with colleagues through planned programs and individual contact to sensitize them to the importance of seeking certain types of material for the collections. Librarians with collection responsibilities in literature, history, the social sciences, humanities, and science have all been made aware of the value and means of acquiring materials of importance to scholars in race and gender studies. A recent review of Graduate Library acquisitions shows that close to one thousand such items were bought last year by sixteen different librarians managing 22 separate book funds. The coordinating and educational role played by the Diversity Librarian is critical for the continued success of the Library's collection development efforts.

In addition to the points discussed above, the Librarian has mounted three displays to call attention to Library resources in gender, race, and ethnic studies. She has also participated in planning campus programs for Martin Luther King Day and is currently serving on several campus committees including the planning group for the Voices of Women of Color art exhibition, the Affirmative Action Resource Center Committee, the Minority Affairs Committee, and the Women's Studies Executive Committee. In each case, the Diversity Librarian contributes not only extensive library resources, but also her personal knowledge and energy.

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Programs and Exhibits

Diversity-related programs and exhibits are important for introducing new information in an enjoyable, non-threatening way. They provide visual evidence that many cultures and philosophies are welcome in the library. Over the past year and one-half, the University Library:

- * sponsored two film festivals which included notable films on a number of racial and ethnic groups, as well as gays and lesbians. These series were supported by reading lists and discussion sessions held after the films.
- * held, in conjunction with the School of Information and Library Studies, Martin Luther King Day programs in January of 1989 and 1990. The 1989 program featured renowned poet Gwendolyn Brooks who spoke about her experiences as a Black writer and read from her works. The 1990 program was a panel of Black writers and publishers who recounted their efforts to gain exposure in the predominantly white publishing industry. For each program, a resource list of appropriate information was developed by library staff. These programs have been very successful, attracting large audiences of students and faculty eager to learn more about the Black literary experience.
- * co-sponsored the Voices of Women of Color, a major campus-wide art exhibit which featured art by Black and Latin-American women.
- * featured a large variety of exhibits in the units. Some of these displays celebrated minority culture as did The Rulers of Africa exhibit in the Serials Division, Paintings and Sculptures by African American Artists in the Art and Architecture Library, People of Color in the History of Art in the Fine Arts Library, and Diversity Through Literature in the Graduate Library. Others celebrated well known Blacks like the Natural Science Library's display on Martin Luther King. The Rare Books and Special Collections Library has mounted two exhibits -- African Americans in American Culture, and The Civil Rights Movement -- using original copies of rare materials housed in that library.

Among some of the professional libraries, attention is given to minority professionals. For example, Taubman Medical Library mounted exhibits on The History of African American Women in Nursing and on the research interests of minority faculty at the University of Michigan Medical School and Hospital. The Engineering Library focused on displays of minority engineers as just one part of their ongoing cooperation with the Minority Engineering Program Office. The Music Library featured two displays devoted to African American musicians.

These are just a few examples of the continuing staff efforts to integrate diversity into the Library.

Projects in Progress

The University of Michigan Library is making good progress toward its diversity goals, but there is still a long way to go. Staff continues to create new opportunities to expand the multicultural environment. Among the projects ready for implementation in 1990-91 are:

- * The Joint Education Proposal which will establish an active collaboration between the University Library and the School of Information and Library Studies for several exciting ventures. Among the most important is the development of a course, Sources and Methods for the Study of American Diversity, which will cover how information is shared within different cultural groups, and how society's dominant culture influences the intellectual and practical accessibility of information. Course faculty will be drawn from SILS faculty and University Library staff with specific expertise in and commitment to these issues.
- * The Training Intern Program (TIP) will assist four minority candidates for clerical positions to learn the specialized skills needed for library work while they hone their clerical skills. The intent is to make them more competitive in clerical applicant pools which frequently have persons with library experience as well as the minimum job qualifications.
- * A new workshop for staff on homophobia is being planned by Library Personnel and members of the University's Gay and Lesbian group.
- * The problem of retention and promotion of minority librarians will be studied. It is not enough to recruit them if the professional and social environment of the organization does not encourage them to stay. Larger settings, such as the University of Michigan Library run the risk of becoming training libraries for a few select minority librarians, hired in the lower ranks, who then are forced to leave to get a promotion.
- * The PIC Program is negotiating a renovation of the Academic Resource Center, in conjunction with the Computing Center and the Athletic Department, to significantly upgrade the quality of the computing equipment primarily used by minority students and athletes. PIC counselors will also begin tutoring 100 athletes in the use of Macintosh and Zenith microcomputers.
- * As another symbol of the institutionalization of diversity within the Library each public services unit has incorporated individual diversity goals and objectives into its 1990-91 service plans.

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Conclusion

Becoming a multicultural organization and overcoming the many faces of discrimination is a formidable endeavor. The Library has all the problems, concerns, and opportunities of any organization striving to achieve diversity. Moving ahead requires constant awareness of the issues and the willingness to retrace previous steps, taken along the way, as many times as necessary. Maintaining momentum may be even more difficult than initiating action. This process may eventually become more routine, but it will probably never be easy.

Progress can be made, but retrenchment is always a possibility unless new values can be inculcated into every part of the organization. This is just one of many lessons Library staff have learned since they began the long road to the multicultural organization five years ago. They have also learned that there is no one workshop, policy or other single remedy that creates the desired result. The myriad issues and feelings embodied in the term "diversity" can only be addressed adequately through a variety of means.

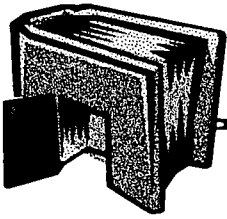
The Jackson and Holvino model of the Multicultural Organization demonstrates the complexity of a pluralistic workplace. On their continuum, the University of Michigan Library is now beyond the Affirmative Action Organization and is beginning to show some signs of the Redefining Organization. Diversity is starting to mean that the organization is willing to at least explore participation and empowerment of all its members. The level of effort necessary to go from expressing a commitment to actualizing it is the difference between hearing a symphony and writing one. The Library accepts this challenge and will continue to work toward this goal.

Increasingly, the University Library is not just leading its own effort, but becoming a source of encouragement for others. Units on campus and other libraries across the country have seen the first Point of Intersection report and have sought further advice from Michigan Library staff. With leadership comes responsibility, and staff make sharing their experience with the field -- both the triumphs and the setbacks -- a high priority.

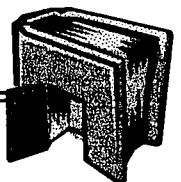
The University of Michigan Library supports diversity as a direct benefit to all members of the campus community. Those who broaden their perspectives to encompass other parts of humanity are as enriched as those who have had their opportunities expanded. The goal is to help institutionalize not just the multicultural organization, but the multicultural society. The University Library remains committed to this mission.

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APPENDIX THREE



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**THE UNIVERSITY OF MICHIGAN
UNIVERSITY LIBRARY
DISTRIBUTION OF STAFF OF COLOR -
LONGITUDINAL STATISTICS**

TOTAL STAFF

RACE	Asian	African American	Hispanic	Native American	Total Minorities	Total Staff	% of Total Staff
YEAR							
1985	27	14	3	3	47	355	13.2
1986	30	21	2	2	55	367	15
1987	29	19	3	2	53	355	14.9
1988	34	24	4	2	64	372	17.2
1989	32	26	5	2	65	377	17.2
1990	34	29	7	2	72	360	20
1991	40	35	8	2	85	374	22.7
1992	34	40	8	3	85	368	23.1
1993	38	36	10	4	88	369	23.8
1994	40	43	9	4	96	377	25.5
1995	37	39	12	3	91	372	24.5
1996	34	39	9	3	85	382	22.3
1997	38	39	10	3	90	389	23.1

CLERICAL STAFF

RACE	Asian	African American	Hispanic	Native American	Total Minorities	Total Staff	% of Total Staff
YEAR							
1985	10	9	2	1	22	153	14.4
1986	10	12	2	1	25	153	16
1987	11	10	3	1	25	149	16.7
1988	16	13	2	1	32	151	21.2
1989	15	13	3	1	32	150	21.3
1990	17	15	5	1	38	129	29.5
1991	22	17	5	1	45	142	31.7
1992	18	19	4	2	43	127	33.9
1993	18	20	9	3	50	134	37.3
1994	20	25	8	2	55	135	40.7
1995	16	24	9	2	51	136	37.75
1996	11	21	4	3	39	136	28.7
1997	14	21	3	3	41	141	29.1

PROFESSIONAL & ADMINISTRATIVE STAFF

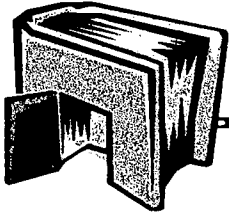
RACE	Asian	African American	Hispanic	Native American	Total Minorities	Total Staff	% of Total Staff
YEAR							
1985	5	2	1	2	10	87	11.5
1986	4	5	0	1	10	94	11
1987	3	5	0	1	9	93	9.6
1988	2	5	1	1	9	99	9.1
1989	3	5	0	1	9	102	8.8
1990	4	7	0	1	12	115	10.4
1991	4	8	1	1	14	114	12.3
1992	5	8	2	1	16	122	13.1
1993	8	7	0	1	16	122	13.1
1994	7	7	1	2	17	124	13.8
1995	7	9	2	1	19	120	15.8
1996	10	11	3	0	24	120	20
1997	9	12	4	0	25	127	19.7

LIBRARIAN STAFF

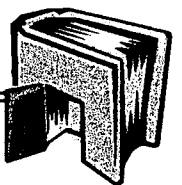
RACE	Asian	African American	Hispanic	Native American	Total Minorities	Total Staff	% of Total Staff
YEAR							
1985	12	3	0	0	15	115	13
1986	15	4	0	0	19	102	19
1987	14	4	0	0	18	95	18.9
1988	14	6	1	0	21	105	20
1989	13	8	2	0	23	109	21.1
1990	13	7	2	0	22	101	21.8
1991	14	9	2	0	25	105	23.8
1992	11	11	1	0	23	106	21.7
1993	11	9	0	0	20	102	19.6
1994	13	10	0	0	23	107	21.5
1995	14	6	1	0	21	108	19.4
1996	13	6	2	0	21	115	18.3
1997	14	6	2	0	22	111	19.8

Statistics were sampled in the Spring of each year (February-April) 1985-1997.

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APPENDIX FOUR



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MEMORANDUM

TO: University Library Staff

FROM: Don Riggs, Dean
Alan Pollard, Chair, Library Diversity Committee
Karen Downing, Assistant to the Dean for Cultural Diversity

DATE: February 21, 1996

SUBJECT: New definition of diversity document and upcoming visit by Kriza Jennings

In preparation for the upcoming visit by Kriza Jennings from ARL/OMS (Association of Research Libraries/Office of Management Services), we are distributing a draft of a new document developed by the Library Diversity Committee (LDC). It is a redefinition of the library's meaning of the term *diversity*.

A short history of how this document came into being is in order:

In the Spring of 1995, Kriza spent two days with the LDC to help us develop a plan for moving the work of the committee forward. During that time she encouraged the committee to reevaluate how we define diversity. She felt our definition, and subsequent planning of activities were too narrowly defined. The narrow definition led to exclusion, rather than inclusion, as evidenced by too few people attending diversity related activities. She told us about university libraries all across the country that were moving their diversity programs forward by expanding the definition of diversity to be more inclusive.

After Kriza's visit, the committee discussed possible positive outcomes as well as possible pitfalls of expanding our definition. Many of us were afraid that by expanding the definition, we might lose our focus on issues of equity and dilute the progress we have made thus far. With only finite resources and time, we felt it was risky to move in another direction. On the other side, we felt our work had stalled, and that we hadn't captured the interest or made clear the relevance of the program to all staff. From our evaluations, we found many people feel disconnected from the diversity program, and are not sure how it relates to them. In the end, we felt it was worth the risk to try something new, with assurances from Kriza that this approach has done wonders for other library diversity programs. During this time, the Office of the President developed a very helpful document that reflected virtually the same lines of thinking. It offered an expanded definition of diversity very similar to our thinking. We chose to use many parts of that document while incorporating our own issues into our document.

University Library Diversity Definition

A New Definition of Diversity

Diversity is defined as all the characteristics that can be used to describe humans. We are all diverse in many ways. It is the unique intersections of these characteristics that define each individual's diversity. A few examples of these characteristics include:

age	marital status
ancestry	nationality
cognitive style	physical ability
cultural background	physical appearance
economic background	political affiliation
ethnicity	race
gender	religious belief
geographic background	sexual orientation
language(s) spoken	

Diversity Means All of Us

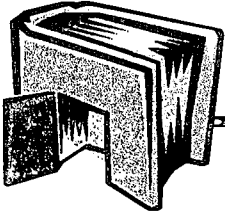
To create a welcoming and respectful environment and organizational cultural within the library, we must not assume that people who have characteristics different than our own necessarily have the same needs, experiences, and points of view that we do. At the same time, we must not make the assumption that "they" are all the same (1,p7) . Therefore, we must expand our definition of diversity to include all of us. This requires a different mindset; one where the emphasis is on how we as individuals can all contribute to a diverse workplace.

Issues of Equity

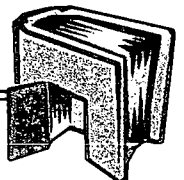
Having stated the above, we must recognize that not everyone faces the same consequences for their diversity. We cannot forget that issues of difference are closely tied to issues of power and discrimination. Issues of equity are inseparable from issues of diversity. Individuals are judged by how they fit into the characteristics outlined above. "We must remember that equality will require effort, resources, and commitment to both structural change and (continuing) education" (ibid).

Diversity is not just about numbers. It requires profound structural and cultural change. We will not succeed in creating a truly diverse environment until every individual feels valued, respected, and that their points of view and experiences are important to the workings of the organization (1,p8).

1 University of Michigan, Office of the President. *Diversity at the University of Michigan*. Spring 1995.



APPENDIX FIVE



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Notes from Meeting with Kriza Jennings 3/17/95

Need to create an environment where everyone is Valued, Welcomed and Respected.

Questions to ask:

- What does a workplace look like which welcomes and values diversity?
- How do you develop and foster an environment which welcomes and values diversity?
- What activities can be implemented in the library workplace to support and provide opportunities for diversity?
- What are the challenges and barriers to developing this environment? How can one respond to these challenges and barriers?

Things we need to think about:

- Definition of diversity for the library
- Role/function of this committee in advancing diversity (our charge needs work)
- What is the library's diversity program?
- Committee operations- how do we communicate? use our time? what we want to get from this committee?
- How we define and explain ourselves to the staff

To act on these issues we need:

- Identify what we can address. Where do we need others to take the lead and/or participate?
- Timeline for how long we will explore issues. At some point we will have to jump in and do it!
- Focus on our role and function--what do we need to learn/experience as a committee to better lead/share? (Self development)
- What are our goals and expected outcomes/results?

To understand one another, we need:

- Discussion of our definition of diversity
- To put new definition in our documents

Any new program must involve multiple approaches, philosophies and focuses. There are no formulas.

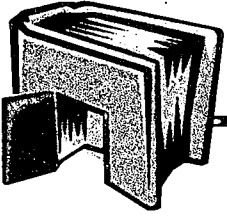
An important goal for any setting within an organization is to always ask before acting: "Is there a diversity implication here?" More people will get involved this way.

An comprehensive diversity program is NOT just a diversity committee. The diversity committee is just one component of the program. A full program must include:

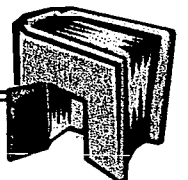
- Individual responsibility (goals, must be willing to learn)
- Department or Division responsibilities-supervisors and managers (strategic plan)
- Committees (must integrate diversity into every standing committee and must have accountability)
 - *Librarywide
 - *Staff Development
 - *Services and Programs
 - *Collections
- Administration - role: how can we get all people /policies to look at and have accountability from all staff? Budgetary responsibilities.
- Personnel
- University-wide program
- Community
- Association (eg: ALA)

We need to think about what the diversity committee will do out of this whole pie. We are one small piece of the pie. "One may opt out of a workshop, but not the program."

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APPENDIX SIX



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OMS VISIT BY KRIZA JENNINGS

Visit to occur March, 1996 to coincide with Performance Goals writing for 1996/97

Day 1, Tuesday, March 12

- **8:30-9:30 - Meet with Cataloging (52), Acquisitions (Mono & Ser=30)**
Goals of session: how to tie diversity in with this work, sharing other libraries' experiences, share what we are already doing.
Issues: retention/organizational culture, subject work, working with diverse colleagues and vendors, etc.
- **9:30-11:00- Meet with Digital Library Initiatives (5), Systems (8), HTI, Media Union (15), KNC, Tech Coordinators**
Goals of session: to understand how technology and diversity impact one another.
Issues: recruitment, retention/organizational culture, inequities in K-12 access, primarily White/male area historically, collaborations, etc.
- **11:00-12:30 - Meet with Reference, BI, Liaison/Outreach and Collection Developers**
Goals of session: Defining shared goals, sharing experiences, hearing about other libraries' work in this area.
Issues: retention/organizational culture, working with diverse public, targeting populations, collaborations, collecting "non-mainstream" materials, producing diverse materials, etc.
- **12:30-1:45 - Lunch with the Residents**
Goals of session: To discuss role of OMS Diversity Consultant for ARL libraries. Give the residents a sense of the history and scope of the role and future directions.
- **2:00-5:00 - General diversity session for new and continuing employees**
Goals of session: To raise awareness of cultural diversity issues in the workplace.
Issues: Communication, Issues of power and privilege, class issues, challenging personal/societal assumptions, facts & figures, etc.

Preservation (24) groups

Day 2, Wednesday, March 13

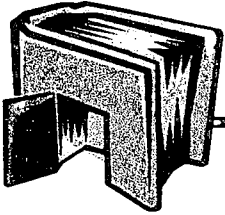
- **8:30-10:00 - Meet with CAS (35), Circulation (30) and Stacks Maintenance (inc. Buhr) groups**
Goals of session: To understand how everyday interactions and decisions affect diversity, sharing of experiences, learn what other libraries have done in these areas.
Issues: retention/organizational culture, working with a diverse public/staff, intercultural communication, handling difficult situations, etc.
- **10:00-12:00 - Meet with Dean's Assembly (60?)**
Goals of session: talk about supervisors' special role and responsibilities in diversity program, sharing of unit level programs and experiences, accountability and encouragement of unit level supervisors for their staffs' goal writing, as well as their own, etc
Issues: organizational culture issues, coaching and encouragement skills, rewarding staff, conflicting messages and priorities, etc.
- **12:00-1:30 - Lunch with Strategic Planning Committee (12)**

Goals of session: To review the strategic plan and think about ways the plan might be able to impact/assist units, committees, individuals in setting goals. Also, how can plan be improved?
Issues: accountability, priority setting, retention and organizational culture.

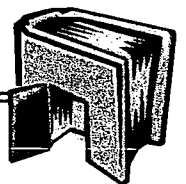
- **1:30-3:00 - Meet with Area Programs (20), Asia Library (?), and International Initiatives (1)**
Goals of session: to learn about other libraries' efforts,
Issues: organizational culture, working with a diverse staff and public, cross cultural communication, collection issues, etc.
- **3:30-5:00 - Meet with Executive Council (5)**
Goals of session: To review their role in the diversity program at large, and goal writing specifically, hearing about other libraries' efforts
Issues:
 - shaping the culture of the library
 - managing resources (of all kinds) with an eye to issues of diversity
 - insuring accountability and participation of cluster/division managers (meaningful goals)
 - integration of technology and diversity (specifically people of color)
 - writing their own goals around diversity issues.

Day 3, Thursday, March 14

- **8:30-10:00 - Meet with miscellaneous groups Library Development (2), Library Public Relations, Communications, Grants (1), Administration/Administrative Services (31)**
Goals of session: Learn about other libraries' efforts,
Issues: retention/organizational culture, working with a diverse public and staff, producing diverse materials
- **10:00-11:30 - General Session on Goals Writing for Librarian staff - how to do it successfully/meaningfully**
- **11:30-12:30 - General Session on Goals Writing for P&A and Clerical Goals Trainers - how to do it successfully/meaningfully**
- **12:45-1:45 - Lunch with LDC**
Goals of session: to review new definition of diversity, learn more about this effort at other libraries, talk about prioritization of goals for committee and strategic plan.
- **2:00-3:30 - Meet with Library Diversity Committee**
Goals of session: Get feedback on what Kriza has found, decide how to carry on the work started this week, talk about goals/priorities for the committee in the upcoming year.
- **4:00-5:00 - Meet with Library Cabinet for a wrap-up report/session**
Goals of session: to receive a reporting of what Kriza, LDC and Karen have learned from the visit, to formulate a plan for carrying on the work begun in the previous several days, and outline desired outcomes.



APPENDIX SEVEN



PHONE: (313)764-2546
FAX: (313)763-0687
KDOWN@UMICH.EDU

University of Michigan Library

KRIZA JENNINGS DIVERSITY SESSIONS

TUESDAY, WEDNESDAY, THURSDAY

MARCH 14, 1996

8:30 AM - 5:00 PM

1. The session met the stated objectives:

A. Provided some suggestions, ideas, or strategies for how to tie diversity in with my work:

strongly disagree strongly agree
1 2 3 4 5 6 7

B. Presented an opportunity to learn what other libraries' and library personnels' experience with diversity has been:

strongly disagree strongly agree
1 2 3 4 5 6 7

C. Provided some suggestions, ideas, or strategies for how to better integrate diversity into my everyday interactions, work activities, planning strategies, and/or personal work style:

strongly disagree strongly agree
1 2 3 4 5 6 7

D. Provided background and information on the impact of technology and diversity upon each other (if applicable):

strongly disagree strongly agree
1 2 3 4 5 6 7

2. The information presented was thought-provoking and enabled me to think about or perceive some work-related issues in new or different ways & perspectives:

strongly disagree strongly agree
1 2 3 4 5 6 7

3. The facilitator appeared to know the subject matter well:

strongly disagree strongly agree
1 2 3 4 5 6 7

4. The facilitator made me feel comfortable to participate and to ask questions:

strongly disagree strongly agree
1 2 3 4 5 6 7

5. The session assisted me in learning more about the UofM Library's broader definition of diversity (which has been shared by the diversity committee with all staff.):

strongly disagree strongly agree
1 2 3 4 5 6 7

(PLEASE CONTINUE ON REVERSE)

6. The training facilities were satisfactory:

strongly disagree

1

2

3

4

5

6

strongly agree

7

7. Is there anything the Diversity Committee might have done to better prepare you for this session?

8. How would you suggest the Diversity Committee follow-up or build on these 3 days of discussion about diversity?

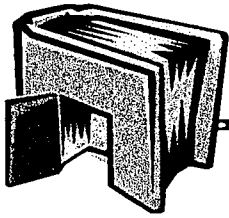
9. What was most helpful (or valuable or enlightening) for you of what you heard in this session (as stated by the presenter or another library staff member)?

10. What did you find to be the most difficult or challenging or uncomfortable comment/perception to hear in this session (as stated by the presenter or another library staff member)?

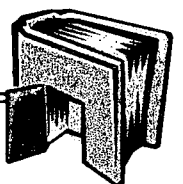
11. How do you perceive this discussion might assist individuals or departments in advancing or responding to diversity in the future?

ADDITIONAL COMMENTS:

**UNIVERSITY LIBRARY
413 HATCHER GRADUATE LIBRARY
THE UNIVERSITY OF MICHIGAN
ANN ARBOR, MI 48109-1205**



APPENDIX EIGHT



**PHONE: (313)764-2546
FAX: (313)763-0687
KDOWN@UMICH.EDU**



University Library
The University of Michigan

MEMORANDUM

TO: University Library Staff

FROM: Donald Riggs *DR*
Dean, University Library
Martin Knott *MK*
Chair, Library Diversity Committee
Karen Downing *KD*
Assistant to the Dean for Cultural Diversity and
Staff Development Officer

DATE: July 2, 1996

RE: Diversity Support Statement

After the diversity sessions with Kriza Jennings in March of this year, Jean Loup, Karen Downing, Janis Giannini, Lucy Cohen, and Beth Warner began meeting regularly to address issues related to organizational culture that were raised in the evaluations and comments. One of the recurring comments questioned whether or not our library leadership still values diversity. Because of this concern, a statement of support was drafted for review by Library Cabinet and the Library Diversity Committee. The statement was discussed and revised with full support of both groups. We would now like to share this statement with the staff in the hope it will clarify our leadership's support, and help support and encourage further development of diversity throughout the library.

The purpose of our Library's diversity efforts is to foster an equitable climate where:

- Library staff feel valued, welcomed and respected while accomplishing the mission and goals of the University Library.
- Library users feel valued, welcomed and respected while accomplishing their work within the University Library.

Statement in Support of Diversity:

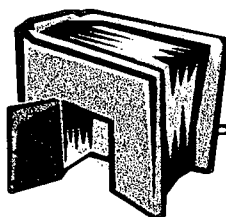
The Purpose of our Library's diversity efforts is to foster an equitable climate where:

- Library Staff feel valued, welcomed and respected while accomplishing the mission and goals of the University Library.
- Library Users feel valued, welcomed and respected while accomplishing their work within the University Library.

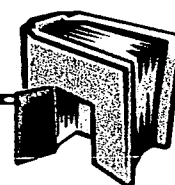
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UNIVERSITY LIBRARY
413 HATCHER GRADUATE LIBRARY
THE UNIVERSITY OF MICHIGAN
ANN ARBOR, MI 48109-1205

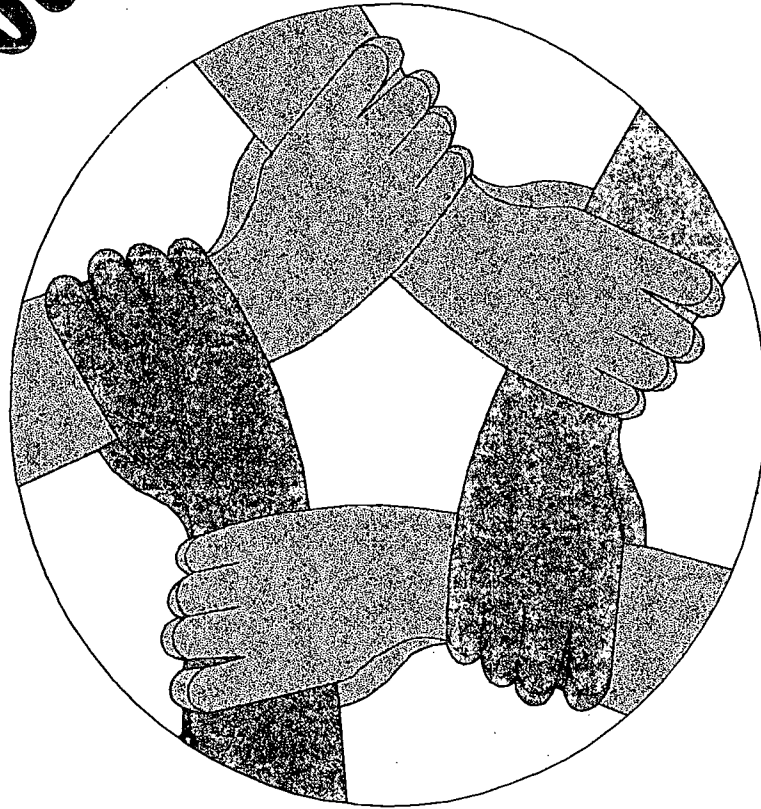


APPENDIX NINE



PHONE: (313)764-2546
FAX: (313)763-0687
KDOWN@UMICH.EDU

MINORITY RECRUITMENT: IT'S WHAT TO OUR LIBRARY'S SUCCESS!

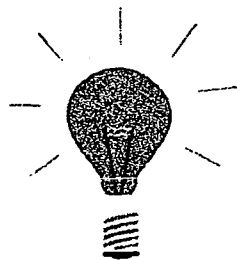


Library Human Resources Presents:

- ◆ Kriza Jennings, ARL Diversity and Minority Recruitment Program Officer
- ◆ Sue Rasmussen, Co-Director, Affirmative Action Office
- ◆ Library Human Resources Staff
- ◆ Dean of the Library

NOVEMBER 18, 1996 - 1:30-4:00, HUSSEY RM, LEAGUE

- Confused about Affirmative Action?
Here are the answers!
- Library Human Resources/Library Unit
Partnerships
- What other ARL Libraries are doing to



- be successful
- Why is this so important anyway-
what's in it for YOU?
- Our own success stories -what has
worked, what has not.
- User demographics and needs.

University of Michigan Library

MINORITY RECRUITMENT WORK SESSION

MONDAY, NOVEMBER 18, 1996

1. The session met the stated objectives:

A) Provided some suggestions, ideas, or strategies for how to tie minority recruitment in with my supervisory work:

<u>strongly disagree</u>						<u>strongly agree</u>
1	2	3	4	5	6	7

B) Presented an opportunity to learn about the University's policy on Affirmative Action:

<u>strongly disagree</u>						<u>strongly agree</u>
1	2	3	4	5	6	7

C) Presented an opportunity to learn what other libraries' and library personnels' experience with minority recruitment has been:

<u>strongly disagree</u>						<u>strongly agree</u>
1	2	3	4	5	6	7

D) Provided some suggestions, ideas, or strategies for how to better work with colleagues/ library human resources when posting a position:

<u>strongly disagree</u>						<u>strongly agree</u>
1	2	3	4	5	6	7

E) Provided background and information on the impact of minority recruitment upon the success of our library:

<u>strongly disagree</u>						<u>strongly agree</u>
1	2	3	4	5	6	7

2. The information presented was thought-provoking and enabled me to think about or perceive some work-related issues in new or different ways & perspectives:

<u>strongly disagree</u>						<u>strongly agree</u>
1	2	3	4	5	6	7

3. The facilitators appeared to know the subject matter well:

<u>strongly disagree</u>						<u>strongly agree</u>
1	2	3	4	5	6	7

4. The facilitators made me feel comfortable to participate and to ask questions:

<u>strongly disagree</u>						<u>strongly agree</u>
1	2	3	4	5	6	7

91

(Please include additional comments on reverse)

5. The session assisted me in learning more about the relationship between the library's broader diversity efforts and minority recruitment:

strongly disagree

1

2

3

4

5

6

strongly agree

7

6. The training facilities were satisfactory:

strongly disagree

1

2

3

4

5

6

strongly agree

7

7. Is there anything the Assistant to the Dean for Cultural Diversity might have done to better prepare you for this session:

8. How would you suggest we follow-up or build on the ideas generated during this session?

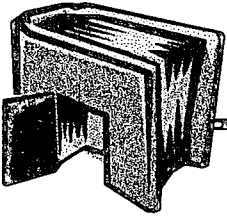
9. What was most helpful (or valuable or enlightening) for you of what you heard in this session (as stated by a presenter or another library staff members)?

10. What did you find to be the most difficult or challenging or uncomfortable comment/perception to hear in this session (as stated by a presenter or another library staff member)?

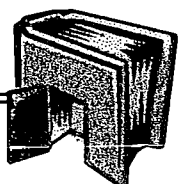
11. How do you perceive this discussion might assist individuals or departments in advancing or responding to minority recruitment in the future?

ADDITIONAL COMMENTS:

UNIVERSITY LIBRARY
413 HATCHER GRADUATE LIBRARY
THE UNIVERSITY OF MICHIGAN
ANN ARBOR, MI 48109-1205



APPENDIX TEN



PHONE: (313)764-2546

FAX: (313)763-0687

KDOWN@UMICH.EDU

DIVERSITY TRAINING AND ACTIVITIES

ARL DIVERSITY CONSULTANT VISIT!

November 17 and 18, Kuenzel Room, Michigan Union, Other locations to be announced.

Join Kriza Jennings and your colleagues for a continuation of last March's visit. This time around, Kriza will help us to think about Minority Recruitment and Affirmative Hiring as it relates to the Library's Diversity program. She will also be available to talk with units who wish to do some special programming for their staff. To schedule time with Kriza, please call Karen at 764-2546 or message kdown@umich.edu.

Instructor: Kriza Jennings, ARL Diversity Consultant

INTRODUCTION TO DIVERSITY CONCEPTS

December 9th, Kuenzel Rm., Union, 1-4pm

For all employees hired since March 1996, and others who wish to learn more about diversity issues and how they impact the workplace.

Instructor: Deborah Orlowski, HRD

DIVERSITY BROWN BAG LUNCHES

Join your colleagues who will be sharing their cultural experiences with you in many unique learning sessions. Drinks and dessert are provided.

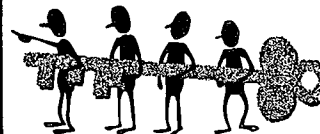
- ◆ September 19th - Rosh Hashanah Celebration (Jewish New Year) Judy Ahronheim. 1128 Shapiro Library 12-1pm (The first of several cross-cultural New Year's Celebrations!)
- ◆ November 4th - A Trip to Asia. Linda Whang will give a slide show from her trip to Asia. 806 Hatcher, 12-1pm
- ◆ November 15th - Don't Lock Grandma in the Attic: Safe and Creative Photo Album Design! Learn how to display your treasured photographs from Lyn Davidge. 806 Hatcher, 12-1pm
- ◆ December - Kwaanza Celebration. To be announced.

The Library Diversity Committee meets the 2nd and 4th Wednesdays of each month. Your ideas and input are valued!

WATCH FOR NEWS ABOUT THE LIBRARY'S MLK DAY CELEBRATION IN THE LIBRARYNEWSLETTER!

WHAT IS DIVERSITY?

The University Library has defined Diversity as those characteristics that can be used to describe humans. We are ALL diverse in many ways. It is the unique intersections of these characteristics that define each individual's diversity.



Value, Welcome, and Respect!

DIVERSITY TRAINING AND ACTIVITIES

MLK DAY CONVOCATION!

Monday, January 21st, Ballroom, Michigan Union, 1:00-2:00pm
Speaker Farai Chideya, a CNN political analyst, journalist and author will talk about her mission to destroy racial stereotypes.

INTRODUCTION TO DIVERSITY CONCEPTS

For all employees hired since December 1996, and others who need to learn more about diversity issues and how they impact the workplace.
Deborah Orłowski, HRD, June 26, 1-4pm, Michigan Rm., League (call Lib.Hum.Res. to register: 764-2546)

CROSS-CULTURAL COMMUNICATION

Staff from the University's International Center will help attendees to understand how cultural differences can influence communication. Watch your Library Newsletter for date in May...

DIVERSITY BROWN BAG LUNCHES

Join your colleagues who will be sharing their cultural experiences with you. Drinks and dessert are provided. Brown Bag Lunch sessions are held in 806 Hatcher (unless otherwise noted), 12:10-1:00pm.

- ◆ **February 12th - Black History Month.** ALSA (African American Staff Association) and Library Human Resources sponsor a lunch session to talk about African American representation on staff. (Sign-up for this session is necessary: call Lib. Human Resources at 764-2546.)
- ◆ **March 17th - A trip to Africa!** Join us as Beth Warner describes her recent trip to the African continent! Slides of her trip will be shown.
- ◆ **March 21 - The Baha'i New Year:** Join Alex Rivera-Rule as she shares the history and traditions of this cultural New Year's celebration.
- ◆ **April 2nd - A recent Channel 7 News series on Race Relations in the U.S.** features some of our colleagues from the University Library and the campus! After the video a discussion will be led by members of the Library Diversity Committee. 1128 UGL Classroom - 1st Floor

The *LIBRARY DIVERSITY COMMITTEE* meets the 2nd and 4th Wednesdays of each month. Your ideas and input are valued!

THE UNIVERSITY LIBRARY IS CO-SPONSORING LA VOZ MEXICANA'S CHICANO HISTORY WEEK ACTIVITIES!
ANA CASTILLO SPEAKS ON FEB. 1 ST, 8PM KUENZEL ROOM, MICHIGAN UNION

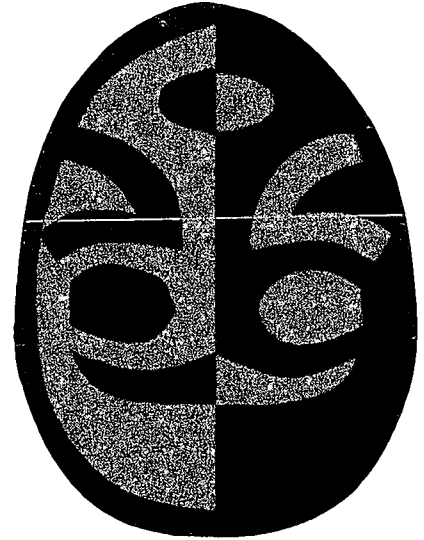
WHAT IS DIVERSITY?

The University Library has defined *DIVERSITY* as those characteristics that can be used to describe humans. We are all diverse! *EQUITY* is the acknowledgement that not all characteristics carry the same consequences in our society.



Value, Welcome, and Respect!

The African American Library Staff
Association



A.L.S.A.

Join A.L.S.A.
on February
12th...



Library Human Resources

764-2546

Please call (by February 7th) to sign-up:
(so we know how much food to order)

Lunch Will Be Provided!

Where? 806 Hatcher South

sues

are interested and committed to these is-
sources staff members, and other staff who

Who? ALSA members, Library Human Re-

When? February 12th from 11:30-1:00pm

to exchange ideas for improving these areas.

cerns about recruitment and retention, and

and Librarian ranks, discuss issues and con-

resentation within the Office/Clerical, P&A

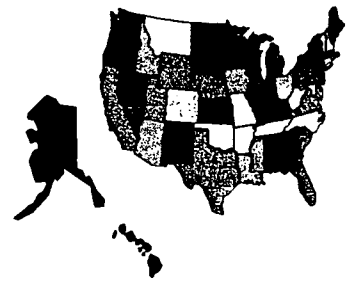
Why? To talk about African American rep-



Made for ALSA by Karen Downing



*Celebrate
Kwanzaa
with A.L.S.A.!*



African American Library Staff Assoc.

Friday, December 13th, 12-1pm, 806 Hatcher

Bring a dish to pass, beverages will be provided



*Nguzo Saba:
The Seven Principles of Kwanzaa*



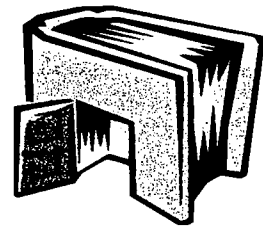
Unity



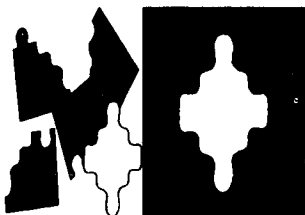
Struggle



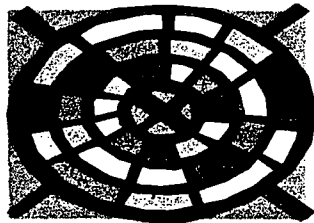
Working Together



Sharing



Purpose



Creativity



Feast

DIVERSITY OF INTERESTS!



THE LIBRARY DIVERSITY COMMITTEE
PRESENTS:

A Series of Brown Bag Lunches showcasing our Library
Colleagues' Diverse Collections and Hobbies

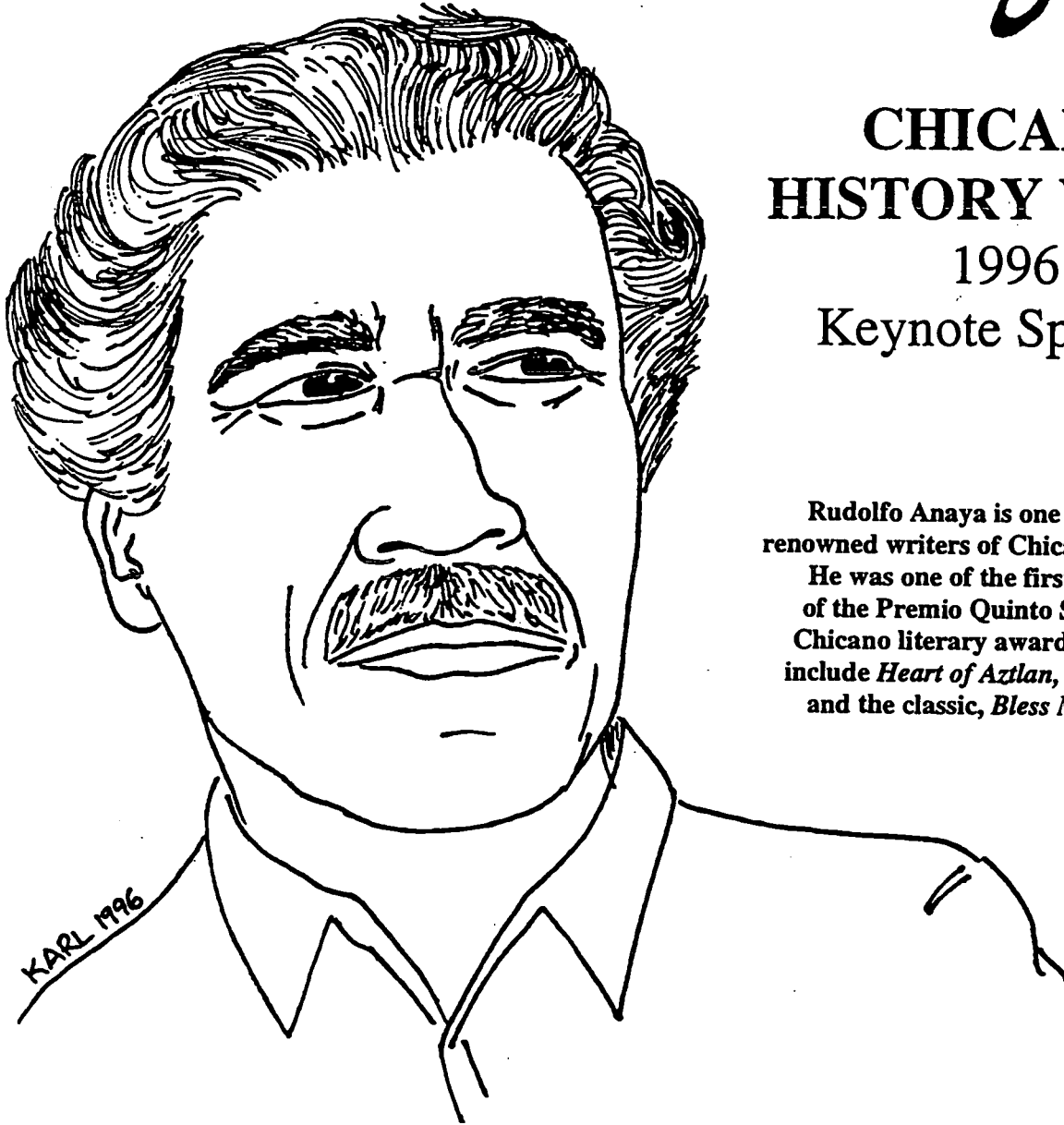
We Need YOU!

To VOLUNTEER to share your collection or hobby with staff, please
contact Martin Knott (amuro@umich.edu).

All Brown Bags will take place in 806 Hatcher from 12:10-1pm. When collectors from North Campus volunteer, we will schedule a session(s) on North Campus. We hope to feature at least two collections at each brown bag lunch (20-25 minute presentations each). This project is an out-growth of the annual Diversity Celebration! Please pass the word!

LA VOZ MEXICANA Presents:

Rudolfo Anaya



**CHICANO
HISTORY WEEK**
1996
Keynote Speaker

Rudolfo Anaya is one of the most renowned writers of Chicano Literature. He was one of the first recipients of the Premio Quinto Sol national Chicano literary award. His works include *Heart of Aztlán*, *Zia Summer*, and the classic, *Bless Me, Ultima*.

FEBRUARY 2, 1996

Kuenzel Rm. Michigan Union

7:00- 9:00 p.m.

Reception following at Shaman Drum Bookstore

99

*This event is sponsored by: La Voz Mexicana, the Office of the Vice-Provost for Academic and Multicultural Affairs, Latino/a Studies, Karen Downing from the Harlan Hatcher Graduate Library, Student Academic Multicultural Initiatives, the LSA Dean, English Department, History Department, International Institute, Michigan Student Assembly, Rackham Student Government, Residence Hall Association, School of Education, Student Affairs Programming Council, and Shaman Drum Bookshop.

Diversity Brown Bag!

Rosh Hashanah - Jewish New Year Celebration



**THURSDAY, SEPTEMBER 19TH, 806 HATCHER
12-1 PM**

Join us for the first in a series of cross-cultural New Year commemorations celebrated around the world!

**JUDY AHRONHEIM, HEAD, ORIGINAL
CATALOGING, WILL SHARE WITH US, THE
HISTORY, CUSTOMS AND SIGNIFICANCE OF
ROSH HASHANAH.**

- | | |
|----------------------------|-----------------------------|
| ◆ Hindu New Year (Diwali) | ◆ Thai New Year (Trut) |
| ◆ Chinese New Year | ◆ Western New Year |
| ◆ Buddhist New Year (Trut) | ◆ Persian New Year (Nauruz) |

If you have any experience celebrating any of these New Year holidays, and would like to contribute to a brown bag lunch session to mark their occurrence, please contact Karen Downing at 764-2546 or message her at kdown@umich.edu

*You
are
invited!*

to a screening of the film

COLOR ADJUSTMENT

*On Tuesday, July 2nd, from noon to 2 pm in room 409
of West Hall*.*

Refreshments will be served.

Color adjustment was produced, written and directed by Marlon T. Riggs, and also produced by Vivian Kleiman. It is narrated by Ruby Dee. This documentary chronicles the portrayal of African-Americans in the medium of television from its advent to the present.

**formerly West Engineering*

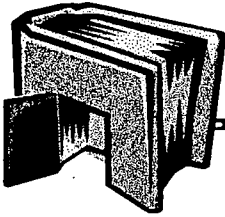
101

**UNIVERSITY LIBRARY/SCHOOL OF
INFORMATION
MARTIN LUTHER KING, JR. DAY SPEAKERS**

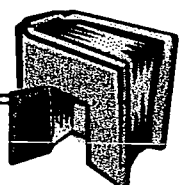
1997	Farai Chideya
1996	Bobby Seale
1995	bell hooks
1994	Mary Frances Berry
1993	Gloria Naylor
1992	Alex Haley
1991	Claude Brown
1990	Hadi Madhubuti
1989	Gwendolyn Brooks

The first University MLK Day celebration was 1988 and included only one University-wide symposium. (Library Newsletter, January 1988)

**UNIVERSITY LIBRARY
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THE UNIVERSITY OF MICHIGAN
ANN ARBOR, MI 48109-1205**



APPENDIX ELEVEN



**PHONE: (313)764-2546
FAX: (313)763-0687
KDOWN@UMICH.EDU**



Library newsletter

WEEKLY CALENDAR

MONDAY July 31	Classification Evaluation Cmte. 1:30 - 3:00 p.m.
THURSDAY August 3	CMDC 3:00 - 5:00 p.m.
MONDAY August 7	Classification Evaluation Cmte. 1:30 - 3:00 p.m.
TUESDAY August 8	Cabinet 10:00 a.m. - Noon
WEDNESDAY August 9	Tech Services Division Heads 10:00 a.m. - Noon
	Library Diversity Committee 1:30 - 3:00 p.m.
THURSDAY August 10	Tech Services Unit Heads 10:30 a.m. - Noon
FRIDAY August 11	Public Services Council 9:30 a.m. - Noon

All the above meetings are held in 818 Graduate Library unless otherwise noted.

WORKSHOP CANCELLED

The Computer Classroom Logistics workshop scheduled for August 8 from 1:00 -2:00 p.m. in the DIAD has been cancelled.

A STRONG COMMITMENT TO AFFIRMATIVE ACTION

In light of the recent actions taken by the University of California Board of Regents to end affirmative action in hiring and admissions, it is appropriate and necessary to restate the University Library's commitment to the goals of affirmative action and to the broader concept of cultural diversity. The University of Michigan has reaffirmed its commitment to affirmative action (see front page of the July 24 issue of *The University Record*). The University Library likewise reaffirms its strong commitment to affirmative action. We will continue striving to diversify the staff, collections, and services of the Library to best serve our current and future users.

Comments/concerns about affirmative action are welcomed by Karen Downing (Assistant to the Dean for Cultural Diversity), the Library Diversity Committee, the Library Human Resources staff, and me.

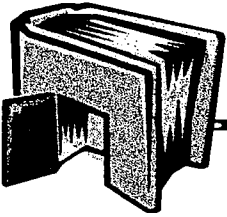
— Don Riggs, Dean —

THANKS FOR THE RESPONSE

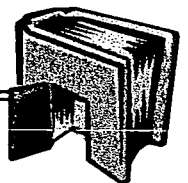
Thank you to all the staff who took the time to fill out the evaluation of the Library newsletter. We received over 75 responses. For those of you who missed the survey or who have not had time to complete it, we are including it again in this issue.

Some of you made suggestions for specific improvements to the current newsletter. We would like to hear more. If you wish to send us a note, you can e-mail the Communications Task Force at lib.ctf@umich.edu or send your suggestions to Library Public Relations, 8076 Hatcher Graduate Library, 1205.

**UNIVERSITY LIBRARY
413 HATCHER GRADUATE LIBRARY
THE UNIVERSITY OF MICHIGAN
ANN ARBOR, MI 48109-1205**



APPENDIX TWELVE



**PHONE: (313)764-2546
FAX: (313)763-0687
KDOWN@UMICH.EDU**

**University of Michigan
Library Diversity Committee
Annual Goals 1995/1996**

GOAL: The Library Diversity Committee will work with the Dean of Libraries to advance the principle that excellence in library collections and services is a direct result of a pluralistic library culture responsive to the needs of a diverse campus population pursuing a multicultural instructional curriculum and research agenda.

Objective 1: Create opportunities for optimal staff involvement in the University Library's diversity efforts.

- A. Write a monthly article on diversity for the Newsletter (April 1995-)
- B. Sponsor a Brown Bag series and explore opportunities to sponsor substantive workshops/discussions about various cultural groups represented on campus (ongoing)
- C. Invite staff to LDC meetings and/or hold LDC meetings in different units and use specific topics as the focus of the meeting (Fall 1995)
- D. Sponsor an annual Diversity Celebration in July (ongoing)
- E. Provide diversity materials in new employee packets (Winter 1995)
- F. Organize exhibit for MLK Day and Black History Month (Jan-Feb 1995)

Objective 2: Provide opportunities for Library staff to further their knowledge of and sensitivity to diversity issues in higher education.

- A. Identify and disseminate University policies that cover diversity related concerns (ongoing)
- B. Develop case studies of incidents in the Library for consideration at focus groups or other Library sponsored forums for discussion (Spring/Summer 1995)
- C. Respond to the need of supervisors/managers for assistance integrating diversity concerns into the annual planning process (ongoing)
- D. Provide information about appropriate ways to support and orient new staff or color (ongoing)
- E. Sponsor "Talk to Us" program and form a similar group (Summer 1995)
- F. Continue to support both introductory and advanced workshops in diversity (ongoing)
- G. Suggest and work with staff development to develop and implement new workshops in diversity related areas (ongoing)
- H. Maintain and publicize Staff Diversity Award (ongoing)

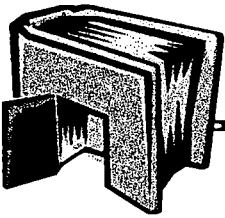
Objective 3: Provide direction to extend the University Library's leadership position on diversity issues for this campus and among libraries nationally.

- A. Continue to monitor and report on the Library's efforts to further multiculturalism in services and collections (ongoing)
- B. Provide opportunity for committee members to network and collect information at conventions and outside workshops, etc. (ongoing)
- C. Develop LDC homepage (Summer 1995)

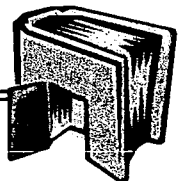
Objective 4: Review committee charge and structure and reevaluate in light of changes in Library and campus environment.

- A. Investigate links between TQM and diversity (ongoing)
- B. Review committee membership responsibilities (Winter 1995)
- C. Review goals document and evaluate progress (ongoing - semi-annually)

ldcgoals.doc 03/03/95



APPENDIX THIRTEEN



**PHONE: (313)764-2546
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**Diversity Focus Groups
Summer 1996**

Unit Assessment

1. There are many ways to approach issues of diversity, and we need them all! Please share with us what activities or plans you have as a unit to integrate diversity into your every day work (i.e., discussing the new definition in a unit meeting, implementing self assessment as a group or individually, any training, goals, programs, hiring, etc.):
 - a. May we share your activities and plans with the rest of the library in some way?
 - b. If you have no activities or plans, what barriers and/or challenges do you feel have hindered such development?

2. Since we will all practice writing a goal(s) related to diversity this year, what types of assistance do you need in order to make this a positive and beneficial experience?
 - a. Are there things the assistant to the dean/staff development officer can do to help?
 - b. Are there things the diversity committee can do to help?
 - c. Are there things library managers and administrators can do to help?

3. It's clear we must get the work of the unit accomplished in order to stay in business, but what can we do to make our workplace more valuing, welcoming, and respectful of our staff?
 - a. How would such a diverse workplace look and feel?
 - b. What would be different from what we have now?

4. Any other issues, questions, or comments you would like to share?

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UNIVERSITY OF MISSOURI

HISTORY

In 1994, the Diversity Program of the Association of Research Libraries (ARL) invited the School of Library and Information Science (SLIS) and the Libraries at the University of Missouri-Columbia to join the partnership program. This *Opportunities for Success* program was designed to provide structure and support for developing initiatives focused on diversity issues and minority student, faculty, and staff recruitment. Participants in the program included library and information science schools, academic and state libraries, library associations, and consortia that shared a mutual interest in promoting diversity and meeting the needs of diverse clients and communities.

A joint commitment from staff of the school and the library allowed for sharing both programmatic and financial resources to increase the number of minority faculty and students. Another result was to sensitize the academic community to and increase understanding of the contributions of diverse groups. This program was anchored by the common vision of building on the long-standing partnership between an accredited graduate program in library and information science and a major academic research library.

ARL PROGRAM OFFICER FOR DIVERSITY

The ARL Program Officer for Diversity (P.O.) was instrumental in bringing the *Opportunities for Success* program to the University of Missouri-Columbia (MU). Her preliminary work and visionary leadership provided the framework for the planning efforts and subsequent program activities. Her presence, ideas, and open dialogue fostered a better understanding among faculty, staff, and students.

VISIT ONE

Before formally entering the partnership program, the P.O. was invited to the University of Missouri-Columbia to serve as keynote speaker during the 1993 Black History Month celebration, co-sponsored by the SLIS and the MU Libraries. The entire University community was invited to hear her speak.

VISIT TWO

Building on the success of this first visit, the SLIS Graduate Student Association invited the P.O. to return for a second presentation. The students planned the event, and sought and received funds from the MU Graduate Student Association to help support the visit. The staff from the MU Libraries and others in Columbia were invited to hear her speak and exchange ideas about national trends relating to diversity.

After the partnership agreement was completed in 1994, plans were made to outline and strengthen mutual objectives. These plans included: co-sponsoring the 1994 Black History Month program; planning publicity for the event; and promoting diversity in other ways within the School, the MU Libraries, and the University community.

The P.O. visits were scheduled so that she would be available to consult regularly with the faculty and students of SLIS and the Library staff. She also met with high-level administrators and other colleagues concerned with diversity issues. Additionally, she met with the School's Advisory Council, a group of 30 outstanding professionals interested in supporting library education. She also held private consultations with individual faculty members, students, and then Dean of the School of Library and Informational Science, Mary Lenox.

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TEACHING AND CLIMATE ASSESSMENT

Simultaneous with the various consultations, faculty of the SLIS were actively engaged in reviewing their teaching activities for infusion of diversity issues. Dr. Lenox's article, "Developing and Enhancing Multiethnic Understanding" (*Journal of Education for Library and Information Science*, Spring 1994 and Appendix 1), discusses the process undertaken by the SLIS to assess and review the spectrum of diversity issues in the classroom. For example, the faculty reviewed all syllabi to ascertain the goals, objectives, and activities explicitly present in the courses. They then determined what steps to take to infuse diversity into every course taught in the School. Faculty engaged in self-assessment in an effort to become more inclusive, and to help themselves explore individual learning styles and relate them to diversity issues in teaching. The results of the self-assessments were integrated into a workshop that further illuminated attitudes and behaviors relevant to issues of diversity.

The P.O. played an instrumental role in helping the SLIS assess its climate for supporting diversity. Her presentations to faculty, staff, and students provided an historical context for understanding diversity and a framework for developing clear goals, objectives, and strategies for fostering diversity within the teaching, research, and service endeavors. Her visits also served as a catalyst for ideas about curriculum and diversity issues, which ultimately aided in facilitating a better understanding of local community issues.

LIBRARIES DIVERSITY COMMITTEE

The MU Libraries Diversity Committee owes a great deal to the ARL Partnerships Program, both for the Committee's existence and its direction. Two years before entering the program, the Vice Provost for Minority Affairs at the University expressed concern that the complete charge of the Libraries Affirmative Action Committee was not being met. In response, the Committee and the Director of Libraries, Martha Alexander, consulted with the ARL P.O. to discuss how the Libraries could meet their affirmative action goals while continuing their forward progress with diversity issues. Her work with the Libraries created the groundwork for the reorganization of the Affirmative Action Committee and the creation of the Diversity Committee (as a result of the consultation, it was agreed that the Libraries would be better served if the Affirmative Action Committee split into two separate committees: the Affirmative Action Committee and the Diversity Committee). The former is now fully focused on the Libraries Affirmative Action Plan, while the latter continues the momentum developed by the original group.

While the relationship with the P.O. provided encouragement and support to the MU Libraries, the *Opportunities for Success* partnership also helped the ARL Diversity Program learn from a program model involving a library school and a research library. To illustrate, the P.O. indicated that the partnership gave her new insights in the area of information science and technology. At the same time, the partnership served as a catalyst for promoting the diversity agenda at the University.

The staff, faculty, and students of the Libraries and SLIS were encouraged to participate in all activities and the entire MU community was invited to participate in many events. Listed below is a brief summary of some of the diversity activities sponsored by the University of Missouri-Columbia during the partnership program.

- Coordinated two large-scale programs:
 - A Celebration of the Arts in Black History Month
 - Women in War and Peace: Women During Wartime and Their Spiritual Journey.
- Compiled two bibliographies:
 - An African-American Bibliography: Science, Medicine, and Allied Fields, Education, History, and the Arts
 - Women in War and Peace: Women During Wartime and Their Spiritual Journey.
- Sponsored three public exhibits:
 - The Lifetime Achievements of Martin Luther King, Jr
 - Not Your Typical Tuscan: An African American View of Florence, Italy, featuring the works of Dr. Adrienne Hoard, Associate Professor of Art and Art History at MU
 - A Celebration of Women in History: Past and Present.
- Attended events focused on diversity:
 - Columbia Values Diversity Breakfast
 - Simulation Exercises as Diversity Learning Tools
 - Diversity at the University of Arizona Library during the Training for Team Leaders Conference.
- Wrote and implemented a new library policy establishing the Diversity Committee and its goals.
- Learned lessons about intercultural communication through interaction with people from other cultures while planning various activities. The Diversity Committee sponsored a workshop entitled "BARNGA: A Simulation Exercise in Cultural Clashes," to further explore and learn about cultural differences.
- Spoke out in support of adding "sexual orientation" to the system-wide University nondiscrimination clause.
- Co-sponsored the lecture, "Constructing Queer History: Activists, Archivists, and Scholars," by Brenda Marston, Curator of the Human Sexuality Collection at Cornell University.
- Sponsored the lecture "Building New Diverse Communities Through the Internet" by the ARL P.O., in cooperation with the MU Libraries and the University Lecture Series.
- Became more aware of diversity issues through hosting visits between the ARL P.O. and faculty and students.
- Successfully recruited an African-American faculty member.
- Expanded the recruitment efforts of minority students inside and outside the state of Missouri.

**THE SCHOOL OF LIBRARY AND
INFORMATION SCIENCE**

- Contributed to diversity initiatives on a national level by integrating a federal grant, *Downlink for Excellence*, with an audience at 40 telecommunication sites nationwide.
- Conducted outreach activities, in cooperation with the Dean, who continuously emphasized diversity in speeches, articles, national workshops, and presentations.
- Encouraged and supported networking among international students, community leaders, and faculty.
- Designed and implemented a mentor program for minority and international students.

In summary, the *Opportunities for Success* partnership resulted in strengthening the collegial linkages between the School of Library and Information Science and the MU Libraries by encouraging them to co-sponsor events and build on the synergy of interest by faculty, staff, and students at the University of Missouri-Columbia.

Other benefits came from inviting the entire university community to events co-sponsored by SLIS and the MU Libraries. These joint efforts were instrumental in obtaining financial support for the MU Lecture Series. Additional accomplishments of the joint efforts include:

- joint planning and implementation of the annual Black History Month celebration;
- conducting dialogues between SLIS and University administrators relative to the promotion of diversity across the campus; and
- taking into consideration minority needs and issues that support teaching and learning in the classroom, thereby enhancing the knowledge of students and faculty.

The Libraries and the SLIS continue to provide leadership in the university community by sponsoring events that support the University's commitment to diversity. Ongoing discussions about complex issues of diversity stimulate new approaches and activities designed to meet the needs of all persons and maximize opportunities for success. It is hoped that the activities stimulated by this partnership will significantly contribute to promoting diversity at the University.

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Appendix

would provide housing and an escort/interpreter for the duration of their stay. Sineath agreed to discuss with Pam Richards (Rutgers) the fellows' basic needs for (1) an invitation letter (for Weingand), (2) visas, (3) assurance of housing, (4) an escort with interpreter, (5) being met at the airport upon arrival, and (6) more responsive communication from the Russians. DuMont was scheduled to depart on April 15 and Weingand on May 13.

The National Center for Educational Statistics' code for degree names and classifying academic programs (CIP Code) is revised every five years. Sineath reported a request from F. William Summers (Florida State) to the ALISE board to attempt to get the CIP Code revised in 1995 from "Library and Archival Sciences" to "Library, Information, and Archival Sciences" and to obtain the support of ALA and ASIS in this endeavor. The board passed a motion to authorize President Curran to write a letter to the Center requesting such a revision and to seek the support of ALA and ASIS.

Barron reported that on March 1 the University of South Carolina will have an e-mail "gopher" on which to put ALISE information. Steven Bajally (South Carolina) will investigate the use of USC's 800-number for the listserv. Barron inquired whether JESSE was ALISE's official listserv and whether it should be endorsed on the membership brochure. Palmquist responded that Arizona had

given its approval of this relationship. The Membership committee is considering conducting need assessment/market research of the ALISE population through JESSE about what can make ALISE more attractive as an association to its members and prospective members.

In response to the request by Jim Anderson (Rutgers) the board passed the following motion:

The ALISE board recognizes its obligation to support the civil rights of all citizens, especially members and potential members of this Association. The board, therefore, concurs that it is the intention of this Association not to meet in locations and/or facilities where these rights have been abrogated or denied. In situations where questions arise after contracts have been signed, the board reserves the right to review the situation. This policy will be communicated to ALA through SCOPE.

The board considered a resolution from Awards and Honors Committee chair Adele Fastic that all unsuccessful nominations for awards be held for three years. The consensus was that the policy already existed; however, De Pas was instructed to revise the Operations Manual to clarify the policy.

For further details on any of the above matters or to obtain a copy of the minutes, please contact Penney De Pas.

Carl Ogren

Secretary-Treasurer



"The Visible College"

LUNG HWY JENG, EDITOR

Developing and Enhancing Multiethnic Understanding

Mary F. Lenox

In the twenty-first century—and that's not far off—racial and ethnic groups in the U.S. will outnumber whites for the first time. The "Browning of America" will alter everything in society, from politics and education to industry, values, and culture.¹

In a world that is increasingly diverse in terms of ethnic and racial groups, library and information science programs must find new ways to further integrate concepts of ethnic diversity into the mainstream of professional policies and practices. Demographic trends indicate that by the year 2020, the U.S. population will be dominated by Hispanics, African-Americans, Asians, and Native Americans. Concurrently, by 2020, the "baby boomer" generation will be retired, thereby accentuating the most profound population shift in American history. The impact of this trend can be inferred by looking at the number of workers contributing to the benefits of each social security recipient. In 1990, there were 3.3 contributors for each social security benefit recipient. By the year 2020, there will be only 2 workers per benefit recipient. Clearly, an increasingly larger proportion of future contributors will be minorities. Meanwhile, national indicators suggest that by the year 2000, 80 percent of the new entrants into the

work force will be women, immigrants, or minorities.

Even as the U.S. economy is becoming increasingly dependent on so-called minority groups, these same groups often receive the poorest education and have less access to information because of lack of appropriate skills and/or information resources. This phenomenon is compounded by the fact that emerging jobs will require a higher level of thinking and analytical abilities in tandem with skill in identifying, accessing, evaluating, and using information for problem solving, decision making, and other daily life activities.

Library and information science education programs are challenged to create, develop, and sustain an agenda that will ensure that present and future students will gain the necessary knowledge, skills, abilities, and attitudes to serve diverse populations now and in the future. It is also important to build on the powerful connection of natural bridge between the diversity of information resources and the design of information services to effectively respond to a variety of individuals and groups. Issues of human diversity are complex, interrelated, and interdependent. All hinge on such assumptions as:

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About the Author

Mary Lenox is Dean of the School of Library and Information Science, University of Missouri-Columbia.

- All human beings are different and unique while at the same time sharing the common ground of humanity.
 - Recognition and acceptance of diversity within self can be the bridge of understanding and acceptance of differences in others.
 - Understanding and nurturing interpersonal and interpersonal relationships involve an ongoing process of discovery, self knowledge, reflection, and the processing of experiences.
 - Attitudes, perceptions, and behaviors are difficult to change.
 - There is no quick fix for resolving conflict and building bridges of understanding among different individuals and groups.
 - Individual and collective leadership is necessary to develop and sustain the building blocks of change that acknowledge, celebrate, honor, accept, and then consistently apply concepts and principles of ethnic diversity into the mainstream of teaching and learning.
- Within the context of the curriculum, understanding and applying the process of identifying, gathering, and using myriad information resources becomes equally important to the content of the course of study, thus enabling students to learn how in the process of learning course content. Indeed, the process is as important as the content. Thus, the classroom becomes a bridge to lifelong learning.
- A variety of learning methods offers a means of enhancing students' appreciation of diversity. Interdisciplinary approaches to learning within the curriculum and the inclusion of international aspects within individual courses and throughout the overall learning process are examples of how diversity can be inclusive. Developing an understanding of how different ethnic and cultural groups access, share, accept, disseminate, and use informa-

tion becomes key to understanding diversity in the world.

The age of specialization is dying a natural death as national and international boundaries break down and are reformed. The student who does not recognize and celebrate the world's diversity will become incapable of enjoying and contributing to what is truly becoming a global village. For example, in the teaching and learning process, students should learn to clarify and accept differences, recognize diverse points of view, and resolve attendant creative tensions that may be inherent in the learning process. Through community service action projects, faculty and students can apply and share their knowledge of diversity, thereby strengthening connections among cultural, ethnic, and gender groups. The commitment to diversity is also evidenced by an institution's policies, procedures, and practices, which insure fairness and equitable participation in the library and other activities of the institution. Resources are available to support the principles and practices of diversity and to provide incentives for planning and implementing activities for the enhancement of diversity within the academic community.

Concept to Practice

Following is an overview of recent activities initiated at the School of Library and Information Science to strengthen understanding relative to diversity through institutional planning, faculty development, student activities, and curriculum review.

Two years ago, the University of Missouri-Columbia (MU) developed a campuswide long-range plan and established leadership goals in strengthening programs relative to minorities. In tandem with these activities, MU's School

of Library and Information Science (SLIS) also developed a five-year long-range plan with goals, objectives, strategies, and time frame. A significant goal was to increase the number of minority students in the program and strengthen the program of the school relative to concepts of diversity. In keeping with these goals, a number of interrelated activities occurred, including the following:

- Faculty self-assessment of learning styles to illustrate diversity of learning styles using the Meyers-Briggs Inventory, and relating this understanding to teaching and learning in the classroom.
- Implementation of a survey of faculty to ascertain current practices relative to diversity concepts within the spectrum of required and elective courses. This provided an incentive for reviewing the course content and pedagogical practice.
- Consultation with the campuswide faculty development office to optimize use of available resources to support faculty development relative to issues of diversity.
- Viewing and discussing videotape "Teaching in the Diverse Classroom" to gain insight into problems, issues, trends, and concepts.

The aforementioned activities built on the existing strengths of the faculty and were coordinated with the ongoing curriculum review already under way in the school. An opportunity for dialogue was provided among the faculty and enabled the school to coordinate its priorities with university-wide policy initiatives while also providing support and incentives for systematic change.

The faculty survey of the existing activities relative to diversity issued was particularly useful in stimulating dialogues and providing a vehicle for sharing information and planning for

Diversity begins within each individual's body, mind, spirit, emotions, and

Table 1
Course Content

Diversity Issues	Classes, Lectures, and Discussions (%)	Readings, Assignments, etc. (%)	Applicable but Not Addressed at This Time (%)	Not Applicable in This Course (%)
International library practices	44	13	16	14
Effect of cultural characteristics of patrons on library practices and use	61	36	4	21
Effect of ages of patrons on library practices and use	52	36	11	20
Effect of gender of patrons on library practices and use	36	27	21	29
Effect of physical abilities of patrons on library practices and use	38	27	21	29
Effect of racial characteristics of patrons on library practices and use	42	32	14	29
Effect of sexual preferences of patrons on library practices and use	16	11	23	41
Effect of socioeconomic characteristics of patrons on library practices and use	55	27	5	21

tural backgrounds, interpretations, and heritages.

I feel that my own sense of awareness has been heightened through the SLIS activities we have had thus far. I am continually striving to provide thinking activities with my students concerning multiculturalism.

We have had class discussions on topics such as access for all cultural groups to technology. The role that technology can play in linking with different cultures through Internet, databases, and satellite opportunities has been another focus area with the class.

I am making plans for students to focus on children's services to minorities and divergent cultures. . . . The class will be involved in a special project from the Daniel Boone Regional Library. . . . The project will allow students to construct packages of materials to loan to day care centers. In preparation for this activity, the class will focus on materials and activities that will advocate cultural differences."

It is important that all of our students learn the skills and techniques necessary to serve people of different cultural and ethnic backgrounds. My courses already address some of these skills and I plan to expand those areas in the future. At the same time, I am confident that I could do a better job of accommodating the different learning behaviors and perspectives of students with different backgrounds. I plan to take a careful look at my teaching methods in the future and anticipate incorporating more active learning techniques and other methods that will help to ensure that all students are taught as effectively as possible.

Some faculty also acknowledge that the variety of activities helped them to recognize a need for more in-depth understanding of ethnic groups. Several

expressed a desire to learn more about ethnic diversity as it applies to their areas of expertise. As a result, the school will utilize the ongoing curriculum review process to further refine concepts of diversity into the course of study and other class activities.

Simultaneously, a number of other activities were initiated outside of the classroom in coordination with classroom activities. These included:

- Planning a colloquium series highlighting diversity and international student trends and issues.
- Encouraging student-initiated learning strategies by supporting the campuswide policy requiring students to plan and implement a learning activity designed to foster better understanding of diversity issues for students prior to receiving university funds. For example, students in the school invited a national speaker who is a recognized expert in the field to speak to the faculty and students.
- Coordinate the annual celebration of Black History Month and Martin Luther King Day with other campus units, including the library and academic departments, to strengthen links between the school and the university relative to diversity issues.
- Design and implementation of a mentor program for minority and international students by the school's Educational Policy Committee.
- Development of grants to obtain funding to increase the number of minority students.
- Encouraging networking among international students, community leaders, and faculty.

In sum, as we stand on the threshold of the twenty-first century, libraries can be powerful resources in building bridges of understanding among diverse individuals and groups within an inter-

the future. The results of the faculty survey relative to diversity issues in the curriculum are summarized in table 1.

Following the collation of the survey results and discussion at a faculty meeting, a workshop was planned and implemented, in consultation with the faculty, by the campuswide faculty development office. This activity provided an opportunity for the faculty to explore their feelings about diversity, learn from each other, and to become more sensitive to other points of view and gain new insights into attitudes and behavior. Feedback from the experience indicated that it was a valuable means of building awareness and encouraging further revision of syllabi to include

more information by and about ethnic and other groups within the classroom. The next step was for the dean to consult with each faculty member to ascertain what changes had been implemented since the faculty development and survey activities were completed. The meeting was also planned to explore what additional resources were needed for future program development. From these discussions, a number of ideas emerged. A sampling of comments is listed below:

In the literature . . . class. I try to design assignments where students individually or as a class in discussion would be exposed to a variety of views, cul-

dependent "global village." Libraries have historically been points of access for diverse resources and diverse ethnic and cultural groups. Ultimately, an important mission of library education is to develop professionals who will be knowledgeable and responsive to the changing needs of society. Librarians are the gatekeepers and stewards to a vast network of information resources, services, and systems. At a time when contemporary society is increasingly relying upon information for all aspects of life, the library as an institution of society can be a source of hope and a conduit for the creation of a society respectful and accepting of all.

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Reference

1. William A. Henry. "Beyond the Melting Pot." *Time*, April 9, 1990, 28.

Educators and library school students who would like to write about teaching methodologies, review relevant books and abstract articles, or comment on specific teaching methods are invited to send their specific contributions to Ling Hwey Jeng, 3773 Belleau Wood Dr., Lexington, KY 40517. Contributions should be 1,000 to 1,500 words.

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ARL PARTNERSHIPS PROGRAM

Continuing Education

DARLENE E. WEINGAND, EDITOR

A Voice From the Field (Part One)

In the February 1994 issue of *Wilson Library Bulletin*, Karen G. Schneider voiced her concerns in "Viewpoint."¹ She compares her present career as an Assistant Technical Services Librarian with her former career in the U.S. Air Force. She makes so many meaningful points that I have decided to devote two columns to commentary on her views.

The following excerpts are quoted from the first part of her article and are followed by my observations. I believe that what is presented here should be taken very seriously by all of us.

I now find myself in a profession whose sole recommended requirement for lifelong accreditation is a degree that can be earned in less time than it takes to become an entry-level Air Force translator.

The message here is both one of length of pre-service preparation (which admittedly varies among schools) and the phrase "sole recommended requirement." As the editor of the "Continuing Education" column, I naturally direct the reader's attention to this latter phrase. I believe that, as LIS educators, we need to ask ourselves if we are—either overtly or covertly—sending this message to our master's degree students. If we are, we are doing our students a significant disservice, as well as diluting both the importance and effectiveness of the profession.

Formal (Air Force) training includes accession programs, such as Basic Train-

ing, and ongoing correspondence and in-residence training programs.

The key word here is *ongoing*. Formal training in the Air Force is assumed to be both initial and ongoing, and this assumption is translated into expectations of personnel and their performance—as succinctly stated: "Air Force training never ends."

I think we all believe this. I think we assume that everyone in our profession subscribes to the premise of lifelong learning. But believing something on a philosophical level and moving that nebulous belief into the reality of daily professional life are two very different things. A "should" somehow needs to become a "must" in terms of the expectations referred to above. Many LIS schools have wonderful language in their bulletins and goals and objectives concerning continuing education; how many schools truly impress upon their students that the M.L.S. is only the beginning of their professional education?

The strategy of ongoing training works well for several reasons. First, people require different skills at different points in their careers. This applies to technicians and managers alike.

On the surface, this appears obvious—of course, when responsibilities change, there should be additional education/training! In the real world, however, staff often are left to struggle on

PENNSYLVANIA STATE UNIVERSITY

HISTORY

Steps were initiated by the University's administration in Fall 1993 to require deans and budget executives to submit a strategic plan for diversity. These *Guidelines for Developing Unit Strategic Plans on Diversity* and the *Diversity Planning Schedule* were received in January 1994. Efforts by the University to integrate diversity considerations into the strategic planning process focused on the University's fourth strategic planning goal: "To create for a diverse University community a supportive environment that reflects the broad expanse of human history and experience."

To achieve this, the *Guidelines* requested that a preliminary plan, including a description and assessment of existing initiatives from each unit, be submitted by May 1, 1994. A steering committee chaired by the Vice Provost for Educational Equity reviewed and provided feedback to each unit for their strategic plans and the final plans were due in January 1995. The following "Process Checklist" was developed by the University Libraries' Academic Council.

ACADEMIC COUNCIL RECOMMENDATIONS

- Revise and accept Diversity Definition.
- Communicate revised definition to the Libraries' faculty and staff to achieve broadest possible understanding of a diverse workplace.
- Revise and accept "Diversity Vision Statement."
- Communicate "Diversity Vision Statement" to faculty and staff to achieve the broadest possible understanding of a diverse workplace.
- Outline possible short-term and long-term strategies to achieve goals described in vision, including the development of a service philosophy/ies.
- Determine specific measurable goals to move toward three parts of vision.
- Develop service philosophies at the unit level (discussed at unit/divisional levels and then codified within the Libraries' Academic Council).
- Accept service philosophy/ies in all units.
- Decide which programs/strategies to undertake to achieve vision, assure that they fit the service philosophies or philosophy, prioritize strategies.
- Develop quantifiable and/or qualitative measures to evaluate success of strategies/programs for attaining goals.
- Commit resources for strategies.
- Include accountability for the achievement of strategies to the appropriate individual/organizational level.
- Evaluate on periodic basis and include in agendas as progress report item throughout the organization.

STRATEGIC PLAN

The Libraries' *Strategic Plan for Diversity* was submitted in January 1995 with the following "strategic framework."

BELIEFS

Libraries have long recognized their responsibility to develop collections and services for facilitating research, study, and instruction in all areas of intellectual pursuit spanning the diversity of human thought and experience. The faculty and staff of a library should reflect a broad spectrum of languages, ethnicities, and life experiences, and have the breadth of subject expertise to nurture these intellectual undertakings.

VALUES

The University Libraries are committed to diversity and to respect for individual contribution as reflected by:

- a commitment to equitable access to information resources for our community of users;
- an appreciation of the value of the individual in an organizational environment based upon teamwork, cooperation, and collegiality;
- a personal commitment to the Library Bill of Rights and the principles and ethics of librarianship; and
- a professional commitment to encourage diversity within the world of librarianship and information science.

VISION

We envision the University Libraries at the forefront of the nation's research libraries in responding to a changing research environment. This vision challenges the Libraries to become a preferred employer among the nation's premier research libraries and within the community served by Penn State through the creation of a diverse work force; to develop a well-balanced collection of information resources, services, and instructional programs; and to achieve this vision by fostering the development of diversity within the profession through research, scholarship, and the recruitment and retention of new librarians and staff who reflect intellectual, cultural, and social diversity.

MISSION

The mission of the Libraries is to support the instructional, research, and public service needs of the University faculty, staff, and students at all locations of the University, and of the citizenry of the Commonwealth.

GOALS

The Libraries' goals are to recruit and retain staff and faculty who reflect a diverse workforce; to develop well-balanced services and collections; and to foster the development of diversity within the library profession.

STRATEGIES

The Libraries' strategies include:

- investment by the Libraries in faculty and staff recruitment and professional development;
- the design of instructional programs and development of collections to enhance the personal empowerment and research of information users; and
- investment by the Libraries in the development of academic librarians of color.

RESULTS

- creating an environment supportive of diversity and individual differences;
- providing appropriate collections and services for the faculty, staff, and students of Penn State; and
- advancing diversity within the library profession.

A BROAD DEFINITION OF DIVERSITY

An initial step in developing the diversity plan was to reach consensus on the meaning of "diversity" and to outline the unit's vision for diversity. A working draft of the definition and vision was developed by the University Libraries' Academic Council. Before progressing further with the planning process, the libraries' administration shared the draft definition and vision with all faculty and staff, with the request that they freely communicate their thoughts and opinions. The key was to provide an opportunity for everyone to provide honest feedback to develop a plan that was reflective of the libraries' priorities, needs, staff, and users.

For the libraries, the staff agreed upon a definition broader than the traditional Affirmative Action interpretation, one that recognizes the value brought to an institution by a variety of individuals. The text for each follows.

DIVERSITY DEFINITION

"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."

DIVERSITY VISION

"The University Libraries reaffirm their commitment to provide information resources and services to The Pennsylvania State University communities. The Libraries' vision is to create an environment that is as diverse as the knowledge resources it holds through:

- its commitment to build a diverse work force as demonstrated by developing a reputation as a preferred employer, both among the nation's premier research libraries and within the communities from which we hire;
- its commitment to strengthen the University's efforts to recruit and retain a diverse student and faculty population by acquiring an appropriately balanced collection of information resources; by offering broad-based services; and by developing focused instruction and orientation programs; and
- its ongoing contributions to the profession, including research, scholarship, and the recruitment of librarians."

We view each of the three elements of our vision as overlapping, building upon and complementing the strengths and programs of the others. Only through the successful completion of strategies for each of these areas will the Libraries achieve our vision for diversity.

THE DIVERSITY COMMITTEE

A diversity committee is not new to the University Libraries. The first such committee was appointed by the Dean in 1988 and was called the Committee on Cultural Diversity. It was established as an integral part of the Libraries' Affirmative Action Plan and was intended to be a working committee representing all categories of employees; providing counsel to the Libraries' administration on policies, practices, and programs to support diversity in the workplace; and enhancing sensitivity to cultural differences.

In 1991, the Dean appointed a new committee called the Libraries' Committee on Cultural, Racial, and Ethnic Diversity. This new committee was responsible for providing advice to the Libraries' administration on how to improve services, collections, and programs to better promote the principles of diversity. The Committee was comprised of Libraries' faculty and staff to bring a different perspective from personal life and from individual work experience.

In 1993, after visiting with the ARL P.O., the Dean discharged the committee and established a new one, The Libraries' Diversity Committee, with a revised charge. Appointments are now made through nominations and self-nominations. Individuals interested in serving on the committee are asked to submit a short statement describing their interests and qualifications. The Committee is an active group. Members participate in the development of the Libraries' Strategic Plan for Diversity, continue to arrange discussion sessions on diversity-related topics, and strive to improve the understanding of diversity issues throughout the Libraries.

COMMITTEE CHARGE

The P.O. regularly met with the Diversity Committee during each of her scheduled visits to Penn State. During Spring 1994, she helped the Committee formulate its charge, which was approved by the Libraries' Academic Council in July 1994. This charge reads as follows:

"The University Libraries' Diversity Committee consists of library employees, appointed by the Dean of the Libraries, who have volunteered to enhance the climate of the Libraries by fostering communication of diversity matters. The Diversity Committee, in collaboration with the Libraries' Academic Council and Office of Human Resources, has a continuing and active role in supporting, critiquing, and recommending policies and programs for diversity issues. The Diversity Committee supports and seeks means to implement the vision of the University Libraries' Strategic Plan for Diversity through its commitment to various activities."

The Diversity Committee meets once a month, with the Dean in attendance. In addition, the Diversity Committee meets once a semester with the Libraries' Academic Council to discuss and share leadership and communication opportunities that will advance the Libraries' diversity agenda, as well as to review progress and set future work.

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**BROWN BAGS PROVIDE
FOOD FOR THOUGHT**

*Its about Breaking
Down Walls and
Building Bridges*

Since its creation in 1988, the Libraries' Diversity Committee has been striving to enhance the climate of the Libraries to allow for greater sensitivity to cultural differences and a strong support for diversity. Appointed by the Dean, members of the Committee work together with the Libraries' Academic Council and Office of Human Resources to foster communication on matters of diversity.

To this end, the Committee has coordinated a series of "brown bag" discussions as a means of fostering a more open environment for communication. Once a month, 40 to 50 faculty and staff gather together, usually over lunch, to gain information and share ideas on diversity issues.

A large gathering of faculty and staff from the University Libraries listened intently while Sally Maud Robertson spoke on overcoming the discrimination that exists for people with Human Immunodeficiency Virus (HIV) and Acquired Immunodeficiency Syndrome (AIDS). "We have to lessen the fear and come together as a community," Robertson said.

Through her discussion, participants were given a chance to gain a better understanding of HIV and AIDS, and pass this information on to others within the workplace and throughout the community with the goal of lessening fears and breaking stereotypes. This forum helped the Libraries' employees begin to build their own bridges to create a more inclusive climate for diversity. One participant said, "I really enjoy the brown bags because we all get to talk informally. I also like it because they bring people from all over the Libraries together. I think we gain a lot just by spending time with people from other units."

Topics for the brown bags are often based on events happening locally and nationally. For instance, the presentation on discrimination of people with AIDS was scheduled during the same week that the NAMES Project AIDS Memorial Quilt was shown on the University Park Campus. Every semester, the Committee organizes an open discussion on diversity, allowing ideas and opinions to be voiced on various topics that may need to be addressed in the future. In the past, speakers from across the University community have discussed issues relating to people with disabilities, political correctness, challenges to Affirmative Action, respect of people's religious beliefs, and concerns of the gay, lesbian, and bisexual communities. There are still a number of topics that need to be covered. Some ideas for future discussions include ageism, gender and technology, sexual harassment, and international students' perceptions of the Libraries. The Committee also works with the Libraries' Wellness Committee on such issues as body image and health.

One member of the Committee stated that diversity brown bags provide a safe environment that facilitates open discussion about important issues. They not

only make participants more aware of cultural differences, but they also provide information participants can share. By hosting these discussions for faculty and staff, the Libraries have taken a step forward in breaking down walls and building bridges.

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The Library can be an overwhelming place for any student confronting the vast holdings of both print and electronic information for the first time. But imagine not being able to read call numbers on books, or lacking the mobility to access the stacks to retrieve the items you want. Suppose you have trouble seeing a LIAS screen. For people with disabilities, finding the information they need presents a daunting challenge.

However, help is available. Since the 1970s, the University Libraries have provided special services for students with disabilities to insure that they have full access to library materials. Together with the Center for Academic Computing (CAC), the Libraries furnish special equipment to help the visually impaired: there are personal readers that convert print into synthesized speech, computers that magnify print, Braille printers, tape cassette players/recorders, and many other electronic devices. There are also specially adapted keyboards for those in wheelchairs.

There are human resources who help as well. Volunteers from outside the Library record readings of textbooks and other materials. Staff in photoduplication enlarge magazine pages for easier perusal. Coordination of these services and equipment is the responsibility of Harold Woodruff, Coordinator of Library Services for People with Disabilities. He has held the position since 1990 and became a full-time staff member in March 1995. Woodruff notes that many of the students he works with are learning disabled, such as dyslexic people who are print-impaired. But the people he spends the most time with are the blind and visually impaired.

One visually impaired student who uses the services extensively is Raghu Nagabhushan, an international business major from Bangalore, India. Nearly blind since birth, Raghu has depended on family members to read to him and to find the materials he needed. While he was able to keep up his studies in India, Raghu wanted to have greater access to computers and other technology and to lead a more independent life. He found that opportunity at Penn State.

Raghu appreciates the availability of special equipment such as the large monitors and readers. He also knows that someone will be there to retrieve materials. "I can always depend on Harold to get what I need," Raghu remarks. Although he emphasizes his reliance on others, Raghu manages the machines he needs with a remarkable deftness. In the amount of time it takes some people to figure how to position a book correctly on a copier machine, Raghu has already scanned and listened to several pages of text. While James Michener's *Centennial* may sound better read by a flesh and blood person, the computer's rather flat voice can be made to speed up, slow down, or back up, and can be set to read the punctuation as well.

Raghu hasn't perceived his disability to be an obstacle here at Penn State, or in Canberra, Australia where he spent last spring semester fulfilling his study-abroad requirement. He found the services offered in Australia similar to those provided here, though he noted that it took a little longer to obtain what he needed. Like many students, Raghu takes his studies very seriously and after

graduating in December 1995, hopes to find a position in financial management or auditing, either in the United States or in India.

Despite a reliance on electronic equipment and new technology, services for the disabled remain a people-centered operation, requiring the effort and cooperation of staff, students, and volunteers. While students may have to depend on people such as Harold Woodruff to retrieve books or read aloud articles, the learning takes place on both sides. Woodruff comments that students with disabilities have to work harder, that they appreciate their studies more, and usually perform better than average. He adds, "I believe I've learned more from people than I've helped them." That statement may be open to debate. What's not in question is that Services for the Disabled doesn't only assist a minority population in meeting its information needs, it also fosters the kind of cooperative learning experience that helps to humanize higher education.

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STAFF REVIEW AND DEVELOPMENT PLAN (SRDP)

Spring 1996 marked the first anniversary of The Pennsylvania State University's new Staff Review and Development Plan (SRDP). The SRDP focuses on staff development rather than evaluation and reflects the University's commitment to teamwork, quality, customer service, and diversity.

The SRDP includes requirements for written performance standards and an annual process of self-assessment, performance review, and staff-initiated "action plans" to meet the goals mutually agreed upon by employees and their supervisors or team members. The formal review is based upon eight core performance factors established by the University, plus any "unit specific" factors identified in advance by staff or management as being integral to an individual's or department's total performance.

Among the eight core performance factors in the SRDP is "Commitment to Diversity." According to the SRDP, an individual who exhibits a commitment to diversity demonstrates respect for individuals from all backgrounds and cultures, contributes to processes that create and support a diverse environment, and participates in diversity programming and activities.

Some staff members reacted negatively to the prospect of being judged upon their commitment to diversity. "Commitment" appeared to trigger more negative reactions than "diversity." Most staff and supervisors were simply concerned. Documentation accompanying the first phase of implementation gave little direction as to how supervisors might establish standards of performance to measure such commitment. Employees focused on the obvious—attending workshops and events—but wondered how many or how often they had to attend. Other options for demonstrating a commitment to creating an inclusive workplace were not clear to employees. Later documentation provided examples of "typical" evaluative statements, but the examples all pertained to managerial or other relatively high-level positions.

In her training sessions for employees and supervisors, the Libraries' Human Resources Manager took a "low-key" approach, trying first to desensitize the issue and to reassure staff and supervisors that this was new for all of us and that we would learn together over time. She focused on the Libraries' very broad definition of diversity and offered examples of everyday behaviors that demonstrate respect (or the lack thereof) for others and typical work situations that require an appreciation of differences in problem-solving abilities, communication skills, work styles, etc. Although attending workshops and participating in diversity activities was encouraged, it was stressed that the goal wasn't simply to amass a workshop laundry list, but to develop strategies for implementation.

During the first year of the program, continued anxiety was expressed by employees to the Human Resources Manager and to members of the Libraries' Diversity Committee. However, attendance at diversity-related workshops and programs increased. For the Spring 1995 review cycle, the Libraries were granted permission to use a narrative format to address performance, rather

than a “factor by factor” approach. The University’s only requirement was that it be made clear in our narratives that the eight core factors—which represent those things the University values—were being addressed. This made reviewing “commitment to diversity” a little easier.

In their self-assessments, staff tended to focus on workshop attendance, but supervisors also described performance or behaviors that reflected “commitment to diversity” through customer service interactions, communications, and teamwork. The effect of combining observations in this way was to reduce the threatening overtones of “commitment to diversity” as a stand-alone performance factor.

Interestingly, the Libraries’ five self-managing work teams that reviewed their own performance for the first time had less difficulty with “commitment to diversity” than staff and supervisors in the traditional organization. Working together in teams to solve a multitude of day-to-day problems appears to have had the secondary effect of operationalizing the Libraries’ broad definition of diversity very quickly. Team members became sensitive to differences, not only in the racial, ethnic, and religious backgrounds of their teammates, but to differences in education, learning styles, work preferences, communication styles, and decision-making skills. Several teams wrote about their struggles to appreciate the differences each member brings to the team and the cohesiveness that began to develop once they realized the positive aspect of working together.

Heading into the 1995-96 review cycle, concerns in the Libraries have either died down or are not being expressed as vocally as they were last year. Following this year’s review, Penn State will prepare an online survey seeking comments on the Staff Review and Development Program in general <<http://www.ohr.psu.edu/pages/srdpsurvey.htm>>. In response to concerns about the “commitment to diversity” factor, the University plans to reassess it separately (the method for doing so is under discussion).

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CLIMATE ASSESSMENT

A climate assessment is currently underway in the University Libraries, fulfilling a commitment made by the Libraries in its Strategic Plan for Diversity. Results of the SRDP survey will be used to identify and plan any needed interventions, and ultimately improve the work climate for all Library employees. Designed to provide baseline data and measure change over time, the survey will be repeated every other year.

Review of climate surveys done elsewhere indicated value in seeking assistance from professionals experienced in this type of survey research. The consultants chosen were faculty from Penn State's Department of Psychology and the Center for Applied Behavior Sciences. They have excellent credentials, engage in quality research, and have demonstrated ability to quickly earn the trust and respect of faculty and staff. The latter is essential to employees' willingness to participate in a project of this nature. The Manager of Libraries Human Resources and three members of the Libraries' Diversity Committee worked with the consultants to develop the research proposal and advocated with senior management to finance a multi-phased assessment. Support from top management is critical to the success of the project and that support has been a cornerstone of the effort to date.

It was critical that the assessment be approached with as much care as possible, given the confusion surrounding the meaning of diversity at Penn State and its potentially threatening nature. Therefore, the decision was made to begin with group and individual discussion rather than a direct paper-and-pencil survey. The intent was to encourage faculty and staff trust; to provide organization-specific information for designing the survey instrument; to open a dialogue on diversity issues; and reduce threatening overtones as much as possible.

PROJECT OUTLINE

Focus Group Discussions

During the fall semester of 1995, 80 faculty and staff, selected by stratified sampling across departments, participated in nine focus group discussions facilitated by the researchers and held at a location outside the Libraries. Participation was voluntary. Primary topics of discussion were: the multiple meanings of diversity; perceptions of human resource practices as they pertain to diversity and equity; obstacles to full inclusion as organizational citizens of the Libraries; and suggestions for remedying identified problems.

Individual Interviews with Top Management

The Dean of Libraries and staff reporting to her were invited to participate in individual interviews to discuss management's perceptions of diversity issues at Penn State and possible goals for present and future diversity efforts in the Libraries.

Work History Analysis

Forty six faculty and staff, self-identified as minority or non-minority, volunteered for interviews with the researchers to discuss their personal

experiences at the Libraries. Discussions focused on socialization processes for members of different groups; perceptions of the Libraries' hiring, promotion, and evaluation processes; and an exploration of how personal identities are managed at work.

Climate Survey

A qualitative assessment of employee and management perspectives gathered early in the project provided researchers with the background and information needed to construct the survey instrument. A questionnaire requiring 30 to 40 minutes to complete was distributed during Spring 1996. The survey assessed perceptions and reactions to specific diversity issues, the multiple meanings of diversity, the climate for equity and equal opportunity, satisfaction with human resources policies and practices, and assessment of work attitudes—job satisfaction, organizational commitment, and work involvement. Faculty and staff were encouraged to complete the survey during work time and at a location away from the distractions of their immediate work area. A two-week turn-around was established and response rate as of the return date was about 60 percent.

Throughout the project, the Manager of Human Resources and the three members of the Diversity Committee worked closely with researchers to plan how various phases of the project would be carried out and how the project would be communicated to faculty and staff. Regular communications and updates over the course of the project were considered essential. Two early drafts of the survey were made available to the Libraries' management and members of the Diversity Committee, and feedback was incorporated into the final instrument.

Confidentiality was and remains a critical issue. From a regulatory and participatory standpoint, the confidentiality of responses must be assured. Protection of employee confidentiality is the single-most compelling reason not to attempt this kind of project in-house. No one in the University Libraries will ever see any completed survey, nor will they see information in such a way that individual identities can be ascertained.

What Next?

A timetable for completion of the analysis and distribution of survey results, including interpretations and recommendations, has been shared with all faculty and staff. Each will receive a copy of the interim report and will have access to the final project report. The Libraries' Diversity Committee and management are now considering the development of a plan for reviewing and acting upon the information it receives from the results. The success of the project depends not only on how the Libraries respond, but how they link their responses directly back to the climate assessment.

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DIVERSITY GUIDELINES FOR COLLECTION DEVELOPMENT

In 1994, the Pennsylvania State University Libraries developed a Strategic Plan for Diversity which challenged the Libraries to aggressively address diversity in every aspect of our operations. The Libraries adopted a broad definition of diversity that called for respect of all individuals and population groups. A critical element of the Libraries' vision was a commitment to "...strengthen the University's efforts to recruit and retain a diverse student and faculty population by acquiring an appropriately balanced collection of information resources..." To support this vision, the Libraries recognized that they must develop collections that:

- support research and study that enhances knowledge of our pluralistic society;
- provide a global view of human affairs;
- reflect a broad and universal perspective in a subject or discipline; and
- reflect the various interests and needs of the University's many communities.

Guidelines were developed to assist selectors in choosing appropriate materials to enhance the Libraries' collections on multiculturalism and diversity. These materials should meet one or more of the following criteria:

- support the development of scholarship and teaching intended to enhance discourse on and the understanding of issues related to diversity and multiculturalism;
- directly support faculty efforts to introduce global or universal perspectives into particular areas of scholarship and the curriculum;
- relate to curricular needs as academic units and faculty develop diversity programs;
- create a core collection made up of seminal publications and sources intended to support new academic programs and heighten awareness of diversity within the University;
- illustrate the many aspects and wide range of viewpoints in our society, educational community, and scholarship in general;
- provide a comparative perspective, analyzing the characteristics of the different groups and elements of our society as they relate to one another and to the common perceptions about our society, educational community, and scholarship; and
- promote the spirit of the University's and the Libraries' diversity visions and initiatives.

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SELF-DIRECTED WORK TEAMS AND DIVERSITY

The expectation of self-directed work teams is that they will work in an environment where everyone understands, respects, and values others and their individual contributions. This expectation is based on the University Libraries' definition of diversity, which supports a "web of inclusion" and empowerment. Theoretically, teams are able to reach consensus because the decision-making process begins with a brainstorming session that assures uninhibited participation and results in a plethora of wide-ranging ideas. Such ideas are then narrowed to a range of appropriate decisions and best practices, based on gathered and analyzed data and information. Differences of opinions, skills, and abilities are not only accepted, but viewed as complementary.

Individual opinions are often derived from historical perspectives within an organization, similar experiences external to the organization, individuals new to the environment, and/or individuals representing different cultures. Staff who have come more recently to our environment would generally be expected to contribute new ideas. Individuals who have been a part of the organization for a long time are generally expected to contribute ideas from their experiences. The lines, of course, are not always clean, and that too is a benefit. All opinions and ideas are considered valuable because they represent different experiences.

Team members often possess a variety of knowledge, skills, and abilities which are parts of an individual's diversity. Through cross-training, individuals share their knowledge, skills, and abilities with each other, benefiting their team and the organization by assuring backup and continuance of all functions for which the team is accountable.

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**ACCESS SERVICES—
SELF-AWARENESS**

Between 1994 and 1995, members of the Access Services Department met with the ARL Program Officer for Diversity. Two concerns surfaced: that people in other areas of the Libraries did not respect the work Access Services performs and that units in Access Services had an incomplete understanding of what the other units did. Access Services addressed the second issue in the following four ways:

- each unit of Access Services hosted two open houses for the members of the department to explain their primary functions;
- each unit prepared a handout with a brief explanation of its duties and special projects;
- after each presentation, the participants completed a questionnaire stating what they liked in the presentation and what they would like to know more about; and
- a volunteer committee investigated ways to show appreciation for jobs well done and to recognize each other as special contributors. These recommendations are currently with the Human Resources Department.

The following benefits were realized by the units' self-awareness campaign:

- better cooperation between units;
- better understanding of and appreciation for each unit; and
- individuals in the units have a heightened awareness of their importance to the department and the library.

The department, even with its efforts to increase awareness and appreciation, continues to struggle with a perceived lack of respect. This area of concern will be a charge for future activities.

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SIGNAGE PROGRAM

The physical layout of Pattee Library can be an inhibiting factor for many in the University community. The library consists of three buildings that are connected, but are very different in character and layout. Moving from one building to another is complicated because connections between buildings do not exist on every floor. The combination of buildings and signs can confuse even veteran library users.

The University Libraries have taken several steps to address this serious barrier to accessing library resources and services. The most significant project undertaken is the development of a comprehensive signage program. In 1994, the Libraries contracted with Deasy Geographics Lab to improve directions in and facilitate orientation to Pattee Library. The professional cartographers interviewed staff and users and spent an entire week exploring the building. Our goal was to produce directional aids that are professional in appearance, were as inexpensive as possible, and that were "renewable." In the next few years, the Libraries will be building an addition to the Pattee complex, and we need a signage system that can be easily changed and updated through the building and renovation process. The first version of the signs were installed Summer 1996. This ongoing project demonstrates the commitment to continually improve user access to the building.

The Libraries have also responded to the needs of our patrons with disabilities through improved signage. These patrons have been frustrated because the Libraries' hours are posted on the outside of the building, but they are posted by the main entrance, which is not handicapped accessible. In Spring 1996, we installed a signage display case which contains the library hours by the handicapped accessible entrance.

The *Library Wayfinding Guide: Access for the Physically Challenged* indicates the most accessible entrance for all University Park Libraries' facilities that are open to the public. Ramps, call buttons, automatic door openers, and elevators are clearly indicated in descriptive text and building locations and entrances are marked on a map of the University Park campus. A paragraph indicates assistance that is available in all locations, as well as introducing the Office of Library Services for the Disabled.

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Appendices

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Diversity Climate Assessment for the University Libraries:

Feedback Report and Recommendations

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June, 1996

Overview

“...I view the goal of managing diversity as maximizing the ability of all employees to contribute to organizational goals and to achieve their full potential unhindered by group identities such as gender, race, nationality, age, and departmental affiliation.”

Taylor Cox, Jr. (1994, p. 11)
Cultural Diversity in Organizations

In the Fall of 1995, the University Libraries (UL) began a two-semester project to assess its climate for diversity. Researchers from Penn State's Department of Psychology and the Center for Applied Behavioral Sciences conducted the project. The initial, qualitative phase consisted of focus group meetings and employee interviews with a sample of UL employees. Individuals were randomly selected and invited to participate in the focus groups to discuss issues and obstacles related to enhancing the UL climate for diversity. Individuals self-nominated themselves to participate in the work history interviews. In addition, individual interviews were conducted with the top-level UL administrators.

The information gathered from the focus groups and individual interviews was used in designing a climate survey. This survey was ultimately sent to all UL full-time employees, and most non-student wage payroll employees, during the month of April, 1996. The purpose of this report is to summarize the results of the qualitative and survey assessment of the UL climate for diversity. This report will be made available to all interested UL employees, and it will serve as the basis for designing change efforts to enhance the UL climate for diversity. Ultimately, the work climate for all Libraries employees should be improved as a result of these ongoing efforts.

The structure of this report is to briefly review the process and results of the qualitative assessment; present the most important and meaningful findings from the survey questionnaire; and to propose recommendations for future actions aimed at enhancing and evaluating the UL climate for diversity.

Qualitative Assessment

The initial phase of the UL Diversity Climate Assessment consisted of a series of focus groups and individual interviews. The transcripts from these meetings were content analyzed to identify common themes, which were incorporated into the survey questionnaire. Basic demographic summaries of the participants in each aspect of the qualitative assessment are reported below.

Focus Groups

A total of 10 focus groups were conducted with UL employees. Ninety-eight employees were invited to participate and were chosen using a stratified random sampling plan that considered employees' department and division. Of those who were invited, 57 chose to participate (58% participation rate for invitees). Forty-nine of the focus group participants were full-time employees (86% of participants); 13 held faculty positions (23% of participants), 36 were staff employees (63% of participants), and 8 were wage payroll (14% of participants).

Each focus group lasted approximately 90 minutes, and was divided into 3 general phases. The first phase of each group discussion consisted of introductions, an explanation of the project and informed consent, and a discussion of the multiple meanings of diversity. The facilitator began by noting the many possible meanings of diversity and the lack of a single, commonly accepted definition. Participants were asked to provide diversity definitions -- either their own, the one provided in UL, or what they might have heard from friends, colleagues, or the media. The facilitator summarized these definitions on a flip chart. The second phase of each focus group centered discussion around a series of related questions: a) opinions on ULs' commitment to diversity; b) aspects of UL that enhance or detract from a multicultural climate; and c) aspects of diversity as they relate to the UL employment experience at individual, group, and organizational levels. The third phase of the focus group consisted of a discussion of any unaddressed issues that participants wanted to raise. Finally, we asked each participant to write down (anonymously) on an index card his/her own specific definition of diversity. These definitions are provided in Appendix A. Although there was a good deal of variability, the predominant theme underlying the 57 unique definitions is that of tolerance and individual respect.

Top Management Interviews

Individual interviews were conducted with the Dean, and six of her reports. These included the Associate Deans, Administrative Assistants, and the Human Resources Manager. The general outline for the interviews paralleled that used in the focus groups, with an emphasis on discussing perceived obstacles to diversity in UL. Each interview lasted approximately one hour.

Work History Interviews

A message was sent electronically to all full-time UL employees asking for self-nominations to participate in a one-hour work history interview concerning individual employment experiences at UL. In addition, it was requested of those who responded that they indicate whether they considered themselves as members of an underrepresented group. A total of 44 self-nominations were received. Eleven (25%) of the respondents indicated that they were underrepresented group members; 22 (50%) indicated they were not; and 11 chose not to provide that information. An attempt was made to interview all interested employees; however, due to scheduling conflicts, bad weather, illness, and other unforeseen circumstances, a total of 32 interviews were conducted. Interviews were conducted mostly in December and January of the 1995/96 academic year. The interview format was semi-structured in nature, with questions asked regarding the employees' perceptions and experiences with the various aspects of their employment history, such as recruitment, selection, socialization, training, mentoring, evaluation, and promotions/transfers. Positive and negative critical incidents were gathered regarding individuals' interactions with co-workers. Interviewees were asked to rate the overall quality of interaction with their co-workers using a 7-point scale (1=*poor*; 7=*excellent*). All responses to this question elicited responses of 5 or higher. Finally, interviewees were asked to consider whether they thought UL to be a diverse workplace, and reasons for their answer. Responses to this final question were bimodal. Almost as many thought UL to be diverse as those who thought it not to be. Answers seemed to hinge on whether the interviewee's own definition of diversity was limited to racioethnic characteristics, or whether it was more broadly defined to include other possible individual differences.

Wage Payroll Questionnaire

Because of the concerns voiced from several UL constituencies to sample more of the perceptions and experiences of wage payroll employees in the qualitative assessment, a brief questionnaire was distributed to approximately twenty of those employees; seven completed surveys were returned. Those who responded ranged in length of tenure from approximately two months to five years. Four of the respondents reported working 40 hours in a typical work week; one reported 30 hours; one 25; and one 20 hours per week. Four questions were asked regarding: a) the extent to which information on diversity is communicated to you; b) extent to which you feel included in the diversity effort; c) extent to which diversity is relevant to you; and d) the extent that diversity is beneficial to you. Responses were rated on a 5-point scale (1=*not at all*; 5=*completely*). The average response to questions a through c above ranged between 3.0 and 3.3; however, the mean response to question d was only a 2.0, indicating that these respondents do not feel the UL diversity effort is very beneficial to them as wage payroll employees. Open-ended questions were also asked regarding positive and negative work experiences, as well as general reactions to the UL diversity effort. In general, the predominant concern was that they perceived themselves as doing work that was equivalent to full-time staff, however, their pay and benefits were much lower. In addition, there was the

perception of being -- perhaps unintentionally -- marginalized. One particular response best captured the general flavor of these free-response comments: "I do want to thank you for asking the opinions of the wage payroll employees; most committees, organizations, etc., don't even recognize our existence, much less ask our opinions."

Survey Questionnaire

Based on information gathered through the initial qualitative assessment procedures, in addition to review of the relevant scholarly and applied literatures, a survey instrument was designed to assess individual employee responses to diversity, as well as general climate issues. The survey consisted five sections (definitions; attitudes and perceptions; communication and conflict; practices; and job satisfaction), plus a demographics page. A copy of the survey instrument is provided in Appendix B. Surveys were distributed to 396 employees in mid-April, 1996, with a two-week window for completion. Employees were advised in the cover letter that they were permitted to complete the survey during working hours. Completed surveys ($n = 254$; 64% of total distributed) were returned individually and directly to David V. Day through campus mail.

Demographics

Of those who responded, 37 were classified as holding a wage payroll position (45% of possible wage payroll participation rate), 157 were staff (62% of possible participation rate), 44 were faculty (75% of possible participation rate), and 16 did not indicate their position (6% of total responses). Approximately 70% of the respondents were female ($n = 178$), and about 87% were white/non-Hispanic ($n = 220$). Approximately 11% ($n = 27$) of respondents did not indicate their sex, and about 6% ($n = 15$) did not indicate their race. In terms of location, 33 respondents (13%) indicated they were located in Planning/Administration/Dean's Office; 107 (42%) were in Information Access Services; 81 (32%) reported being located in Collection Reference Services; and 33 (13%) did not indicate their location. Ninety-six respondents (38%) indicated that they had some type of supervisory responsibility. Taken together, it appears that the respondents were representative of the UL employee population.

Two other questions were included on the demographic page, and are of particular interest. One question was directed to wage payroll employees only, inquiring whether or not they desired full-time employment. Thirty-five (of 37) wage payroll respondents answered this question. Approximately 57% ($n = 21$) indicated "yes;" 38% ($n = 14$) indicated "no." Although the majority of wage payroll respondents indicated an interest in eventual full-time employment, there is a noticeable percentage with no interest in becoming full-time. The other question asked whether the respondent considers him/herself to be a member of an underrepresented group. Approximately 24% of the respondents ($n = 60$) indicated "yes" to this question (21, or 8%, did not answer). An examination of the reasons for a yes answer (free response), indicated that approximately 28% ($n = 17$) responded it was due to work-

related reasons (e.g., member of a self-directed work team or department such as AV Services), and that 62% ($n = 37$) said their underrepresented status was due to demographic/background reasons (e.g., sex; sexual orientation; ethnicity; disability; religion; age). Six (10%) of the respondents who answered the question affirmatively did not provide a reason. It is interesting that almost a quarter of the respondents perceive themselves to be "underrepresented" group members, given that approximately 65% of the UL workforce is female and only 6% is non-white.

General Diversity Perceptions

The results in this section pertain to the level of individual involvement in diversity efforts; employees' perceptions of the UL diversity definition, how diversity is implemented, and the consistency between the two; and employees' feelings about the concept of diversity, as well as its overall importance.

Involvement with diversity. Three survey items (A1, A2, A3) dealt with employees' individual involvement with the UL diversity effort. As expected, there were significant differences across position levels with faculty reporting the most involvement, followed by staff and wage payroll employees, respectively. Overall, approximately 76% of all respondents indicated that they had read the UL Strategic Plan for Diversity (96% of faculty; 78% of staff; and 49% of wage payroll). Approximately 81% of all respondents reported being familiar with the UL definition of diversity (91% of faculty; 84% of staff; and 58% of wage payroll). Approximately 64% of all respondents reported having at least two discussions regarding the UL definition of diversity (86% of faculty; 65% of staff; and 32% of wage payroll). These results are summarized in Table 1.

In terms of attendance at diversity activities, attendance rates (i.e., ever attended) were reported to be between 56-61% for the various programs (brown bags, workshops, lectures, training programs, and exhibits). Wage payroll employees reported lower attendance (22-38%) at any of the various programs than staff (53-68%) or faculty (55-88%). The overall worthwhile ratings (1 = *not at all worthwhile*; 5 = *extremely worthwhile*) for those who reported attendance ranged from 3.47 (exhibits) to 3.74 (brown bags). In general, it appears that those who attended diversity activities felt that they were worthwhile endeavors. See Table 2 for a summary of these results.

Importance of diversity. Three survey items (A4, A6, A7) dealt with perceptions of the importance of diversity to individual development and success in UL. Item A4 asked employees to rate on a 5-point scale (1 = *strongly disagree*; 5 = *strongly agree*) the extent to which all UL employees are working up to their full potential. According to Cox (1994), one of the fundamental goals of managing diversity is to help all employees achieve their full potential. According to overall responses (see Table 3), only about 13% of UL respondents agreed or strongly agreed that employees are presently working up to their potential ($m=2.26$; $sd=1.00$). Approximately 68% of all respondents disagreed or strongly disagreed with this

statement. There were no systematic differences associated either with position level or location in average responses to this item. Item A6 asked respondents to rate the degree to which they perceived that diversity contributes to everyone's success. Overall, approximately 61% of respondents agreed or strongly agreed with this statement ($m=3.59$; $sd=1.13$). There were no response differences associated with either position level or location. Item A7 asked respondents to rate the degree that they believed that diversity stands for nothing more than quotas. Overall, almost 23% of respondents agreed or strongly agreed with this statement ($m=2.69$; $sd=1.13$). There were significant differences across position level (but not location) associated with responses: Wage payroll ($m=3.00$) and staff ($m=2.78$) employees were more likely to agree with this statement than faculty ($m=2.05$). It should be noted, however, that average responses tended to be at or below the scale midpoint indicating a general disagreement that diversity stands for nothing more than quotas.

Perceptions and feelings regarding diversity. Three items were included to assess the agreement of diversity perceptions among employees (A13), their overall level of affective or emotional reactions to diversity (A14a-k), and perceptions of present levels of diversity (A12). Item A13 asked respondents choose one of five alternatives (*change*, *preference*, *respect*, *performance*, and *fad*) that best describes their views on diversity. Approximately 76% of respondents chose *respect*, whereas about 9% chose *change*, 6% chose *preference*, and about 4% chose *performance* or *fad* (each). These results indicate a good deal of consistency among UL employees in terms of their individual views on the meaning of diversity. Item 14 consisted of 11 separate bipolar adjectives (e.g., *good-bad*; *strong-weak*; *open-guarded*) to which respondents were asked to rate their feelings about the concept of diversity using a 7-point scale (higher numbers indicating more positive feelings). Responses to these 11 separate adjective pairs demonstrated good internal consistency reliability ($\alpha=.96$), so ratings were averaged to form a single composite scale. Overall, respondents indicated generally positive feelings about the concept of diversity ($m=5.22$; $sd=1.19$) with no systematic differences in responses by either position or location. Item A12 asked employees to rate the degree that they perceived UL to be a pretty diverse workplace. Whereas the overall mean would suggest that responses tended to be in the middle of the scale ($m=3.01$; $sd=1.19$), a closer examination of the distribution of indicated a bimodal response pattern. Specifically, about 45% of the respondents agreed or strongly agreed that UL is pretty diverse already; however, approximately 38% of respondents either disagreed or strongly disagreed with this statement (see Table 4). These findings correspond to results obtained from the individual work history interviews. Overall ratings varied as a function of position, but not by level. Faculty were more likely to disagree with this statement ($m=2.58$; $sd=1.12$) than either staff ($m=3.12$; $sd=1.18$) or wage payroll employees ($m=3.06$; $sd=1.24$). Thus, there appears to be a noticeable level of disagreement regarding the degree that UL is already a pretty diverse workplace, and that this disagreement varies to some extent as a function of position level.

Consistency between definitions and practices. Three items involved the definition of diversity (A8), the implementation of diversity (A9), and the perceived consistency between definition and practices (A5). Item A8 asked respondents to rate the degree to which the UL

definition of diversity includes all people (1 = *strongly disagree*; 5 = *strongly agree*). Overall, approximately 63% of respondents agreed or strongly agreed with this item ($m=3.61$; $sd=1.06$). Item A9 asked respondents whether diversity includes all people in terms of how it is implemented or practiced in UL. Overall, only approximately 30% of respondents agreed or strongly agreed with this statement ($m=2.82$; $sd=1.11$). A comparison of mean responses to items A8 and A9 (see Table 5) indicate that they were statistically different, $t(240) = 10.86$, $p < .001$. Item A5 directly asked whether individuals' thought that the way diversity is defined in UL is consistent with its practices. Approximately 25% of respondents agreed or strongly agreed with this statement ($m=2.93$; $sd=0.95$). Across all three items, there were no systematic differences in responses based on either position or location. There appears to be a general perception that the way diversity is defined in UL is inconsistent with its practices.

Summary. The results of this section suggest some positive, as well as negative, aspects of the UL diversity climate. It is encouraging to note the generally high levels of involvement and participation in diversity activities. Although it is to be expected, there were lower levels of participation among the wage payroll employees, and to some extent, the staff. Future attention might be paid to reaching "deeper" in the organization in an attempt to include more wage payroll and staff employees in the UL diversity effort. In terms of its perceived importance, only a small proportion of respondents (13%) believed that UL employees were presently working up to their full potential. As noted by Cox (1994), one of the objectives of managing diversity is to create an organization "in which all members of all sociocultural backgrounds can contribute and achieve their full potential" (p. 225). It is apparent that UL has not yet achieved this goal, despite the perception of approximately half of the survey respondents who thought the UL was already a pretty diverse place. Such widely shared perceptions can contribute to a resistance to successful diversity management. In other words, why should we change given that we are already doing pretty good? The relatively small proportion of respondents who believe employees are working up to their full potential indicates that further change is needed. It is interesting to note, however, that fewer than 10% of respondents indicated that "change" best described their views on diversity.

Affective responses to diversity also tended to be positive, indicating a general warmth and openness toward diversity. It is also positive that a majority of respondents perceived the UL definition of diversity to include all people; however, there appears to be a gap between the inclusiveness of the diversity definition and the way that diversity programs are implemented in UL. Clearly, one of the objectives of the UL diversity effort should be to work on narrowing this gap. A general recommendation is to focus on improving the inclusiveness of diversity practices in UL.

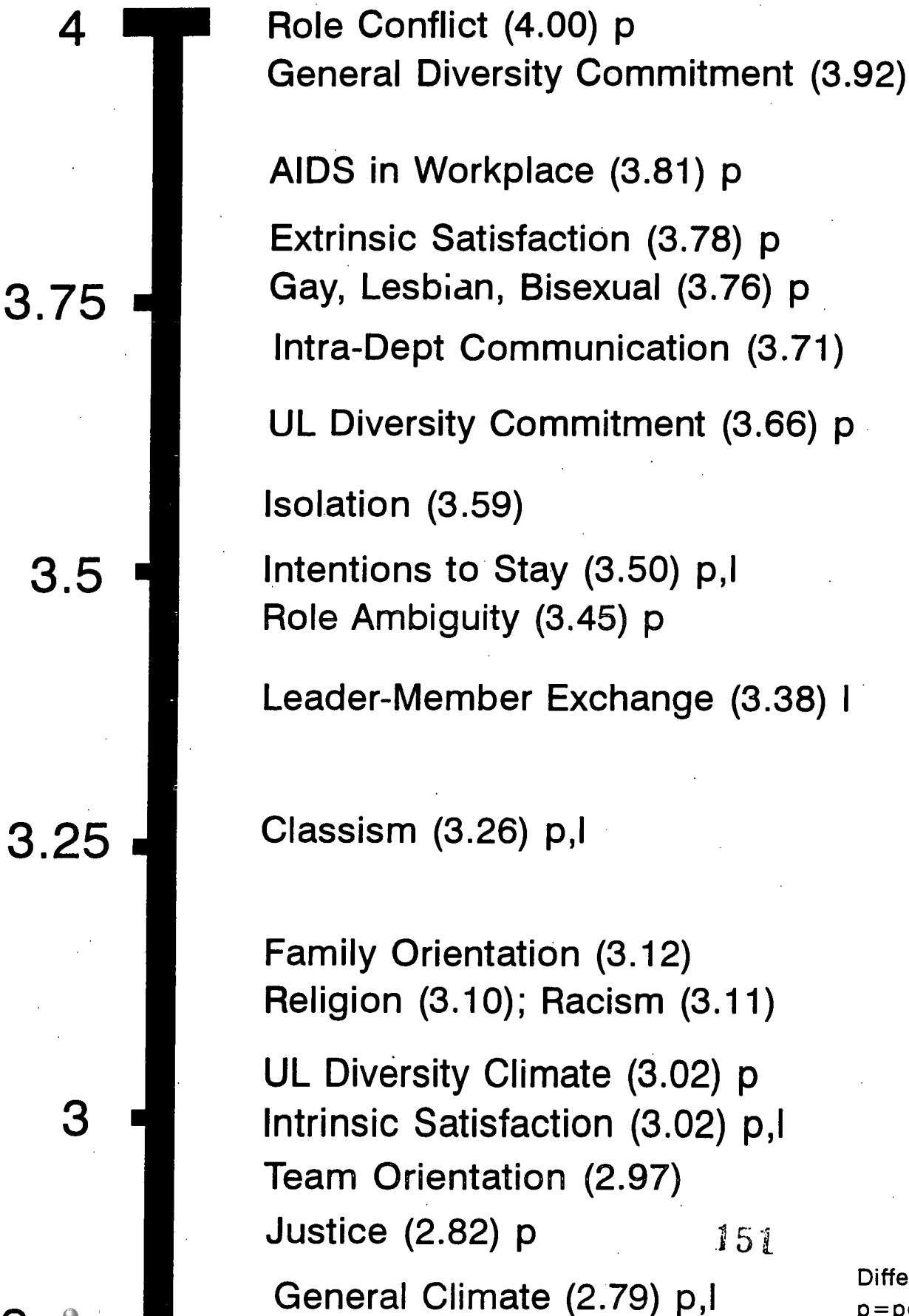
Comparison of Climate and Attitudinal Constructs

Because of the large number of items included in Parts B-E of the survey (approximately 130), it would be inefficient to attempt to review and compare responses at that level. Instead, the survey was designed such that multiple items were included for each construct so that they could be combined into scales. For example, consider the following three questions: a) I am treated with respect by those in upper-level positions (B3); b) People in upper-level positions look down their noses at someone like myself (B6, reverse scored); and c) I feel like I am looked down on by others in UL (B40, reverse scored). The content of these three items pertain to the perceived amount of classism/elitism in UL. Thus, the average of an individual's responses to these three questions was taken as a score for the Classism scale (construct). The advantage of such an approach is two-fold. First, it allows researchers to focus on a more parsimonious set of constructs as compared with a large set of individual items. Second, it also allows for an estimation of the degree of consistency in responses to items from the same construct. This index of internal consistency is called coefficient alpha (α). The larger the coefficient (maximum score is 1.0), the more consistent and reliable is the construct. A listing and description of all constructs measured by the survey, along with their respective coefficient alphas, is provided in Table 6. The individual items associated with each construct are provided in Appendix C. All constructs were scaled in such a way that higher scores indicate more positive perceptions of that particular attribute. Possible mean scale scores range from 1.0 to 5.0.

Positively rated constructs. Figure 1 provides a general comparison (i.e., ranking) of 19 key constructs assessed by the survey. Listed are the names of each construct, the mean rating across all respondents, and whether there were significant differences associated with either position (p) or location (l). As indicated in Figure 1, Role Conflict ($m=4.0$) and General Diversity Commitment ($m=3.92$) were rated as the most positive overall. Role Conflict was rated generally more positive (i.e., less of a problem) by wage payroll employees ($m=4.19$; $sd=0.53$) than by faculty ($m=3.78$; $sd=0.61$), with average staff ratings falling between the two extremes ($m=4.03$; $sd=0.62$). There were no significant differences across position level or location for General Diversity Commitment.

Also rated positively were the diversity-related constructs of AIDS in the Workplace ($m=3.81$) and Gay, Lesbian, and Bisexual (GLB) issues ($m=3.76$). It is interesting to note that staff respondents rated these issues less positively ($m=3.79$ and 3.68 for AIDS and GLB, respectively) than either wage payroll ($m=4.03$ and 3.93) or faculty ($m=4.24$ and 3.99). There were no significant differences in means associated with location. Other constructs that were rated positively include Extrinsic Satisfaction ($m=3.78$), Intra-Department Communication ($m=3.71$), and UL Diversity Commitment ($m=3.66$). Extrinsic Satisfaction was rated lowest by wage payroll ($m=3.46$; $sd=0.56$), followed by staff ($m=3.80$; $sd=0.58$) and highest by faculty ($m=4.04$; $sd=0.50$). This pattern of means was also found for UL Diversity Commitment. Wage payroll rated this the lowest ($m=3.44$; $sd=0.68$), followed by staff ($m=3.64$; $sd=0.59$), with faculty expressing the most positive attitudes

Figure 1: Construct Rankings



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Differences by:
p=position; l=location

about UL Diversity Commitment ($m=3.83$; $sd=0.59$). There were no significant position or location differences for Intra-Department Communication.

Negatively rated constructs. The constructs being rated overall as most negative were: General Climate ($m=2.79$), Justice ($m=2.82$), and Team Orientation ($m=2.97$). All three constructs had average ratings that fell below the scale midpoint, indicating generally negative overall perceptions or attitudes. General Climate was perceived to be worse by staff employees ($m=2.72$; $sd=0.75$) than by either wage payroll ($m=2.97$; $sd=0.77$) or faculty ($m=3.02$; $sd=0.75$). Also, employees in Information Access Services tended to perceive the General Climate to be slightly worse ($m=2.70$; $sd=0.81$) than employees in Planning/Administration/Dean's Office ($m=2.94$; $sd=0.56$) or in Collection Reference Services ($m=2.96$; $sd=0.71$). There were no significant differences associated with position or location for Justice or Team Orientation.

A select number of paired *t*-tests were conducted to determine whether specific constructs differed with regard to their overall mean ratings. We compared the following constructs (test statistics and probability levels in parentheses), with the more positively rated construct listed first in each pair: Extrinsic Satisfaction with Intrinsic Satisfaction, $t(250) = 19.20$, $p < .001$; Role Conflict with Role Ambiguity, $t(250) = 12.55$, $p < .001$; General Diversity Commitment with UL Diversity Commitment, $t(253) = 4.25$, $p < .001$; Climate for Diversity with General Climate, $t(251) = 5.16$, $p < .001$; and AIDS in the Workplace with Racism, $t(253) = 10.33$, $p < .001$. All comparisons were statistically significant. From these results it can be concluded that there is generally higher extrinsic, as compared with intrinsic, satisfaction among UL employees; role conflict is less of a concern than role ambiguity; general commitment to diversity is higher than UL-specific commitment to diversity; diversity climate is better than general climate; and that certain aspects of diversity (e.g., AIDS in workplace and GLB issues) are perceived to be better than other aspects of diversity (e.g., Racism, Religion, and Family Orientation).

Examination of select construct items. The preceding analyses were useful in comparing constructs relative to each other; however, very little can be inferred as to why certain constructs were rated low (or high). For that reason, an examination of item means was conducted for the three lowest rated constructs (General Climate, Justice, and Team Orientation) and for two of the highest rated diversity components (AIDS in Workplace and GLB). The latter were chosen because their relatively high overall survey ratings did not correspond to results of the qualitative analyses, which tended to indicate a perceived lack of openness regarding those particular issues.

For the General Climate construct, one item in particular appeared to elicit very negative responses (B36, reverse scored): "We are asked to do more and more with less and less" ($m=1.63$, $sd=0.91$). Also rated relatively low was another stress-related question (B7, reverse scored): "UL is a stressful place to work" ($m=2.48$, $sd=1.28$). The other question that was rated below the scale midpoint had to do with support (B42): "UL is supportive of all

its employees" ($m=2.74$, $sd=1.02$). The remaining three items in the General Climate scale ("UL will never really change" B11, reverse scored; "I enjoy coming to work" B26; and "I am treated fairly on my job" B28) all had mean ratings above the midpoint, indicating generally positive perceptions. The low ratings are interesting in that they deal with aspects of work stress; however, the two typically measured aspects of role stress (Role Conflict and Role Ambiguity) were both rated as generally positive.

For the Justice construct, individual items deal with perceived fairness in hiring and performance evaluation. All had ratings below the scale midpoint with the exception of Item D6: "My work is evaluated fairly and accurately by my supervisor" ($m=3.53$, $sd=1.03$). Thus, although there may be some concerns regarding UL hiring and evaluation, it is encouraging to note that there appears to be a general perception that performance is evaluated in a fair manner by supervisors.

There were no consistent differences in ratings for the Team Orientation construct. All average item ratings tended to converge around the scale midpoint. Furthermore, ratings were fairly normally distributed around the mean. As an example, consider item B9: "If given the choice, I would prefer to work as part of a team rather than work alone" ($m=2.92$, $sd=1.20$). For that item approximately 33% agreed or strongly agreed, whereas approximately 36% disagreed or strongly disagreed. This suggests a good deal of diversity in preferred work style among UL employees, and that there is likely to be resistance on the part of some employees to self-directed work teams.

The ratings for the AIDS in the Workplace items showed no large differences across items. Two of the three items had average ratings above 4.0; with the remaining item ("I would feel comfortable working with someone known to have HIV/AIDS;" B10) having a somewhat lower mean of 3.38. An examination of the distribution of ratings revealed that approximately 53% of respondents agreed or strongly agreed with this item, whereas about 21% disagreed or strongly disagreed.

The ratings for the items comprising the Gay, Lesbian, and Bisexual (GLB) scale showed generally positive ratings, with the exception of item B48 (reverse scored): "It is uncomfortable for gay, lesbian, or bisexual employees to talk about their partners" ($m=2.77$, $sd=0.75$). This is the only GLB scale item that asks about the general climate for GLB employees; all other items pertain to individual attitudes regarding issues of sexual orientation (e.g., "Someone's sexual orientation does not affect how I act toward him/her at work" B29, $m=4.18$, $sd=0.85$). This comparison between items is interesting. On one hand, respondents rated their individual attitudes about GLB co-workers as generally positive, yet rated the aggregate climate as being somewhat negative.

Summary. A set of 19 key constructs were ranked based on their overall mean ratings. Role Conflict, General Diversity Commitment, AIDS in the Workplace, GLB, Intra-Department Communication, and UL Diversity Commitment were all ranked positively (mean

ratings between 3.66 and 4.00). The constructs of General Climate, Justice, and Team Orientation were rated negatively (mean ratings between 2.79 and 2.97). Differences were noted in mean ratings due mostly to position level (i.e., wage payroll, staff, and faculty). Relatively fewer differences were associated with location. An examination of items comprising certain scales revealed that issues related to work stress (e.g., having to do more with less) were responsible for the generally low ratings given to General Climate. It was also noted that whereas the GLB construct was rated positively, individual attitudes appeared to be more positive than perceptions of the overall climate for GLB employees.

Several comparisons were made to determine whether ratings to related constructs were statistically different from each other. Such differences could be used to help direct interventions to where they are most needed. It was found that the General Climate was perceived to be worse than the Climate for Diversity; AIDS in Workplace and GLB were worse than Racism (and also likely Religion, and Family Orientation); Role Ambiguity is more of a problem than Role Conflict; and UL-specific Diversity Commitment is lower than General Diversity Commitment. Future surveys should assess whether the noted gaps between these constructs have been reduced or eliminated.

Examination of Selected Items

As a means of understanding more specific attitudes and perceptions of survey respondents, responses to several items were examined independently of their intended construct. Items were examined relative to the following general areas: a) inter-departmental communication and cooperation; b) UL commitment to diversity; c) preferences; and d) miscellaneous diversity items.

Inter-Departmental Communication. Issues emerged from the qualitative analyses regarding communication and cooperation between departments or teams. Because this general construct did not demonstrate adequate reliability ($\alpha = .46$), the items were examined individually.

(C9) "I frequently talk to other people in UL besides the people in my department or team."
($m=3.63$; $sd=1.12$)

For item C9, approximately 68% of all respondents agreed or strongly agreed with this statement, whereas only about 20% disagreed or strongly disagreed.

(C14) "Departments and teams in the UL cooperate to get the work done."
($m=3.28$; $sd=0.94$)

Approximately 42% of all respondents agreed or strongly agreed to item C14, whereas approximately 19% disagreed or strongly disagreed. In general, it appears that communication and cooperation between teams or departments is somewhat better than what the qualitative

analyses indicated; however, fewer than 50% of respondents believed that departments and teams cooperate to get the work done.

UL Commitment to Diversity. Several items assessed the degree to which diversity commitment was thought to exist at various levels in UL. These items were examined separately to determine where there is perceived to be relatively strong (and weak) commitment to diversity in UL. Overall, the rank order is as follows:

Item	Source	M	SD
B13	Supervisor/Manager	3.91	0.92
B47	Higher Management	3.79	0.79
B1	UL	3.49	1.00
B39	Employees	3.24	0.87

All means were above the scale midpoint (3.0) indicating a general belief that there is commitment from the various sources; however, all differences between means were statistically significant ($p < .05$). This can be interpreted to mean that supervisors/managers are thought to have significantly more commitment to diversity than higher management, which is higher than UL, which is significantly higher than UL employees. From this it might be concluded that one of the biggest obstacles to furthering the UL diversity effort is the employees, and not supervision or higher management.

Preferences. One issue that emerged repeatedly in the focus groups and individual interviews was the notion of preferences. There was some undercurrent of resentment that certain groups were perceived to be given preference in hiring and promotion. As a way of examining this in greater detail, three items were selected that dealt with different types of preferences.

(D14) "Wage payroll employees have earned the right to be given preferences for UL jobs."
($m=3.51$; $sd=1.06$)

For this item, approximately 57% of respondents agreed or strongly agreed, whereas about 19% disagreed or strongly disagreed.

(D7) "Underrepresented group members should receive preferences in hiring and promotion." ($m=2.28$; $sd=1.01$)

For this item, only about 11% of respondents agreed or strongly agreed, whereas approximately 60% disagreed or disagreed strongly. Table 7 provides a direct comparison of responses to these items.

(D8) "UL should do more to recruit qualified applicants from underrepresented groups."
($m=2.81$; $sd=1.07$)

Approximately 22% of all respondents agreed or strongly agreed to item D8, whereas about 38% disagreed or disagreed strongly.

From these results, it appears that UL employees generally believe that certain types of preferences are acceptable (i.e., preferring wage payroll employees for full-time positions). There was strong resistance to the notion of preferring underrepresented group members for UL positions, with only 11% of respondents agreeing with this policy. Furthermore, more employees disagreed (38%) with the statement that more should be done in recruiting underrepresented group members than agreed with that statement (22%). Thus, there appears to be a great deal of resistance to some of the policies and practices recommended in the UL Strategic Plan for Diversity.

Miscellaneous Diversity Items. A number of issues were discussed in the focus groups and individual work history interviews that pertained to specific diversity-related issues. For example, issues related to religious tolerance, racism, and artwork displays were brought up for discussion by participants on more than one occasion. For that reason, items were included in the survey to try and assess general reactions to these issues.

(B5) "Expression of religious beliefs is tolerated of UL employees."
($m=3.30$; $sd=0.97$)

The overall mean was above the scale midpoint indicating a general agreement with this statement. Approximately 46% of the respondents agreed or strongly agreed with the item, whereas about 19% disagreed or strongly disagreed.

(B30) "I have heard comments from co-workers that could be considered racist."
($m=3.16$; $sd=1.22$)

The overall mean was above the midpoint, indicating a general agreement with having heard racist comments from co-workers. Approximately 49% of all respondents agreed or strongly agreed with this statement, whereas about 34% disagreed or strongly disagreed with it. It should be noted that more respondents apparently have heard racist comments from co-workers than have not.

(D15) "I have found the artwork displayed in the library to be offensive at times."
($m=2.74$; $sd=1.36$)

The overall mean was below the scale midpoint, indicating that most people disagreed with this statement; however, the standard deviation was relatively large, indicating a good deal of variability in responses. An examination of the frequency distribution indicates that approximately 33% of respondents agreed or strongly agreed with this item, whereas about 48% disagreed or disagreed strongly.

(B24) "The UL diversity effort has contributed to my personal growth."
($m=2.88$; $sd=1.11$)

The hallmark of a successful diversity effort is that it does contribute to everyone's growth and development. The fact that the overall average was below the scale midpoint indicates that UL still has a great deal of work ahead to make diversity relevant to all UL employees. Almost an equal number agreed or strongly agreed with this statement (32%) as disagreed or strongly disagreed (35%). Clearly, one area for further discussion and intervention is in terms of how to better provide for the personal growth and development of all UL employees.

General Summary

The results of the assessment of UL's general climate and climate for diversity highlights particular areas of strength, as well as issues deserving greater attention. It is encouraging to note that perceptions of UL's commitment to diversity appear to be favorable. Across the various organizational levels, employees feel that there is a commitment to diversity within UL. It is also positive that several general climate issues were favorably regarded. In particular, role conflict does not appear to be a problem, and there are generally good levels of extrinsic job satisfaction (pay, benefits, working conditions) and intra-department communication. Areas to be noted for future improvement include the general climate, perceived workplace justice, team orientation, and the climate for diversity.

General climate was the most poorly rated overall construct. In particular, the items dealing with work demands ("We are being asked to do more and more with less and less") and general stress ("UL is a stressful place to work") were rated as especially problematic. Although there may not be any easy way to alleviate the present stress levels in UL, it is a source of concern in that it makes diversity issues feel like one more demand that employees need to manage. In other words, there is a danger that resistance to diversity will become entrenched because of the perceived drain on the already limited resources. Despite the predominant perception that human and material resources are stretched very thin, diversity needs to be maintained as a high priority in UL. One way this can be accomplished is through the continued commitment on the part of management and upper administration.

Workplace justice issues were also rated fairly low. These issues pertained to hiring and evaluation practices in UL. As mentioned previously in the report, employees tend to believe that their performance is evaluated fairly by their supervisors. An area that appears to be a source of concern, however, is the perception that certain groups are given preference in hiring and promotion. Employees tend to look unfavorably on the practice recommended in the UL Strategic Plan for Diversity of giving underrepresented group members preference for UL jobs. Nonetheless, there was a strong level of agreement that wage payroll employees have "earned the right" to be considered for full-time staff positions. One type of preference appears to be acceptable; another type of preference is not. A similar concern emerged in examining the gap between the UL diversity definition and its practices. Employees tend to

believe that the definition of diversity is inclusive of everyone, but the way in which diversity has been implemented is not inclusive. An issue to consider is how to improve the representation of certain groups without the use of quotas or preferences, and in such a manner that all employees feel a part of the UL diversity effort.

The survey revealed an overall resistance to team-based work. Before implementing future self-directed work teams, efforts should be directed at softening this resistance. One way might be for current team members to discuss their own work experiences with those employees not yet working in teams. A message that was gained from the focus groups and work history interviews is that people initially resist the movement to teams, but once in that work environment, they tend to prefer team-based work.

Intrinsic job satisfaction is another construct rated relatively low. It has to do with the perceived value and enjoyment of the work itself, rather than the pay or benefits. Employees generally feel that they should be getting more out of their work. Paradoxically, one way to effectively enrich is to re-design the work around teams. Before this can be accomplished in a more wide-spread fashion, preliminary work needs to be done to lower the resistance to such a change.

Although the UL diversity climate is perceived to be significantly better than the general climate, it is one of the lower-rated constructs. Unfortunately, there is no simple solution to this issue. There is no specific, concrete action that can make employees appreciate diversity. Instead, there must be a continuous awareness to include all employees in examining the results of this assessment, discussing the underlying issues as they see them, and to providing recommendations on how to proceed. Initiating such a process is a prerequisite for employees feeling an ownership to the data provided by this assessment. This is only a first step in a continuing effort toward fully embracing diversity in the daily lives of UL employees, and to realizing the possibility of having all employees working up to their full potential.

Recommendations

As part of accepting ownership to these assessment data, it is essential that employees accept diversity as being interwoven throughout all parts and practices of UL. It also must be realized that diversity is a continuous process involving everyone, and not a static outcome. These points are elaborated in the concluding section of this report, and incorporated with recommendations (R1-R5) on how to move forward to enhance the UL climate for diversity.

The diversity definition set forth by Kriza Jennings (UL diversity consultant) appears to be widely accepted in UL, primarily because of its inclusive nature. The definition acknowledges virtually all individual differences as valuable facets of diversity. The inclusive

nature of this definition can become a source of concern, however, when the specific diversity practices are examined. The reason for this concern is that the practices are focused primarily on certain groups, to the apparent oversight of all others. This gap can lead to feelings of cynicism and resentment for some employees. In pointing out this perceived discrepancy between the definition and implementation of diversity in UL, what tends to be overlooked is the cyclical nature of diversity. The issue of diversity is on-going, but the focal groups differ over time.

There is a general misperception that diversity is a fairly recent concern. It is worth noting that diversity is neither new, nor a stand-alone concept. It has been a recurring theme throughout this nation's history, and is woven into our social fabric. In the early part of this century, European immigrants struggled for inclusion in the American workplace. There was much noted overt and covert discrimination against people of Italian, Irish, Polish, and other European descents. During this time, and extending into the present, women have struggled for full inclusion in the workplace, and more recently, for the opportunity to take on new workplace roles. The Civil Rights movement of the 1960s was instrumental in bringing the injustices experienced by people of color to our national awareness. Today, attention is focused on issue of sexual orientation, and the political debate is heated regarding whether equal rights should be extended to people regardless of sexual orientation. This same debate has taken place at various times about European immigrants, women, and African Americans. Diversity is not a new issue; it is a theme for which the focus continually shifts from those who have attained entrance and acceptance, to those who are more recent entrants or are struggling to fulfill new roles.

A central issue with regard to diversity is one of support. The new entrants and those in new roles need the most support to feel included and to succeed. As such, it is unrealistic to expect that all workplace participants will be treated exactly the same. Nor does it mean, however, that the work experience should be unfair to some groups. A delicate balance must be struck between fairness and providing support to those who need it the most. The risk is that if an imbalance occurs, people will perceive that they are being treated unfairly. Even more unfortunately, individual abilities will not be developed to their fullest potential. These climate assessment results provide some evidence that this balance has not yet been found in UL.

The UL Strategic Plan for Diversity has set a solid foundation for initial progress, but diversity needs to be appreciated as a part of all aspects of UL and not as a stand-alone issue. For that reason, it is recommended that issues related to diversity be part of the overall UL Strategic Plan (R1). Maintaining a separate diversity plan perpetuates the thinking that it somehow needs to be considered separate from other strategic issues. It should be addressed as a specific issue and prioritized (financially and otherwise) along with other strategic issues of importance to UL.

Diversity is an issue that affects everyone. Presently, however, it appears that many of the formal (and informal) diversity activities are not reaching wage payroll employees. It also appears that 20-25% of staff, and 10-20% of faculty have shown little or no involvement with diversity issues. It is recommended that efforts need to reach deeper and broader within UL to involve all employees in diversity-related activities (R2). One such way might be to schedule some activities during evening or weekend hours to accommodate wage payroll employees. Less formally, faculty and staff should take the initiative to discuss issues related to diversity (such as its definition, implementation, and importance in UL) with new employees, wage payroll employees, and others (R3). Much of the success of this or any other diversity effort hinges on the informal practices adopted by employees, rather than on formal policies or procedures.

There appears to be a great deal of variability among employees' perceptions regarding the present level of diversity within UL. Almost half of the survey respondents believed that UL is already a pretty diverse workplace. A risk in adhering to such a belief is complacency. If diversity is perceived to have already been attained, there is little reason to change. Fewer than ten percent of survey respondents believed that diversity was best described as change. Diversity is an on-going process, not a static outcome. It is inherently intertwined with change in a process of continuous improvement. One such process that needs to be nurtured is the way in which all employees are recruited and welcomed into UL. As mentioned previously, those groups who presently have the greatest need for nurturing and support are especially sensitive to recruitment, hiring, socialization, and evaluation procedures. It was pointed out in the UL Strategic Plan for Diversity that only approximately five percent of faculty members are considered to be minority group members. It was proposed that more vigorous recruiting of librarians of color take place, and to work to increase the number of minorities entering librarianship. Whereas both activities are needed, it is recommended that more attention be placed on changing the professional networks maintained by faculty. Networking to identify potential minority candidates for open positions is addressing the issue too late. Professional networks that reach qualified candidates from underrepresented groups must be in place **before** formal recruitment occurs. This can best be accomplished through individual initiatives to change one's own network. It is recommended that within the next two years, every faculty member expands his/her network of professional contacts to include (or add) professionals from underrepresented groups (R4). If networks are expanded in such a manner, qualified candidates will likely be more aware of Penn State's commitment to diversity, and UL will be more aware of qualified and available candidates from underrepresented groups.

These recommended actions assume that diversity is a process, and, ultimately, the relative success of processes cannot be evaluated in terms of outcome numbers or percentages. Instead, it is primarily reflected in the attitudes, beliefs, and behaviors of employees. In this regard, it is clear from the present survey results that a number of issues continue to be confusing or unsettling to employees. There is no simple or easy recommendation that can alleviate those concerns. Any solution must come from within UL

itself. Thus, it is recommended that clusters of “process teams” be implemented to review this report, discuss the key issues as they see them, and to suggest possible courses of action (R5). Each team should be comprised of a mix of wage payroll, staff, and faculty employees. They should address general issues, as well as those that could be seen as more specifically related to diversity. The general issues are important to consider, because they pose obstacles to an overall, positive work climate. By removing such obstacles, additional resources will be freed to support efforts directed specifically at those climate aspects more specifically related to diversity.

To help focus these teams, it is recommended that a core set of questions be addressed. It is expected that additional issues will be addressed by the various teams, but that there is at least this common link among them. The proposed set of questions is as follows:

- (1) People feel stretched to the limit; however, it is unlikely that UL will be able to hire additional employees to help cope with this problem. Are there better ways of doing things in UL that might reduce the high levels of stress felt by many workers? [This question might be best addressed in a unit-specific manner.]
- (2) How can the gap be reduced between how diversity is defined and how it is implemented in UL?
- (3) How can we encourage a more diverse, representative UL workforce without using preferences or quotas?
- (4) How can involvement in diversity activities be enhanced among all UL employees?
- (5) How can these activities be broadened to address general climate issues?

It is proposed that teams of 6-8 employees meet for a minimum of two semesters. After this time, they will report to the LAC on their insights and recommendations; LAC will prioritize the recommendations. The Dean will commit to providing resources necessary to implement those recommendations that are feasible and have the highest priority for improving the UL climate. It is through the implementation of such process teams that UL will be able to breathe life into this assessment and the supporting results. This type of approach is needed to engage employees, involve them in improving the overall UL climate, and to enhance ownership of these data as well as the overall diversity process in UL.

TABLES

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Table 1
Involvement with Diversity

I have read the UL Strategic Plan for Diversity or parts of it. (A1)

	<u>Yes</u>	<u>No</u>	
wage payroll	48.6	51.4	
staff	77.5	22.5	
faculty	95.5	4.5	
Total	76.3	23.7	(%)

I am familiar with the UL definition of diversity. (A2)

	<u>Yes</u>	<u>No</u>	
wage payroll	58.3	41.7	
staff	83.7	16.3	
faculty	90.9	9.1	
Total	81.1	18.9	(%)

I have had at least two discussions (informal or formal) regarding the UL definition of diversity. (A3)

	<u>Yes</u>	<u>No</u>	
wage payroll	32.4	67.6	
staff	65.1	34.9	
faculty	86.0	14.0	
Total	63.8	36.2	(%)

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Table 2
Involvement with Diversity

Attendance at Diversity Activities

	Brown Bags	Workshops	Lectures	Training Programs	Exhibits
wage payroll staff	24.3	27.0	21.6	37.8	32.4
faculty	60.8	67.8	62.0	68.4	53.3
faculty	65.9	63.6	78.6	54.8	88.4
Total (%)	56.0	60.5	58.5	61.0	56.5

Average Activity Ratings

	Brown Bags	Workshops	Lectures	Training Programs	Exhibits
wage payroll staff	3.44	4.00	4.0	4.21	4.33
faculty	3.69	3.58	3.62	3.58	3.47
faculty	4.00	3.57	3.60	3.42	3.21
Total	3.74	3.61	3.63	3.61	3.47

Table 3
All employees are working up to their full potential. (A4)

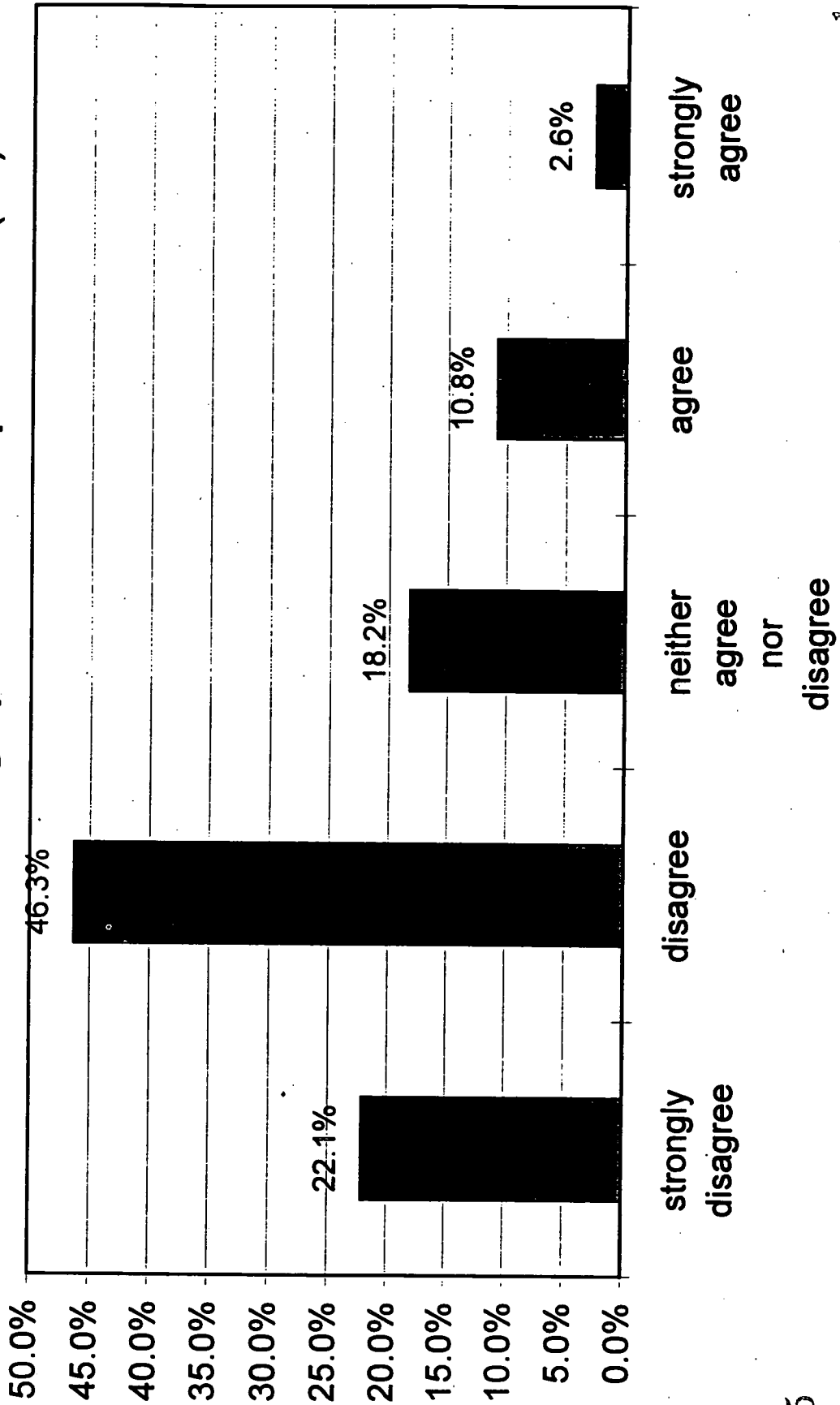


Table 4
Based on my own definition, the UL is a pretty diverse
workplace. (A12)

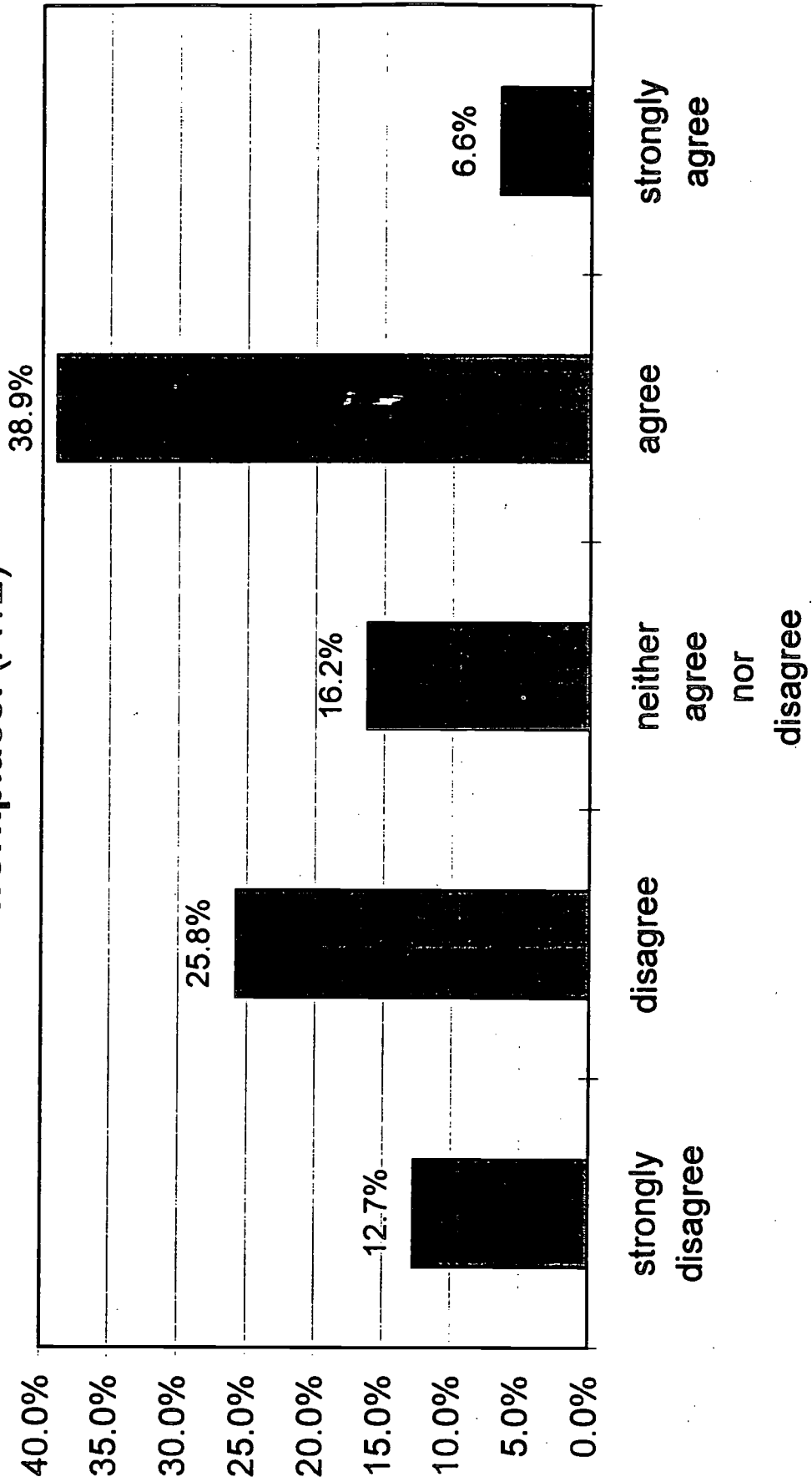


Table 5
Definition vs. Implementation of Diversity

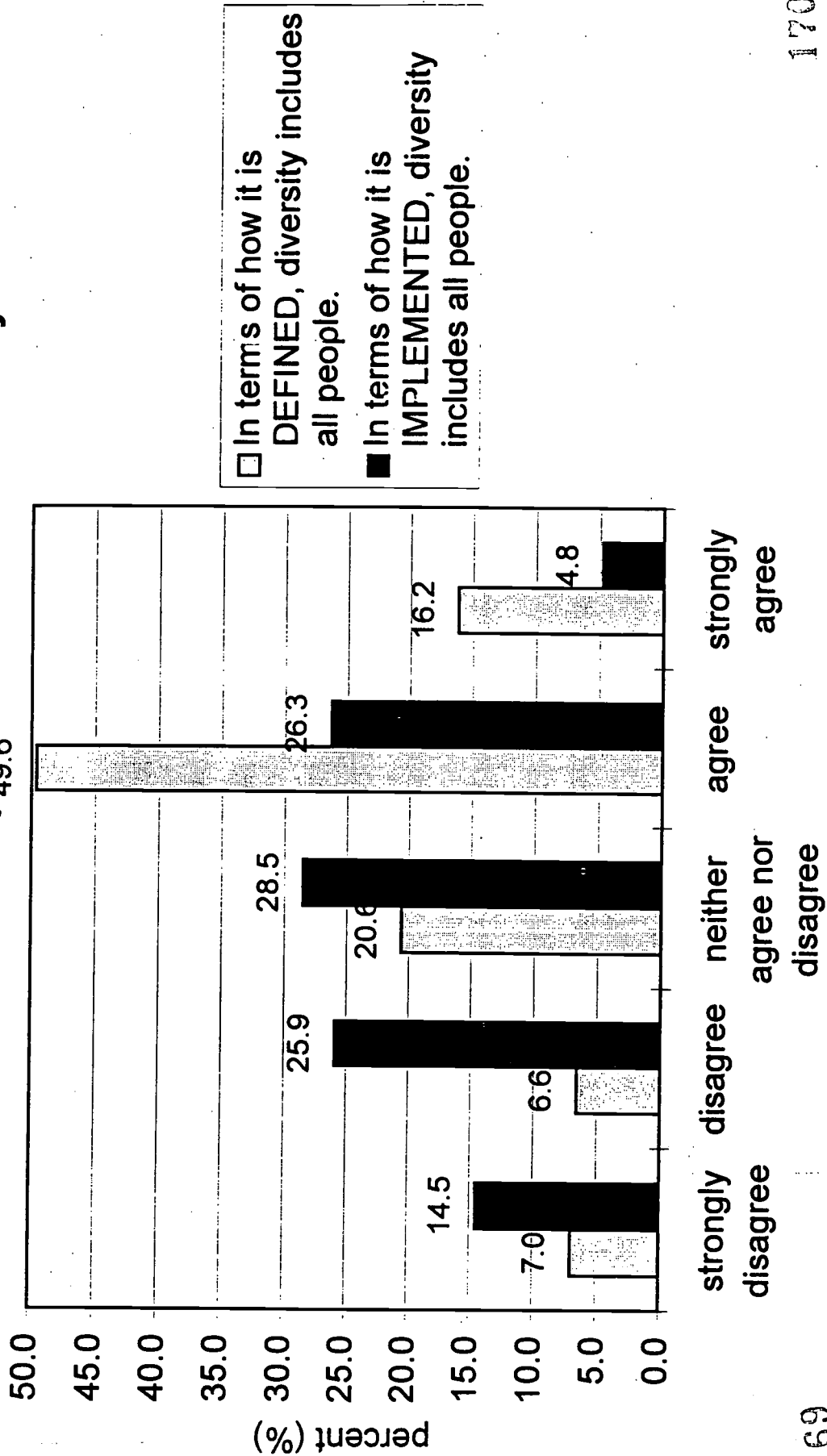


Table 6: Descriptive Statistics for Survey Constructs

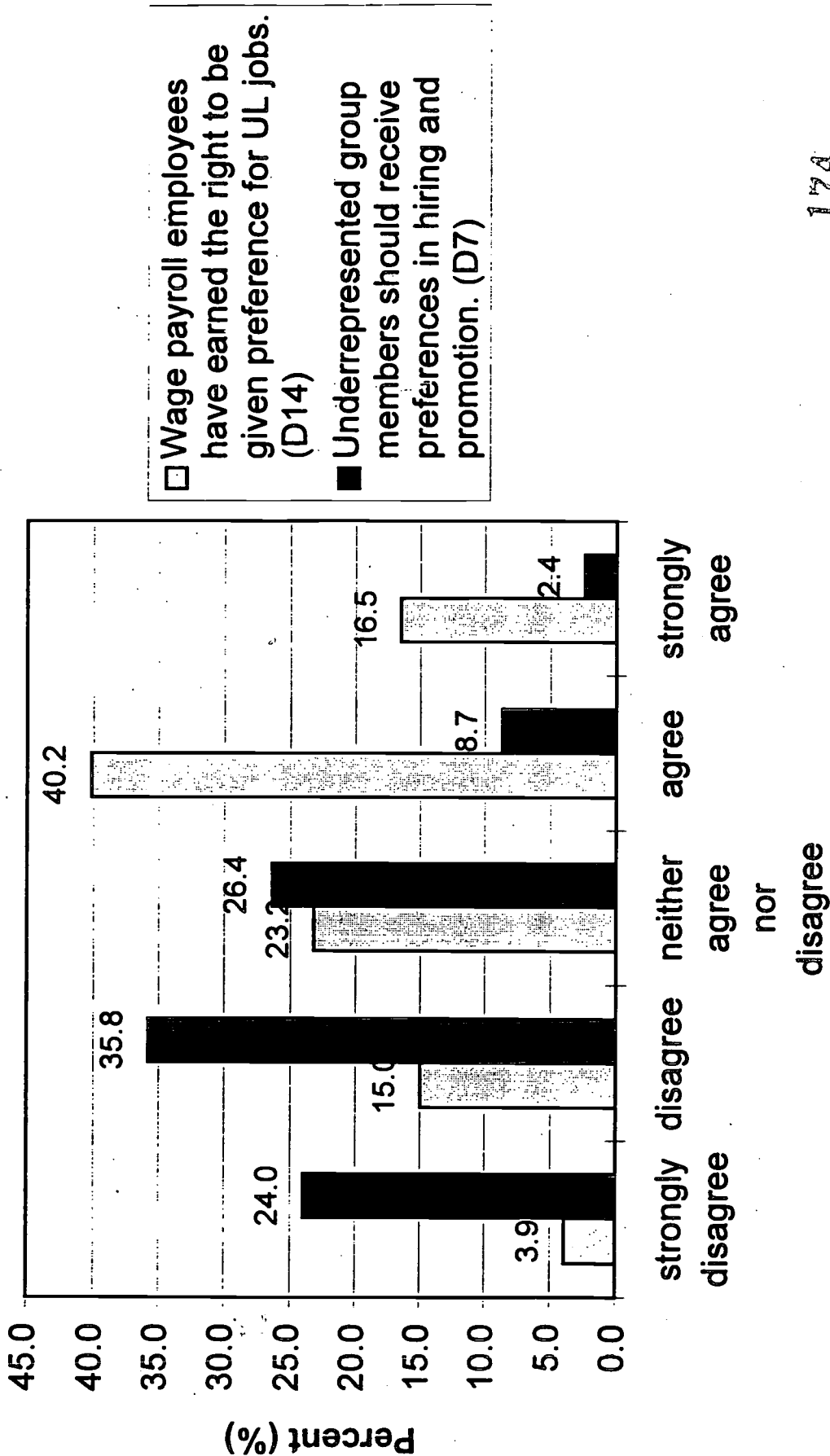
Construct	Items	M	SD	α	Definition
Activities	5	3.17	0.71	.68	Evaluation of UL diversity activities.
AIDS in the Workplace	3	3.89	0.84	.79	Acceptance of co-workers with HIV/AIDS.
Classism/Elitism	3	3.26	1.02	.83	Perceptions of classism in UL. (r)
General Climate	6	2.79	0.77	.78	Perceptions of general work climate issues.
UL Diversity Commitment	5	3.66	0.61	.69	UL's diversity commitment across levels.
General Diversity Commit.	2	3.92	0.83	.67	Value of diversity in organizations.
Conflict	2	3.17	0.83	.38*	Amount of conflict with co-workers. (r)
Dissimilarity	5	3.75	0.44	.41*	Acceptance of dissimilar others.
Diversity Climate	9	3.02	0.69	.82	Perceptions of the climate for diversity.
Family Orientation	3	3.12	0.73	.75	The degree that UL is family friendly.
Gay, Lesbian, & Bisexual	4	3.76	0.66	.66	Acceptance of other's sexual orientation.
Inter-Dept. Communication	2	3.11	0.85	.46*	Communication between departments.
Intra-Dept. Communication	2	3.71	0.89	.71	Communication within department.
Isolation	6	3.59	0.65	.79	How isolated an employee feels from others. (r)
Justice	6	2.80	0.68	.75	Perceived fairness in hiring and evaluation.

Table 6 (cont'd)

Construct	Items	M	SD	α	Definition
Leader-Member Exchange	7	3.38	0.92	.93	Quality of exchange with one's leader.
Preference	6	3.30	0.57	.50*	Acceptance of preferences in hiring.
Propensity to Stay	3	3.50	1.06	.78	Willingness to remain a UL employee.
Racism	3	3.11	0.84	.69	Perceived amount of racism in UL. (r)
Religion	2	3.10	0.77	.37*	Tolerance of religion as part of diversity.
Role Ambiguity	7	3.45	0.78	.86	Uncertainty of role expectations. (r)
Role Conflict	8	4.00	0.62	.83	Amount of competing role demands. (r)
Extrinsic Job Satisfaction	6	3.78	0.59	.83	Satisfaction with pay, benefits, etc.
Intrinsic Job Satisfaction	12	3.02	0.83	.87	Satisfaction with work itself.
Team Orientation	3	2.96	0.95	.80	Attractiveness of working in a team.

Constructs are scaled so that higher numbers indicate a more positive rating, (r) = reverse scored; α = coefficient alpha (internal consistency reliability estimate); those alphas marked with * were considered generally too low to use the construct in analyses.

Table 7
Preferences



CLIMATE FOR DIVERSITY PROJECT UNIVERSITY LIBRARIES

DEFINITIONS:

- 1) One should not look for differences in each other.
- 2) Tolerance of others' differences; willingness to suspend judgment of others based on superficial differences.
- 3) Diversity to me as a person means being respectful to everyone regardless of every factor you can think of (expect perhaps a proven serial killer).
- 4) The recognition of the value and the worth of every human being. The acknowledgment of differences while not using these differences to build walls between people. Doing to others as you would have them do to you.
- 5) Using everybody's unique background, experience, and knowledge to solve problems and thus educating everyone involved a little more each time.
- 6) Differences between individuals, whether cultural, biological, or ideological, that sometimes create disagreements or misunderstanding.
- 7) An idea which values all races, religions, both sexes. Not the melting pot idea that we grew up with, but placing values on uniqueness.
- 8) Diversity is an ambiguous term. It may mean "mutual respect and appreciation" for differences actually existing among people already here; or, it may mean the goal of bringing in people who are different in various ways from the people already here.
- 9) As an individual in an organization made up of all types of people, I am respectful of other people's needs, and always try to help my co-workers or users of the library, even if they're hostile or disrespectful of me. This isn't always easy, but I feel that it's important to be respectful to others. Diversity = Respect.
- 10) Diversity is the result of each and every individual being given the opportunity to attempt the constitutional right of "life, liberty, and the pursuit of happiness" within the framework of their own attitudes, beliefs, values, and convictions. Naturally, each individual should be tolerant of the rights of others too.
- 11) Being open minded for everyone. Accepting someone's values. As long as persons are qualified for the job it should not matter who they are.
- 12) To me, diversity entails acceptance of individuals despite differences between the two. The differences could be anything from race, to color, to personality quirks. This acceptance implies a two-way street of communication and good will.

- 13) Diversity is more than tolerance, it is celebrating, recognizing, and accepting differences of all kind of valuing differences.
- 14) Diversity is the acceptance of all people, regardless of color, race, religion, gender, etc. in dealing with every day human activities and feelings and beliefs.
- 15) Not only pluralism in race, gender, age, religion, etc., but also in social , economic, and class levels and types. A multiplicity of "languages" , a collection of dialects.
- 16) Diversity is a concept of the group being made up of people of varying characteristics. Characteristics are things such as political viewpoints, race, color, gender, shape, height, etc.
- 17) My work definition of diversity means tolerating diverse opinions, background, etc., drawing positions (a learning) from the differences, and encouraging diversity in learning/doing among our population.
- 18) Diversity is a good idea to support because it helps the understanding, acceptance, tolerance, and constitutes to a better society.
- 19) People of all races, whites, blacks, cultures, characters, personality, religious, how they do and are.
- 20) Learning to see the differences in people and accepting the differences. But didn't we all learn "the golden rule" treat other the way you would want to be treated. Maybe it is to be educated in the differences of others.
- 21) Learning to accept/tolerate individual differences in race, religion, etc..
- 22) A collective range of people with varying demographics and personalities.
- 23) My definition of diversity includes not only race, religion, ethnicity, & gender, but also includes organizational change that will enhance a diverse environment.
- 24) Diversity to me means obviously: variety, differences, styles (how to work) -- always, everybody.
- 25) Diversity to me crosses every race, ethnic group, gender, religion, orientation, political affiliation, and manner of being human.
- 26) Diversity includes all those aspects of an individual's self, including unique experiences, personality, influences, etc..

- 27) Diversity is a continuing process of understanding our images of others, how they develop, how they change. It is developing an understanding of differences in others.
- 28) Developing the ability to understand and be responsive to individuals in a manner that demonstrates sensitivity to that person's needs, etc..
- 29) Tolerance and willingness to work together with other people who are manifestly different in some significant ways from us.
- 30) The variety [in all aspects -- biological (fixed) & chosen] represented in humanity.
- 31) Diversity is acknowledgment of acceptance of difference.
- 32) Diversity is the absence of intolerance.
- 33) Diversity = Humanity.
- 34) Broad based human experience and appreciation of that towards promoting goals of the unit.
- 35) Diversity (in workplace) is a respect for people's differences -- in race, gender, sexual orientation, learning style, physical ability, lifestyle, life-priorities, etc..
- 36) Diversity is a "diverse", if you will, term in itself. It not only means differences in culture, but in physical abilities, sexual orientation, gender, etc.. In terms of the workplace, diversity issues pertain not only to hiring, but also to orientation, mentoring, communication, etc..
- 37) Diversity in the workplace means recognizing and accepting different backgrounds, personal aspects, and outlooks without judging, and open & frank discussions of areas of conflicts related to personal differences.
- 38) Respect for differences, whether they be "visible" or 'invisible", any sexual preferences, gender, race, religion, physical, mental, etc.. Includes cultural, learning styles, communication, as well.
- 39) Diversity is the blending of people of all different cultures, beliefs, & lifestyles. It allows everyone to keep their own individuality while cooperating to create a successful community.
- 40) Something or someone that's different from others. People with different ethnic, cultural backgrounds. Groups have different interests, practice different things.

- 41) Diversity means people of different ethnic, religion, political, sexual orientation, cultural backgrounds. Sometimes within an organization, diversity means different technical background.
- 42) Differences in approaches, appearances, and beliefs. A diverse environment accepts and encourages input from a variety of perspectives and backgrounds.
- 43) All the different characteristics that make up a society and the people within that society.
- 44) Diversity means a number of different ways of behaving, expressing ourselves about any issue. It depends upon cultural background social and economic standing, place of birth, age, work experience, etc.. I also think there are 2 ways of facing it: Accepting it or not.
- 45) Diversity is differences amongst people -- whether it be race, ethnicity, economic background, if a person is from an inner city or a rural town. I think it's a collection of differences of all kinds.
- 46) The various components that are applied to a situation that ultimately formulate opinions and conceptions. The output of thoughts and beliefs collectively held by a group of people.
- 47) Accepting people's differences whatever they are.
- 48) The bringing together of diverse people into a homogeneous unit. Not forsaking, but celebrating differences so as to educate one another.
- 49) A melting pot for many different cultures/races/gender to be treated equally.
- 50) Representation of groups that are misinterpreted.
- 51) To be accepting of all other people regardless of race, religion, culture, beliefs, upbringing, education.
- 52) Every individual trying to accept other individuals' differences.
- 53) Diversity can mean many different things. I look at it as conflict problems among people in the workplace that have differences.
- 54) The ability to work in all kinds of situations with all types of people and be fair with each other. Never make others feel you don't care.
- 55) Acknowledging that there are differences between human beings and learning to accept them.

56) Don't try to make me be what you think I should be; love me the way I am. I'll love you the way you are. Now let's work together!

57) Working together in a community style atmosphere where everyone gets along and are treated equal.

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UNIVERSITY LIBRARIES (UL) CLIMATE SURVEY
 Spring, 1996

STATEMENT OF CONFIDENTIALITY

This survey assesses your perceptions of the general work climate in the University Libraries (UL), as well as your reactions regarding the more specific climate for diversity. The analysis of these questionnaires will be done by David Day and Bill Cross, who are faculty members in the Department of Psychology. **No one will ever see the information in such a way that personal identities could be ascertained.** Thus, the confidentiality of your responses is assured. Although it is desired that completed surveys from as many UL employees as possible are obtained, your participation is completely voluntary. If you have any questions, please directly contact either David Day (5-3180; *dvd1@psuvm*) or Bill Cross (3-7386; *wec3@psuvm*). Thank you for participating.

INSTRUCTIONS

The questions included in this survey pertain to several areas of work climate, as well as individual attitudes. Please be honest in your responses, and try not to leave any questions blank. The entire questionnaire should take about 30 minutes to complete. Because the University Libraries values your input, you may complete this survey during working hours. After completing your survey, please return it via campus mail using the enclosed envelope.

The following demographic data is necessary to better understand results. Please note that no individual results will be reported. Please check the applicable descriptors and complete the requested information about your background.

Sex: M F (circle one)

How long employed at UL? _____

Race/Ethnicity (check one):

- American Indian or Alaskan Native
- Black (Non-Hispanic)
- Asian or Pacific Islander
- Hispanic
- White (Non-Hispanic)
- Other _____

Position:

- Wage Payroll*
- Fixed-Term Staff
- Fixed-Term Faculty
- Staff
- Faculty (non-tenured)
- Faculty (tenured)

*If Wage Payroll, are you interested in full-time employment with UL? Y N (circle one)

Location (check one):

- Planning/Administration/Dean's Office
- Information Access Services
- Collection Reference Services

Supervisory Responsibilities? Y N (circle one)

Do you consider yourself to be a member of an underrepresented group? Y N (circle one)

If yes, please briefly explain why in the space provided below:

PART A: Definitions

Unless otherwise noted, please write the number that best corresponds to your opinion in the space provided.

- 1 = *strongly disagree*
- 2 = *disagree*
- 3 = *neither agree nor disagree*
- 4 = *agree*
- 5 = *strongly agree*

- 1) I have read the UL Strategic Plan for Diversity or parts of it. Y N (circle one)
- 2) I am familiar with the UL definition of diversity. Y N (circle one)
- 3) I have had at least two discussions (formal or informal) regarding the UL definition of diversity. Y N
- 4) All UL employees are working up to their full potential. ____
- 5) The way that diversity is defined in UL is consistent with its practices. ____
- 6) Diversity contributes to everyone's success. ____
- 7) Diversity stands for nothing more than quotas in UL. ____
- 8) In terms of how it is defined in UL, diversity includes all people. ____
- 9) In terms of how it is implemented or practiced in UL, diversity includes all people. ____
- 10) My personal definition of diversity corresponds highly with the UL definition. ____
- 11) There is almost no gap between how UL defines diversity and how it is practiced. ____
- 12) Based on my own definition, the UL is a pretty diverse workplace. ____
- 13) Which of the following best describes your views on diversity? (circle one)
 - a. change
 - b. preference
 - c. respect
 - d. performance
 - e. fad

14) Using the scales provided below, rate your feelings about the concept of *diversity* (circle number):

a) Good	7	6	5	4	3	2	1	Bad
b) Strong	7	6	5	4	3	2	1	Weak
c) Rejecting	1	2	3	4	5	6	7	Accepting
d) Supportive	7	6	5	4	3	2	1	Hostile
e) Untrustworthy	1	2	3	4	5	6	7	Trustworthy
f) Open	7	6	5	4	3	2	1	Guarded
g) Tense	1	2	3	4	5	6	7	Relaxed
h) Warm	7	6	5	4	3	2	1	Cold
i) Boring	1	2	3	4	5	6	7	Interesting
j) Distant	1	2	3	4	5	6	7	Close
k) Comfortable	7	6	5	4	3	2	1	Uncomfortable

PART B: Attitudes and Perceptions

Please write the number that best corresponds to your opinion in the space provided.

1 = *strongly disagree*; 2 = *disagree*; 3 = *neither agree nor disagree*; 4 = *agree*; 5 = *strongly agree*

- 1) UL values diversity in its workforce. ____
- 2) Most people prefer to associate with others who are similar to them. ____
- 3) I am treated with respect by those in upper-level positions. ____
- 4) I will probably look for a new job within the next year. ____
- 5) Expression of religious beliefs is tolerated of employees in UL. ____
- 6) People in upper-level positions look down their noses at someone like myself. ____
- 7) UL is a stressful place to work. ____
- 8) I feel that diversity is being forced on me. ____
- 9) If given the choice, I would prefer to work as part of a team rather than work alone. ____
- 10) I would feel comfortable working with someone known to have HIV/AIDS. ____
- 11) UL will never really change. ____
- 12) There is plenty of racism in UL. ____
- 13) My supervisor/manager supports the concept of diversity. ____
- 14) I would have no problem accepting a gay, lesbian, or bisexual co-worker. ____
- 15) The UL approach to diversity is designed to build on our strengths. ____
- 16) No matter what your religion is, it should not be discussed at work. ____
- 17) I would quit UL if I could find a job with comparable wages and benefits in the area. ____
- 18) The UL climate encourages gay, lesbian, or bisexual employees to remain closeted. ____
- 19) Every organization should be concerned with diversity. ____
- 20) I work best by myself. ____
- 21) The UL approach to diversity assumes we are all racist or sexist and we need to change. ____
- 22) I would have a difficult time respecting a supervisor from a different ethnicity than my own. ____
- 23) A person diagnosed with HIV/AIDS should not be working. ____
- 24) The UL diversity effort has contributed to my personal growth. ____
- 25) I am more comfortable being supervised by someone who is like me in background and experience. ____
- 26) I enjoy coming to work. ____
- 27) Diversity is overemphasized in this organization. ____
- 28) I am treated fairly on my job. ____
- 29) Someone's sexual orientation does not affect how I act toward him/her at work. ____
- 30) I have heard comments from co-workers that could be considered racist. ____

PART B (continued)

1 = *strongly disagree*; 2 = *disagree*; 3 = *neither agree nor disagree*; 4 = *agree*; 5 = *strongly agree*

- 31) Because of the attention placed on diversity, I feel I have to be very careful in what I say around patrons and co-workers. ____
- 32) UL top administration does **not** appear to be interested in diversity issues. ____
- 33) Diversity has caused me to place too much emphasis on differences. ____
- 34) It would bother me to work with an openly gay, lesbian, or bisexual person. ____
- 35) UL shows tolerance for individuality. ____
- 36) We are being asked to do more and more with less and less. ____
- 37) Religion is considered part of the UL diversity effort. ____
- 38) I feel free to express my views and opinions at work. ____
- 39) Most UL employees are supportive of diversity. ____
- 40) I feel like I am looked down on by others in UL. ____
- 41) If I knew someone had HIV/AIDS, I would avoid working with them. ____
- 42) UL is supportive of all its employees. ____
- 43) A lot can be learned from people of different cultures. ____
- 44) Enhancing workplace diversity is a valuable goal. ____
- 45) I generally prefer to work as part of a team. ____
- 46) Institutional racism is a problem in UL. ____
- 47) Higher management supports the concept of diversity. ____
- 48) It is uncomfortable in UL for gay, lesbian, or bisexual employees to talk about their partners. ____
- 49) I find it especially difficult to learn from people who are different from me. ____
- 50) All things being equal, I would prefer to continue working in UL. ____

For the following items, your leader refers either to your direct supervisor, management team, or administrator who you report to on your job. Please rate each item using the following scale:

1 = *strongly disagree*; 2 = *disagree*; 3 = *neither agree nor disagree*; 4 = *agree*; 5 = *strongly agree*

- 51) I know where I stand with my leader. ____
- 52) My leader understands my job problems and needs. ____
- 53) My leader recognizes my potential. ____
- 54) My leader would use his/her power to help me solve work problems. ____
- 55) My leader would bail me out at his/her expense if needed. ____
- 56) My leader has enough confidence in me to defend my decisions if I were not present to do so. ____
- 57) I would characterize my working relationship with my leader as extremely effective. ____

PART B (continued)

Please use the following scale to rate your responses to the next series of items.

1 = *never*; 2 = *occasionally*; 3 = *fairly often*; 4 = *very often*; 5 = *always*

- 58) I feel certain about how much authority I have. ____
- 59) There are clear, planned goals and objectives for my job. ____
- 60) I know that I divide my time properly. ____
- 61) I know what my responsibilities are. ____
- 62) I feel certain of how I will be evaluated for a promotion or raise. ____
- 63) I know exactly what is expected of me. ____
- 64) Explanation is clear of what has to be done. ____
- 65) I have to do things that should be done differently. ____
- 66) I work under incompatible policies and guidelines. ____
- 67) I receive an assignment without the personnel to complete it. ____
- 68) I have to break a rule or policy in order to carry out an assignment. ____
- 69) I receive incompatible requests from 2 or more people. ____
- 70) I receive an assignment without adequate resources and materials. ____
- 71) I work on unnecessary things. ____
- 72) I have to work under vague directions or orders. ____

PART C: Communication & Conflict

Please write the number that best corresponds to your opinion in the space provided.

1 = *strongly disagree*; 2 = *disagree*; 3 = *neither agree nor disagree*; 4 = *agree*; 5 = *strongly agree*

- 1) Members of my department (team) cooperate to get the work done. ____
- 2) I have a difficult time getting along with some of my co-workers. ____
- 3) I feel isolated on my job. ____
- 4) I wish I could interact more with my co-workers. ____
- 5) Members of my department (team) are very willing to share information with other department (team) members about our work. ____
- 6) I have many friends on my job. ____
- 7) There is little competition between my department (team) and other departments (teams) in the UL. ____
- 8) I feel well-connected to my co-workers. ____
- 9) I frequently talk to other people in UL besides the people in my department or team. ____
- 10) Teams enhance the communication among people working on the same project. ____
- 11) There is a great deal of interpersonal conflict in the UL. ____

PART C (continued)

1 = *strongly disagree*; 2 = *disagree*; 3 = *neither agree nor disagree*; 4 = *agree*; 5 = *strongly agree*

- 12) I often feel lonely at work. ____
- 13) My co-workers often come to me with work-related questions. ____
- 14) Departments and teams in the UL cooperate to get the work done. ____
- 15) My contribution to UL is valued by others. ____

PART D: Practices

1 = *strongly disagree*; 2 = *disagree*; 3 = *neither agree nor disagree*; 4 = *agree*; 5 = *strongly agree*

- 1) I feel that the Diversity Committee does a good job of keeping us informed of its activities. ____
- 2) UL should spend additional resources to develop our special collections to include more publications on underrepresented groups. ____
- 3) The UL hiring process is fair. ____
- 4) From my perspective, UL practices help parents address their child-related problems when they arise. ____
- 5) The person who is hired by UL is usually the best available candidate. ____
- 6) My work is evaluated fairly and accurately by my supervisor. ____
- 7) Underrepresented group members should receive preferences in hiring and promotion. ____
- 8) UL should do more to recruit qualified applicants from underrepresented groups. ____
- 9) Working with an external diversity consultant is a good idea. ____
- 10) UL is "family friendly" with regard to its employees. ____
- 11) Considering a diversity candidate for a posted job is the same as showing preference. ____
- 12) The UL hiring process is unfair to some people. ____
- 13) I attend the organized diversity programs on a regular basis. ____
- 14) Wage payroll employees have earned the right to be given preferences for UL jobs. ____
- 15) I have found the artwork displayed in the library to be offensive at times. ____
- 16) Performance appraisals are very political in UL. ____
- 17) It is unfair to consider diversity as part of someone's performance evaluation. ____
- 18) The diversity consultant has made a positive contribution to our diversity effort. ____
- 19) The minority internship program is a worthwhile endeavor. ____
- 20) In event of a family problem, UL practices are supportive and helpful in helping me address it. ____
- 21) People from the local community should be given preference for UL jobs. ____
- 22) Considering only internal candidates for a job is the same thing as preference. ____
- 23) All job vacancies should be filled by the most qualified (internal or external) applicant. ____

For each of the following diversity programs, please indicate whether or not you have ever attended this type of program within the UL; if you have, please indicate using the 5-point scale provided above how worthwhile you have found them (1 = *not at all worthwhile*; 5 = *extremely worthwhile*).

	Ever Attended?	Worthwhile?
a) Brown-bag lunches	Y / N (circle one)	1 2 3 4 5 (circle one)
b) Workshops	Y / N (circle one)	1 2 3 4 5 (circle one)
c) Lectures	Y / N (circle one)	1 2 3 4 5 (circle one)
d) Training Programs	Y / N (circle one)	1 2 3 4 5 (circle one)
e) Exhibits	Y / N (circle one)	1 2 3 4 5 (circle one)

PART E: Job Satisfaction

Please use the following scale to rate how you feel about various aspects of your job in the UL:

1 = *very dissatisfied*; 2 = *dissatisfied*; 3 = *neutral*; 4 = *satisfied*; 5 = *very satisfied*

ON MY JOB, THIS IS HOW I FEEL ABOUT:

- 1) Being able to keep busy all the time. ____
- 2) The chance to work alone on the job. ____
- 3) The chance to do different things from time to time. ____
- 4) The chance to be "somebody" in the local community. ____
- 5) The way my boss handles people. ____
- 6) The competence of my supervisor in making decisions. ____
- 7) Being able to do things that don't go against my conscience. ____
- 8) The way my job provides for steady employment. ____
- 9) The chance to do things for other people. ____
- 10) The chance to tell people what to do. ____
- 11) The chance to do something that makes use of my abilities. ____
- 12) The way University policies are put into practice in UL. ____
- 13) My pay relative to the amount of work I do. ____
- 14) The chances for advancement on this job. ____
- 15) The freedom to use my own judgment. ____
- 16) The chance to try my own methods of doing the job. ____
- 17) The working conditions. ____
- 18) The way co-workers get along with each other. ____
- 19) The praise I get for doing a good job. ____
- 20) The feeling of accomplishment I get from the job. ____

THANK YOU FOR YOUR PARTICIPATION!

If you have any additional comments regarding the climate for diversity at the University Libraries, or regarding this specific survey, please note them on a separate sheet of paper and include with your completed survey using the addressed return envelope.

University Libraries Diversity Project Constructs

Activities

I feel that the Diversity Committee does a good job of keeping us informed of its activities. (D1)

Working with an external diversity consultant is a good idea. (D9)

I attend the organized diversity programs on a regular basis. (D13)

The diversity consultant has made a positive contribution to our diversity effort. (D18)

The minority internship program is a worthwhile endeavor. (D19)

Aids in the Workplace

I would feel comfortable working with someone known to have HIV/AIDS. (B10)

A person diagnosed with HIV/AIDS should not be working. (B23r)

If I knew someone had HIV/AIDS, I would avoid working with them. (B41r)

Classism/Elitism

I am treated with respect by those in upper-level positions. (B3)

People in upper-level positions look down their noses at someone like myself. (B6r)

I feel like I am looked down on by others in UL. (B40r)

Climate (General)

UL is a stressful place to work. (B7r)

UL will never really change. (B11r)

I enjoy coming to work. (B26)

I am treated fairly on my job. (B28)

We are being asked to do more and more with less and less. (B36r)

UL is supportive of all its employees. (B42)

Commitment to Diversity

In the UL

UL values diversity in its workforce. (B1)

My supervisor/manager supports the concept of diversity. (B13)

UL top administration does not appear to be interested in diversity issues. (B32r)

Most UL employees are supportive of diversity. (B39)

Higher management supports the concept of diversity. (B47)

In general

Every organization should be concerned with diversity. (B19)

Enhancing workplace diversity is a valuable goal. (B44)

Conflict

I have a difficult time getting along with some of my co-workers. (C2)

There is a great deal of interpersonal conflict in the UL. (C11)

Dissimilarity

Most people prefer to associate with others who are similar to them. (B2r)

I would have a difficult time respecting a supervisor from a different ethnicity than my own. (B22r)

I am more comfortable being supervised by someone who is like me in background and experience. (B25r)

A lot can be learned from people of different cultures.(B43)

I find it especially difficult to learn from people who are different from me. (B49r)

Diversity Climate

I feel that diversity is being forced on me. (B8r)

The UL approach to diversity is designed to build on our strengths.(B15)

The UL approach to diversity assumes we are all racist or sexist and we need to change. (B21r)

The UL diversity effort has contributed to my personal growth. (B24)

Diversity is overemphasized in this organization. (B27r)

Because of the attention placed on diversity, I feel I have to be very careful in what I say around patrons and co-workers. (B31r)

Diversity has caused me to place too much emphasis on differences. (B33r)

UL shows tolerance for individuality. (B35)

I feel free to express my views and opinions at work. (B38)

Family Orientation

From my perspective, UL practices help parents address their child-related problems when they arise. (D4)

UL is “family friendly” with regard to its employees. (D10)

In event of a family problem, UL practices are supportive and helpful in helping me address it. (D20)

Gay, Lesbian and Bisexual

I would have no problem accepting a gay, lesbian, or bisexual co-worker. (B14)

Someone’s sexual orientation does not affect how I act toward him/her at work. (B29)

It would bother me to work with an openly gay, lesbian, or bisexual person. (B34r)

It is uncomfortable in UL for gay, lesbian, or bisexual employees to talk about their partners. (B48r)

Inter-Department Communication

There is little competition between my department (team) and other departments (teams) in the UL. (C7)

Departments and teams in the UL cooperate to get the work done. (C14)

Intra-Department Communication

Members of my department (team) cooperate to get the work done. (C1)

Members of my department (team) are very willing to share information with other department (team) members about our work. (C5)

Isolation

I feel isolated on my job. (C3r)

I wish I could interact more with my co-workers. (C4r)

I have many friends on my job. (C6) I feel well-connected to my co-workers. (C8)

I often feel lonely at work. (C12r)

My co-workers often come to me with work-related questions.(C13)

My contribution to UL is valued by others. (C15)

Justice

The UL hiring process is fair. (D3)

The person who is hired by UL is usually the best available candidate. (D5)

My work is evaluated fairly and accurately by my supervisor. (D6)

The UL hiring process is unfair to some people. (D12r)

Performance appraisals are very political in UL. (D16r)

It is unfair to consider diversity as part of someone's performance evaluation. (D17r)

LMX (Leader-Member Exchange)

I know where I stand with my leader. (B51)

My leader understands my job problems and needs. (B52)

My leader recognizes my potential. (B53)

My leader would use his/her power to help me solve work problems. (B54)

My leader would bail me out at his/her expense if needed. (B55)

My leader has enough confidence in me to defend my decisions if I were not present to do so. (B56)

I would characterize my working relationship with my leader as extremely effective. (B57)

Preference

Underrepresented group members should receive preferences in hiring and promotion. (D7r)

UL should do more to recruit qualified applicants from underrepresented groups. (D8)

Wage payroll employees have earned the right to be given preferences for UL jobs. (D14)

People from the local community should be given preference for UL jobs. (D21)

Considering only internal candidates for a job is the same thing as preference. (D22)

All job vacancies should be filled by the most qualified (internal or external) applicant. (D23)

Propensity to Stay

I will probably look for a new job within the next year. (B4r)

I would quit UL if I could find a job with comparable wages and benefits in the area. (B17r)

All things being equal, I would prefer to continue working in UL. (B50)

Racism

There is plenty of racism in UL. (B12r)

I have heard comments from co-workers that could be considered racist. (B30r)

Institutional racism is a problem in UL. (B46r)

Religion

Expression of religious beliefs is tolerated of employees in UL. (B5)

Religion is considered part of the UL diversity effort. (B37)

Role Ambiguity

I feel certain about how much authority I have. (B58)

There are clear, planned goals and objectives for my job. (B59)

I know that I divide my time properly. (B60)

I know what my responsibilities are. (B61)

I feel certain of how I will be evaluated for a promotion or raise. (B62)

I know exactly what is expected of me. (B63)

Explanation is clear of what has to be done. (B64)

Role Conflict

I have to do things that should be done differently. (B65r)

I work under incompatible policies and guidelines. (B66r)

I receive an assignment without the personnel to complete it. (B67r)

I have to break a rule or policy in order to carry out an assignment. (B68r)

I receive incompatible requests from 2 or more people. (B69r)

I receive an assignment without adequate resources and materials. (B70r)

I work on unnecessary things. (B71r)

I have to work under vague directions or orders. (B72r)

Satisfaction

Extrinsic

- The way my boss handles people. (SAT5)**
- The competence of my supervisor in making decisions. (SAT 6)**
- The way University policies are put into practice in UL. (SAT 12)**
- My pay relative to the amount of work I do. (SAT 13)**
- The chances for advancement on this job. (SAT 14)**
- The praise I get for doing a good job. (SAT19)**

Intrinsic

- Being able to keep busy all the time. (SAT1)**
- The chance to work alone on the job. (SAT2)**
- The chance to do different things from time to time. (SAT3)**
- The chance to be "somebody" in the local community. (SAT4)**
- Being able to do things that don't go against my conscience. (SAT7)**
- The way my job provides for steady employment. (SAT8)**
- The chance to do things for other people. (SAT9)**
- The chance to tell people what to do. (SAT10)**
- The chance to do something that makes use of my abilities. (SAT11)**
- The freedom to use my own judgment. (SAT15)**
- The chance to try my own methods of doing the job. (SAT 16)**
- The feeling of accomplishment I get from the job. (SAT20)**

Team Orientation

- If given the choice, I would prefer to work as part of a team rather than alone. (B9)**
- I work best by myself. (B20r)**
- I generally prefer to work as part of a team. (B45)**

ARL DIVERSITY PROGRAM SCHEDULE OF EVENTS

CROSS-CULTURAL COMMUNICATIONS SKILLS

October 9-10, 1997-Washington, DC

\$300 for members, \$325 for Nonmembers

Clear and effective communication skills are key for productive internal relations and customers satisfaction. This program uses presentations, experiential learning activities, and group interaction to explore "culture general" as well as "culture specific" content and issues. Participants begin to develop the skills needed to communicate across cultures, such as: engaging in dialogue rather than debate, effective listening skills, and cross-cultural conflict resolution. Resource notebooks are provided. Registration deadline: September 11, 1997.

FOSTERING A CLIMATE FOR DIVERSITY

September 4-5, 1997-Washington, DC

\$300 for members, \$325 for Nonmembers

While recruitment of a diverse workforce is a priority for many organizations, the development of creative retention mechanisms is crucial for libraries investing in the creation of a more efficient and responsive workplace. This seminar defines the qualities - encouraging holistic professional development and assessing leadership skills across cultures-of such a workplace and explores strategies for tapping into the full potential of current human resources. Registration deadline: August 7, 1997.

ORGANIZATIONAL CULTURES: AN EXPLORATION

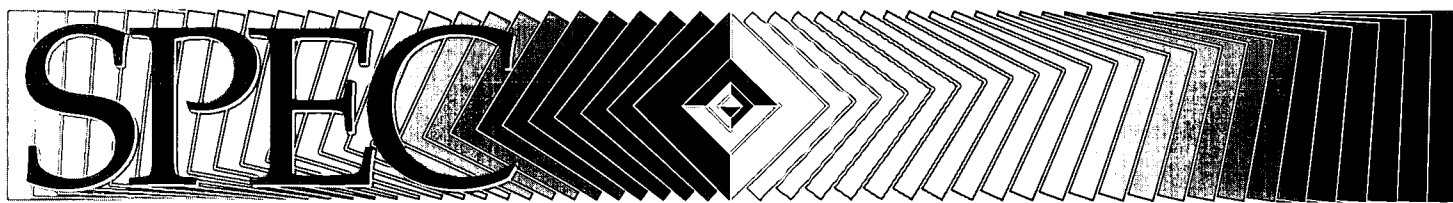
November 13-14, 1997-Washington, DC

\$1000 per institutional team

This program is designed for institutional teams (limit 6 persons). Working together with other institutional teams, participants explore the elements of their current institutional cultures as they relate to the future needs and demands of their organizations and their customers. Teams have the opportunity to plan and develop both incremental and dramatic changes to the culture in their institution. Data and context are based on current forecasts of the future workplace, as well as the future customer, and are provided as springboards to this important work. Registration deadline: October 16, 1997.

The Diversity Program also provides **on-site consultations, presentations, and facilitated discussions**. To find out more, contact Marianne Seales, Program Assistant, at (202) 296-2296 or email <marianne@cni.org>.

For more information or to register online see our web page at
<<http://arl.cni.org/diversity/index.html>>.



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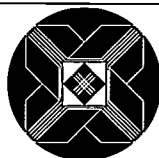
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_____	SP210 Strategic Planning	_____	SP165 Cultural Diversity	_____	SP120 Exhibits
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_____	SP203 Reference Svc Policies	_____	SP158 Strategic Plans	_____	SP113 Preservation Education
_____	SP202 E-journals/Issues & Trends	_____	SP157 Fee-based Services	_____	SP112 Reorg of Tech and Pub Svcs
_____	SP201 E-journals/Pol & Proced	_____	SP156 Automating Authority Control	_____	SP111 Cooperative Collection Dev
_____	SP200 2001: A Space Reality	_____	SP155 Visiting Scholars/Access	_____	SP110 Local Cataloging Policies
_____	SP199 Video Collect & Multimedia	_____	SP154 Online Biblio Search	_____	SP109 Staff Training for Automation
_____	SP198 Automating Preserv Mgt	_____	SP153 Use of Mgt Statistics	_____	SP108 Strategic Planning
_____	SP197 Benefits/Professional Staff	_____	SP152 Brittle Books Program	_____	SP107 University Archives
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_____	SP192 Unpub Matls/Libs, Fair Use	_____	SP147 Serials Control/Deselection	_____	SP102 Copyright Policies
_____	SP191 Prov Pub Svcs Remote User	_____	SP146 Lib Dev Fund Raising Capabilit	_____	SP101 User Studies
_____	SP190 Chang Role of Book Repair	_____	SP145 Lib Publications Programs	_____	SP100 Collection Security
_____	SP189 Liaison Svcs in ARL Libs	_____	SP144 Building Use Policies	_____	SP099 Branch Libraries
_____	SP188 Intern, Residency & Fellow	_____	SP143 Search Proced Sr LibAdmin	_____	SP098 Telecommunications
_____	SP187 ILL Trends/Staff & Organ	_____	SP142 Remote Access Online Cats	_____	SP097 Building Renovation
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_____	SP184 ILL Trends/Access	_____	SP139 Performance Eval: Ref Svcs	_____	SP094 Fund Raising
_____	SP183 Provision of Comp Print Cap	_____	SP138 University Copyright	_____	SP093 User Instructions for Online Cats
_____	SP182 Academic Status for Libns	_____	SP137 Perservation Guidelines	_____	SP092 Interlibrary Loan
_____	SP181 Perf Appr of Collect Dev Libn	_____	SP136 Managing Copy Cataloging	_____	SP091 Student Assistants
_____	SP180 Flexible Work Arrangemts	_____	SP135 Job Analysis	_____	SP090 Integrated Lib Info Systems

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_____	SP077 Use of Small Computers	_____	SP047 Automated Cataloging	_____	SP017 Library Instruction
_____	SP076 Online Biblio Search Svcs	_____	SP046 Plan Future of Card Catalog	_____	SP016 Reclassification
_____	SP075 Staff Development	_____	SP045 Changing Role Personnel Officer	_____	SP015 Goals & Objectives
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_____	SP071 User Surveys: Eval of Lib Svcs	_____	SP041 Collection Assessment	_____	SP011 Collection Development
_____	SP070 Preservation Procedures	_____	SP040 Skills Training	_____	SP010 Leave Policies
_____	SP069 Prep Emergencies/Disasters	_____	SP039 Remote Storage	_____	SP009 Tenure Policies
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_____	SP062 Online Biblio Search Svcs	_____	SP032 Prep, Present Lib Budget	_____	SP003 Status of Librarians
_____	SP061 Status of Librarians	_____	SP031 Allocation of Resources	_____	SP002 Personnel Survey (flyer only)
_____	SP060 Lib Materials Cost Studies	_____	SP030 Support Staff, Student Assts	_____	SP001 Organization Charts

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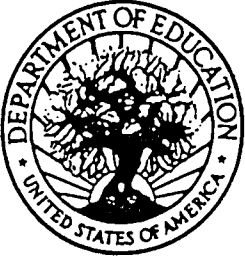
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