

University of Maryland Libraries

**DIVERSITY ASSESSMENT REPORT
2003-2004 Academic Year**

Part One

1. Employee Statistics by Gender/Race

See the attached charts.

Part Two

1. Most Significant Actions Taken to Promote a Diverse Workforce and Student Body

Search committees for librarian positions continued to use the resource book compiled in 2002, which includes background readings, employment sources, a library handbook for search committees, a pre-employment guide and university policies and guidelines. Search committees participated in orientation sessions and received guidance from senior library staff on inclusive, proactive recruitment and hiring.

SEARCHES	Non-Exempt Staff	Exempt Staff	Librarians	TOTAL
2003-2004	1	0	3	4
2002-2003	3	2	2	7
2001-2002	8	1	6	15
2000-2001	22	5	14	41

The opportunities to recruit a diverse workforce declined sharply starting in 2001-2002, as indicated in the above chart, which lists the number of searches to fill permanent positions. The decline continued through 2003-2004. There were nine searches total in 2003-2004, with five contractual positions included (with the campus' approval).

However, despite the sharply reduced opportunity to recruit new staff, efforts to retain and develop a diverse workforce were maintained at a high level. Examples follow.

Both the Personnel Programs Coordinator and the Diversity Coordinator worked closely with the Libraries' Diversity Committee to plan and carry out projects. The committee provided a year-round focus on diversity issues for staff by sponsoring or co-sponsoring various activities. The brown-bag subcommittee continued its popular monthly lunchtime (brown-bag) series of diversity videos. In 2003/04 this series covered topics ranging from the Brown v. Board of Education decision to left-handedness. The subcommittee also sponsored a poetry reading focusing on life since 9/11, with the Bahá'í Chair for World Peace at the University of Maryland in attendance and participating. The Diversity and Goodwill committees co-sponsored a fall 2003 luncheon

for new staff (to which all staff were invited), at which copies of their cookbook were distributed.

The Continuous Learning Subcommittee of the Diversity Committee helped to develop a program entitled “Dealing with Differences” that was offered as a part of the “Summer for Supervisors” series for the Libraries’ Learning Curriculum. This series also included the following workshops (all of which were pertinent to diversity and multicultural concerns):

- Rewards in Tough Times
- Giving and Receiving Feedback
- Conflict Resolution
- Do You Supervise Students?

Supervisors’ brown-bag sessions, managed by the Coordinator of Personnel Programs, were an outcome of the workshops listed above.

Two other library offices were also crucial to promoting a diverse workforce: Organizational Development (OD) and Staff Learning and Development. The Assistant Dean for OD worked closely with many staff groups to develop process skills. She also led a facilitators team, which worked with various groups to enhance their working relationships, meetings and productivity. The Manager of Staff Learning and Development coordinated the Learning Curriculum, a comprehensive learning plan that focuses on individual and organizational advancement. Begun in May 2001, this plan is for all library staff to develop the skills needed to become members of teams and to improve the way the Libraries operate as an organization.

Year in and year out, the Libraries’ User Education Services unit performs a key function in recruiting a diverse student body by offering library instruction and orientation to a variety of non-campus groups, such as students from local middle and high schools. In 2003-2004 they hosted the following groups:

- Northwest High School: Democracy Collaborative
- Eastern Middle School
- Bethesda-Chevy Chase High School: International Baccalaureate
- Julius West Middle School: History Day
- Northwestern High School
- Severna Park High School: AP Government
- Springbrook High School
- Richard Montgomery High School: Latino students

User Education also supports the summer programs at the university, again a source for recruiting a diverse student body. Examples are the National Student Leadership Conference and the College Bound Program.

Other efforts that actually took place in 2003-2004, but the effects of which will be felt most in future years, are included in Part Three of this report, “Most Significant Future Steps.”

2. Most Significant Collaborative Programs Related to Diversity

A subcommittee of the Libraries' Diversity Committee, led by the Diversity Coordinator, planned and carried out a major campus public event on November 25, 2003, to enable a dialogue on disabilities within the arts and humanities. The event was titled "Secret Blossoms: The Art of Ability." Participants included people of mixed abilities drawn from academia, the local community and the state, focusing on music and poetry. A poetry competition was held in October in conjunction with the program and award-winners were announced at the program. The Provost, the Maryland Poet Laureate and the Dean of Libraries joined scholars, poets and artists in this event. Grant funding from VSA (formerly Very Special Arts) of Maryland supported the project. Campus co-sponsors included the President's Commission on Disability Issues, the Office of Multi-Ethnic Student Education, Nyumburu Cultural Center and the Disability Support Service.

The UM Libraries were an active campus partner in commemorating the fiftieth anniversary of Brown v. Board of Education. With planning led by the Personnel Programs Coordinator, the Libraries sponsored a March 9, 2004, public lecture by Dr. Carla Hayden, 2003-2004 President of the American Library Association and Executive Director of the Enoch Pratt Free Library in Baltimore. Her lecture was titled, "Brown v. Board of Education: Paving the Way for Equity of Access." A special exhibit planned and prepared by a library committee was unveiled at the lecture. Titled "Groundbreakers: Succeeding against the Odds," the exhibit highlighted Marylanders instrumental in the Civil Rights Movement. After the Hayden lecture, the library exhibit traveled to several venues to be displayed at campus programs commemorating the Brown v. Board anniversary.

With the Faculty Relations Committee of the Diversity Initiative and the Office of Human Relations Programs and others, the Libraries' Diversity Committee co-sponsored the March 30, 2004, Faculty Research Forum, "Teaching to Transform: Intergroup Dialogue as a Cutting-Edge Teaching Strategy in All Disciplines." This presentation showcased research on intergroup dialogue as a facilitated form of interaction in which people from two or more social or cultural identity groups come together to collaboratively explore the issues that exist between groups and attempts to build bridges across them. The forum was held in McKeldin Library.

Further, library staff members continued to be visible participants in many campus programs, which in 2003-2004 notably included the Provost's Conversations on Diversity, Democracy and Higher Education and the Brown v. Board commemorations.

Part Three

1. Most Significant Future Steps To be Taken to Promote A More Diverse Workforce and Student Body

Searches for new staff must continue to be highly selective because of fiscal restraints. The Libraries maintain an organization-wide list of priorities for filling vacant positions, to assure that the positions filled are those that most need to be filled. The focus in the

next year or two will continue to be on retaining and developing the diverse workforce already in place. Several activities and decisions from 2003-2004 will have important and long-term effects. They are summarized below.

With the spring 2004 retirement of the Diversity Coordinator, her duties were incorporated into the activities already being carried out by the Coordinator of Personnel Programs. This merger will help move diversity efforts from being primarily programmatic and activity-oriented, towards institutionalizing them within the Libraries' work environment.

Diversity Committee members held brainstorming sessions in 2003 to address progress of diversity issues and efforts. Results of those and other discussions will be implemented in the committee's 2005-7 work plan. The Coordinator of Personnel Programs led two planning meetings for the Diversity Committee in 2004 and will continue to lead the committee as it revamps membership, focus and activities.

In May 2004, the Libraries sponsored a second Organizational Culture and Diversity Assessment (OCDA), carried out by individuals from the Industrial/Organizational Psychology Department on campus. A report of findings and recommendations (plus a comparison with results from a similar study in the year 2000) will be key to library planning and follow-up in 2004-2005 and beyond. The Libraries wanted to find out what efforts based on the 2000 results succeeded and what needed better direction or more effort. The new report is expected in September 2004. Directions for personnel programs, organizational development and staff learning and development will all be planned and carried out in accordance with the OCDA findings and recommendations.

Efforts begun in 2003-2004 to expand and diversify the Libraries' population of graduate assistants will also have a long-term impact. The UM Libraries are a partner in a grant coordinated by Georgetown University for libraries in the Chesapeake Information and Research Library Alliance, or CIRLA. (Other CIRLA libraries are Howard University, University of Delaware, Johns Hopkins University, George Washington University, Library of Congress, Smithsonian Institution Libraries and the National Agricultural Library.) The program addresses the increasing demand for librarians and the intent to diversify the profession. As a partner in that grant, the UM Libraries will host a two-year CIRLA fellow, beginning in the fall of 2004 and paid by the grant. The CIRLA fellows are students in graduate schools of library and information science.

The UM Libraries expect to apply in future years for other grants to recruit new librarians, with focus both on academic librarianship and on populations traditionally underrepresented in librarianship. Meanwhile, the UM Libraries committed in 2003-2004 to expanding its base of graduate assistantships by three (up to a total of 32), to help recruit to the profession and to help diversify the profession by recruiting individuals from populations traditionally underrepresented in academic librarianship. These three new graduate assistants were hired in the summer of 2004 and began studies in September.

2. Please Explain How the Assessment of Diversity Goals is Linked to the PRD/Performance Review Process in Your Unit

Primary responsibility rests with the Personnel Programs Coordinator and the Director of the Planning and Administrative Services Division, for whom the varied aspects of diversity outlined above are also outlined in their annual work plans. Members of the Diversity Committee are expected to have that service element in their work plans/PRDs. These are programmatic, not quantitative, objectives.

In the past two years, the Coordinator of Personnel Programs has led a concerted effort to emphasize the self-evaluation component of PRDs. She held workshops with supervisors of various departments to promote, encourage and strengthen the self-evaluation component. Each library staff member was given an information packet to identify components of a self-evaluation. The 2003-2004 PRDs showed significant efforts on the part of staff to participate in this step of the review process. The supervisors' brown-bag sessions mentioned above also reinforced these evaluative efforts.

When the results of the 2004 Organizational and Cultural Diversity Assessment are available, they will be used to craft objectives and plans for many additional staff.

3. What Resources Do You Need in Order to Achieve Your Diversity Goals?

In a period where cutbacks have taken hold, the major challenge is to stay focused on what is essential for long-term development to enable the Libraries to continue offering the range and quality of services that the campus requires. One essential element of long-term library success is retention and development of a diverse workforce. Library leaders must stay committed to that principle and must support the activities that put the principle into practice – e.g., the Learning Curriculum, the recruitment projects, the expansion of the graduate assistantship program, the diversity-oriented activities.

The continued availability of campus resources such as the ombuds officers and staff of the Career Center, the Office of Human Relations, the Faculty/Staff Assistance Program and University Human Resources is also essential. These resource people make many of the Learning Curriculum offerings possible. They also enhance the work lives of many of the staff individually. The leadership of campus officials such as the President and the Provost further helps keep staff aware of and aligned with the campus diversity goals.

Other than steadfastness and access to campus experts, library leaders obviously need financial resources as well. While the efforts to get grants have been sizable, staff time and ability to work on grant applications and then to administer successful projects will dwindle if any more cuts in the Libraries' operating budget have to be sustained.

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September 2004

Library's EEO Statistics										(as of 7/1/04)
Type of Employee	Female	Male	Total	Am In/ Ak Native	Asian	Black	Hispanic	White	Undeclared	Total
Nonexempt										
7/1/2004	64	26	90	0	16	28	1	44	1	90
7/1/2003	71	27	98	0	15	28	1	53	1	98
4/1/2002	99	38	137	0	25	36	4	72	0	137
3/28/2001	97	38	135	0	27	36	3	67	2	135
9/13/1999	104	39	143	0	21	32	2	87	1	143
Exempt										
7/1/2004	19	13	32	0	3	5	1	22	1	32
7/1/2003	18	13	31	0	4	5	1	20	1	31
4/1/2002	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a
3/28/2001	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a
9/13/1999	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a
Faculty										
7/1/2004	65	28	93	0	6	5	3	79	0	93
7/1/2003	62	28	90	0	6	5	3	76	0	90
4/1/2002	n/a	n/a	0	n/a	n/a	n/a	n/a	n/a	n/a	n/a
3/28/2001	n/a	n/a	0	n/a	n/a	n/a	n/a	n/a	n/a	n/a
9/13/1999	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a
Faculty & Exempt										
7/1/2004	84	41	125	0	9	10	4	101	1	125
7/1/2003	80	41	121	0	10	10	4	96	1	121
4/1/2002	86	44	130	0	8	10	4	104	4	130
3/28/2001	86	45	131	0	9	9	4	106	3	131
9/13/1999	67	36	103	0	8	6	3	84	2	103
Department Heads										
7/1/2004	23	12	35	0	1	1	1	31	1	35
7/1/2003	22	12	34	0	1	1	1	30	1	34

4/1/2002	n/a	n/a	n/a		n/a	n/a	n/a	n/a	n/a	n/a	n/a
3/28/2001	n/a	n/a	n/a		n/a	n/a	n/a	n/a	n/a	n/a	n/a
9/13/1999	n/a	n/a	n/a		n/a	n/a	n/a	n/a	n/a	n/a	n/a
Contingent											
7/1/2004	30	35	65		1	13	9	2	38	2	65
7/1/2003	31	30	61		0	11	9	1	38	2	61
4/1/2002	n/a	n/a	n/a		n/a	n/a	n/a	n/a	n/a	n/a	n/a
3/28/2001	n/a	n/a	n/a		n/a	n/a	n/a	n/a	n/a	n/a	n/a
9/13/1999	n/a	n/a	n/a		n/a	n/a	n/a	n/a	n/a	n/a	n/a
Students											
7/1/2004	189	155	344		9	73	60	11	148	43	344
7/1/2003	128	130	258		4	55	39	10	110	40	258
4/1/2002	n/a	n/a	n/a		n/a	n/a	n/a	n/a	n/a	n/a	n/a
3/28/2001	n/a	n/a	n/a		n/a	n/a	n/a	n/a	n/a	n/a	n/a
9/13/1999	n/a	n/a	n/a		n/a	n/a	n/a	n/a	n/a	n/a	n/a
Note:	n/a = data not available.										

Library's EEO Statistics										(as of 5/1/04)
Numeric Distribution										
5/1/2004										
Type of Employee	Female	Male	Total	Am In/ Ak Native	Asian	Black	Hispanic	White	Undeclared	Total
Nonexempt	69	28	97	0	15	27	2	52	1	97
Exempt	20	13	33	0	4	5	1	22	1	33
Faculty	63	28	91	0	6	5	3	77	0	91
Department Heads	24	11	35	0	1	1	1	31	1	35
Contingent	21	26	47	1	12	6	1	26	1	47
Students	160	126	286	8	58	40	10	130	40	286
Percentage Distribution										
5/1/2004										
Type of Employee	Female	Male	Total	Am In/ Ak Native	Asian	Black	Hispanic	White	Undeclared	Total
Nonexempt	71%	29%	100%	0%	15%	28%	2%	54%	1%	100%
Exempt	61%	39%	100%	0%	12%	15%	3%	67%	3%	100%
Faculty	69%	31%	100%	0%	7%	5%	3%	85%	0%	100%
Department Heads	69%	31%	100%	0%	3%	3%	3%	89%	3%	100%
Contingent	45%	55%	100%	2%	26%	13%	2%	55%	2%	100%
Students	56%	44%	100%	3%	20%	14%	3%	45%	14%	100%

Library's EEO Statistics										(as of 5/1/04)
Type of Employee	Female	Male	Total	Am In/ Ak Native	Asian	Black	Hispanic	White	Undeclared	Total
Nonexempt										
5/1/2004	69	28	97	0	15	27	2	52	1	97
7/1/2003	71	27	98	0	15	28	1	53	1	98
9/13/1999	104	39	143	0	21	32	2	87	1	143
Exempt										
5/1/2004	20	13	33	0	4	5	1	22	1	33
7/1/2003	18	13	31	0	4	5	1	20	1	31
9/13/1999	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a
Faculty										
5/1/2004	63	28	91	0	6	5	3	77	0	91
7/1/2003	62	28	90	0	6	5	3	76	0	90
9/13/1999	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a
Faculty & Exempt										
5/1/2004	83	41	124	0	10	10	4	99	1	124
7/1/2003	80	41	121	0	10	10	4	96	1	121
9/13/1999	67	36	103	0	8	6	3	84	2	103
Department Heads										
5/1/2004	24	11	35	0	1	1	1	31	1	35
7/1/2003	22	12	34	0	1	1	1	30	1	34
9/13/1999	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a
Contingent										
5/1/2004	21	26	47	1	12	6	1	26	1	47
7/1/2003	31	30	61	0	11	9	1	38	2	61
9/13/1999	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a
Students										
5/1/2004	160	126	286	8	58	40	10	130	40	286
7/1/2003	128	130	258	4	55	39	10	110	40	258
9/13/1999	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a
Note:	n/a = data not available.									

Library's EEO Statistics

(as of 7/1/03)

Numeric Distribution

7/1/2003										
Type of Employee	Female	Male	Total	Am In/ Ak Native	Asian	Black	Hispanic	White	Undeclared	Total
Nonexmpt	71	27	98	0	15	28	1	53	1	98
Exempt	18	13	31	0	4	5	1	20	1	31
Faculty	62	28	90	0	6	5	3	76	0	90
Department Heads	22	12	34	0	1	1	1	30	1	34
Contingent	31	30	61	0	11	9	1	38	2	61
Students	128	130	258	4	55	39	10	110	40	258

Percentage Distribution

7/1/2003										
Type of Employee	Female	Male	Total	Am In/ Ak Native	Asian	Black	Hispanic	White	Undeclared	Total
Nonexmpt	72%	28%	100%	0%	15%	29%	1%	54%	1%	100%
Exempt	58%	42%	100%	0%	13%	16%	3%	65%	3%	100%
Faculty	69%	31%	100%	0%	7%	6%	3%	84%	0%	100%
Department Heads	65%	35%	100%	0%	3%	3%	3%	88%	3%	100%
Contingent	51%	49%	100%	0%	18%	15%	2%	62%	3%	100%
Students	50%	50%	100%	2%	21%	15%	4%	43%	16%	100%

Library's EEO Statistics

(as of 7/1/03)

Type of Employee	Female	Male	Total	Am In/ Ak Native	Asian	Black	Hispanic	White	Undeclared	Total
Nonexmpt										
7/1/2003	71	27	98	0	15	28	1	53	1	98
4/1/2002	99	38	137	0	25	36	4	72	0	137
9/28/1998	114	42	156	0	24	32	2	97	1	156

Exempt										
7/1/2003	18	13	31	0	4	5	1	20	1	31
4/1/2002		n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a
9/28/1998		n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a
Faculty										
7/1/2003	62	28	90	0	6	5	3	76	0	90
4/1/2002		n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a
9/28/1998		n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a
Faculty & Exempt										
7/1/2003	80	41	121	0	10	10	4	96	1	121
4/1/2002	86	44	130	0	8	10	4	104	4	130
9/28/1998	61	30	91	0	8	4	2	75	2	91
Department Heads										
7/1/2003	22	12	34	0	1	1	1	30	1	34
4/1/2002		n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a
9/28/1998		n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a
Contingent										
7/1/2003	31	30	61	0	11	9	1	38	2	61
4/1/2002		n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a
9/28/1998		n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a
Students										
7/1/2003	128	130	258	4	55	39	10	110	40	258
4/1/2002		n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a
9/28/1998		n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a

Note: n/a = data not available.