

**University of Maryland Libraries  
Diversity Assessment Report  
2005-2006 & 2006-2007 Academic Years**

**Part One**

**1. Employee Statistics By Gender/Race**

Within the last two academic years the UM Libraries have filled critical positions and created a more diverse work force, adding 25 new staff members. The first chart shows the number of searches to date while the second chart shows the number of appointments for all employee groups.

**Recruitment Activity**

<b>Searches</b>	<b>Faculty</b>	<b>Exempt</b>	<b>Non-Exempt</b>	<b>Total</b>
2006- 2007(ytd)	11	5	9	25
2005-2006	(part of data ytd)			
2004- 2005	13	12	21	46
2003- 2004	3	0	1	4
2002- 2003	2	2	3	7
2001- 2002	6	1	8	15
2000- 2001	14	5	22	41

**Appointments**

<b>APPTS</b>	<b>Faculty</b>	<b>Exempt</b>	<b>Non-Exempt</b>	<b>Contractual</b>	<b>Hourly</b>
2007 (ytd)	10	4	10	FAC—0 EX---- 1 NE---- 3	FAC—1 EX---- 10 NE---- 16
<b>Total</b>	<b>10</b>	<b>4</b>	<b>10</b>	<b>4</b>	<b>27</b>
2006	10	5	6	FAC---3 EX----2 NE----3	FAC----3 EX-----10 NE-----18
<b>Total</b>	<b>10</b>	<b>5</b>	<b>6</b>	<b>8</b>	<b>31</b>
2005	9	9	13	FAC---5 EX----3 NE----20	FAC---4 EX----10 NE----20
<b>Total</b>	<b>9</b>	<b>9</b>	<b>13</b>	<b>28</b>	<b>34</b>
2004	6	2	6	FAC---3 EX----7 NE----6	FAC---4 EX----11 NE----17
<b>Total</b>	<b>6</b>	<b>2</b>	<b>6</b>	<b>16</b>	<b>32</b>

With reductions in regular lines for positions and with a number of current vacancies, the data on library employment still show stability or gains in numbers of Asian and Black employees in the library faculty and exempt staff ranks. Minorities are more heavily represented in the nonexempt ranks, with the exception of Hispanics. For a more extensive review of UM Libraries EEO statistics see Appendix # 1. See also Part Three of this report for additional observations and plans.

## **Part Two**

### **1. Most Significant Actions Taken To Promote a Diverse Workforce and Library Staff**

This Diversity Assessment Report reflects a concerted effort to fulfill the goals of the Libraries' 2005-2007 Strategic Plan. Organizational development, a key initiative in the Plan, promotes a library culture that in turn provides high-quality customer service. The Libraries' organizational development has focused on:

- Cultivating leadership skills in all staff;
- Encouraging staff collaboration to develop an environment that is responsive to change;
- Promoting shared governance;
- Facilitating adaptable and responsive library operations and services through self-managed teams;
- Staffing all libraries appropriately to meet user needs;
- Developing a flexible reward system;
- Encouraging and rewarding risk-taking behavior that leads to innovative ideas and solutions; and
- Promoting individual commitment to diversity principles and goals.

Because of the number and scope of actions completed and listed below, two categories have been identified: internal and external. Internal actions are the ongoing work of the Libraries' staff in the workplace. External actions are those where outreach goals and strategies involved collaboration with other groups and/or units throughout the campus and other institutions.

#### **Internal Actions (listed as items A through –K below)**

##### **A. Study of Library Recruitment and Hiring Process and Changes to Some Processes**

In 2005 the Planning and Administrative Services Division (PASD) undertook a project to discover what things go well and what things don't in the Libraries' recruitment and search process and to identify steps for improvement. See Appendix #2 for the September 2006 Preliminary Report on Evaluation of Recruitment, Search Processes.

In 2006, while the PASD director was acting HR head, some search committees began using e-mail reflectors to conduct more business electronically. Because of the volume of recruitment, the PASD director and the Coordinator of Personnel Programs began sharing search liaison

duties with the Libraries' Coordinator of Recruitment and Benefits. In 2006 the Libraries also began complying with new university policy not to have supervisors on search committees, and in 2007 library search committee chairs began participating in training provided by the university.

### **B. Appointment of Head of Library Human Resources Office**

In January 2006 the head of the Libraries' combined Personnel and Budget Office retired. It was decided to separate the personnel and budget operations for sharper focus and presence for each, to incorporate Staff Learning and Development and all of Personnel Programs into the new personnel office, and to rename the offices as Budget and Business Services Office and Human Resources Office. The budget head was selected in July 2006 and the first-ever professionally trained HR person was hired to lead the HR Office effective March 2007. This change has already resulted in close attention to compliance with laws and regulations relating to personal and medical information, Family and Medical Leave Act, employee relations, etc., as well as oversight of conduct of searches, documentation of various HR processes and so forth.

### **C. Review of Teams, Groups, and Committees: Study of Redirection of Effort**

In 2005-2006, the Libraries' Leaders Group began examining a number of specific tasks or processes with a view towards assessing and improving them. This process became known as the "redirection of effort." Many library staff participated in the "redirection of effort" process with assigned tasks. Two of the major issues affecting all library staff were: 1.) Increasing the effectiveness of meetings and 2.) Reviewing the number of groups and teams, and identifying which are essential. The goal of the review was to learn what work the group does, how that work fits into the overall work of the organization, and how well the group feels that it is accomplishing that work. Fifteen groups were selected for the initial review, conducted by the Facilitators Team. The Diversity Team and the Goodwill Committee were reviewed with positive results. Data from the review were used in developing the Diversity Team's Work Plan. The Library Executive Council subsequently reviewed the Facilitators Team findings and reported on both sets of findings to the Leaders Group.

### **D. Expansion of the Graduate Assistantship Program**

In 2004-2005 the UM Libraries developed a plan to increase collaboration with the College of Information Studies and other campus departments in providing additional graduate assistantships. The GA program has grown from its 1991 beginning in Technical Services to employment of graduate assistants (GAs) in every division of the Libraries. During the fall of 2004 the Libraries had 16 second-year GAs and 16 first-year. At that time three new GAs were added as part of a pilot recruitment project to attract students from populations traditionally underrepresented in librarianship.

During 2005-2006 and 2006 and 2007, the numbers (35 total) and level of opportunities for graduate assistants have been maintained.

## **E. Staff Development Program and Training Opportunities for Libraries' Staff**

The Staff Learning and Development Program reached a major milestone in 2007 of providing services and training opportunities for the Libraries' staff. Over 200 workshops have now been offered since the 2001 inception of the Learning Curriculum. All staff members are encouraged to participate in technical as well as communication and other skill-building interactive sessions. Courses or workshops that reflect and/or support the Libraries' diversity initiatives include:

1. *Communication Skills for Supervisors*
2. *Fundamentals of Employee Discipline*
3. *Giving and Receiving Feedback*
4. *Learning Styles for Supervisors*
5. *Sexual Harassment Prevention Program*

## **F. Enhanced Orientation Program for All New Employees**

In 2005-2006, Personnel Programs expanded its Orientation Program for new staff to include a 2.5-hour orientation for all new student workers, designed to give them an overview of the University's Libraries. The overall goal of the Orientation Program is to equip all new library employees with information that will enhance their ability to be successful in performing assigned duties and responsibilities. Student assistant supervisors helped to develop the content for the orientation and core competencies that all student workers should possess. Statistical data on employees served through orientation in all employee groups are in Appendix # 3.

## **G. Expansion of Leadership Skill Development Opportunities for Staff**

Learning opportunities for leadership development are provided by a number of venues:

### **1. University Leadership Development Institute**

The goal of the Institute is to improve the efficiency and competitiveness of the University, by enhancing the management and leadership skills of personnel. The UM Libraries began a leadership initiative in 2004, by selecting and financially supporting staff members (nine to date) representing all divisions to the Libraries, to participate in the Leadership Institute. Participants are Tony Prosseda, Pearl Coleman, Donna King, Christine Morris-Sumlin, Amrita Kaur, Uche Enwesi, Scott Leffler, Charles Wright and Denise Wright.

### **2. Maryland Library Leadership Institute**

Kate Murray, Librarian II, and Annie Young, Librarian I, were selected to attend the 2007 Maryland Library Leadership Institute, for which the UM Libraries paid the expenses. Emphasis of the Institute is the development of individual leadership skills and the creation of a leadership network. Candidates were nominated by their library directors based on demonstrated interest in leadership and commitment to library services.

### **3. Emerging Leaders of the American Library Association (ALA)**

Nedelina Tchangelova, Librarian I, was selected by ALA as one of its first 100 new "Emerging Leaders." This initiative's goal is to enable new librarians to get on the fast track to ALA and professional leadership. This program was developed by former ALA President Leslie Burger as one of her six initiatives and is a new annual commitment for ALA.

#### **4. Association of Research Libraries Leadership Development Program**

Librarian III Sharon Epps, Head of Access Services, was selected to participate in ARL's Leadership and Career Development Program (LCDP). It is an 18-month program to prepare mid-career librarians from underrepresented racial and ethnic groups to take on increasingly demanding leadership roles in ARL libraries. ARL sponsors the LCDP to address the needs of research libraries for a more diverse professional workforce that can contribute to library success in serving increasingly diverse scholarly and learning communities. UM Libraries are paying the expenses for Ms. Epps' participation in this program.

#### **Rapid Access to Electronic Resources**

Developments in Access Services are cited here as one example of the Libraries' efforts to serve the diverse university community as fully and equitably as possible. In 2006-2007, Access Services expanded user-centered library services. The goal of Access Services is to provide timely and equitable access to library resources. Services range from renewing materials online to delivering items to the user's desktop, often within 24 hours. Access Services reaches out to the customer via e-mail, providing notices of due-date and overdue reminders, holds, and recalls.

Also, faculty can now request book chapters and journal articles from library collections delivered via the Web to their desktops. In FY 2007, Interlibrary Loan supplied 2,949 items through Faculty Document Delivery. The newest service, RAPID ILL, enables the Libraries' Access Services staff to request and receive material owned by participating libraries within 24 hours, thereby providing requested materials to users in a much faster turnaround time.

#### **I. Follow-Up on Organizational Development and Organizational Climate for Diversity Assessment Activities (OCDA)**

Other activities listed below demonstrate the Libraries' effort to continue to integrate diversity initiatives throughout the organization. In addition to the involvement of Library administration, the Assistant Dean for Organizational Development, Coordinator of Personnel Programs, and Manager of Staff Learning and Development continue to provide leadership in assessment, leadership growth, and other professional development opportunities to create a climate that is both welcoming and nurturing for all library staff. These offices work as a Triad in making sure that a focus is maintained in these areas.

The Triad has continued to work and provide leadership on follow-up of areas that need to be addressed from the 2004 OCDA assessment results. All library divisions have taken an active part in addressing issues relevant to them.

A document was created to map the results of the 2004 survey to a variety of activities that have been accomplished or are underway. One way in which the results of the 2004 OCDA were acted upon initially was through additional focus groups conducted with randomly selected staff in the Technical Services and Information Technology Divisions. Other highlights are:

- Refinement and implementation of the Organizational Citizenship Expectations and their incorporation into staff members' work plans;

- Continued support of leadership development activities including the University's Leadership Development Institute (See 1.G. above);
- Development of the Special Collections Orientation Training Team (SCOTT) to facilitate the on-going training needs of Collection Management and Special Collections Division.

Core competencies for supervisors were also added to areas for development. Staff have supported efforts to communicate the OCDA results and follow-up. They are able to see that change is taking place in needed areas.

### **J. The Diversity Team's Integral Role**

During 2005-2006, significant time was used to develop and transform the Diversity Committee into a Team. Planning and assessment of the group's work also became a priority. The Facilitators Team guided the group through the assessment and team-building process, after which the Diversity Team completed its 2005-2007 Work Plan. It has completed a number of initiatives. Goals for the 2005- 2007 Work Plan are:

- Let staff know that the Diversity Team is a resource for them;
- Serve as a communication hub for library staff;
- Serve as a catalyst for education and change in the UM Libraries and beyond;
- Participate and collaborate in campus-wide events that emphasize multicultural/diversity initiatives;
- Promote each individual's uniqueness and worth as a member of the library staff; and
- Promote the diversity of UM Libraries' collections and resources.

The Diversity Team made strides in educating and involving library staff in a number of major activities.

#### **Activity #1: Lesbian Gay Bisexual Transgender (LGBT) Forum, Nov. 30, 2006**

One of the initiatives of the Diversity Team Work Plan is to educate staff on issues related to all segments and/or groups of the University and the community at large. Two Diversity Team members, Bonnie Cawthorne and Tim Hackman, committed themselves to the Rainbow Terrapin Training and later led Diversity Team development of the LGBT Forum. The Office of LGBT Equity facilitated the discussion, the goal of which was for attendees to learn ways that they could contribute to making the Libraries a safe, inclusive and welcoming environment for all co-workers and customers. In May, the Diversity Team received the Libraries' Special Projects Award for its leadership role in organizing the LGBT Forum.

#### **Activity #2: Diversity Town Hall Meeting, April 5, 2007**

In an effort to address the issues and findings of ethnic differences of the OCDA Survey Report, the Diversity Team decided to hold a Town Hall meeting. The primary objectives were:

- To encourage and motivate the staff to think broadly about the challenges to achieving diversity in the workplace;
- To explore stories and experiences of the challenges to diversity;
- To explore best practices in meeting the needs of those with hidden disabilities; and
- To assess the existing organizational climate such that strategies for sustaining the preceding objectives can be developed and implemented.

In addition to the objectives, the goal was to find a way to access the largest number of staff members at the same time, to hear points of view and to serve as a sounding board for some. Attendees were encouraged to step out of their comfort zones, read about related issues, and share experiences. The theme was “Rethinking Diversity: From Conflict to Resolution.” Dr. John Wolfe of the University System of Maryland facilitated the Town Hall Meeting. See Appendix # 4 for excerpts of attendees’ evaluation.

**Activity #3: Diversity Video Brown Bag’s Tradition of Learning and Sharing**

The Diversity Brown Bag sessions have become a part of the fiber and tradition of the Libraries. Presenters and topics for 2005-2006 were:

<i>Diversity Advantage</i> and “Managing Diversity in Business”	Lulu Barnachea
<i>A Beautiful Blend</i>	Pearl Coleman
<i>Ticket to Freedom</i> and <i>Mississippi and the 15<sup>th</sup> Amendment</i>	Johnnie Love
<i>India, the Empire of the Spirit</i>	Katalin Mouyal and Madhu Singh
<i>Bridge to Silence, Children of a Lesser God</i> and <i>Video Guide to Disability Awareness</i>	Nedelina Tchangalova

In 2006-2007 the Diversity Brown Bag sessions continued their strong history and were scheduled as frequently as possible.

<i>IFLA 2000: Jerusalem/Haifa</i> (Parts I & II)	Svetla Baykoucheva
LGBT Video Brownbag: <i>Celluloid Closet</i> and <i>Dangerous Living*</i>	Dr. Liora Moriel
<i>Illusions</i>	Scott Ecklund

\* This November 2006 Video Brown Bag was held in conjunction with the LGBT Forum and officially opened to the entire campus. The day it occurred, it was a "lead" link on the University's Home Page. The Diversity Brown Bag Committee members are Linda Sarigol, Carleton Jackson and David Piper (GA).

**Activity #4: Examples of Articles in *Library Matters* Newsletter:**

1. "To Live, " June 2006	Ken Tanaka
2. "Am I from Venus and you're from Mars?," July 14, 2006	Yeri Park
3. "The Diversity team asks...," August 25, 2006 -	Yeri Park & Tim Hackman
4. "Banned Books & Diversity Matters," Sept. 22, 2006	Tim Hackman
5. "Peace After Destruction," May 2007	Ken Tanaka

**Activity #5: Identification of Language Proficiencies of Library Staff**

The Diversity Team surveyed library staff to determine their language skills, to aid in communicating with non-English speaking researchers, students and/or visitors. Staff members were asked to provide the language and level of fluency. Staff, through self-identification and ability to volunteer, will be called upon to assist whenever there is a need.

**K. The Goodwill Committee’s Support to Staff**

As of 2007, the Goodwill Committee has provided ten years of continuous service to the Libraries’ staff. Its mission is to coordinate activities that promote goodwill and improve the morale among the staff. The Goodwill Committee is composed of representatives from each

library and each division, for a total of 12 members. They provide two annual activities to support the staff at large: the Welcome Luncheon and the Craft & Bake Sale. They also work to support staff on an individual basis as the need arises and to acknowledge major events in individuals' lives. In 2007 the Libraries' Awards Committee, along with Dean Lowry, provided a special recognition to the Committee for its services rendered to the staff.

### **External Actions: (Activities L- N)**

#### **L. Dissemination of OCDA Survey in presentations**

Presentation at ARL Conference at the University of Virginia, September, 2006.

Presenters were Charles Lowry, Sue Baughman, Johnnie Love and Maggie Saponaro.

Topic: *From Organizational Assessment to Organizational Change: The University of Maryland Library Experience*

Poster Session Presentation in the University System of Maryland Fourth Annual Diversity Conference, October 13, 2006, at UMUC.

Presenters were Sue Baughman, Johnnie Love and Maggie Saponaro.

Topic: *From Organizational Assessment to Organizational Change: The University of Maryland Library Experience*

#### **M. User Education Services' Instructional Support to all Segments of the University and Community**

User Education Services coordinates the Libraries' instruction programs for many of the University's large first year, gateway and CORE Programs. Beyond this, faculty who want to request a library instruction session for their subject-specific course usually make contact with their subject specialist librarians. These instructional sessions provide excellent opportunities for faculty and librarian collaboration. Over 22, 736 persons received services from the Libraries' User Education Services during the 2006 fiscal year. The statistics below give a snapshot of services provided. The annual statistical report for User Education Services is in Appendix # 5. Statistics for 2006-2007 are pending.

<b>Name of Program or Activity</b>	<b>Number of Sessions</b>	<b>Total Attendance (Includes Faculty, TAs, Graduate &amp; Undergraduate Students, Non-UM)</b>
<b>Freshman Writing Program</b> ( <i>i.e., Library Day</i> )		
Summer II 2005:	2	39
Fall 2005:	92	2,015
Spring 2006:	60	1,272
Summer Session I:	4	81
<b>Total:</b>	<b>158</b>	<b>3,407</b>
<b>Sessions taught by Librarian Subject Specialists upon request by course faculty</b> ( <i>e.g. THET 380, CHEM 484</i> )		
Summer Session II 2005:	12	185
Fall 2005:	218	5,264
Spring 2006:	117	4,602
Summer Session II 2006:	8	99
<b>Coordinated by Librarian Subject Specialists; Total:</b>	<b>415</b>	<b>10,150</b>
<b>Library Seminars, Workshops, Orientations</b>		
<b>Coordinated by Librarian Subject Specialists; Total:</b>	<b>96</b>	<b>2,932</b>
<b>Library Tours</b>		
<b>Coordinated by Librarian Subject Specialists; Total:</b>	<b>35</b>	<b>261</b>
<b>GRAND TOTAL FISCAL YEAR 2006 (7/1/05-30/6/06):</b>	<b>986</b>	<b>22,736</b>

#### **N. Librarians' Support to Learning Communities**

Gemstone is an invitational four-year program for undergraduate Honors students. Gemstone student teams begin research projects as freshmen. As seniors, teams write and present their research to panels. Librarians serve a vital role by assisting student teams with their research. Currently there are 22 UM librarians serving students as Gemstone Librarians; some serve more than one learning community.

Damon Austin  
Zaida Diaz

Marian Burright  
Gerri Foudy

Michael Fry  
Tom Harrod  
Bob Kackley  
Judy Markowitz  
Glenn Moreton  
Dan Newsome  
Kim Ricker  
Cindy Todd  
David Wilt

Timothy Hackman  
Travis Johnson  
Barbara Lay  
Jim Miller  
Barbara Nail-Chiwetalu  
Terry Owen  
Nedelina Tchangalova  
Annie Young  
Nevenka Zdravkovska

## **Part Two**

### **2. Most Significant Collaborative Programs Related to Diversity**

#### **A. Collaboration with University LBGT Office**

Two Diversity Team members participated in Rainbow Terrapin Training and provided leadership for the Team-sponsored LGBT Forum. This was a collaborative effort with the campus Office of Lesbian, Gay, Bisexual and Transgender Equity. Presentations were made by Office Director Luke Jensen and Associate Director Sivagami Subbaraman. The Diversity Team received the Libraries' outstanding award for Special Projects May 2007. From this activity follow-up activities are being planned for this year with staff of the Libraries.

#### **B. Collaboration with the Provost's Office to Provide Bibliographic Resources for the Provost Conversations**

Otis Chadley, Marie Chadley and Damon Austin continue to provide effective information on resources related to the topics presented by the speakers for the Provost's Conversations on Diversity, Democracy, and Higher Education. As soon as the list of speakers is published by the Provost's Office, the library staff specialists begin to do research on publications and/or topics that will be presented. This collaborative activity has been in existence for two and a half years and is a valued service in connecting the university community with the resources of the Libraries. A sample resources list is in Appendix # 6.

#### **C. OCDA National Research Pilot Project with Five Academic Libraries**

The Organizational Climate and Diversity Assessment (OCDA) is a survey tool first administered in the UM Libraries in 2000 to collect information on staff perceptions about how well the Libraries were doing in achieving the principles of diversity. The survey asked questions covering a range of issues including job satisfaction, fair treatment, relationship or task conflict, continuous learning, managerial practices and ethnic or gender harassment. The survey was repeated in 2004, with the addition of questions focusing on team issues, as a way of understanding if there had been in changes (positive or negative) in the Libraries' climate since 2000.

Interest among other libraries has been so high and the UM commitment to this approach to climate and diversity assessment is so strong that the UM partners, the Libraries and the Industrial/Organizational Psychology (I/OP) Program, joined with the Association of Research Libraries (ARL) in 2006 to convert an existing print survey instrument to a Web-based assessment designed to be used by any number and all types of libraries. Phase I of this project involves piloting the existing survey in a Web-based administration among selected research libraries: Texas A&M University, the University of Arizona, the University of Connecticut, the University of Iowa and the University of Kansas.

These libraries administered their surveys in periods from spring through early July 2007 and four of the five have preliminary reports. The partner libraries met with project personnel from UM and ARL in late June and will meet again in the fall of 2007. The adaptability of this survey to institutions other than UM, and the feasibility of Web administration, have already been proven. (Four of the five pilot libraries have had over 80% participation rates from their staffs.)

The UM Libraries, I/OP and ARL are working on grant applications for early 2008 for Phase II of the project, to increase the number of libraries participating in the OCDA, and for Phase III, to transfer the program to ARL for ongoing administration as part of its suite of assessment and statistical services.

#### **D. Collaborative Project with Consortium on Race, Gender and Ethnicity**

The Libraries collaborated with the Consortium and the Provost's Conversation Services in presenting Professor Patricia Hill Collins on October 20, 2005, in a CRGE Graduate Colloquium. Her presentation was "New Commodities, New Consumers: Selling Blackness in the Global Marketplace."

### **Part Three**

#### **1. Most Significant Future Steps to Be Taken to Promote A More Diverse Workforce and Student Body**

##### **A. Recruitment**

The Libraries will undertake simultaneous efforts to promote a more diverse workforce, such as:

- 1) Recruitment for additional positions in FY 2008,
- 2) Filling positions already identified,
- 3) Streamlining the search process,
- 4) Fully incorporating campus procedures for searches and training for search committee chairs,
- 5) Improvement in gender balance (with more males), although the library field is heavily female,
- 6) More diversification of applicant pools (more minorities and more men) in the ranks of library faculty and exempt position,
- 7) Executing more aggressive recruitment efforts that include outreach.

## **B. Workforce planning**

In 2005 the Libraries began exploring workforce planning, with the objectives of more deliberately assessing current staffing patterns against future staffing needs and establishing strategies to meet those needs. In FY 2008 there will be a major project undertaken in the Public Services Division, using workforce planning tools. This project will have several stages. First will be a mission definition and then determination of the functional requirements to meet the mission, i.e, services to be provided, how to provide, etc. Next will be examination of who is to provide the services at all of the libraries, and what combination of knowledge, skills and abilities those service providers need/will need.

## **C. Library Faculty**

Over one third of the approximately 90 members of the library faculty do not have permanent status. This fact is not necessarily negative. As much as anything it indicates the recent aggressive rate of filling positions with librarians new to the organization who would obviously not have permanent status. On the other hand, this fact does point to the need for the development of more comprehensive mentoring programs, as they are instrumental strategies for helping librarians attain permanent status, as well as for succession planning. Further, the Libraries should create or expand incentives to encourage pursuit of permanent status such as

- Financial support and buyouts of time, to support research projects;
- Training in research processes and techniques;
- Encouragement of research teams where common interests are prevalent.

## **2. Linkage of the Assessment of Diversity Goals to the PRD/Performance Review Process**

Within the last two years, library employees have progressed in actively participating in developing goals, completing self-assessments and doing final appraisals in the PRD process. Fairness of ratings and the PRD process used by some supervisors still seem to be a concern of some staff. Library faculty has also made strides in the Annual Performance Review process. Two areas of performance review that need significant improvement are the Work Plan and effective use of the Peer Review Committee.

One new element in performance review is the recent implementation of Organizational Citizenship Expectations (OCE's), one of which is, "Understands and is committed to the principles of diversity." Each staff member incorporates appropriate OCE's, of the ten total, in her/his annual work plan or performance review.

Even more recent is the development in June 2007 of core competencies for supervisors. The draft list of 22 competencies includes such items as managing diversity, building effective teams, developing direct reports and others, ethics and values, fairness to direct reports, and respect for others. It is expected that these competencies will be integrated into the libraries' Learning Curriculum, into job descriptions and into work plans and performance reviews.

### **3. Resources Needed in Order to Achieve Diversity Goals**

In the face of budget constraints and many competing interests and needs, the Libraries have maintained their commitment to the principles and goals of a diverse organization, staff and services. Many individuals lead ongoing efforts, including library administrators, library service providers, the Diversity Team, the Assistant Dean for Organizational Development, the Coordinator of Personnel Programs and the Manager of Staff Learning and Development. Many other individuals actively participate in and support efforts to develop and maintain a healthy, diverse organization. Obviously, levels of commitment must be sustained and there is evidence they will be. For example, in 2008 the UM Libraries will undertake the third Organizational Climate and Diversity Assessment, a major effort and one for which it has gained national notice (for its earlier studies in 2000 and 2004.)

The ongoing availability of campus resources is extremely important as well – e.g., the Office of Human Relations, the Faculty/Staff Assistance Program and all departments of University Human Resources. The leadership of the Provost's Office in continuing to highlight diversity is important too in keeping momentum and commitment at levels where real change can happen.

## **Appendices for 2005-2006 & 2006-2007 Diversity Assessment Report**

1. EEO data charts
2. Preliminary report on Evaluation of Recruitment, Search Processes
3. Orientation Statistics
4. Excerpts from Evaluation of Town Hall Meeting
5. User Education Services reports
6. Sample library resource list for Provost's Conversations





	A	B	C	D	E	F	G	H	I	J	K	L	M	N	O	P	Q	R	S	T	U	V	W	X	Y	Z	AA	AB	AC	AD	AE	AF
1	Faculty & Exempt																															
2	7/1/2007	84	32.8%	46	18.0%	130	50.8%	0	0	0	0.0%	7	2	9	3.5%	10	7	17	6.6%	3	1	4	1.6%	63	36	99	38.7%	1	0	1	0.4%	130
3	4/5/2007	83	31.7%	45	17.2%	128	48.9%	0	0	0	0.0%	6	2	8	3.1%	10	7	17	6.5%	3	1	4	1.5%	63	35	98	37.4%	1	0	1	0.4%	128
4	4/10/2006	82	29.5%	42	15.1%	124	44.6%	0	0	0	0.0%	7	2	9	3.2%	8	5	13	4.7%	3	1	4	1.4%	63	34	97	34.9%	1	0	1	0.4%	124
5	7/1/2005	79	27.7%	41	14.4%	120	42.1%	0	0	0	0.0%	7	2	9	3.2%	6	4	10	3.5%	3	1	4	1.4%	62	34	96	33.7%	1	0	1	0.4%	120
6	7/1/2004	84	30.0%	41	14.6%	125	44.8%	0	0	0	0.0%	7	2	9	3.2%	6	4	10	3.6%	3	1	4	1.4%	67	34	101	36.1%	1	0	1	0.4%	125
7	5/1/2004	83	31.0%	41	15.3%	124	46.3%	0	0	0	0.0%			10	3.7%			10	3.7%			4	1.5%			99	36.9%			1	0.4%	124.45896
8	7/1/2003	80	28.6%	41	14.6%	121	43.2%	0	0	0	0.0%			10	3.6%			10	3.6%			4	1.4%			96	34.3%			1	0.4%	121.42857
9	9/13/1999	67	n/a	36	n/a	103	n/a			0	n/a			8	n/a			6	n/a			3	n/a			84	n/a			2	n/a	103
10																																
11	Department Heads																															
12	7/1/2007	21	8.2%	7	2.7%	28	10.9%	0	0	0	0.0%	1	0	1	0.4%	3	0	3	1.2%	0	1	1	0.4%	16	6	22	8.8%	1	0	1	0.4%	28
13	4/5/2007	24	9.2%	7	2.7%	31	11.8%	0	0	0	0.0%	1	0	1	0.4%	3	0	3	1.1%	0	1	1	0.4%	19	6	25	9.5%	1	0	1	0.4%	31
14	4/10/2006	24	8.6%	10	3.6%	34	12.2%	0	0	0	0.0%	1	0	1	0.4%	1	0	1	0.4%	0	1	1	0.4%	21	9	30	10.8%	1	0	1	0.4%	34
15	7/1/2005	23	8.1%	12	4.2%	35	12.3%	0	0	0	0.0%	1	0	1	0.4%	1	0	1	0.4%	0	1	1	0.4%	20	11	31	10.9%	1	0	1	0.4%	35
16	7/1/2004	23	8.2%	12	4.3%	35	12.5%	0	0	0	0.0%	1	0	1	0.4%	1	0	1	0.4%	0	1	1	0.4%	20	11	31	11.1%	1	0	1	0.4%	35
17	5/1/2004	24	9.0%	11	4.1%	35	13.1%			0	0.0%			1	0.4%			1	0.4%			1	0.4%			31	11.6%			1	0.4%	35.126866
18	7/1/2003	22	7.9%	12	4.3%	35	12.5%			0	0.0%			1	0.4%			1	0.4%			1	0.4%			30	10.7%			1	0.4%	34.117857
19	9/13/1999	n/a	n/a	n/a	n/a	n/a	n/a			n/a	n/a			n/a	n/a			n/a	n/a			n/a	n/a			n/a	n/a			n/a	n/a	n/a
20																																
21	Contingent																															
22	7/1/2007	23	9.0%	21	8.2%	44	17.2%	1	0	1	0.4%	5	8	13	5.1%	2	2	4	1.6%	1	1	2	0.8%	14	9	23	9.0%	0	1	1	0.4%	44
23	4/5/2007	28	10.7%	24	9.2%	52	19.8%	1	0	1	0.4%	6	7	13	5.0%	1	3	4	1.5%	1	1	2	0.8%	19	11	30	11.5%	0	2	2	0.8%	52
24	4/10/2006	33	11.9%	33	11.9%	66	23.7%	1	0	1	0.4%	7	10	17	6.1%	2	7	9	3.2%	1	1	2	0.7%	22	13	35	12.6%	0	2	2	0.7%	66
25	7/1/2005	35	12.3%	39	13.7%	74	26.0%	1	0	1	0.4%	9	10	19	6.7%	5	7	12	4.2%	0	1	1	0.4%	20	19	39	13.7%	0	2	2	0.7%	74
26	7/1/2004	30	10.7%	35	12.5%	65	23.2%	1	0	1	0.4%	6	7	13	4.6%	4	5	9	3.2%	0	2	2	0.7%	19	19	38	13.6%	0	2	2	0.7%	65
27	5/1/2004	21	7.8%	26	9.7%	47	17.5%			1	0.4%			12	4.5%			6	2.2%			1	0.4%			26	9.7%			1	0.4%	47.171642
28	7/1/2003	31	11.1%	30	10.7%	61	21.8%			0	0.0%			11	3.9%			9	3.2%			1	0.4%			38	13.6%			2	0.7%	61.210714
29	9/13/1999	n/a	n/a	n/a	n/a	n/a	n/a			n/a	n/a			n/a	n/a			n/a	n/a			n/a	n/a			n/a	n/a			n/a	n/a	n/a
30																																
31	Graduate Assistants																															
32	7/1/2007	22	7.5%	10	3.4%	32	11.0%	0	0	0	0.0%	2	2	4	1.4%	1	0	1	0.3%	0	0	0	0.0%	19	8	27	9.2%	0	0	0	0.0%	32
33	4/5/2007	n/a	n/a	n/a	n/a	n/a	n/a			n/a	n/a			n/a	n/a			n/a	n/a			n/a	n/a			n/a	n/a			n/a	n/a	n/a
34	4/10/2006	n/a	n/a	n/a	n/a	n/a	n/a			n/a	n/a			n/a	n/a			n/a	n/a			n/a	n/a			n/a	n/a			n/a	n/a	n/a
35																																
36																																
37																																
38																																



**Appendix # 2**

University of Maryland Libraries  
Evaluation of Recruitment, Search Process, 2003-2005

Preliminary Report on the Evaluation Project  
September 2006

In July 2005 several members of the Planning and Administrative Services Division -- Irma Dillon, Lupe Fernandes, Ray Foster, Johnnie Love, Lisa Wheeler and Jane Williams -- agreed to undertake a project to

- Discover what things go well and what things don't in the Libraries' recruitment and search process, by asking the individuals and groups directly involved in searches, and
- Identify steps for improvement.



***FIRST PHASE***

The first major segment of this project asked colleagues their views, from direct experience, of the recruitment and search process. Focus groups and online surveys were structured, with Irma Dillon's leadership and the assistance of Staff Learning and Development graduate assistant Jennifer Muter Tate, for

- Recently hired (2003 to date) employees – nonexempt and exempt staff and library faculty,
- Supervisors of recently hired non-exempt staff,
- Members, chairs and ex-officio members of search committees for exempt staff and library faculty positions. (Note: Supervisors have until very recently served in ex officio capacities on search committees.)

Of the 52 search committee members sent surveys, 20 responded, for a 39% response rate. Of the 15 committee chairs sent surveys, six responded, for a 40% response rate. Eleven ex officio members were sent surveys; three responded, for a 20% response rate.

Tate and Dillon compiled results and Dillon analyzed and compared them and issued summary reports. Responses are reflected in the "Findings and Recommendations" section below.



***SECOND PHASE***

Another avenue of contribution to this assessment project was from the campus Equity Council, of which Johnnie Love is a member. An additional thread was provided by special sessions and communication with key individuals in the Provost's Office, including

- Cordell Black, Associate Provost
- Roberta Coates, Staff Ombudsperson
- Robert Waters, Jr., Associate VP, Academic Affairs

The recruitment and search experts in the Library Personnel and Budget Office [sic], plus other library administrators, provided additional questions, observations and recommendations to improve current practice.

Further, some of the ideas below have been incorporated in the library handbook for search committees. However, they are included here as well if they were prominently cited in the focus groups and surveys.



## ***FINDINGS AND RECOMMENDATIONS TO DATE***

### ***What works well in the Libraries' search and selection process?***

- ❑ Information about the Libraries provided to the candidates;
- ❑ Coordination of search and recruitment processes and communication with candidates by Lupe Fernandes;
- ❑ Sufficient information provided to search committees on policy and procedure for their operation;
- ❑ Broad range of individuals in and out of Libraries participating on committees;
- ❑ Process seems to be well organized overall

Since the surveys and focus groups concentrated on what could be improved in the search and selection process, it could be anticipated that the longer list would be in the "improvements" piece rather than in what already works well. However, it should still be emphasized that the library process already is well thought out and professionally and fairly conducted. It can and should be streamlined and the process made clearer to applicants.

### ***What could be improved in the Libraries' search and selection process?***

#### ***Defining, Understanding and Marketing the Job to Be Filled***

- Assure that job duties, qualifications and experience are well understood, negotiated if appropriate and accepted by all committee members.
- Assure that job requirements are not inflated. Committees should pay close attention to the minimum qualifications set for positions.
- Consider listing anticipated starting salaries or anticipated salary ranges in job ads.
- Better promote the UM Libraries as a potential employer in the advertising and during interviews.

*Communicating with Candidates*

- In contacts with candidates, including interviews, make it clearer:
  - To whom the candidate would report
  - The implications of a team-based, learning environment.
- Communicate more with applicants and as soon as possible at appropriate junctures of the process.

*Search Committee Operations*

- Select committee chairs who are good communicators, well organized, and experienced in serving on search committees and in interviewing.
- Invite a wider range of people across the Libraries to participate in search committees.
- Distribute copies of applications to all committee members.
- Implement the campus policy that supervisors not serve on search committees for exempt staff and library faculty positions.
- Limit search committee size to five members maximum.
- Reduce the time between application and interview and job offer to the extent possible, to reduce the possibility that a candidate accepts another job in the interim.
- Provide training on “interviewing for today’s work force.”
- Survey each committee for input to the Human Resources Office on the committee’s experience with recruitment and suggestions for improvement of the search process.

*Interviewing*

- Coach committee members on types of interview questions for fullest possible understanding of candidates’ knowledge, skills and abilities and suitability for the job.
- During the interview, streamline meetings with multiple teams and committees. Make it clear why candidates are meeting with each group or individual.
- Explain faculty status more clearly; including information APPSC provides about applying for promotion and permanent status



NEXT PHASE

This preliminary report has been reviewed by the parties still on staff who were involved in the original assessment project. It fairly represents the views of those individuals, as well as the results of the focus groups and surveys. Since there have been numerous searches since the original project, this report will be distributed for additional views and suggestions.

1. It will be a topic at an upcoming set of all-staff meetings.
2. Recent (2006) search committees will be specifically asked for input.

3. The Human Resources Head Search Committee is piloting some of the suggestions from the evaluation project and will provide feedback on those pilots.
4. The Library Executive Council will be specifically asked for input.
5. Staff of the Library Human Resources Office will begin to implement agreed-on changes, to the extent possible.
6. The new head of the Human Resources Office, when on board, will become responsible for overseeing these and other changes he/she may wish to make, in consultation with others.

ADDENDUM: suggestion offered by Planning and Administrative Services staff:

Search committees should find out the usual and customary procedure for hiring for non-librarian, professional positions and assure that procedure is followed or suitably adapted so that candidates can demonstrate their professional skills in their fields. Examples are providing portfolios or testing writing skills. Campus experts can be called on to serve on search committees and/or serve as resources, to provide part of this understanding of usual and customary procedure in non-librarian professions and to help evaluate the professional skills of the candidates.

**Appendix # 3**

**UM Libraries New Staff Orientation Statistics**  
 Personnel Programs of the Human Resources Office

<b>Date</b>	<b>Employee group</b>	<b>Registered</b>	<b>Time</b>	<b>Actual attendance</b>
<b>2005/2006</b>				
September 13, 2005	Student		2.5 hours	55
September 14, 2005	Student		2.5 hours	25
September 15, 2005	Student		2.5 hours	24
February 9, 2006	Student	25	2.5 hours	13
February 20, 2006	Student	26	2.5 hours	12
June 29, 2006	Student	26	2.5 hours	15
<b>Totals</b>				
<b>Faculty</b>				<b>5</b>
<b>Graduate Assists</b>				<b>17</b>
<b>Student Assists</b>				<b>151</b>
<b>Staff</b>				<b>0</b>
<b>2006/2007</b>				
August 1, 2006	Student	14	2.5 hours	7
August 18, 2006	Faculty	5	6.5	5
August 23, 2006	New Graduate Assistants	17	6.5 hours	17
August 31, 2006	Student	18	2.5 hours	8
Sept 8, 2006	Managers	3	4.5	3
Sept 29, 2006	Student	25	2.5 hours	13
Oct. 30, 2006	Student	23	2.5 hours	21
Nov 9, 2006	Student	11	2.5 hours	11
Nov. 13, 2006	Staff (Exempt & non-exempt)		4.5 hours	5
Jan 30, 2007	Student	29	2.5 hours	10
Feb 28, 2007	Student	27	2.5 hours	11
Mar 22, 2007	Student	25	2.5 hours	cancelled
May 29, 2007	Student	11	2.5 hours	9
June 28, 2007	Faculty	4	6.5 hours	
<b>Totals</b>				
<b>Faculty</b>				<b>12</b>
<b>Staff</b>				<b>5</b>
<b>Graduate Assists</b>				<b>17</b>
<b>Student Assistants</b>				<b>90</b>

**Diversity Team Town Hall Meeting  
Evaluation Results**

**Total Evaluations returned:** 30

**What brought you to this Meeting?** (more than 1 response was possible)

- |                        |    |
|------------------------|----|
| General interest       | 19 |
| Curiosity              | 8  |
| Special issue to raise | 1  |
| Others:                | 9  |
- Supervisor suggested
  - Invited by the Diversity Team
  - Dealing with issues in workplace
  - Felt a sense of obligation
  - Support of issue / Appreciation of need to embrace diversity
  - Organizational citizenship expectations that we each take responsibility for embracing diversity
  - Felt I had to be there because my supervisor was there
  - Diversity Team member

**How many Diversity Team events have you attended in the past year?**

- |           |   |
|-----------|---|
| No answer | 3 |
| 0         | 6 |
| 1         | 6 |
| 2         | 5 |
| 3         | 4 |
| Others    | 6 |
- More than 10
  - All
  - More than I can remember
  - As many as I can fit into my schedule
  - A few
  - Not sure

**If you don't regularly attend Diversity Team events, please tell us why** (more than 1 response was possible):

- |  |    |
|--|----|
| No answer                                | 9  |
| Too busy                                 | 15 |
| Not permitted to attend by my supervisor | 0  |
| Not interested in programs offered       | 4  |
| Others                                   | 5  |
- Only work part time (4 hours/day)
  - New employee
  - Feel I am aware of diversity. If I go, it would be because of a particular topic.

- Vacancies I need to cover in my group (added as note to “Too Busy”)
- Varies according to schedule, interests

**Please evaluate this Meeting with a score from 1 to 5 (1 = poor, 5 = excellent)**

Rating	# of Responses
1	0
2	1
3	5
4	12
5	12

**Summary of responses:** (see also complete list of comments, below)

**What is it that you take away from the Meeting?**

**How would you improve this Meeting?**

- Increased general awareness of diversity issues / consciousness raising / good overview of diversity issues and concerns (11 responses)
- Discussion too general / superficial / nothing new / conversation needed to go deeper (8 responses)
- Role of individuals in creating organizational climate / importance of human relations to organization’s effectiveness (7 responses)
- Would like to see more concrete results and suggestions for change / more involvement from people who need to change (especially supervisors) (4 responses)
- Confirmation of personal interests & assumptions / insight into other people’s points of view (4 responses)
- General supportive comments (ex.: “Diversity is not a “9-5.”) (3 responses)
- Good event / no comments (3 responses)
- Specific critical comments (2 responses)
  - Seemed like too much assumption that we don’t appreciate diversity. There has been much work on it here!
  - I was appalled that Dr. Wolfe said LGBT was NOT as big an issue (of diversity) as gender and race.
- Suggestions for future steps:
  - More regular events / continue discussion 3 responses
  - Smaller group discussions / brown bags 2 responses
  - Speaker from business school 1 response

Name of Program or Activity	Number of Sessions	Total Attendance (Includes Faculty, TAs, Graduate & Undergraduate Students, Non-UM)
<b>Freshman Writing Program</b> ( <i>i.e., Library Day</i> ) Summer II 2005: Fall 2005: Spring 2006: Summer Session I: <b>Total:</b>	 2 92 60 4 <b>158</b>	 39 2,015 1,272 81 <b>3,407</b>
<b>Professional Writing Program</b> ( <i>i.e., ENGL 39X</i> ) Summer Session II 2005: Fall 2005: Spring 2006: Summer Session I 2006: <b>Total:</b>	 3 58 44 7 <b>112</b>	 69 1,290 948 137 <b>2,444</b>
<b>UNIV 100 – The Student in the University</b> ( <i>i.e. Safari</i> ) Fall 2005: Spring 2006:  <i>(Includes Architecture Safari &amp; Library Stages coordinated by Librarian Subject Specialist)</i> <b>Total:</b>	 47 3  <b>50</b>	 958 50  <b>1,008</b>
<b>GEMS 100 – Introduction to Gemstone</b> Fall 2005: <b>Total:</b>	 18 <b>18</b>	 298 <b>298</b>
<b>HONR 100 – Honors Colloquium</b> Fall 2005: <b>Total:</b>	 37 <b>37</b>	 664 <b>664</b>
<b>Pre-College Programs:</b> Upward Bound: Academic Achievement Program: <b>Total:</b>	 3 6 <b>9</b>	 63 123 <b>186</b>
<b>Middle &amp; High School Groups</b> Summer Session II 2005: Fall 2005: Spring 2006: Summer Session I 2006:	 2 13 4 1	 31 376 107 16

<b>Total:</b>	<b>20</b>	<b>530</b>
<b>Coordinated by User Education Services; Total:</b>	<b>404</b>	<b>8,537</b>
<b>ENES 100 – Introduction to Engineering Design</b> Fall 2005: 13 496 Spring 2006: 6 152 <b>Coordinated by EPSL Librarians; Total:</b>	<b>19</b>	<b>648</b>
<b>GIS Workshops (Introduction, Intermediate, Advanced)</b> Summer Session II 2005: 3 40 Fall 2005: 7 90 Spring 2006: 5 56 Summer Session I 2006: 2 22 <b>Coordinated by Government Documents &amp; Maps; Total:</b>	<b>17</b>	<b>208</b>
<b>Sessions taught by Librarian Subject Specialists upon request by course faculty (e.g. THET 380, CHEM 484)</b> Summer Session II 2005: 12 185 Fall 2005: 218 5,264 Spring 2006: 117 4,602 Summer Session II 2006: 8 99 <b>Coordinated by Librarian Subject Specialists; Total:</b>	<b>415</b>	<b>10,150</b>
<b>Library Seminars, Workshops, Orientations</b> <b>Coordinated by Librarian Subject Specialists; Total:</b>	<b>96</b>	<b>2,932</b>
<b>Library Tours</b> <b>Coordinated by Librarian Subject Specialists; Total:</b>	<b>35</b>	<b>261</b>
<b>GRAND TOTAL FISCAL YEAR 2006 (7/1/05-6/30/06):</b>	<b>986</b>	<b>22,736</b>

## **LIBRARY SEMINARS, WORKSHOPS and ORIENTATIONS**

In FY2006, library staff conducted seminars, workshops and orientations for these groups:

- College of Life Sciences Pre-freshman Orientation
- EDHD Graduate Student Orientation
- MBA (Part Time) Orientation
- MBA Orientation
- Ph.D. Business Student Orientation
- Education Faculty Orientation
- Math Graduate Student Orientation
- Graduate TA Orientation
- International Student Orientation
- New Faculty Orientation
- Public Policy Graduate Student Orientation
- KNES Graduate Student Orientation
- History Department Orientation
- Journalism Graduate Student Orientation
- Psychology Graduate Student Orientation
- SLLC Graduate Student Orientation
- Hearing & Speech Graduate Student Orientation
- Jewish Studies Faculty Orientation
- Meteorology Graduate Student Orientation
- History Graduate Student Orientation
- Electrical & Computer Engineering Graduate Student Orientation
- Nursing Faculty Refresher
- New Employee Orientation
- Demystifying EAD (Part of Digital Libraries Symposium)
- Gemstone: E-Voter Team, FANATIC Team, and others
- EMBA Orientation
- Humphrey Fellows
- Japanese Online Resources Workshop
- Library of Congress and Toyama Visitors
- Prospective Historic Preservation Students Orientation
- Gemstone: FANATIC Team
- Council of Deans "What the Libraries can do for Faculty"
- Citation Workshop for ENGL 101 Instructors
- Orientation for ENGL 611 Students
- International Scholars
- EMBA Workshop
- Prospective History Graduate Student Orientation
- Citation Workshop for Writing Center Staff
- UMB Nursing Faculty Orientation
- CLIS Orientation
- Electrical Engineering Merit/Trend
- RISE Scholars (Women in Engineering)
- Math Spiral Program
- Materials Research Science & Engineering Center Interns
- Minorities At Risk (START Program)
- Maryland Leadership Institute

Appendix #6

**Provost's Conversations on Diversity, Democracy, and Higher Education**

**Professor Charles J. Ogletree, Jr.  
Harvard Law School**

**Tuesday, February 27, 2007  
Stamp Student Union, Colony Ballroom, 12:15 p.m.**

***"A Conversation with Charles Ogletree"***

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**Publications by Professor Charles J. Ogletree, Jr. : A Selected List  
Found in the UM Libraries  
*[The Most Recent Titles Are Listed First]***

Ogletree, Charles J., Jr. and Austin Sarat, Editors. *From Lynch Mobs to the Killing State: Race and the Death Penalty in America*. New York: New York University, 2006.

McKeldin Library

Stacks KF 9227 .C2 F76 2006

Currently Circulating

A collection of essays that address the issue of race and capital punishment in American society.

Ogletree, Charles J., Jr. *Testimony of Charles Ogletree: Discriminatory Impact of Mandatory Minimum Sentences in the United States*. 18 Federal Sentencing Reporter 273. April, 2006.

All UMCP Libraries

LexisNexis Academic Database Contains  
Article Through Research Port

Testimony given by Dr. Charles J. Ogletree Jr. before the Inter-American Commission on Human Rights.

Ogletree, Charles J., Jr. *All Deliberate Speed: Reflections on the First Half Century of Brown v. Board of Education*. New York: W.W. Norton & Company, 2004.

McKeldin Library

Stacks KF 4757 .O35 2004

Currently Circulating

As an African American, the author personally reflects on the impact of the landmark 1954 decision of the U.S. Supreme Court that declared segregated schools unconstitutional.

Ogletree, Charles J., Jr. *From Brown to Tulsa: Defining Our Own Future*. 47 Howard Law Journal 499. Spring, 2004.

All UMCP Libraries

LexisNexis Academic Database Contains  
Article Through Research Port

An adaptation of his book published in 2004 entitled *All Deliberate Speed: Reflections on the First Half Century of Brown v. Board of Education*.

Ogletree, Charles J., Jr. *Healing the Wounds of Slavery: Can Present Legal Remedies Cure Past Wrongs?: Symposium Article: Tulsa Reparations: The Survivors' Story*. 24 Boston College Third World Law Journal 13. Winter, 2004.

All UMCP Libraries

LexisNexis Academic Database Contains  
Article Through Research Port

Examines the impact that reparation lawsuits may have on achieving justice for African Americans who experienced slavery and Jim Crow in American history.

Ogletree, Charles J., Jr. *Repairing the Past: New Efforts in the Reparations Debate in America*. 38 Harvard Civil Rights—Civil Liberties Law Review 279. Summer, 2003.

All UMCP Libraries

LexisNexis Academic Database Contains  
Article Through Research Port

Describes the renewed efforts on the local, state, and federal levels as it relates to filing reparation lawsuits and developing legislation to address past injustices experienced by African Americans.

Ogletree, Charles J., Jr. *Litigating the Legacy of Slavery*. The New York Times. March 31, 2002.

All UMCP Libraries

LexisNexis Academic Database Contains  
Article Through Research Port

Discusses the reparation movement in the United States. The argument is that America should compensate African Americans for the enslavement of their ancestors and for past discrimination.

Ogletree, Charles J., Jr. *In Memoriam: Gary Bellow: A Tribute to Gary Bellow: The Visionary Clinical Scholar*. 114 Harvard Law Review 421. December, 2000.

All UMCP Libraries

LexisNexis Academic Database Contains  
Article Through Research Port

Reflects on the legacy of Professor Gary Bellow, “a visionary in the clinical legal education movement.” The concept challenged law students to examine the impact of their decisions on clients and the law.

Ogletree, Charles J., Jr., Criminal Justice Institute at Harvard Law School, NAACP, and William Monroe Trotter Institute. *Beyond the Rodney King Story: An Investigation of Police Conduct in Minority Communities*. Boston: Northeastern University Press, 1995.

McKeldin Library

Stacks HV 8141 .B49 1995  
Reserve Desk

The publication presents the issues concerning race and policing. Provides recommendations to assist police administrators in addressing problems with excessive force and racism in their police departments.

### **Selected Videos**

#### **Found in the UM Libraries**

#### **[The Most Recent Titles Are Listed First]**

Haddard, Lulie and Others, (Producers). *Beyond Brown: Pursuing the Promise*. (2004). DVD Videodisc, (60 minutes). Color with Black and white sequences.

UMCP Hornbake Library

LC 214.2 .B49 2004

Nonprint Media Services Desk

Non-Circulating

Examines the legacy and impact of Brown v. Board of Education, the 1954 U.S. Supreme Court decision that ended legal segregation in American education.

Ogletree, Charles J., Jr. (Moderator). *Popular Culture: Rage, Rights, and Responsibility*. (2004). DVD Videodisc, (58 minutes). Color.

**UMCP Hornbake Library  
Nonprint Media Services Desk**

**P 94 .P67 2003  
Non-Circulating**

Dr. Ogletree moderates a debate between panelists that discuss popular culture in America. Topics include mass media influence on antisocial and violent behavior, freedom of speech, and social responsibility.

**NBR Enterprise and Others (Producers). (2001). *Affirmative Action: The Right Road to Diversity*. VHS Videocassette, (30 minutes). Color.**

**UMCP Hornbake Library  
Nonprint Media Services Desk**

**HF 5549.5 .A34 A467 2001  
Non-Circulating**

Presents a debate over affirmative action policies. Offers insights of critics that believe such policies are no longer needed, while defenders argue that it is too soon to end such practices. Although a controversial issue, the film presents the issues that will certainly informed those interested in becoming more informed about the topic.

**Ogletree, Charles J., Jr. (Moderator). *Beyond Black and White: Affirmative Action in America*. (2000). VHS Videocassette, (60 minutes). Color.**

**UMCP Hornbake Library  
Nonprint Media Services Desk**

**HF 5549.5 .A34 B49 2000  
Non-Circulating**

Policy activists debate the issue of affirmative action. Dr. Ogletree moderates the debate. Hypothetical university admissions policies are used to set the framework for the discussion.

**Ogletree, Charles J., Jr. (Moderator). *Do Unto Others*. (1989). VHS Videocassette, (58 minutes). Color.**

**UMCP Hornbake Library  
Nonprint Media Services Desk**

**BJ 352 .E85 pt. 1  
Non-Circulating**

Dr. Ogletree serves as moderator for a panel of scholars, journalists, government and public service leaders, as they discuss the ethical aspects of personal relationships in our society.

**Ogletree, Charles J., Jr. (Moderator). *To Defend a Killer*. (1989). VHS Videocassette, (58minutes). Color.**

**UMCP Hornbake Library  
Nonprint Media Services Desk**

**BJ 352 .E85 pt. 2  
Non-Circulating**

A panel of jurists, clergy, journalist, and scholars debate the ethical questions confronted by prosecutors, defense attorneys, defendants, and witnesses in legal proceedings. Dr. Ogletree moderates the debate. The framework for the discussion is a hypothetical murder case.

**Ogletree, Charles J., Jr. (Moderator). *Under Orders, Under Fire*. (1989). 2 VHS Videocassettes, (58 minutes each). Color.**

**UMCP Hornbake Library  
Nonprint Media Services Desk**

**BJ 352 .E85 pt. 6-7  
Non-Circulating**

Dr. Ogletree serves as moderator for a panel of military representatives, members of Congress, and journalists, as they debate the meaning of military ethics. The general moral responsibilities of officers, soldiers, and journalists in combat situations are examined. Also discusses treatment of prisoners of war and war atrocities. Includes a discussion regarding the conduct of journalists in combat zones.

**Selected Databases**  
**Found in the UM Libraries**

*Databases listed here are accessible through the University Libraries' Research Port, <http://researchport.umd.edu>. The electronic files can be searched on and off campus by University of Maryland, College Park students, faculty, and staff. Due to licensing agreements, the general public may access the databases on campus only.*

### **Academic Search Premier**

Contains complete articles on a wide range of topics. Includes scholarly and popular materials from journals, magazines, and newspapers.

### **America: History and Life**

An online file to American and Canadian history. Includes citations and abstracts to journal articles, books, book reviews, and dissertations.

### **Ethnic NewsWatch**

A bilingual (English/Spanish) interdisciplinary database, with complete articles from newspapers, magazines, and journals of ethnic, minority, and native press.

### **HeinOnline U.S. Supreme Court Library**

Provides full text access to cases and decisions of the United States Supreme Court. Contains the slip opinions and several historical texts on the Supreme Court.

### **International Index to Black Periodicals**

Covers African American, African, and Caribbean related topics. Includes articles from journals, newspapers, magazines, and newsletters. Contains publications from 1902 to present times. Full text articles are available in the database from 1998 to current period.

### **International Political Science Abstracts**

Includes indexing and abstracts of the world's leading journals in political science. Contains over 110,000 records from nearly 900 journals published from 1989 to the present.

### **LexisNexis Academic**

Contains the complete text of case law, regulations, as well as, state and federal codes of the United States. Includes a variety of news, legal, political, and business articles, as well as, reference information.

### **NCJRS**

National Criminal Justice Reference Service (NCJRS) database contains summaries of more than 170,000 criminal justice publications. Includes journal articles, government reports, books, research reports, and unpublished research. Provides links to full text publications.

### **PAIS**

Public Affairs Information Services (PAIS) is an international public policy database. It contains citations to journal articles, government documents, research reports, and statistical data.

## **Additional Resources**

**Charles Hamilton Houston Institute for Race & Justice**

<http://www.charleshamiltonhouston.org>

The institute sponsors research, provides policy analysis, and hold conferences that relate to race and justice. A few of the many issues addressed include voting rights, affirmative action, and the criminal justice system. Professor Charles J. Ogletree Jr. is the director of the institute. The institute is named in honor of Charles Hamilton Houston, the lawyer that was the catalyst behind the *Brown V. Board of Education* landmark case by the U.S. Supreme Court that declared segregation in public schools unconstitutional.

**Columbia News Video Forum**

[http://www.columbia.edu/cu/news/vforum/03/struggle\\_black\\_reparations/index.html](http://www.columbia.edu/cu/news/vforum/03/struggle_black_reparations/index.html)

Video presentations of prominent scholars who discuss the reparation movement. Reparation is the concept that African Americans should be compensated for past enslavement of their ancestors by the United States.

**Saturday School Program at Harvard Law School (Video Archives)**

[http://www.law.harvard.edu/students/saturday\\_school/video\\_archive.shtml](http://www.law.harvard.edu/students/saturday_school/video_archive.shtml)

Created by Professor Charles J. Ogletree, Jr. in 1988, the program presents video and audio files of cutting edge and often controversial works to law students. The program encourages dialogue between students and professors, promotes mentoring, as well as, enhances analytic and writing ability.

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