

University of Oregon Libraries

Library Diversity Plan

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Prepared by the Library Diversity Committee
in consultation with Library Administration

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Introduction

The research library is the intellectual core of the academy – the centerpiece of scholarly inquiry, collaboration, and community. Students and faculty from across the disciplines naturally gravitate to the library for its resources, services, programs, and extended hours. Given its broad mission, the library works closely with the schools, colleges, and support units across campus. Because of these relationships and its high visibility, the library is well positioned to make meaningful contributions to the campus climate in ways that promote the university’s diversity goals.

The library is prepared to play a leadership role in promoting cultural understanding and diversity¹ awareness across campus. We see a close alignment between the university’s diversity goals and the library’s mission to “enrich the student learning experience, encourage exploration and research at all levels, and contribute to advancements in access to scholarly resources.”

The library plan mirrors the University Diversity Plan which is based on a philosophy that:

“The University is a place where people from different cultures and experiences learn together; understanding and respecting these differences are critical for the University to be a place of open-minded inquiry where, in challenging the boundaries of knowledge, we include and value all members of our community.”

While the library has a unique set of strengths and challenges, it is important that it works within the framework of the university community. The Library Diversity Plan (LDP), therefore, is constructed so that the library can contribute towards the fulfillment of the six major areas of the University Diversity Plan:

1. Developing a culturally responsive community
2. Improving campus climate
3. Building a critical mass
4. Expanding and filling the pipeline
5. Developing and strengthening community linkages
6. Developing and reinforcing diversity infrastructure

Because many of the library’s goals touch on more than one aspect of the UO Diversity Plan, explicit connections to the relevant points are drawn at the end of each major section within the LDP.

¹ For purposes of discussion in this document, the library’s definition of diversity reflects the University’s definition: a broad meaning that includes, but is not limited to, differences based on race, ethnicity, national origin or citizenship, gender, religious affiliation or background, sexual orientation, gender identity, economic class or status, political affiliation or belief, and ability or disability.

The library has identified four core areas of focus. These four focus areas encompass the library's service to the university and to the larger community. They are:

- *Collections and Access*
- *Outreach and Instruction*
- *Employee Training and Development*
- *Recruitment and Retention*

The Library Diversity Plan was developed by the Library Diversity Committee in consultation with the Office of Institutional Equity and Diversity. Initial data gathering was done with the assistance of the Library Assessment Team, which organized an internal environmental scan in spring 2006. Each section of the diversity plan was written with assistance from key stakeholders in departments across the library. The Library Diversity Committee presented an early draft of the plan at an all-staff meeting and will continue to solicit feedback through email, informal meetings and other venues over time.

Current Climate

The library needs to be a place where all members of the University of Oregon community are valued, welcomed and respected. We are committed to building collections and providing services that are physically accessible to all, and that provide a broad spectrum of perspectives and experiences.

Much has been accomplished in the last thirteen years since the beginning of diversity awareness conversations in the library (see Appendix B for a more complete history of the Library Diversity Committee's activities). We have made the most progress in "developing a culturally responsive community." More attention needs to be paid to the other themes of the university's plan, particularly "building a critical mass." Progress will require a firm commitment of resources, time, energy, and creative thinking.

Assessment

The Library's Diversity Plan is a changing document. As established goals are reached, others will be developed. Assessment is an essential component of this process. The Library Diversity Committee will conduct a yearly assessment of the plan, making appropriate updates. Per the university's diversity plan, the library will submit a yearly activity report to the Vice Provost for Institutional Equity and Diversity and to the Provost. The Vice Provost and Provost will review this plan every five years and assess progress towards the library's goals.

Each core area in the diversity plan includes outcome measures to help gauge success. In examining its efforts, the library will pay particular attention to participation. Diversity is not merely the responsibility of the Library Diversity Committee; rather, all library employees must be engaged in the process.

The library will work with the Office of Affirmative Action, the Office of Institutional Equity and Diversity, and the Office of Resource Management to determine appropriate measures of success. For example, the Office of Affirmative Action tracks information regarding candidate applications

and hires. These offices can also help the library to contextualize its progress by providing information on the University of Oregon community as a whole.

In addition to consultation with outside departments, the library will seek the input of students and community members to further refine and develop the plan over time. The Library Assessment Team will also continue to include diversity as a component within its assessment plan. Additionally, when the library engages in user assessment, a diversity component will be included.

Resources and Support

The ultimate success of the plan depends upon the active engagement of all employees and units of the library. Involving library employees in the creation, implementation, and assessment of the plan will ensure this broad commitment. Library-wide participation is integrated into several goals, outcome measures and action items. Library Administration and Library Council (department heads) are ultimately responsible for implementing and monitoring progress and for supporting the Library Diversity Committee in its efforts.

The Library Diversity Committee (LDC) will continue to function as a conduit of information to and from campus sources, library employees, and members of Library Administration and Council. The LDC is typically composed of three library faculty members and three library classified staff members, with the Director of Library Human Resources (DLHR) and an Associate University Librarian serving as *ex officio* members.

The chair of the Library Diversity Committee will serve as the liaison between the library and the University of Oregon Diversity Group. The chair of the LDC (or designee) will meet quarterly with the Dean of Libraries to keep her apprised of current issues and events and to consult with her about the direction of the committee. The LDC will continue to offer diversity-related programming and will work with organizations across campus to develop and promote events.

Our diversity plan is of strategic importance, and the plan's activities and initiatives will receive priority funding. We will actively seek donor support for diversity initiatives, and will also look to external granting agencies such as the Institute of Museum and Library Services and the American Library Association for diversity-related grants and fellowships.

Collections and Access

The UO Library system consists of the Knight, Law, Science, Math, Portland Architecture, Oregon Institute of Marine Biology, Architecture & Allied Arts Libraries. They hold nearly 2.7 million volumes, over 2 million of which are housed in the Knight Library. The library maintains approximately 18,000 current subscriptions, including many full-text electronic journals. In addition to the circulating collections, Special Collections and University Archives contains more than one million items that represent a very diverse perspective, ranging from medieval codices and rare books to literary and historical manuscripts, university archives, original art, photographs, architectural drawings, and ephemera. As the only Association of Research Libraries (ARL) member in Oregon, the UO Libraries serves as an important research facility for scholars throughout the Northwest. A collections budget of nearly \$6 million supports the acquisition of scholarly materials that are as diverse as the disciplines taught and researched at the UO.

Successes:

- In an effort to reach out to the broader community, the University of Oregon Libraries offers free borrowing to Oregon residents over the age of sixteen through the Oregon Card Program.
- In 1993, the UO Libraries was a founding member of the Orbis Library Consortium. Orbis merged with the Cascade Alliance, a Washington State library consortium, in 2002, to create the highly successful Orbis Cascade Alliance, a consortium of 33 colleges and universities in Oregon and Washington. Students and faculty at any member institution can easily request materials from other members via Summit, the shared consortial catalog, and the materials will be delivered typically within two days.
- The library has begun creating and showcasing digital collections from among its rich multicultural holdings. Examples include the Moorhouse collection of Native American photos, the e-Asia digital library and Picturing the Cayuse. Previously, most people in Oregon and across the country were unaware of these collections.
- The library joins forces with the UO Bookstore and UO faculty members each term to make hundreds of costly textbooks available through course reserves to students who could otherwise not afford them.
- Several collections not owned by the UO Libraries have been linked to the library catalog, including the collection of the Lesbian, Gay, Bisexual and Transgender Education and Support Services Program, providing richer access to experiences of the broader community.
- In the fall of 2006, the library expanded a laptop loan service for UO students to increase their access to software for word processing, spreadsheets, presentations, and full Internet connectivity. This facilitates laptop availability for students who might not otherwise have access to these resources.
- The Oregon Newspaper Project microfilms a diverse number of ethnic, community and non-traditional newspaper titles, including the Portland Scanner, Jewish Review, Noticias Latinas, Smoke Signals, and Just Out.
- Library services to aid patrons support by the Americans with Disabilities Act (ADA) include paging/photocopying materials from any service desk, document delivery, and access for proxies for patrons who have difficulty coming to the libraries.

Challenges:

- Augments to the library budget have not kept pace with the cost of materials, limiting our capacity to expand new areas of the collections.
- Campus initiatives to establish area studies programs, especially those requiring non-English language materials, require that the library identifies personnel with appropriate language skills, and/or outsource the means for obtaining and providing access to materials.
- Culturally diverse materials and international publications are often harder for the library to identify and purchase.
- Building layout and height/width of bookshelves can be a challenge for patrons with physical limitations.

GOAL 1:

The Library will improve the campus climate for diversity by diversifying its holdings and broadening access to library materials.

Outcome Measures:

- By 2007-08, the library will annually set aside \$5,000 of unrestricted gift monies to be used for acquiring non-English language and area studies materials across a variety of disciplines.
- By 2010, the library will pursue a collaborative digitization project with a group representing a minority or underrepresented population or culture.
- By 2010, the library will demonstrably enhance its holdings of diverse and unique materials available to library users through digital resources, traditional acquisitions, solicitation of collection donations, and cooperative purchases.
- By 2012, the Library Development Office will increase the numbers of gift or grant funds that directly support the purchase of materials focusing on minority communities and diverse viewpoints.

Action Items:

- a. The AUL for Collections and Access will work with subject specialists to identify areas studies or geographic regions where holdings need to be bolstered (i.e., African Studies) and define and assign collecting responsibilities to library faculty.
- b. The AUL will establish and implement measurements for identifying diverse holding as a regular component of the library's contribution to program reviews, accreditation reports, and/or proposals for new campus programs.
- c. Using standard collection analysis tools, the AUL will work with subject specialists to compare holdings to appropriate comparator groups (i.e., ARL), and respond to gaps by purchasing items from specialized publishers and titles that focus on minority communities and diverse viewpoints.
- d. Subject specialists will expand digital audio and video collections that serve ethnic studies and other area studies programs.
- e. Subject specialists will explore opportunities for collaborating with UO faculty, community members, and other libraries to facilitate the selection, acquisitions, and cataloging of materials in Hebrew, Arabic, and Thai.

GOAL 2:

The Library will strive to create barrier free access to its collections by enhancing both intellectual and physical accessibility for all communities.

Outcome Measures:

- By 2007-08, the UO Libraries will implement the Unicode storage option for the library's online catalog to improve the display of vernacular script.
- By 2010, the UO Libraries will create and maintain a portal to holdings within the library's digital collections that focuses on multicultural materials.
- By 2010, the UO Libraries will create an initiative to digitize Oregon's ethnic newspapers.
- By 2010, the UO Libraries will have made significant progress implementing the recommendations put forth by James Bailey, Adaptive Technology Advisor.

Action Items:

- a. Library Administration and Library Systems will improve virtual and physical access for disabled library users to the library's collections and facilities.
- b. Subject specialists will identify ways to highlight the library's diverse collections and make them more accessible to users at any location.
- c. The library will expand sharing unique resources with consortial partners.
- d. The library will participate in cooperative collection building efforts, such as shared approval plans or collaborative digital projects like *Western Waters* or the Moorhouse digital photo collection, to increase user access to unique and diverse materials.
- e. The library will develop a collaborative relationship with other libraries across the state to improve collections created by underrepresented groups.

University Diversity Plan Connection:

Point 1: Developing a Culturally Responsive Community

Point 2: Improving Campus Climate

Point 5: Developing and Strengthening Community Linkages

Justification: Broadening access to multicultural materials and diverse viewpoints supports the development of cultural awareness and understanding both at the University and throughout the state. This broader access helps to prepare faculty, students, and staff to engage in a society that is increasingly more diverse and globally interactive. The library recognizes that enhanced access to collections and facilities not only makes materials more readily available to underrepresented groups but also underscores the important place these diverse groups have had in the development of U.S. society. By collaborating with other campus units, consortial partners, and community members or organizations, the library can strengthen networks between the University and external communities.

Outreach and Instruction

Librarians at the UO teach several hundred instruction sessions each year, reaching thousands of students at the university. These programs offer significant opportunities for incorporating diverse perspectives into the classroom experience, and emphasizing the diverse collections in the UO Libraries.

Successes:

- The library coordinates instruction sessions for all Freshman Interest Groups at the beginning of the school year, providing opportunities for library subject specialists to incorporate diverse/multicultural perspectives into the program for incoming students.
- The library participates in instruction and orientation sessions for students in American English Institute (AEI) courses and new international students.
- The library collaborates with Disability Services, University Planning, and Facilities Services to ensure that information content, web sites, library services, and physical facilities (including campus classrooms) are accessible to everyone.
- The library's Center for Educational Technologies provides additional instructional support for teaching faculty. This support provides numerous opportunities for CET staff and library subject specialists to consider inclusion of diverse/multicultural perspectives in course development projects.
- The library plays an important collaborative role in facilitating the UO Housing's series, called *Community Conversations*, on topics of special interest to UO community members. Whether the discussion topic is cults, racial profiling or genocide, UO librarians prepare material for use at the sessions, including exhibits and displays, visual and textual resources, and bibliographic guides. These conversations have been recorded and cablecast throughout Lane County by the library's Media Services Department.
- Media Services works with departments across campus to produce programming about, and for, diverse populations.

Challenges:

- There are many programs that draw new students into the library, but there is currently no requirement that all students receive a basic library orientation. This makes it difficult to ensure that all students are exposed to diverse library content or perspectives, not to mention the basic library skills necessary to academic success and lifelong learning that students will gain.
- The library needs to articulate its diversity efforts with those of schools, colleges, departments, and the campus as a whole.

GOAL 1:

The library will ensure that students who receive library instruction are taught how to research and evaluate materials to explore diverse perspectives.

Outcome Measures:

- By 2008, the library will mount at least one exhibit per year that specifically showcases library collections promoting cultural diversity.
- The library will develop a library credit course that addresses the issues of researching diversity-related topics by 2009-2010.
- The library will adopt a system of best practices for librarians interested in incorporating cultural diversity perspectives in their instruction.

Action Items:

- a. The LDC chair (or designee) will meet regularly with Instructional Department Heads to discuss needs, problems, and new approaches related to diversity and instruction.
- b. A member of the LDC (or designee) will be assigned as a liaison to the Exhibits Committee to promote our collections, strengths and faculty research in the area of diversity.
- c. Subject specialists will work with faculty to provide library instruction for undergraduate courses that meet the multicultural requirements.
- d. In its instructional activities and materials, the library will review and actively incorporate research examples that showcase diversity-related issues.
- e. The LDC will work with the Assessment Team to measure outcomes and impact of these efforts.
- f. The Library faculty will review its guides, handouts and examples to determine the use of diverse perspectives.

GOAL 2:

The library will collaborate with schools, colleges, departments, and other organizations on campus to build a culturally responsive and aware community.

Outcome Measures:

- By fall 2007, the LDC will expand its website to include timely publication of meeting minutes and other information that will allow for consistent access to library and campus-wide developments.
- By January 2008, subject specialists will review diversity plans from their respective schools, colleges, and departments and address ways the library can support the units' goals through collaborative programming or services.
- By January 2008, subject specialists will solicit course descriptions and/or syllabi for all multicultural group-satisfying courses offered by their respective schools, colleges, and departments, and identify at least one opportunity for integration of library content.
- By 2008, we will have involved university students and community members with our planning process.

Action Items:

- a. LDC will develop or co-sponsor events with a diversity theme such as showing a film or a speaker with organizations such as CoDaC, international student groups and other student associations such as ASUO.
- b. Subject specialists and service units will provide outreach to academic departments and other campus programs in regard to support of diversity goals.
- c. Library Systems will provide a place on the library website where the public can give feedback to, and ask questions of, the LDC beyond the general feedback mechanism on the home page.
- d. The LDC or subject specialists will identify departments outside the library that maintain diverse video and print collections in order to maximize accessibility with library collections.
- e. The director of communications will develop a system for communicating with community members and students regarding diversity in our collection, accessibility of our materials and services, and the ways in which the LDC addresses both.

GOAL 3:

The library will develop outreach programs for university student populations, keeping in mind historically underserved populations.

Outcome Measures:

- By fall 2008, the library will have increased its outreach programs to historically underserved populations.

Action Items:

- a. The assessment team will determine potential survey or market research strategies for identifying student sub-populations currently underserved by library programs.
- b. The library will use these findings to revise current programs and/or develop new programs as needed to reach these populations.
- c. The library will extend our existing outreach programs to student groups and non-academic groups. Collaborate with them to draw new students into the library.
- d. The construction coordinator will collaborate with the High School Equivalency Program (HEP), a program for migrant farm workers to earn their GED in 10 weeks, to support their students and the program (library guides, library tours/orientations, English instruction materials, recreational reading in Spanish).
- e. The Library will collaborate with campus organizations such as the International Student Organization and the American English Institute to provide library guides, brochures and instructional materials in languages other than English, e.g. Korean, Japanese or Spanish.
- f. The Library Assessment Team will work with Instructional Services to determine effectiveness of outreach programming to the university and external community with an eye towards increasing library orientation.

University Diversity Plan Connection:

Point 1: Developing a culturally responsive community

Point 2: Improving campus climate

Point 5: Developing and strengthening community linkages

Point 6: Developing and reinforcing diversity infrastructure

Justification: Participation in the university group will ensure that the library is on target with its plan and will help strengthen diversity at the University level. Connection with CoDaC will strengthen our efforts in the library and help develop a consistent flow of information to staff and students. The library will contribute to improving campus climate by providing information literacy training to a diverse student population.

Employee Training and Development

Employee training and development is a critical component of the UO Libraries. The information technology landscape is changing rapidly, and there is constant need for learning new procedures, policies, tools, and resources. The library has always emphasized a continuous learning environment and offers opportunities for upgrading skills so employees can be successful and assume new and more challenging responsibilities.

The Library Staff Development Committee was formed in early 2003. This committee is made up of classified staff members and the Director, Library Human Resources, who serves *ex officio*. Its charge is to “provide funding and other program opportunities for professional development and skills training for library classified staff.” These funds contribute to a culture of learning and organizational development that values and fosters the creativity, expertise and outstanding performance of all library employees. Each library classified staff member is encouraged to participate in any and all skills training and professional growth activities that may enhance career development. In order to fulfill this vision, all supervisors are encouraged to support the university's release time policy.

For faculty, participating in professional organizations is expected and supported. Because the library profession has been so focused on diversity for two decades or longer, library faculty have ample opportunities to engage with these issues.

All new permanent library employees are required to attend the campus-wide sexual harassment awareness workshop within their first year of employment. Beyond that, there is currently no diversity-specific training required for new employees.

Successes:

- LDC workshops have been held on gender identity, serving students with disabilities, and working across cultures. (See Appendix B for a more complete list of offerings over the past few years.)
- The LDC has shown educational videos from the library collections that highlight specific cultures (e.g., Islam: Empire of Faith and Mi Familia).
- LDC has partnered with the Library Staff Association to include diversity-related articles in its monthly newsletter (e.g., an article about a library employee's experience coaching at the Special Olympics).

Challenges:

- There is no general, library-wide training for all new employees. Individual departments conduct orientation training according to their needs. As a result, information employees receive at orientation has not always been consistent with library-wide or campus policies.
- The library employs approximately 365 student assistants. Students represent the largest and most transient segment of the library workforce and most variable in terms of turnover. The

constant turnover among student employees requires that supervisors be vigilant just to cover library orientation and to prepare students to assume basic duties.

- While employees are generally encouraged by their supervisors and Library Administration to attend workshops and special diversity-related activities, scheduling is always a factor. Due to staff levels in some units, along with particular workloads during the term, not all employees have had an equal opportunity to participate.
- We employ students, classified staff and faculty. There are a huge range of perspectives, people and positions in the library. We need to consider all of them as we devise and implement our diversity plan.
- The university is currently lacking an underlying infrastructure in supporting diversity training (not enough trainers or program offerings).

GOAL 1:

The library will develop a training program for all new hires, including students, which includes the discrimination grievance process and creating a supportive work environment. (Cultural understanding and diversity awareness will be covered in Goal 3 below, separately.)

Outcome Measures:

- By summer 2008, all library employees will be trained in the various discrimination grievance processes that are available to them. These processes will be posted in an easily accessible format on Iris (staff intranet).
- By summer 2008, all employees will recognize their role in creating a supportive work environment.

Action Items:

- a. Library Administration, with input from Library Council, will assign a task force to develop an engaging training program; its implementation will be library-wide, and will include student assistants.
- b. Make use of other existing campus orientation resources. Develop an orientation packet of information, resources, web page, general library policies, glossary of terminology, etc.
- c. The assessment team will conduct an assessment survey in spring 2009 to determine the effectiveness of the program.

GOAL 2:

The library will review current programming, training events, and staff publications to ensure diversity is integrated into all regular employee activities..

Outcome Measures:

- By spring 2008, there will be more opportunities to integrate diversity into regular (not just LDC) employee program offerings and to incorporate diversity topics into staff publications (including regular article submissions from any employee to the *Library Staff Association Newsletter* and other appropriate venues).

- More library employees will have taken advantage of programs and opportunities that highlight cultural and diversity awareness, so will have more connection to this major library effort.

Action Items:

- a. The DLHR (and/or designee) will investigate and make available training opportunities on how employees might contribute to diversity in the library.
- b. The LDC will submit (or solicit from any employee who is interested) diversity-related articles for the *Library Staff Newsletter* on a regular basis (5-10 articles per year).
- c. The LDC will solicit feedback on the above through a new feedback link that will be created on the LDC web site.
- d. The LDC will explore ways to highlight existing diversity in the library and publish the annual report that tracks successes as well as challenges on the LDC website.

GOAL 3:

The library will collaborate with the Center on Diversity and Community (CoDaC) to co-sponsor a program in the library for all employees on the meaning of a culturally responsive community. New hires will be required to attend this training when it is offered.

Outcome Measures:

- By the end of 2007, the majority of library employees will have participated in a program on a culturally responsive community and will have provided useful feedback for future programming.

Action Items:

- a. The LDC will arrange with CoDaC to organize and sponsor a program for all library employees that defines the meaning of a ‘culturally responsive community’.
- b. Library department heads and supervisors will be strongly encouraged by the LDC and Library Administration to attend the campus workshop “Hiring for Cultural Competency” each term that it is offered and will be asked to record this attendance in individual goal statements each year. This should help us all explore how we hire and should contribute to the section on *Recruitment and Retention*.
- c. Following the 2007 program, no later than early winter 2008, an employee survey should provide details on how useful the training was, and if there is a need for any particular follow-up on the topic of cultural awareness.
- d. By 2008, student supervisors will have reviewed the current plan with library student employees and will involve them in the development of new employee diversity training.

GOAL 4:

Develop guidelines for how library employees integrate cultural and diversity awareness into individual goals planning.

Outcome Measures:

- By the end of 2008, library employees will use a standard set of guidelines for developing individual diversity-related goals.

Action Items:

- a. The DLHR (and/or designee) will meet with Council to include diversity-related activities in annual classified employee performance appraisals. The library will work with the union to ensure compliance with the collective bargaining agreement.
- b. Supervisors will work with employees to implement goals related to some aspect of the Library Diversity Plan. Supervisors will report these specific goals to the chair of the LDC on an annual basis.
- c. Follow-up to the (above) training may include a written document that guides supervisors and employees in developing and revisiting those goals.
- d. Library faculty will develop guidelines on how to include goals that relate to the Library Diversity Plan in their annual goals statements. These discussions will include what this would look like, how it would be implemented, and how it could be measured.

University Diversity Plan Connection:

Point 1: Developing a culturally responsive community

Point 2: Improving campus climate

Justification: Developing a comprehensive training program creates an inclusive environment.

Augmenting existing programs will provide a functional approach to infuse the organizational activities with a thoughtful approach to incorporating diversity issues and topics, and will integrate more with campus groups and activities.

Recruitment and Retention

The library can draw on several professional organizations to assist with recruitment and retention, including the American Library Association (ALA) and the Association of Research Libraries (ARL). Both of these organizations have made a strong commitment to diversity within the profession. Both organizations have created initiatives, task forces, caucuses and committees to tackle the issue of recruitment for diversity and the charge of actively adding more members from underrepresented groups to the pipeline of librarianship. In October 2006, the very first Joint Conference on Librarians of Color was held in Dallas, Texas, which the Director, Library Human Resources attended. In 2008, we can look forward to the National Diversity in Libraries Conference to be held in Lexington, Kentucky.

The ARL's Initiative to Recruit a Diverse Workforce, which is funded by the Institute of Museum and Library Services and ARL member libraries (including the UO), offers stipends of up to \$10,000 to attract students from underrepresented groups to careers in academic and research libraries. The UO Dean of Libraries hosted one of these mentees, Veronica Reyes, during 2005. She has since chosen a career in academic librarianship with a focus on special collections. ARL's Leadership & Career Development Program (LCDP) 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. These are prime opportunities to make personal connections and learn more about diversity in a focused setting from the people who have participated in these national programs.

Despite all of these initiatives, recent data from the (ALA-affiliated) Association for Library and Information Science Education (ALISE) indicates that the numbers of racial and ethnic minorities graduating from library and information science programs are dropping. In addition to fewer graduates of color overall, MLS students from underrepresented backgrounds are choosing careers in special and public libraries more often than academic and research libraries.

While national efforts are making some difference, the University of Oregon has yet to benefit from these pipeline programs. Between 2000 and 2006, the library had 916 applicants for 26 faculty positions. Of those 916, only 54 self-identified as minority candidates (about 5% of the total pool). Seventy candidates were interviewed by phone or in person, including 11 minority applicants (16%). Of these 11 applicants, five were offered positions. One accepted. The small number of graduates, demographics in the Pacific Northwest, and current salaries at the UO create significant market challenges. Although the UO Libraries has been reasonably successful in interviewing candidates from underrepresented groups, our success in actually hiring a more diverse workforce has been limited. Our success with hiring more classified staff members from underrepresented groups has been somewhat more successful, but there remains room for innovation and improvement.

Successes:

- Previous years' (prior to 2000) hiring searches included hiring one African-American

librarian and three Asian/Pacific-American librarians.

- The LDC created the original version of the Eugene-Springfield Multicultural Resources Guide (known as the MRG, now maintained by CoDaC at <http://www.uoregon.edu/~codac/info.shtml>) as a recruiting tool to show potential applicants that we do indeed have some diversity in our local community (perhaps more than they might expect to see).
- Recently hired library faculty have returned to their graduate schools to talk to students about opportunities at the UO.
- All search committee reports/recommendations now address diversity as a broad concept, e.g., what each candidate would contribute to our diversity goals.

Challenges:

- The library needs to increase the number of candidates from underrepresented groups in faculty searches, which should generate stronger pools overall and lead to more offers. Different tactics or approaches to a hiring package will be necessary, given the relatively small number of graduates in the field.
- Increasing the number of acceptances of faculty hires (only one in five faculty offers has led to a hire) is a major challenge. The library has not routinely had the benefit of using central opportunity funds to strengthen the offers.
- Besides salary, candidates often have other requirements and expectations, i.e. spousal employment.
- The Eugene-Springfield area has a reputation of being less diverse than many other cities.
- The UO Office of Affirmative Action/Equal Opportunity Employment makes hiring data readily available for classified or faculty applicants who have chosen to self-identify at the point of application, but finding the data for student employees has been a continuing challenge since it is not collected and/or reported centrally, nor necessarily available after-the-fact.

GOAL 1:

The UO Library Diversity Committee will coordinate a three-to-five year hiring plan for the Library. The plan will articulate what the Library should look like in five years and describe specific steps to be taken in order to achieve the Library's goals.

Outcome Measures:

- By spring 2008, the hiring plan will be complete.
- By 2011, the library will see an increased number of applicants from underrepresented groups as well as an increase in the number of job offers extended and accepted by these groups.

Action Items:

- a. The DLHR and LDC will review the library's recruitment policies and procedures for all new hires in classified and unclassified positions.
- b. The DLHR and LDC will work with search committees and supervisors to develop hiring methods in diversifying candidate pools, including attendance of "Hiring for Cultural Competence" workshops for all supervisors.

- c. Recruit UO student assistants from underrepresented groups for classified staff positions.
- d. Recruit diversity candidates at schools of library and information science for vacant library positions.

GOAL 2:

Explore options for obtaining better funding for some positions, and/or creating incentives in the form of a hiring package that may lead to more successful recruitment and retention from underrepresented groups.

Outcome Measures:

- By 2010, more offers will be accepted by diversity candidates.
- Secure additional support from the campus to augment library salaries or to offer other incentives to diversity candidates.

Action Items:

- a. The DLHR and/or LDC designee will explore and identify central funding sources to augment library salaries. (Library salaries generally require smaller increments than other faculty positions to make us competitive.) Some of these sources may include: the UO Minority Recruitment and Retention Fund (MRFF), the UO Visiting Scholars Program (for residencies or short-term positions), and/or the Emerging Scholars Program.
- b. The DLHR and LDC will determine what factors are most important to candidates. Develop a list of incentives that will help the library recruit and retain employees.
- c. Determine why candidates turned down our offers (what influenced their decision).
- d. The DLHR or designee will explore the feasibility of cluster hires for the library, which would create a ‘cohort’ for new faculty members.
- e. The DLHR, LDC and/or designee will explore new options for hiring students who contribute to a more diverse workforce.

GOAL 3:

Establish a more active, creative, and accountable hiring process for all library positions.

Outcome Measures:

- Beginning immediately, the faculty search process will incorporate active approaches to diversifying candidate pools.
- All employees will receive a better orientation and guidance throughout the hiring process so that they may contribute to the recruitment process.

Action Items:

- a. The DLHR, Library Administration, Council members, and/or designees will develop a “Best Hiring Practices” document.

- b. Hiring supervisors will share candidates for other pools, making referrals where appropriate to the DLHR or other search chair/supervisor to initiate contact or extend an invitation to apply.
- c. Hiring supervisors will provide an activity report to the DLHR for each search, demonstrating special efforts to diversify pools.
- d. The DLHR will track those (above) contacts in the form of a Diversity Applicant Pool to monitor future progress, and may refer candidates to other search chairs/supervisors.
- e. The library will make arrangements for the campus workshop, "Hiring for Cultural Competency," to be held for all staff in 2007 or 2008.
- f. The library will consider having a standard question (to be specifically tailored by different search committees) regarding diversity in application materials that candidates/applicants can supply in the search/hiring process.
- g. Provide more information in job announcements that go out to e-mails lists.

GOAL 4:

The library will identify funding opportunities to create a Residency Librarian position to introduce a recent graduate to academic librarianship. The purpose of the Residency Program is to attract entry-level librarians who are members of the historically underrepresented groups to professional learning and service at the University of Oregon Libraries and, ultimately, to a career in academic librarianship.

Outcome Measures:

- By 2009, the library will identify methods for funding this position, which may include private funds, general funds, or grant funds.

Action Items:

- a. The DLHR and/or designees will consult other academic libraries and/or consortia with similar positions and explore guidelines, procedures, and relevant components of a successful program. (There are many examples of current programs around the country that have been in place for several years; one example is provided as Appendix D.)
- b. The DLHR and LDC will develop a proposal and position announcement for Library Development, Library Administration, and other appropriate designees for a Residency Librarian position.
- c. The LDC or DLHR will work with the Director, Library Communications about exploring grant-funding opportunities for such a position.
- d. The DLHR and department heads will develop contacts in specific library programs targeting underrepresented librarians (ALA Spectrum Scholars, ARL's Leadership & Career Development Program, University of Arizona's Knowledge River Program, University of Texas' Honoring Generations Program, etc.).

GOAL 5:

The library will make job openings more visible and attractive.

Outcome Measures:

- By 2009, the library will see an increased number of applicants from underrepresented groups due to new recruitment practices.

Action Items:

- a. The LDC will work with internal resources (Director, Library Communications, Media Services, Image Services, etc.) to produce a recruitment brochure that includes pictures of the library, campus and employees, as well as facts about diversity, and an insert of what job might currently be open.
- b. The LDC, DLHR, and/or designee will determine the feasibility of creating a streaming video that will enhance our current "Prospective Employees" website, visually showing what it would look like to live and work in Oregon. For a working example at another academic library, see: <http://www.lib.uiowa.edu/about/employment/recruiting.html>.
- c. Identify more library faculty who can revisit their graduate library schools and talk to students about opportunities at the UO Libraries.
- d. Determine what conferences are coming up that we can use as recruitment opportunities.
- e. At least one library employee will be present at the October 1-4, 2008 National Diversity in Libraries Conference in Lexington, KY, to make personal connections and introduce potential applicants to someone from Oregon who will talk about job opportunities.

GOAL 6:

The library will develop an outreach program for UO undergraduate and high school students from underrepresented groups with the aim of informing them about the possibility of a career in libraries or librarianship.

Outcome Measures:

- By 2010-2011, we will see more regional students in graduate library school programs, performing internships in the UO Libraries, and appearing in our faculty job pools.

Action Items:

- a. The DLHR or designee and LDC will consult with campus Career Services about developing a "Library Career Day" to attract undergraduate, high school, and middle school students to the profession as future classified staff members or professionals. The library will sponsor active programs to put UO Libraries staff into schools doing presentations on local resources.
- b. Library Administration will invite representatives from library school programs to speak to prospective students about courses and financial aid.
- c. Announce the Fair to the Career Center, ethnic student groups, library employees and student assistants, and to the greater campus (if open to campus students) so people from all types of backgrounds may attend.
- d. Supervisors will encourage current UO students to apply for library staff positions and/or to consider getting a Master's Degree in Library and Information Science.

- Connect them to specific people at library schools and/or those involved with scholarship programs.
- e. LDC will make personal connections within the Lane County community: school counselors, advisors, local minority groups, such as NAACP and CentroLatinoAmericano, and ethnic student groups on campus that may be interested in serving as mentors, etc.
 - f. LDC or Library Administration will identify librarians to go out to campuses or speak to groups of these prospective students or make arrangements for them to come to the UO campus.
 - g. The DLHR, LDC and/or designee will collaborate with Library Personnel Services on finding easier access to library student data (there is an internal database in development as of March 2007).
 - h. LDC, Library Development, the Director of Library Communications and/or designees will identify philanthropic groups, consortia (such as Orbis Cascade Alliance), IMLS grants, and/or donors who might fund scholarships for these students to be admitted to the UO and/or graduate library school programs.
 - i. The DLHR (or designee) will identify library schools that may be willing to partner with our efforts (University of Washington, San Jose State University, University of Arizona, University of Texas).
 - j. Mentors or designees in the library will be prepared to assist students with the admissions process and refer them to funding opportunities, personal contacts, etc.

GOAL 7:

The library will develop retention strategies for all levels of employees.

Outcome Measures:

- Library Administration and department heads will have a clearer understanding of our retention rates, past successes, and on-going challenges.
- The library will be in a position to improve retention rates if necessary.

Action Items:

- a. The library will collect and analyze data on employee retention.
- b. The library will develop an employee retention plan, paying particular attention to challenges facing underrepresented groups.
- c. The Dean of Libraries or AUL will continue to conduct exit interviews with faculty who are resigning. These conversations will be confidential and used for future planning purposes only.
- d. Library Administration will conduct more informal one-on-one opportunities (coffee, cohort brown-bags, breakfasts, lunches) to meet with early career librarians to discover what motivates them to stay in the workplace *before* they go out on the job market.
- e. Library Administration and the DLHR will research what types of incentives we may offer to employees to show our appreciation and recognition of their efforts.
- f. The DLHR will develop a resource clearinghouse of (above) ideas and link to the staff intranet. There will be a feedback link for suggestions from library employees at any time.

- g. The library will administer exit interviews for all staff.
- h. Provide broad support for new professionals and those with radical changes to their job descriptions. Support attendance at conferences other than ALA without committee structure.
- i. The library will consider having a standard question (to be specifically tailored by different search committees) regarding diversity in application materials that candidates/applicants can supply in the search/hiring process.

University Diversity Plan Connection:

Point 3: Building a critical mass.

Point 4: Expanding and filling the pipeline.

Point 5: Developing and strengthening community linkages.

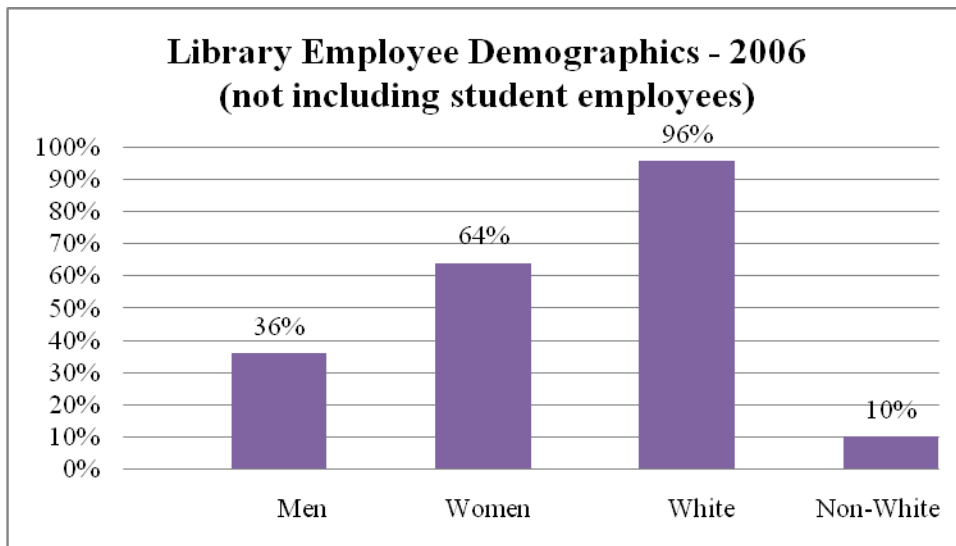
Justification: In order to interest librarians of color in coming to Oregon, we need to create an environment where we have made a firm commitment, and introduce them to our local campus and greater community to see the rich cultural heritage we already have in place and how they can contribute and be a part of this. Developing community connections through mentorship and outreach provides an additional component to professional development and potential recruitment into the profession.

Appendix A

Current Snapshot of Library Workforce

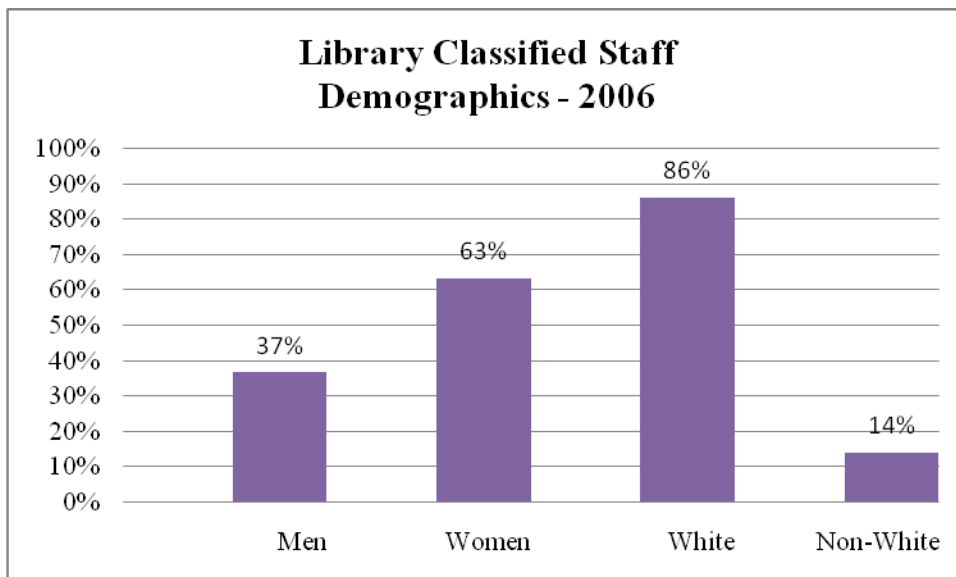
The following data was provided by the UO Office of Affirmative Action/Equal Opportunity for those employees who chose to self-identify. This data does not account for individuals who fit into multiple categories:

I.

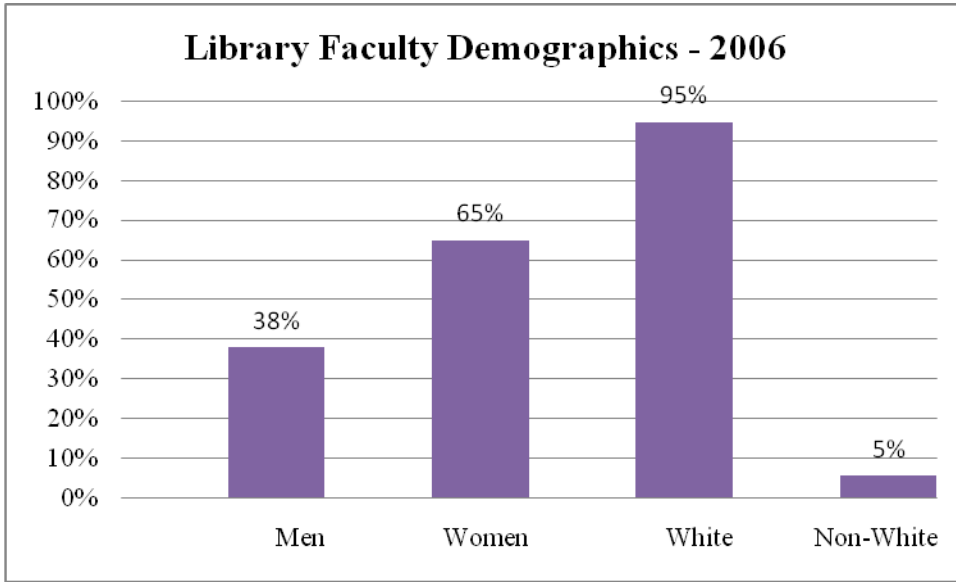


***Library Personnel Services is currently developing a database to track student assistant demographics**

II.

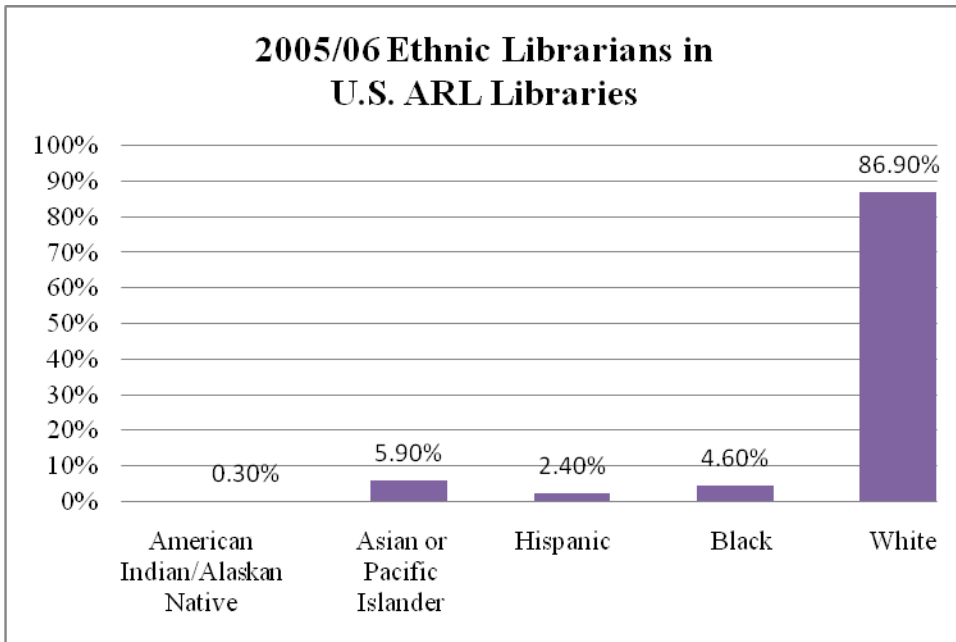


III.



IV.

National Availability of Academic Librarians (provided from Association of Research Libraries Statistics, 2005-2006):



Appendix B

History of Diversity at the UO Libraries: A Summary

The UO Libraries began discussing the issue of diversity in 1993. In November of that year, under the general direction of then University Librarian George Shipman, we brought in our first diversity consultant from the Association of Research Libraries. The intent was to educate and prepare staff members about diversity issues in general, and to understand the importance of and need for the creation of a new librarian position dedicated to multicultural topics and outreach to diverse groups on campus who might not typically enter the library.

After more consultation and staff surveys, a **Library Diversity Task Force** was appointed in 1996, with the express goal of promoting learning and understanding and keeping diversity at the forefront of regular library-wide activities. This was the first attempt to integrate diversity into everyday life within the library.

In June 1998, the LDTF was re-named the **Library Diversity Advisory Group**, and was given the new two-part charge: 1) recruit/retain employees of color, and 2) enhance our understanding of gender, ethnicity, cultural and social issues as a means of improving our services. This new charge related directly to the recommendations on diversity in the University's Process for Change.

In 1999, a mission statement was added: "It is the mission of the Library Diversity Advisory Group to enhance the quality of the University of Oregon Libraries' workplace and provision of its services by facilitating the development of an inclusive environment that benefits from diversity. To that end, LDAG is charged with two fundamental goals" (already named above).

As of 2000, LDAG was forging new connections and making important new allies on campus. In recognition of these changes and its ongoing commitment to diversity, the name was changed to the **Library Diversity Committee**. One of the Committee's efforts resulted in the publication of the *Eugene-Springfield Multicultural Resources Guide* (<http://www.uoregon.edu/~codac/info.shtml>), now maintained and administered online by the Center on Diversity and Community (<http://www.uoregon.edu/~codac/>). The LDC was awarded the ***UO Martin Luther King, Jr. Award*** for this effort in early 2001. This award "recognizes university faculty and staff whose various abilities and achievements uphold and exemplify the ideals supported by Dr. Martin Luther King, Jr."

The Library Diversity Committee launched an official website, <http://libweb.uoregon.edu/diversity/>, which further established our awareness on campus. This resulted in our sponsorship of the "After September 11 Teach-In" web site for the Concerned Faculty for Peace and Justice.

In an effort to promote the library's rich cultural resources and collections, the LDC prepared formal exhibits in Knight Library which were held in 2002, "*Welcome to the University of Oregon Libraries: Connecting Diverse Resources with a Diverse Community*" and in 2005, "*The Many Faces of Oregon Workers, circa 1900-1940.*" The UO Libraries is uniquely positioned to house rich

and diverse photograph and print material collections, as well as films and sound recordings, all of which were a special highlight for our users during those exhibits. This was a tangible reminder that there is more diversity in Oregon than we may realize at first glance.

Over the years, valuable programs have been held for staff members, increasing our awareness of diverse groups of people in an effort to help us better serve our users. These activities have enriched our lives in a variety of ways, helping us to gain a clearer view of the global society around us. To help students become more aware of this same issue as they conduct their research, a *Research from a Diversity Perspective* guide was prepared by members of the LDC, and is now available online: <http://libweb.uoregon.edu/guides/diversity/>.

Appendix C

November 13, 2006

Library Diversity Committee

Notes from Conversation with James Bailey, Adaptive Technology Access Advisor, UO Disability Services

RE: Adaptive Technology Issues for the Library

The library is the best place for the adaptive technologies lab because it's open often and is close to research materials. Also, because we're open to all UO students, it's nice to have an adaptive technology person on site.

Critical issues: it is expensive to create a welcoming environment for people with disabilities (e.g., the restrooms on the first floor of the library are not wheelchair accessible and need to be redesigned).

Our immediate goal should be to make sure that all patrons feel well served

- Do we need more training for public service librarians?
- Awareness of what adaptive technology can do
- Understanding of how patron requests can be filled, what the protocol is, etc. What was the event and what is the best solution?
- We need to get the students' perspective instead of guessing what they think.
- Collections Assessment: work with focus groups of students with disabilities to identify issues instead of speculating (e.g., blind or low vision, mobility, hearing, etc.).
- Make sure videos and DVDs are close-captioned. If it's not available, get them captioned.

Outreach and instruction

- We have accessible web design – could we do in-service and workshops for other units on campus?
- Meet with groups to talk about students and transition to college from high school, which can be very difficult for students with disabilities. Create orientation program through Disability Services, website, handout, etc.

Staff training

- Have periodic training and review

Appendix D

S A M P L E

THE UNIVERSITY OF IOWA LIBRARIES IOWA CITY, IOWA

Position Vacancy

RESIDENCY PROGRAM REFERENCE LIBRARIAN

Program Purpose: The purpose of the University of Iowa Libraries' Residency Program is to interest entry-level librarians who are members of historically underrepresented groups in professional learning and service at the University of Iowa Libraries and, ultimately, in a career in academic librarianship. The program began more than fourteen years ago and is a keystone of the Libraries' long-standing commitment to diversity. It is designed around an assignment in a professional position that is challenging, offers a solid foundation for a career in research librarianship, and provides significant opportunities for professional development and mentoring.

Please visit our [Recruiting Librarians](http://www.lib.uiowa.edu/about/employment/recruiting.html) <http://www.lib.uiowa.edu/about/employment/recruiting.html> website for information about working at the UI Libraries and living in the diverse community of Iowa City.

Position Description: The Libraries seeks an entry-level, two-year Residency Program Librarian to serve in its Reference and Library Instruction Department. Each participant in the program has an appointment providing reference and instructional services in the Libraries and receives solid experience in a range of professional responsibilities. In addition, participants learn about other departments in the Libraries, have an assignment in collection development, and work on special projects or assignments of individual interest (involving, for example, archives' processing, digital initiatives, or cataloging), serve on committees in the library system, and initiate a program of professional development and contribution. Placement assistance is provided and program participants are eligible and encouraged to apply for regular professional positions that may arise in the Libraries. This position reports to the Head, Reference and Library Instruction, and requires some evening and weekend commitment.

Mentoring: The department head, along with the Director, Human Resources and Diversity Programs, serve as mentors for participants. Regular meetings are arranged with the University Librarian and the appropriate Associate University Librarian, as well, and peer mentoring is also made available.

Professional Development: Professional development is a strong component of the Residency Program. Participants are encouraged to give presentations, attend national and regional conferences, and/or write for professional publications. The Libraries provides significant financial support for attendance at conferences and professional meetings. In addition, if accepted by the programs, residents will receive support to participate in the Minnesota Institute for Early Career Librarians from Traditionally Underrepresented Groups and ACRL's Institute for Information Literacy Immersion Program (or similar opportunity).

Required Qualifications: A graduate degree from an ALA-accredited program in Library and Information Science; general knowledge of traditional and electronic information resources; general knowledge of information literacy and instruction principles; demonstrated commitment to diversity in the workplace or community; ability to work in a team environment; excellent written and oral communication skills; and a demonstrated interest in professional development and contribution.

Salary and Appointment: The two-year appointment will be made at the Librarian I level with an annual salary of \$40,000. The University of Iowa offers an attractive package of benefits including 24 days of paid vacation per year, TIAA/CREF retirement, and a flexible selection of medical, life, and dental insurance, childcare credit, and additional options. Residents are also provided with an allowance for moving expenses.

The University of Iowa Libraries: The University of Iowa library system consists of the Main Library, the Hardin Library for the Health Sciences and 10 branch libraries (Art, Music, Business, and the sciences). With more than 4 million volumes, the Libraries ranks 31 out of 114 among the Association of Research Libraries for size of collections. InfoHawk, the Libraries' integrated online system, uses ExLibris' Aleph 500 software. The Libraries has been innovative in the development of services related to digital technologies with the creation of such units as the Information Arcade and Information Commons. The University Libraries is an active member of the Online Computer Library Center (OCLC), the Committee on Institutional Cooperation (CIC), the Center for Research Libraries (CRL), the Association of Research Libraries (ARL), the Coalition for Networked Information (CNI), and the ARL SPARC Project. The Libraries provides a program of support for professional development activities and its staff members are actively engaged in national cooperative efforts.

The University and Iowa City: A major research and teaching institution, the University of Iowa offers internationally recognized programs in a diverse array of academic, medical, and artistic disciplines, from otolaryngology to fiction writing, printmaking to space science, hydraulic engineering to dance. The University consists of a faculty of 2,000 and a permanent staff of 15,000 serving 29,000 students, close to 10,000 of whom are registered in graduate and professional degree programs. Approximately 8% of the University's workforce is minority faculty and staff, 9% of the student body are members of minority groups, and 7% are international students.

Iowa City is a community of some 63,000 people with excellent educational, recreational, and cultural advantages and is consistently cited in the national media as a city with an excellent quality of life. The community is growing in its diversity; within the Iowa City Community School District, 13.4% of the students are African American, 7.2% are Asian American, 6.6% are Latino, and .5% are Native American. The Latino population is increasing at a rate of .5% per year. The city is readily accessible via interstate highways and a major airport only 30 minutes away.

Application Procedure: To apply for this position, please visit the University of Iowa [Jobs@UIOWA](http://jobs.uiowa.edu) website at <http://jobs.uiowa.edu>. To help facilitate your application process, note the requisition number -- 53653. Applications must be received by March 9, 2007. Please, in your cover letter, include a substantial paragraph describing what in your background has helped you develop the skills that enable you to serve clientele of diverse backgrounds.

THE UNIVERSITY OF IOWA IS AN EQUAL OPPORTUNITY/AFFIRMATIVE ACTION EMPLOYER.
WOMEN AND MINORITIES ARE ENCOURAGED TO APPLY.

For more information about the University of Iowa Libraries and community, please see <http://www.lib.uiowa.edu/> and <http://www.lib.uiowa.edu/about/employment/recruiting.html>

Appendix E: Draft administrative plan of a residency program (LDC, 1998)

Successful implementation of the residency program will hinge on a coordinated effort by all participating staff. The majority of the coordination, guidance, and training will fall upon the Program Coordinator, Area Supervisors, and a Mentor. The Program Coordinator will handle logistical details for the resident and will be responsible for the resident's final performance evaluation. The Area Supervisors will coordinate and manage the content of the training and work for their area. The Mentor provides underlying consistency for the resident as he/she rotates through departments and a variety of experiences.

The Library Diversity Advisory Group (LDAG, now LDC) will be another important point of contact for the resident and involved staff. LDC will review residency program changes during and after the residency, and will be the body that addresses any problems or issues that are raised during the residency.

The responsibilities for each of these are further described below. The goal of this arrangement is to compartmentalize the responsibilities for the residency so that no staff members and resources are overtaxed.

Program Coordinator [*Personnel Officer or AUL? Release time given?*]

The ***Program Coordinator*** will be responsible for:

- Preparing and submitting institutional paperwork for resident. This includes the final performance evaluation for the resident.
- Scheduling all components of the residency (orientation sessions, department rotations, workshops, training, site visits, etc.). Coordinator will be the contact person for staff involved with the residency regarding scheduling issues.
- Communicating the schedule, and subsequent changes, to the resident. This includes alerting the resident to training and professional development opportunities as they arise.
- Providing advice and assistance to the resident in seeking post-residency employment (recommended in ALISE Guidelines). This assistance should begin no later than eight months into the residency.
- Bringing any issues or problems to the attention of the LDC for resolution.
- Scheduling and facilitating an exit interview at the end of the residency.

Area Supervisors [Department Heads or other staff? Assigned or voluntary? Release time given?]

The **Area Supervisors** will be responsible for:

- Adhering to their portion of the resident's schedule and communicating with the Coordinator regarding any schedule changes and with LDAG regarding content changes.
- Providing an orientation to their area.
- Creating assignments designed to train a new librarian for work in their area.
- Supervising resident's work and having weekly meetings with resident to discuss progress.
- Organizing at least one session (brownbag?), open to all staff, on the major trends and issues facing their area.
- Preparing an evaluation of resident's work and submitting it to the Coordinator.
- Bringing any issues or problems to the attention of the LDAG for resolution.
- Preparing their own evaluation of the residency program and submitting it to the LDAG.

Mentor [Interested volunteers only. Release time will be given.]

The **Mentor** will be responsible for:

- Ongoing communication with the resident regarding progress, sharing insights, reviewing assignments, providing constructive feedback and evaluation (adapted from ALISE Guidelines).
- Bringing any issues or problems to the attention of the LDAG for resolution.
- Preparing an evaluation of resident's work and submitting it to the Coordinator.
- Preparing their own evaluation of the residency program and submitting it to the LDAG.

Library Diversity Committee (LDC) [Entire group or sub-steering committee?]

The **LDC** will be responsible for:

- Acting in an advisory capacity to all involved staff (Coordinator, Area Supervisors, Mentors, etc.) regarding content of residency and any major changes made to content.
- Acting as an independent intermediary to handle any problems that arise for the residents or staff/coordinators. Anonymity will be respected by LDAG regarding issues and complaints.
- Reviewing evaluations of residency program and proposing modifications to the program.
- Preparing an annual summary of residency program for Library Administration and staff

Appendix F: Timeline

Action Items:

2007

- 2007-08, the library will annually set aside \$5,000 of unrestricted gift monies to be used for acquiring non-English language and area studies materials across a variety of disciplines. (Collections)
- 2007 fall, the LDC will expand its website to include timely publication of meeting minutes and other information that will allow for consistent access to library and campus-wide developments. (Outreach)
- 2007, winter · Beginning immediately, the faculty search process will incorporate active approaches to diversifying candidate pools. (Recruitment)
- 2007 end of, a significant number of library employees will have participated in a program* on a culturally responsive community and will have provided useful feedback for future programming. (Training)

2008

- 2008 January, subject specialists will review diversity plans from their respective schools, colleges, and departments and address ways the library can support the units' goals through collaborative programming or services. (Outreach)
- 2008 January, subject specialists will solicit course descriptions and/or syllabi for all multicultural group-satisfying courses offered by their respective schools, colleges, and departments, and identify at least one opportunity for integration of library content. (Outreach)
- 2008 spring, diversity-related topics will be integrated into internal meetings, programs, and publications. (Training)
- 2008 spring, the three-to-five year hiring plan will be complete. The plan will articulate what the Library should look like in five years and describe specific steps to be taken in order to achieve the library's goals. (Recruitment)
- 2008 summer, all employees will recognize their role in creating a supportive work environment. (Training)
- 2008 summer, all library employees will be trained in the various discrimination grievance processes that are available to them. These processes will be posted in an easily accessible format (available on Iris). (Training)
- 2008 October 1-4, At least one library employee will be present at the National Diversity in Libraries Conference in Lexington, KY, to make personal connections and introduce potential applicants to someone from Oregon who will talk about job opportunities. (Recruitment)

- 2008 fall; the library will have increased its outreach programs to historically underserved populations. (Outreach)
- 2008 Following the 2007 program, no later than early winter, an employee survey should provide details on how useful the training was, and if there is a need for any particular follow-up on the topic of cultural awareness. (Training)
- 2008 by the end of, library employees will use a standard set of guidelines for developing individual diversity-related goals. (Training)
- 2008, the library will mount at least one exhibit per year that specifically showcases library collections promoting cultural diversity. (Outreach)
- 2008, we will have involved university students and community members with our planning process. (Outreach)
- 2008 or 2007 The library will make arrangements for the campus workshop, “Hiring for Cultural Competency,” to be held for all employees (Recruitment)
- 2008, 2007 the UO Libraries will implement the Unicode storage option for the library’s online catalog to improve the display of vernacular script. (Collections)

2009

- 2009, the library will identify methods for funding the Residency Librarian position, which may include private funds, general funds, or grant funds. (Recruitment)
- 2009, the library will see an increased number of applicants from underrepresented groups due to new recruitment practices. (Recruitment)

2010

- 2010-2009, the library will develop a library credit course that addresses the issues of researching diversity-related topics (Outreach)
- 2010, diversity candidates will accept more offers. (Recruitment)
- 2010, the library will demonstrably enhance its holdings of diverse and unique materials available to library users through digital resources, traditional acquisitions, solicitation of collection donations, and cooperative purchases. (Collections)
- 2010, the library will pursue a collaborative digitization project that focuses on a diverse community within the region. (Collections)
- 2010, the UO Libraries will create an initiative to digitize Oregon’s ethnic newspapers. (Collections)
- 2010, the UO Libraries will create and maintain a portal to holdings within the library’s digital collections that focuses on multicultural materials (Collections)
- 2010, the UO Libraries will have made significant progress implementing the recommendations put forth by James Bailey, (Adaptive Technology Advisor)

2011

- 2011, 2010, we will see more regional students in graduate library school programs, performing internships in the UO Libraries, and appearing in our faculty job pools. (Recruitment)
- 2011, the library will see an increased number of applicants from underrepresented groups as well as an increase in the number of job offers extended and accepted by these groups. (Recruitment)

2012

- 2012, the Library Development Office will increase the numbers of gift or grant funds that directly support the purchase of materials focusing on minority communities and diverse viewpoints.

Cycles:

Quarterly: LDC will meet with the Dean of Libraries (p.5 The chair of the LDC (or designee) will meet quarterly with the Dean of Libraries to keep her apprised of current issues and events and to consult with her about the direction of the committee.)

Yearly: Coordinate FIGs (p.9 The library coordinates instruction sessions for all Freshman Interest Groups at the beginning of the school year, providing opportunities for library subject specialists to incorporate diverse/multicultural perspectives into the program for incoming students.)

Yearly: LDC assessment of the LDP (p.4 The Library Diversity Committee will conduct a yearly assessment of the plan, making appropriate updates. Per the university's diversity plan, the library will submit a yearly activity report to the Vice Provost for Institutional Equity and Diversity and to the Provost. The Vice Provost and Provost will review this plan every five years and assess progress towards the library's goals.)

Yearly: Activity report to Provost ("Every year, each school, college, and administrative unit, and the ASUO Executive will submit to the Vice Provost for Institutional Equity and Diversity and to the Provost an activity report describing that unit's activities relating to diversity during that year, UPD p.9)

Yearly: Supervisors will report goals & progress to the chair of the LDC (Training, goal 4)

Every Five years: Review LDP, and submit to DAC/Provost ("Every five years, each school, college, and administrative unit, and the ASUO Executive will review the Strategic Action Plan for that unit, assess the unit's progress toward the goals

articulated in its plan, and consider whether revisions in the plan are needed. Each unit will submit to the Vice Provost for Institutional Equity and Diversity and the Provost a report describing its progress under the plan, including data about outcomes if applicable, and any changes the unit has made to its plan.”, UDP p. 10)