Achieving Racial and Ethnic Diversity among Academic and Research Librarians: The Recruitment, Retention, and Advancement of Librarians of Color

A White Paper

by the

ACRL Board of Directors Diversity Task Force

a subgroup of the

ACRL Board of Directors

Produced by

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The ACRL Board Diversity Task Force was established by Camila Alire on October 11, 2005. Appointed members of the Task Force are

Dorothy Ann Washington, Chair
Janis M. Bandelin
Karen A. Williams

The charge for the Diversity Task Force was as follows:

- Review literature for this issue.
- Commission a white paper on this topic.
- Develop outline of what a useful white paper should cover.
- Identify author(s) ($1K honorarium for project).
- Talk to author(s) about content, process, and timeline.
- Provide an update to the full Board at the 2006 Midwinter Meeting.

The members of the ACRL 2004-2005 Board of Directors were:

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Executive Summary

At the 2006 ALA Midwinter Meeting in San Antonio, Texas, the ACRL Board of Directors outlined the focus of a white paper using the 2002 ACRL White Paper, *Recruitment, Retention & Restructuring: Human Resources in Academic Libraries* as a guide. The proposed white paper would focus primarily on "workforce diversity, with an emphasis on the recruitment, retention, and advancement of groups traditionally underrepresented in the academic library workforce." The Board also specified that the white paper should:

- discuss efforts to promote, develop, and foster workforces that are representative of a diverse population, and
- address the development of a climate in the workplace that supports and encourages advancement.

Racial controversy in the United States provides a backdrop for the issue of recruitment by race and ethnicity within the profession of librarianship. Additionally, the research literature reveals a historical shortage of librarians. The current environment for the recruitment, retention, and advancement of people of color in academic librarianship remains virtually unchanged since the appearance of the 2002 White Paper. The published professional and research literature provides some insight into the barriers to recruitment and reasons why librarianship is a chosen career path.

For decades, advocates for increased racial and ethnic representation in the profession of librarianship have relied primarily on U.S. Census data and subsequent statistical data as justification for the goal to increase ethnic diversity in the library workforce. A more realistic agenda for recruitment and retention for race and ethnicity is needed by the profession at large, and ACRL in particular. Accompanied by specific goals with justification, preferably empirically based and/or logically determined, a revised agenda should address not only the library profession but the communities being served as well. This is not to say that demographics are not key, however, the agenda should be grounded in strategic goals. In 1996, Camila A. Alire wrote: "[All of this is further translated into] a need for more minority library professionals who can identify with people in the minority communities; who can assist in the necessary outreach efforts to serve those minority residents; and who can serve as role models for minority children using the library." John W. Berry's 2002 "Presidential Message" echoed this when he reminded us that in order for the profession to serve the increasingly diverse communities, we must build a workforce that reflects that diversity. The goal for recruitment should be broadened beyond the emphasis on increasing numbers to match the demographics of the U.S. population, to focus strategically on increasing diversity in order to serve the diverse communities libraries serve. Careful and appropriate consideration and acknowledgement should be given for the successes and gains realized thus far in the profession, but within the context of specific strategic aims.

The following recommendations are a result of a review of the literature that builds on the 2002 White Paper, with a particular focus on empirically supported solutions from the broader recruitment and retention literatures and the literature on advancement, where available.

<u>*Recommended Goals for Recruitment*</u>

The primary recommendation for recruitment is to *develop a comprehensive, collaborative (among all stakeholders) recruitment and public awareness campaign for recruitment purposes.* A collaborative, cohesive, holistic approach to harnessing the available information and resources on recruitment and retention and opportunities for advancement is recommended. A profession-wide concerted effort will eliminate duplication and channel all efforts through one resource. There are several recruitment Web sites cited in the literature, however, none of these have achieved profession-wide acceptance or appear to have impacted recruitment efforts. An example from the nursing profession, disvocernursing.com, provides a fully developed, functional, and proven successful model that can be adopted by the profession of librarianship. LIS organizations should collaborate on the effort to develop such a source, which includes the creation of *one* online comprehensive resource accompanied by print, radio, and television advertisement/recruitment spots.

In addition to the recommendation to contribute to the development of this resource, it is recommended that ACRL develop a research agenda which addresses the lack of membership data for decision-making and goal setting. This research agenda could include the following strategic goals for recruitment within the membership framework:

- *The identification, creation and/or development, implementation and replication of best practices for recruitment accompanied by sound empirical evidence with results, outcomes, and indicators for success.* ACRL has distinguished itself as a leader in developing standards and guidelines and most recently, in leading the effort to identify/develop best practices for information literacy so there would be precedent for ACRL leading an effort for recruitment. The profession and ACRL must develop and implement a research agenda that builds on proven methods, as well as supports creativity and initiative in scholarship aimed at addressing critical gaps in the recruitment literature, particularly for race and ethnicity.

- *Development of assessment and analysis benchmarks and clearly stated standards and expectations that are not necessarily grounded in the demographics of the U.S. population.* The most recently cited statistics reveal minority representation in the U.S. population at approximately 30% in 2000, with the number for minority representation in the profession lagging behind (Hipps 2006). The profession overall and ACRL, in particular, must develop and implement realistic strategic goals for addressing recruitment and retention objectives.

- *The creation, gathering, and maintenance of reliable and accurate demographic data for the profession overall and for academic librarians in particular.* "Although we may never have accurate total numbers of minority professionals in LIS, tracking the enrollment figures and graduation rates over time may provide us with a better picture of how many individuals of color are matriculating" (Neely 2005). The Future of Librarians in the Workforce is a national research study funded by the Institute for Museum and Library Services (IMLS) and headed by Dr. José-Marie Griffiths, dean of the School of Information and Library Science at the University of North Carolina at Chapel Hill. This study has significant potential and could provide the appropriate empirically driven data needed to accomplish broad-based recruitment, retention, and advancement goals.

A look back at the strategies for recruitment put forth in the 2002 White Paper finds there has been some action, but a comprehensive review of the progress to date has not yet been undertaken. Other recommendations and findings in this paper can be aligned with many of those from the 2002 White Paper to begin the framework for a strategic research agenda. It is also recommended that ACRL take the next step in comprehensively assessing those outcomes.

Recommended Goals for Retention

The literature on retention of minorities in academic librarianship is weak and close to nonexistent. The 2002 White Paper also acknowledges the lack of research on retention in librarianship. Retention strategies do exist in the literature, but there is little longitudinal research to confirm the success of such strategies. The study, "Workforce Issues in Library and Information Science," funded by a 2005 IMLS grant to principal investigator Joanne Marshall, may be able to provide the data needed on librarianship in general.

Goals for retaining minority hires include orientations and welcomes; programming that addresses work culture issues, presented in a nonthreatening way, such as a social activity; opportunities for professional development; a positive environment that honors employee values, opinion, and voice; compensation and rewards; good management; and recognition of work-life balance needs. While these activities would be useful for retaining all hires, they are especially significant for the retention of minority hires because they often do not have the same built-in communities/support systems that majority hires do.

Recommended Goals for Advancement

Advancement as a concept was not addressed in the 2002 White Paper. If advancement in the field is related to leadership, then there is no lack of literature regarding leadership, a leadership crisis, and descriptions of the institutes, programs, and fellowships developed to create library leaders. "Library Workers: Facts & Figures Fact Sheet 2005" by the AFL-CIO Department for Professional Employees looks at the numbers of librarians and library workers for 2004 and projected to 2012 and sees a trend of "'deprofessionalization': Work once performed only by librarians is now performed by support staff." Regarding advancement, the report makes this comment: "While the distribution of positions within the minority and white populations appears to be growing more similar, differences certainly remain, especially in the managerial positions."

A review of the literature revealed some effective ways to prepare minority hires for advancement, including mentoring and grooming—where mentoring is consistently cited as an ingredient for successful leadership development; opportunities to shadow leaders; an environment that supports proactive nominations for awards and recognitions; flexible work environments that provide opportunities for job rotations, and support for participation in fellowships and institutes.

Specific recommendations for promoting advancement of minorities beyond entry level positions include tracking assistant director/director/dean positions of academic libraries, tracking

available leadership pools of minority candidates, developing statistical and data reports that can serve as the foundation for further research, and instituting a system of accountability regarding the retention and advancement of underrepresented groups in libraries.

Recruitment to the profession, retention of qualified diverse professionals and a need to create opportunities for and support the advancement of those professionals are not concerns new or unique to librarianship (Bowie and Hancock 2000; Thornton 2001; Neely 2005; Buerhaus, et al. 2006). Although the current environment for recruitment, retention, and advancement of people of color in academic librarianship remains virtually unchanged since the appearance of the 2002 White Paper, methods and strategies for addressing the issue seem to be evolving. Additionally, the reasons for the issues remaining relevant seem to be changing as well.

Historical Background

Introduction

Racism in the history of the United States provides the backdrop for recruitment by race and ethnicity that is evident in the academic library literature for much of the profession's history. From discussion of library schools for Blacks (Curtis 1927; Hostetter 1939; Bogle 1931) to post WWII opportunities (Jones 1947; ACRL 1951; Harvey 1955), civil rights efforts to end discrimination against all minorities (Josey 1970; Welbourne 1970; Havens 1971; Childers and Adams 1972; Trejo and Lodwick 1978), and the federal expansion of higher education and minority opportunities, the library literature evidences surveys, research reports, and calls to action for the education, recruitment, and retention of minority librarians. The more than 100 year span of writing and research on minority recruitment in academic librarianship of course mirrors the social, legal, and political contexts of the nation. These contexts include:

- appropriating land, slavery, emancipation, segregation, waves of immigration, and relocation of indigenous peoples;
- resistance, struggle, militancy, and revolution;
- progressive liberal reform to redress assaults on human rights and dignity; and
- cultural and political conservatism which embraces the conciliatory concept of diversity.

Academic librarianship recruitment history cannot be divorced from the history of education and federal education policy in the United States. Also important to federal education policy history is its relationship to civil rights history (Kantor and Lowe 1995). This cannot be ignored in a discussion of academic librarianship and minority recruitment. For example, during the Johnson years of the Great Society, education was viewed as the equalizer that—"could eliminate poverty and expand economic opportunity for racial minorities …" (Kantor and Lowe 1995). Not only did this social policy bring about the creation of community colleges, the upgrading of teachers' colleges to universities, and the strengthening of existing universities—which all required the hiring of academic librarians— but it also meant the creation of opportunity for minorities with federally funded education grants (Title II-B) to support graduate education for minority students (Deloach 1980).

Under Johnson, federal regulation with Affirmative Action and Equal Employment Opportunity also protected fair hiring. Librarianship during the 1960s and much of the 1970s was influenced by the activism of the Civil Rights era. This was an era concerned with achieving equity and justice, thus creating the foundation of diversity recruitment in academic librarianship.

Concerns of gender and social class are also important to the recruitment issue of race and ethnicity, however, gender and social class do not cancel out race and ethnicity. This is best expressed by the Black feminist slogan "all the women are white and all the blacks are men, but some of us are brave" (Hull, Scott, and Smith 1982) and is illustrated by an electronic mailing list comment by Boyd Holms (1998). On JESSE-L, an electronic mailing list for those interested in library education, the Spectrum diversity scholarship was announced, to which Holms replied that men were minorities in librarianship and asked if men were eligible for the scholarship too. A reply by Suzanne Hildenbrand made it clear that the groups African American, Hispanic, etc. certainly have men and, therefore, those males would be eligible (1998). Gender especially emerges as an issue in librarianship because library history is women's library history (Hildenbrand 2000). The history of librarianship, with its intersection of race and gender, creates complications after recruitment for promotion and retention. Sexism, which is experienced by women of all colors, exasperates any racism that is experienced by women of color.

Male librarians as a gender group have been studied. Most notable is the 1992 study by James Carmichael in which a response rate of 73% was obtained from 482 useable surveys of 655 sent out from a random sample of the ALA male membership, which was not controlled for race and ethnicity. Reaching a wider audience, Carmichael published illustrative quotes from the surveys in *American Libraries* in 1994. Experiences of bias and discomfort emerged in the responses of the men surveyed. Yet statistics still show that males, usually around 20% of the profession at any time, dominate the management levels in libraries. The AFL-CIO Department for Professional Employees (2005) quotes figures that show men as accounting for 15.6% of librarians, however, they account for 47% of academic library directors and 35% of public library directors. Piper and Collamer (2001) explored the areas of comfort and bias of males in libraries but found little to exist. And their "greatest puzzlement was that respondents acknowledged that there were more women in the field than men, but did not consider librarianship a women's profession."

Social class additionally emerges as an issue in showing the philosophical differences guiding policy development. For example, Great Society policy was philosophically based in the idea of using education to lift up people out of poverty. Current diversity philosophy is not concerned with economic class uplift, but with adding differences in the workplace.

Although rooted in the equity and social justice issues peculiar to the U.S., the modern diversity movement can also be traced back to the political conservatism of the 1980s and 90s. Within this political context, the recent diversity movement broadens its concerns to include the cultural and linguistic. But the historical antecedents to the interest in linguistic diversity in libraries, and specifically significant to academic librarianship and recruitment, are the Cold War and the development of Area Studies. Communist rivalry and desire to achieve hegemony over strategic world locations brought about the U.S. shift towards internationalism. Supported by foundations, such as the Ford and Rockefeller, and legislation, such as the National Defense Act of 1958 and

the 1961 Library of Congress PL-480 Program, libraries built collections that often needed natives from specific countries to catalog and classify the works. The building up of Southeast Asian collections in U.S. libraries serves as a good example. These collections are in a wide variety of academic libraries and are often recognized for having increased the diversity of American libraries through the hiring of Asian librarians (Liu 2000).

Kathleen de la Peña McCook's (2000) *Library Trends* issue on "Ethnic Diversity in Library and Information Science," provides an overview of the groups under discussion in this paper. Although not specifically directed to recruitment issues and academic librarianship, the coverage of Native Americans, Blacks/African Americans, Asian/Pacific Americans, Chinese Americans, and Hispanics/Latinos provides a historical framework for understanding each group and can give an academic library administrator needed context for recruitment and retention of minorities. The articles in this edited work acknowledge the importance of Title II-B fellowships during the 1970s and IMLS grants in the 1990s. Many of the articles acknowledge that the Black American persistent fight for civil rights, equal opportunity, and dignity influenced radicalization and calls for rights by other oppressed groups.

The brief historical overview of minority recruitment in academic libraries that follows attempts to place in context the effort of librarians within the larger national environment regarding race, ethnicity, social justice, and diversity. The groups under study are American Blacks/African Americans (term used will be Blacks), Native Americans, Hispanics/Latinos (term used will be Hispanics), and Asian Americans. Because librarianship is a female intensive profession, women's issues as a gender issue are included. Sexual orientation and the disabled, although part of the diversity literature, and certainly represented among the racial/ethnic/gender groups under study, are not addressed in this document. This is not due to lack of concern, but rather, it seems more appropriate for those groups to be discussed in another type of study. Some of the information will not pertain to academic librarianship solely, but will relate to librarianship in general. Organization is by surveys, statistics, action, and limitations.

The Historical Shortage of Librarians

Evidence of a shortage of librarians and a need to specifically recruit minorities to librarianship has been discussed from as far back as 1924, and this shortage continues to be the focus of surveys and research. The 1924/25 first annual report of the American Library Association Board of Education for Librarianship asserts that, based on the findings of the Board's survey, a librarian shortage is very real and "in no way exaggerated" (1925). In this report there is also enthusiasm expressed for the progress on the development of a library school for Negroes (Hampton Institute) because of the need to serve this population in the segregated South.

In 1943, ALA surveyed accredited library schools asking if the schools were permitted to admit Negroes (Peterson 1996). It is assumed that ALA conducted this survey at the request of the U.S. Armed Forces. Blacks, and no other racial group, were forced into separate armed services until the passing of Executive Order 9981 in 1948, and during WWII there was a demand for Black librarians to serve on Black bases.

Trejo and Lodwick (1978) surveyed the need for Spanish-speaking librarians and the most effective way to recruit Spanish-speaking students to library school.

In 1989 ACRL established a Task Force on Recruitment of Underrepresented Minorities, which in the following year produced the report "Recruiting the underrepresented to academic libraries," authored by Beaudin, Fisher, Knowles and Morita (1990). Co-author Neely covers this in the recruitment section. The Association of Research Libraries (ARL) also produced a SPEC Kit in 1990 titled "Minority Recruitment and Retention in ARL Libraries" (Burrows, Jennings and Welch). This survey of hiring activities, advertising, barriers to minority recruitment, and recruitment and retention strategies was conducted by Burrows, Jennings and Welch. It concludes that "libraries have been engaged in minority recruitment activities since the 1960s with limited apparent success." Minority recruitment is also seen as a general recruitment problem.

ACRL (2002) "Recruitment, Retention & Restructuring: Human Resources in Academic Libraries" (2002 White Paper) reviews the literature on recruitment and cites the Bureau of Labor Statistics *Occupational Outlook Quarterly* as well as the evidence that shortages and overages of librarians in supply are a theme in our occupational history.

Statistics

McCook et al. (1993, 1997); Adkins et al. (2004); Lance (2005); and Hall and Grady (2006) provide statistics on diversity and the profession as a whole. Types of statistics provided are number of minorities enrolled in MLS LIS programs and the number graduated. Descriptions of diversity in the academic setting relate success stories concerning minority internship and residency programs.

ACRL (2002) "Recruitment, Retention & Restructuring: Human Resources in Academic Libraries" does not address diversity specifically but provides the numbers.

Action

E. J. Josey, who is synonymous with civil rights and human dignity in librarianship, can be credited for much of the successful recruitment of minorities into librarianship, as the 1992 festschrift, *E. J. Josey: An Activist Librarian,* edited by Ismail Abdullahi, attests. Minority recruitment has also been made possible by grants provided through the U.S. Department of Education Title II-B, the Institute of Museums and Library Services (IMLS), and the ALA Spectrum Initiative.

However, in her study of minority student recruitment in library and information science education, Neely (2005) concludes that although much has improved regarding recruitment, the number of librarians of color is still not adequate.

The Current Environment

Recruitment to the profession, retention of qualified diverse professionals, and a need to create opportunities for and support the advancement of those professionals are not concerns that are new or unique to librarianship (Bowie and Hancock 2000; Thornton 2001; Neely 2005; Buerhaus, et al. 2006). A 2001 survey of 4,000 human resource professionals revealed that recruitment and retention were the two major issues facing their organizations (KnowledgePoint 2001).

Although the current environment for recruitment, retention, and advancement of people of color in academic librarianship remains virtually unchanged since the appearance of the 2002 ACRL White Paper, methods and strategies for addressing the issue seem to be evolving. Additionally, the reasons for the issues remaining relevant seem to be changing as well. In *Recruitment, Retention and Restructuring*, the authors write:

> The increasing demand for library professionals coupled with the changing nature of librarianship is beginning to impact the recruiting environment, which is likely to change dramatically and become increasingly competitive. Shortages of MLIS degree holders, increasing retirements, and low salaries make the supply/demand gap even greater for academic libraries.

The 2002 White Paper also cites low domestic unemployment rates, increased competition from competing industries, and a negative image as other primary factors contributing to the problem of recruitment to the profession of librarianship.

The published literature as well as the professional librarianship conference circuit reveals a wealth of evidence indicating the continued need to create and foster an environment that supports and encourages recruitment and retention for race and ethnicity, as well as provide sustainable equitable opportunities for advancement and success in the workplace and the profession. However, an analysis of the published literature reveals that the long-standing goal the profession as a whole continues to aspire to, realistically, may not be attainable.

In 1990, Burrows, Jennings, and Welch compiled and produced ARL SPEC Kit #167, "Minority Recruitment and Retention in ARL Libraries," shortly after the release of *Workforce 2000* (Johnston and Packer 1987). This survey was conducted "to determine the practices of ARL libraries in the areas of cultural diversity, recruitment, and affirmative action." Not surprisingly, the findings are similar, and in some cases, a verbatim template of the solutions to the issue of minority recruitment we are addressing today, more than 15 years later. The authors concluded with the now familiar, "Until the representation of minorities in academic and research library community (sic) begins to approximate that of the general population, libraries must recognize their successful recruitment efforts as a contribution to the profession at large . . . . " Since this SPEC Kit was released, the published professional and research literature has offered very little that is unique to diversifying the profession through recruitment.

A lack of reliable and accurate statistics for all areas of the library profession is problematic, particularly when the focus of diversity recruitment is on increasing the numbers. A more

concerted and systematic approach to gathering the data should be undertaken nationally by ALA and its caucuses, divisions, and affiliates, as well as state and regional associations and organizations. Additionally, it is time for a new standard by which to assess the success of recruitment to the profession overall and to academic librarianship in particular. There is a growing body of research aimed at finding out why people choose the profession of librarianship. There is also a need for proven best practices for recruitment accompanied by sound empirical evidence with results, outcomes and indicators for success.

In the following sections of this paper, the literature will be reviewed with an eye towards best practices and research-based solutions. These sections will build on the literature presented in the 2002 White Paper, with a particular focus on empirically supported solutions, as well as findings from the broader recruitment and retention literatures, and the literature on advancement where available.

Review of the Literature: Issues and Themes

Recruitment

In the 2002 White Paper, the authors write, "The increasing demand for library professionals coupled with the changing nature of librarianship is beginning to impact the recruiting environment, which is likely to change dramatically and become increasingly competitive." The authors go on to point out that fewer MLIS degree holders, retirements, and low salaries contribute to the supply/demand gap specifically in academic libraries.

Professional library associations and organizations have long recognized the critical importance of recruitment to the profession. ACRL has a history of sustained formalized activity in the recruitment and retention of librarians. It is no secret that many of the ranks will soon be of an age when their personal decisions regarding retirement could impact the profession significantly (Wilder 1999; Wilder 2000; Lynch 2002; Lynch 2005). The research literature is worth examining to reveal what, if any, empirically based trends and assumptions can be implemented to increase the likelihood of success in recruiting a diverse population to the profession, in general, and to academic librarianship, in particular.

There is an abundance of professional literature and commentary on recruitment to the profession of librarianship, including that which focuses on academic librarianship. There is also a small but growing body of research literature that addresses recruitment to librarianship. Much of this research is being conducted for masters theses and dissertations, and the findings and recommendations have not yet been widely disseminated or discussed in the general recruitment literature.

Barriers to Recruitment to Academic Librarianship
Addressing the issue of recruitment would not be complete without considering why recruitment efforts have been considered largely unsuccessful. Barriers to recruiting minorities, real or perceived, can be in conflict depending on whether you are doing the recruiting or being recruited. Burrows, Jennings, and Welch's 1990 ARL SPEC Kit revealed that libraries

responding to the survey were in agreement on the following major barriers to minority recruitment:

- lack of qualified applicants in pools
- lack of knowledge of recruiter about where to find qualified minority applicants
- constraints in university screening and recruitment procedures
- union contracts
- mandatory use of personnel rosters

In "Recruiting the underrepresented to academic libraries," the final report of the ACRL Task Force on Recruitment of Underrepresented Minorities, Beaudin, Fisher, Knowles, and Morita (1990) reported that barriers to recruiting minorities to academic librarianship included a lack of institutional commitment to change and accountability, personal and institutional racism, and barriers to advancement and retention. In 2005, Neely concluded that too few minority faculty in LIS education, a lack of diversity in the LIS curriculum, limited financial support for minority students, and an overall lack of a concerted effort to recruit for diversity were key barriers to recruitment at the graduate school level. An informal survey via an electronic list and other published research supports these conclusions (Knowles 2005).

Barriers to being recruited tell a different story. In *Stop Talking, Start Doing! Attracting People of Color to the Library Profession* (ALA 1999), Reese and Hawkins recount the experience of a young, African American woman who had recently graduated with an MLS degree. She had been unsuccessful in landing a job in the profession and expressed her frustration at a panel session on minority recruitment during the Third National Conference of African American Librarians in 1997 when a "panelist elaborated on the many employment opportunities for people of color within the profession." Reese and Hawkins write:

> This experience helps illustrate that African American library professionals who possess the credentials needed to assume positions [of leadership] within the profession are often denied the opportunity by library board trustees, college deans, and human resource managers. Many African American library professionals are interviewed . . . by individuals who lack the professional skills needed to interview a candidate who is a member of an ethnic minority. Without a doubt, the applicant is treated differently, in many cases, as someone who is immediately deemed less competent.
>
> Many recruiters conducting critical interviews often have a preconceived notion that a person of color will not meet their expectations. Selecting a person of color for the position would be too risky for the organization, or they simply decide that the person seems okay, but just might not be the "right fit" for the particular position.

This barrier was confirmed empirically earlier, when Altman and Promís (1994) found that although "culturally diverse candidates applied for positions at every level and at all types of institutions . . . the people chosen to fill the advertised positions closely resemble their predecessors."

Why Choose a Career in Librarianship?
In order to recruit effectively, it is important to understand why people choose to join the profession of librarianship. There is a growing body of literature on job satisfaction within the profession which can provide insight into the process of selecting librarianship as a career and aid in successful recruitment. There is also an established body of research on why students choose librarianship as a career dating back to the 1950s (see Moen 1988, and Hallam and Partridge 2005 for a discussion of these studies).

In the "Future of Academic/Research Librarians: A Period of Transition—To What?," Larry Hardesty (2002) reported that competitive salaries were not high on the list of why professionals choose librarianship as a career. Research by Ard et al. (2006) and Winston (2001) revealed similar findings. Other research on job satisfaction for librarians supports these findings (St. Lifer 1994; Thornton 2001). In looking at job satisfaction research for librarians of color, Thornton (2001) reports the literature is particularly sparse and focuses primarily on recruitment and retention. Her findings indicate that indicators of job satisfaction for African American females are similar to those of their white counterparts, however, "other determinants based on skin tones" are also present.

Surveys to determine why individuals choose to enter the profession are valuable sources of information for library and information science education as well. In a response to the "Top issues facing academic libraries," (Hisle 2002), Keri-Lynn Paulson, "a spunky 24-year old" asked, "Why not survey us to find out why we recently joined the ranks? Our comments may give the profession fresh ideas and renewed vigor for recruiting the next generation of librarians... We can make it a more visible option for young people on the verge of entering the workforce" (Paulson 2003).

In 1988, Willliam E. Moen reported preliminary findings from the Library and Information Science Student Attitudes, Demographics and Aspirations Survey (LISSADA Survey), the purpose of which was "to develop profiles of currently enrolled master's students at ALA accredited programs of library and information science in the U.S." Moen writes that "the profiles developed will assist in . . . developing recruitment strategies, methods and materials to attract people to the profession." The data revealed that less than 3% of those surveyed made the decision to enter the profession before completing high school, and less than 15% made the decision during their undergraduate studies. Only 5.73% made the decision during their graduate studies, and the largest number of participants (60.64%) made the decision after working—in the library field (30.48%) and in a non-library field (30.16%).

A 2006 survey of MLIS students at the University of Alabama's School of Library and Information Studies found that only 2% listed the profession as a goal since high school. Eighty-nine percent of those surveyed first decided to enter the profession during or after attending college and 31% did not decide until five or more years after graduating (Ard et. al. 2006). Findings such as this have a direct impact on when (K-12, undergraduate, graduate level) and whom (undergraduates, library support staff) the profession focuses its recruitment efforts. Moen (1988) reports that more than half (52.7%) of those responding had previous experience working in a library, and almost 88% of those reported their work experience in libraries was a

contributing factor to choosing librarianship as a career. Ard et al. (2006) found that although approximately 50% worked in libraries before entering library school, only 31% of those reported their previous experience working in libraries had a strong impact on their decision to enroll in library school.

Other factors deemed important by those participating in the LISSDA survey were personal skills to be used, access to the world's knowledge, earning a living, importance of information, serving others/community, need for marketable skill, and previous library use. It is interesting to note that when asked to respond to a query about their desired library and information setting, more than 60% selected academic (Moen 1988).

Ard et al. (2006) report that when asked what type of libraries the students wanted to work in, academic libraries tied with public libraries, with 41% each; school and special libraries were not far behind, tied at 34% each; and archives and museums each garnered 24%. When asked to respond to queries about what led them to a career in librarianship, respondents noted job functions; recommendation from mentor, professor, coworker, or friend; weak job market in other field; change; previous experience; personal interest; and service as key factors. When asked if they saw themselves working in libraries in five years 78% responded affirmatively.

In a 1990 publication using the LISSADA data, Heim and Moen reported that college students do not see librarianship as a desirable career choice. In 2005, Neely reported that in Gallup Polls administered in 1998 and 2001, "librarianship was not even considered an option; and in eight polls about career choices for young males conducted from 1949-2001, librarianship was never considered an option."

Why do People of Color Choose a Career in Librarianship?
The body of research on why people of color enter the profession is small, but the data is rich and useful. In 2006, "Bridging Boundaries to Create a New Workforce: A Survey of Spectrum Scholarship Recipients, 1998-2003," was released. With 164 of the 257 total Spectrum scholar population responding (64% response rate), Roy, Johnson-Cooper, Tysick, and Waters found that only 1% decided to enter library school while in high school. Eighteen percent decided during their undergraduate studies, and 57% decided after they had completed their undergraduate studies. Seven percent decided to enter while enrolled in another graduate program, and 15% made the decision after completing another graduate program. Roy et al. also found that "The single most predictive indicator of whether a scholar would enter a LIS program was prior experience working in a library." Almost 80% of those responding indicated they had experience working in a library either in paid positions or as a volunteer. Nearly 37% of the Spectrum Scholars responding were employed in academic libraries while they were pursuing degrees in LIS, and 50% indicated academic libraries as the type of organization where they thought they would work initially. At the time of the survey, of the 105 scholars employed in a library or information setting, 39% were working in academic libraries.

When asked to respond to a list of factors that influenced their decision to pursue librarianship as a career, 43% of those surveyed selected "I always wanted to work in libraries." This is the only factor to receive a less than 50% response rate. Other factors selected by at least 60% of those responding were: ability to use my talents, enable me to help others, enjoyed using libraries in

past, opportunities to advance, degree would complement education, marketable skills, knew librarian satisfied with their career, enable me to help my ethnic/racial community, enjoyed working in libraries, desired a career change, someone suggested I would be successful, and good income.

Of interest to professional associations, 100% of the population indicated they were members of ALA, and 55% of those reported they were members of an ALA division. Although ACRL was the division with the highest number of respondents at nearly 30%, it is difficult to determine if other scholars would have selected ACRL as the division of choice since ALA divisions cross library types (public, school, academic) and specialties (young adult, reference, administration and management, technical services).

Linwood Webster's 2002 master's thesis surveyed 79 African Americans attending graduate and professional fairs at historically black colleges and universities and found that although the majority (97.5%) intended to attend graduate school, 73% were not interested in a career in information technology and 78.5% were unaware that the library and information science field existed. Consequently, 77.2% reported they were not interested in pursuing a master's degree in library and information science. Additionally, Webster found that the top six areas of interest that influenced the graduate degree program selection for this population were financial aid, location of school, salary and job availability, cost of program, general reputation of program, and teaching reputation of faculty.

Recruitment Strategies
Eight hundred thousand by 2020. That is the projected number of registered nurses (RN) that will be needed to fill the anticipated available RN positions by the year 2020. A combination of events led up to the nursing profession shortage including an aging workforce and the initial entry to nursing profession at a later age (50 and over). However, the nursing profession appears to have found the solution to increase recruitment. In 2002, Johnson & Johnson, with the help of health care leaders and nursing organizations, launched its "Campaign for Nursing's Future." The aim—make the profession of nursing more attractive. The 30 million dollar campaign (amount spent so far) consists of a well-designed Web site, discovernursing.com, and a range of print and TV advertisements. The title of a 2003 article announcing the beginning of Johnson & Johnson's Australian campaign, is, "Image change boosts U.S. nurse recruitment." Buerhaus et al. (2006) report that the focus of the campaign has been on:

- recruiting more people into the profession
- helping resolve the current nursing shortage
- increasing the capacity of nursing education programs
- averting an even more severe shortage of nurses projected to develop in the next decade

A 2003 national survey of nursing students and a 2005 national survey of chief nursing officers were implemented to gauge the effectiveness of this campaign, believed to be the largest private sector initiative. Survey findings indicate that "The Campaign is perceived as conveying a positive image of nurses to the public, increasing the number of applicants to nursing schools, and bringing about positive feelings among nurses about being a nurse" (Buerhaus et al. 2006).

This model should be adopted and replicated by the American Library Association, its divisions, affiliates, etc. Although the librarian shortage (in numbers) is not expected to be anywhere near equal to the anticipated shortage of nurses—the latest projections anticipate that 66,711 librarians, more than 60% of the current population (estimated to be approximately 106,228 according to the U.S. 2000 Census) will reach retirement age (65) by 2015 The impact on the profession of librarianship, in relative terms, could be devastating with a projected 8-year recovery period (Davis 2004). This means that LIS schools will need to graduate students at a much higher rate than currently in order to meet the need.

The professional and research literature and Web presence on library and information science recruitment and retention is not lacking in volume, recruitment strategies, or recommendations, but it does suffer from divergence. Discovernursing.com, on the other hand, offers one-stop-shopping for anyone interested in pursuing a career in nursing or finding out more about the profession. This author has found herself "seduced" at times by the television advertisements. They are powerful, professional, and effective. The nursing profession faces shortage, aging, and image problems similar to the library profession, however, the positive wide-spread impact of this campaign is expected to be realized by the nursing profession for years to come (Buerhaus et al. 2006).

Although the focus of the campaign is on nursing recruitment overall, there is also a need to improve the diversity of the nursing workforce by recruiting more men and racial and ethnic minorities to serve the increasingly diverse population served by nurses (Buerhaus et al. 2006).

Recommendations for Recruiting People of Color to the Profession
What is recommended for ALA, ACRL, ALISE, ARL, and other professional library and information science organizations is a collaborative, cohesive, holistic approach to harnessing the available information and resources on recruitment and retention and opportunities for advancement. A profession-wide concerted effort will eliminate duplication and channel all efforts through one resource. The resource should be designed with the target markets in mind, and marketed widely. It should be clear and simply organized. For example, discovernursing.com organizes information according to a menu bar that appears on each page of the Web site, with buttons for: Who, What, Why, and How.

Key information is placed on the home page, making it easy to learn about a career in nursing and search for programs and financial support, shortage statistics, nursing benefits, and salaries.

Although there are several library-related recruitment Web sites cited in the literature, none of these has achieved the profession-wide status of discovernursing.com or impacted recruitment efforts. Below is a list of resources that contains already-formulated strategies that could be used to develop a comprehensive recruitment tool.

- Alire, C. A. 1996. Recruitment and retention of librarians of color. In *Creating the future: essays on librarianship in an age of great change*, edited by S. G. Reed, 126-143. Jefferson, North Carolina: McFarland & Co.
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- Brown, L. B. 1992. Student admission and multicultural recruitment. *Journal of Library Administration* 16 (1-2): 109-122.
- Darby, L. 2004. Abolishing stereotypes: recruitment and retention of minorities in the library profession. *Bookmobile and Outreach Services* 7 (2): 9-18.
- Dewey, B. I. and L. Parham. 2006. *Achieving Diversity: A How-To-Do-It Manual for Librarians.* Neal-Schuman Publishers.
- Perry, E. B. 2006. Fostering diversity in recruitment, staffing, and retention. In *Achieving Diversity*, edited by B. I. Dewey and L. Parham, 69-75. New York: Neal-Schuman Publishers, Inc.
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- Howland, J. S. 1999. Beyond recruitment: retention and promotion strategies to ensure diversity and success. *Library Administration & Management* 13 (1): 4-14.
- Josey, E. J. 1993. The challenges of cultural diversity in the recruitment of faculty and students from diverse backgrounds. *Journal of Education for Library and Information Science* 34: 302-11.
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- Spencer, R. E. L. 2002. Saying something about race: models for minority recruitment. *American Libraries* 33(7): 54.
- Webster, D. 1972. A survey of the recruitment, staff development and minority employment practices of research libraries. Washington, DC: Association of Research Libraries, Office of University Library Management Studies.
- Wheeler, M.B. and J. Hanson. 1995. Improving diversity: recruiting students to the library profession. *Journal of Library Administration* 21 (3/4): 137.

In addition to the recommendation to contribute to the development of a single library recruitment resource, ACRL should also develop a research agenda which addresses the lack of membership data for decision-making and goal setting. This research agenda should include strategic goals for recruitment within the membership framework, including:

- *Development of assessment and analysis benchmarks and clearly stated standards and expectations that are not necessarily grounded in the demographics of the U.S.*

population. The most recently cited statistics reveal minority representation in the U.S. population at approximately 30% in 2000, with the numbers for minority representation in the profession lagging behind (Hipps 2006). The profession and ACRL must develop and implement a research agenda that supports realistic and strategic goals for addressing recruitment and retention objectives.

- *The creation, gathering, and maintenance of reliable and accurate data for the profession overall and for academic librarians in particular.* "Although we may never have accurate total numbers of minority professionals in LIS, tracking the enrollment figures and graduation rates over time may provide us with a better picture of how many individuals of color are matriculating" (Neely 2005).
- *The identification, creation and/or development, implementation and replication of best practices for recruitment accompanied by sound empirical evidence with results, outcomes, and indicators for success.* The profession and ACRL must develop and implement a research agenda that builds on proven methods and supports creativity and initiative in scholarship aimed at addressing critical gaps in the recruitment literature, particularly for race and ethnicity.

There is already research underway that can inform an ACRL research agenda. "The Future of Librarians in the Workforce" is a national research study funded by IMLS and headed by Dr. José-Marie Griffiths, dean of the School of Information and Library Science at the University of North Carolina at Chapel Hill. Announced in September 2004, this study

> will identify the nature of anticipated labor shortages in the library and information science (LIS) field over the next decade; assess the number and types of library and information science jobs that will become available in the U.S. either through retirement or new job creation; determine the skills that will be required to fill such vacancies; and recommend effective approaches to recruiting and retaining workers to fill them. The study will result in better tools for workforce planning and management, better match of demand and supply, and improved recruitment and retention of librarians (IMLS National Research Study 2004).

This study has significant potential and could provide the appropriate empirically driven data needed to accomplish broad-based recruitment, retention, and advancement goals.

Recruitment, Retention, and Restructuring Human Resources in Academic Libraries: Some Progress to Date
In the 2002 White Paper, the recruitment discussion focused on the nature of the labor market and used projections in determining the population of working librarians. In this paper, the focus is on developing a research agenda, developing usable statistical data on the membership and the profession, and the identification, dissemination, and implementation of empirically sound best practices in recruitment for diversity.

A look back at the strategies for recruitment put forth by the 2002 White Paper finds there has been some action but a comprehensive review of the progress to date has not yet been undertaken. For example, the 2002 paper recommends:

- poll students in LIS programs about interests in academic libraries

Some library schools are surveying their students and publishing the results, most recently the University of Alabama SLIS (see Ard et al. 2006). Additionally, recent master's theses have focused on polling MLIS students or those with potential (see Barry-Rodriquez 1999 and Webster 2002).

The literature reviewed for this paper reveals some of the recommended strategies may not be entirely effective. For example, the 2002 paper recommends:

- continue the current ALA-sponsored media campaign
- get people excited about the profession
- use a high-profile individual like Laura Bush or Bill Gates as a spokesperson
- use the idea of testimonials in commercials
- develop a comprehensive list of electronic discussion lists for recruitment
- develop a comprehensive list of executive or professional search firms
- develop a Web site of recruitment resources available to all academic libraries
- develop a Web site of links to various resources for potential applicants
- create a demand and market for the MLIS

Each of these recommendations can be addressed at once by developing a comprehensive Web-based resource and marketing it via television and print advertisements. Much of the information has already been developed and just needs to be repackaged and marketed.
The @yourlibrary campaign has not had the profession-wide or nationwide acceptance or recognition as an effective recruitment tool; nor have the other recruitment Web pages on www.ala.org. All of the currently available recruitment Web pages could be more effective if they were combined, streamlined, and centralized. For example, have one link to recruitment materials instead of separate ones for individual campaigns or links to individual divisions. The issue of recruitment is critically important and needs to be prominently showcased. The discovernursing.com campaign realized results one year after it had been underway.

Television advertising for the profession of nursing has relied on the image of a nurse. It may not be necessary to use high-profile advocates to aid in the success of a comprehensive recruitment campaign.

The 2002 White Paper also makes recommendations to:

- market the profession to high school guidance counselors, career counselors, and career coaches
- begin recruitment to the profession early
- participate in campus activities that allow you to "recruit" younger kids
- create opportunities that introduce librarianship as a career to young people
- work with school media centers and school librarians to encourage school children and teenagers to consider librarianship as a career

Recent studies have confirmed that potential librarians are overwhelmingly not making the decision to enter the profession during high school (see Moen 1988, Ard et al. 2006, Roy et al. 2006). Additionally, the literature on the effectiveness of recruitment programs for the high school population is sparse (see Revels and LaFleur 2003; Hankins, Saunders and Situ 2003). However, there is a growing body of research that provides strategies and recommendations for recruiting student employees who work in libraries (see Gresko 2004; Morton, Fairtile, Frick, Scott and Weimer 2003; Bothmer and LaCroix 2005) and recruiting support staff who work in libraries (see Rogers 2003; Logan and Glover 2005)

The 2002 White Paper tackled the issue of recruitment practices in the academic environment and offered the following strategies:

- use new technology like video interviewing or airport interviews to shorten the search process
- work with campus entities to consider moving away from the time-bound recruitment process
- encourage the search committee process and determine if it is the best model to use for librarian recruitment
- refine the search process and shorten the amount of time it takes to conduct a search
- train search committees to begin screening applications immediately upon receipt and to move quickly
- formalize guidelines and procedures for search committees with your individual library
- determine if the search committee model is best for you

In 2003, Gregory K. Raschke summed up one of the major problems with recruitment when he wrote, "Academic libraries take too long to recruit, to interview, and to hire librarians." Rashchke advocates adopting an Innovative Risk-Accepting Model for recruitment, including expediting the search committee; developing flexibility; advertising effectively; providing training, organizational development, and employability; and targeted recruiting. The ability to streamline and speed up the recruitment process in higher education may be hampered by institutional and legal barriers, however, there are steps that can be made in academic libraries that do not circumvent institutional requirements. For example, upon arriving at the University of New Mexico University Libraries as dean, Camila A. Alire issued a memo that illustrated her commitment to speeding up the process of recruitment for faculty librarians. Recognizing "that candidates make decisions to withdraw based on many factors. Also, the many variables involved in the UNM faculty search process can cause some delays that search committees cannot avoid," Alire set expectations for "the 'directors' of these (search) processes . . . to set and carefully follow an efficient timeline for each search." She also wrote, "I promise, in my role as the UL Hiring Official, not to delay any search, even by one day. I have instructed my staff on strategies to insure that when I travel for the Libraries, I have immediate access to any materials presented by the search committee for my consideration and approval." Re-engineering bureaucratic processes such as these can be difficult and challenging, however, deans, directors, and other hiring officials can effect change by setting expectations and leading by example.

Other recommendations and findings in this paper can be aligned with many of those from the 2002 White Paper to begin the framework for a strategic research agenda. It is also recommended that ACRL take the next step in comprehensively assessing those outcomes.

Retention

Why recruit to the profession if your "catch" won't remain? The 2002 White Paper states "Recruitment of top applicants and candidates may end with successful hires, however retaining qualified and motivated employees is a critical issue that will become more important for individual employers and the profession at large in the tightening labor market." The paper also notes the lack of research on retention in librarianship. In fact, the literature on retention of minorities in academic librarianship is weak and close to nonexistent.

Sherpell (1992), in a dissertation that focused on the racial and gender composition of the professional librarian staffs in Texas in 1972, 1982, and 1992, found that "recruitment and retention of minority academic librarians remain a major problem for the profession with minorities poorly represented in the workforce." It has been found that there are better results when it comes to retention of minority faculty, but the focus of these studies is academic disciplines and not professional academic library positions. Although many academic librarians do enjoy faculty status, research reports on reappointment and awarding of tenure to minority librarians are absent in our literature. The relationship of faculty status and tenure to the successful retention of minority academic librarians would be an interesting study. Welch and Mozenter (2005) studied the impact of faculty status and tenure on academic librarians by studying three universities. However, the study does not concern retention, but rather the integration of the academic librarian into the university governance structure and academic spheres.

Alire (2001) describes a model retention program for junior faculty of color, although, again, faculty is not limited to library faculty of color.. The program seeks to create a supportive environment through a "Kick Off Breakfast" as well as programming by senior faculty on the "dos and don'ts of academic life. Cost and sustainability are acknowledged as limitations because it takes institutional commitment of resources to assure the successful continuation of such a program.

In 2003, the ARL Office of Leadership and Management Services produced SPEC Kit 276 on Recruitment and Retention authored by Stevens and Streatfeild. One hundred twenty-four libraries were surveyed with a 56% return rate of 69 libraries responding. Regarding retention, the survey asked which list of factors had the most positive impact on retaining librarians. For entry level librarians it was support for professional development. Other factors were:

- position responsibilities and compensation
- work environment and collegial relationships
- library reputation/parent institution reputation
- mentoring system in place
- potential for promotion

- geographic location
- relationship with the supervisor

Faculty status and the opportunity for tenure were found to have a "relatively equal retention impact across all upper-level positions …" And sabbaticals and other leaves were found to become less important as one's career progressed.

Supporting the finding by ARL that professional development helps to retain librarians, Acree, Epps, Gilmore, and Henriques wrote "Using Professional Development as a Retention Tool for Underrepresented Academic Librarians" for the 2001 publication *Diversity Now!* (Neely and Lee-Smeltzer). The authors discuss the 1998 University of Minnesota Training Institute for Library Science Interns and Residents as a model for development and retention.

The study, "Workforce Issues in Library and Information Science" (WILIS), funded by a 2005 IMLS grant to principal investigator Joanne Marshall, may be able to provide the data needed on librarianship in general. The researchers, from the University of North Carolina Chapel Hill, propose to investigate the educational, career, workplace, and retention issues faced by graduates. "One of the goals of the WILIS project is to understand what has happened to graduates of our programs over the past 40 years," said Marshall. "This is important because our graduates now have many different career options in the knowledge-based economy. Librarians as a professional group are also older on average than other professional groups, so there is reason to be concerned about the shortage being created through retirements."

Looking to libraries outside of academia, the publication *Public Libraries* devoted the January 2006 issue to recruitment and retention. Singer and Goodrich studied the retention literature, and in their article, "Retaining and motivating high-performing employees," outline five ways in which to retain employees:

- focus
- involvement
- development
- gratitude
- accountability

An interesting aspect of retention and minority librarians that emerged in the 2002 White Paper is the idea that, for general hiring, not just focusing on minority hires, standards should be set lower. This contradicts what is often stated when minority hiring is discussed, which is, that a minority candidate must be "qualified." The 2002 White Paper suggests that future academic librarians may not need to have the MLS. And although ALA abolished the bachelor degree as the terminal degree for librarianship more than 60 years ago, the White Paper proposes a bachelor degree LIS as an appropriate entry point. But the authors do not state how they would recruit students—majority or minority, to this lower level degree.

This lowering of qualifications is also addressed in the ARL 2003 Spec Kit (Stevens and Streatfeild). It must be remembered that these reports are not specifically about minorities but regard hiring librarians in general and, therefore, are looking to the majority, that is, white,

population. The 2002 White Paper states, "To lower one barrier to recruiting, libraries are more flexible about candidates' qualifications. One respondent stated that they did not require an MLS/MLIS now for certain technical positions, but requested an 'ALA accredited MLS/MLIS degree or equivalent combination of education and experience' in their job postings. Another commented that they have relaxed requirements for some positions so they can 'hire for potential as well as experience.'" "As long as they are qualified" is commonly heard from the chorus when search committees seek to hire minorities. But ironically, when the candidate pool includes whites, ACRL suggests lowering professional librarian employment qualifications as an accepted strategy for general recruitment in libraries.

Historically, academic librarian positions were often reserved for faculty wives (Weiner 2005). Affirmative Action with its requirements for posted job ads and fair hiring practices diminished this hiring practice, which often worked against minorities. "Spousal hire" is now the new terminology in the academy for this type of nonposted/noninterview job opportunity. Do such unfair practices work against or for retaining minority librarians? There is no research to answer this.

Writings on retaining minority librarians suggest mentors, education benefits, and finding ways to make the person part of the community as incentives to stay with an institution or remain in the profession. Some writings suggest career ladders. No empirical data on what works or doesn't work is available. Also missing from the literature is the attrition of librarians who use the MLS and the academic library experience as a stepping stone to some other career—law, business, etc.

Assaults on Affirmative Action and the ambiguous nature of diversity regarding equity make the concern for studying minority opportunities and challenges to their success problematic. Academic librarians would do well to look honestly at their history, practices and biases before they make a commitment to diversity.

The human resources literature looks at employee motivation and morale as an element of retention. Quinn (2005) brings to the library literature the positive psychology research. This research does not focus on the problems and negative aspects of human behavior, but on the positive aspects. He suggests that fostering a positive culture within academic libraries may result in improved productivity, attendance and retention. Acknowledging and fostering self-efficacy, hope, optimism, subjective well-being, emotional intelligence, and resilience would enrich the library as a positive environment with happier workers who are more likely to be productive and wish to remain in the institution.

Recommendations for Retention
Retention strategies exist in the literature but there is little longitudinal research to confirm the success of such strategies. From the literature, recommended strategies to retain employees are:

- orientations and welcomes
- programming that addresses work culture issues and is presented in a nonthreatening, more social activity, way
- opportunities for professional development

- positive environment, honoring of employee values, opinion, and voice
- rewards
- recognition of work-life balance needs

Advancement

If advancement in the field is related to leadership, then there is no lack of literature regarding leadership, a leadership crisis, and descriptions of the institutes, programs, and fellowships developed to create library leaders. Mason and Wetherbee (2004) document and describe the leadership development programs in libraries and conclude "that leadership concepts and leadership training have diffused broadly into the library profession." Specific literature regarding the development of a climate that supports and encourages advancement is less visible. Although higher education has a body of work on what is called the "chilly climate"(Freyd and Johnson 2003), such specific research and literature is not readily identifiable in library literature. From a review of the literature on advancement and creating an environment conducive to advancement in academic libraries, mentoring is consistently cited as an ingredient for successful leadership development.

The following list of ways in which to encourage advancement in the profession has been developed from the literature review:

- mentoring
- reinventing library work, including cross training
- providing opportunities for education and particularly supporting distance education
- improving salaries and salary structures
- providing on-site day care
- helping a spouse find employment
- networking
- challenge through research, writing, committee activities, and increased responsibilities
- group dynamics/group learning
- diversity cohorts

Although the value of these concepts are written about, little research has been conducted on their effect. Neely and Winston (1999) explore the impact of participation in leadership development programs in terms of career progression and leadership activities. The researchers conclude a difficulty in identifying a direct relationship between participation in a specific leadership institute (Snowbird) and career progression. They recommend further study be done.

Recommendations for Advancement
"Library Workers: Facts & Figures Fact Sheet 2005" by the AFL-CIO Department for Professional Employees looks at the numbers of librarians and library workers for 2004 and projected to 2012 and sees a trend of "'deprofessionalization': Work once performed only by librarians is now performed by support staff, and the decline in the number of projected librarians underscores this trend." How does deprofessionalization affect advancement, and particularly advancement for minority librarians? There is no research that reports on this. Recent statistics for managerial positions and minority presence in the largest academic libraries

show that 8% are directors; 7%, associate or assistant directors; and 10%, branch librarians (AFL-CIO DPE 2005). Upcoming retirements and the recruitment and leadership development efforts over the last two decades should create an environment where greater racial and ethnic diversity in the managerial ranks will be seen. "Library Workers: Facts & Figures Fact Sheet 2006" by the AFL-CIO DPE shows a slight decline in diversity: "in 2005, 12.9% of all librarians were minorities: 5.8% were black or African American, 4.6% were Hispanic or Latino, and 2.5% were Asian" compared to 2004 where the AFL-CIO DPE sites 14.7% of all librarians as minority. In 2005, "The number of minorities in managerial or administrative positions in the largest U.S. academic libraries is far lower: 5.1% are directors, 6.9% are associate or assistant directors, and 10% are branch librarians."

The Association of Research Libraries reports for 2006 that the "greatest increases in minorities occurred in the job categories of Subject Specialist (from 14% to 20% minority), Functional Specialist (from 7% to 13% minority), and Department Head (from 6% to 10% minority)." This report goes on to state that positions held by minorities and whites are more similar to each other in 2005-06 than was evident in 1985-86. The report cites that minorities held the department head position at 14% in 1985-86, which is the same percentage 20 years later. Regarding advancement, the report makes this comment: "While the distribution of positions within the minority and white populations appears to be growing more similar, differences certainly remain, especially in the managerial positions. In 1985-86, 23% of minority librarians held managerial positions (from Department Head on up through Director) and 37% of whites held managerial positions. In 2005-06, the percentage of minorities in managerial positions remains at 23% while that of whites fell to 33%—there is less a gap between the two but there is a gap nevertheless … [with] new [minority] hires in recent years—[and] if libraries retain these employees, there should be a growing pool from which to promote minority managers" (Hipps 2006).

Recommendations for promoting advancement of minorities beyond entry level positions are:

- track assistant director/director/dean positions of academic libraries
- track available leadership pools of minority candidates
- develop statistical and data reports that can serve as the foundation for further research
- institute a system of accountability regarding the retention and advancement of underrepresented groups in libraries

Conclusion

Academic librarianship has made the effort to diversity its staff and provide opportunities for leadership and professional development. The desire of equal opportunity for racial and ethnic minorities to participate in the academic library workforce has a long tradition but barriers still exist, particularly for positions beyond the entry level. Talent resides in the pool of underrepresented groups and it is in the best interest of the profession to use this talent. How we hold institutions accountable for the diversity of its staff across all job levels remains an action for ACRL to take. And how ACRL responds to recent U.S. Supreme Court rulings that define limits to affirmative action (Schmidt 2006) also remains to be seen.

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Appendix A

Annotated Bibliography on Recruitment, Retention and Advancement

Annotated Bibliography

Acree, E. K., S. K. Epps, Y. Gilmore and C. Henriques. "Using Professional Development as a Retention Tool for Underrepresented Academic Librarians." In *Diversity Now: People, Collections, and Services in Academic Libraries*, edited by T. Y. Neely and K-H. (Janet) Lee-Smeltzer, 45-61. New York: The Haworth Press, Inc., 2001.

    Describes the Minnesota Program as a model retention tool.

Adkins, D. and I. Espanol. "The diversity mandate." *Library Journal* (1976) 129, no. 7 (April 15 2004): 52-4.

    Discussion of the ALA Spectrum scholarships. Statistics on the number of students of color studying in LIS are provided.

Alire, Camila A. "The New Beginnings Program: A Retention Program for Junior Faculty of Color." *Journal of Library Administration* 33, no. 1/2 (2001): 21-30.

    Describes a program of activities for new minority junior faculty (librarians and academic faculty) as a way to retain them.

Alire, Camila A. "Recruitment and Retention of Librarians of Color." In *Creating the Future: Essays on Librarianship in an Age of Great Change*, edited by Sally Gardner Reed, 126-43. Jefferson, NC: McFarland & Co., 1996.

    Alire's contribution to *Creating the Future* places the recruitment and retention discussion for librarianship into a framework which includes a historical treatment of multiculturalism in the U.S., the increase in the number of people vs. the white population in the U.S., and the social landscape for people of color including conditions and responsibilities. She also addresses minorities and the profession of librarianship, library education, minority MLS graduates, recruitment, library school curriculum and the role of practitioners.

Burrows, Janice, Kriza Jennings, and Bregid Welch. Minority recruitment and retention in ARL libraries. *Association of Research Libraries SPEC Kit 167*, Chicago: ARL, 1990.

    Survey of ARL members on practices and procedures for cultural diversity, recruitment, and affirmative action. Seventy-four libraries responded to queries on hiring activities, advertising available positions, and barriers to recruitment.

Dewey, Barbara I. and Loretta Parham. *Achieving Diversity: A How-To-Do-It Manual for Librarians.* New York: Neal Schuman Publishers, Inc., 2006.

    Most recent treatment on diversifying the profession. Contains a section on "How to Recruit and Retain a Diverse Workforce" with articles on creating a diverse staff (Hannelore Rader); recruitment, staffing, and retention (Ebba Bradford Perry); LIS and practitioner collaboration for recruitment (Jametoria Burton and Michael Havener); the CIRLA Fellows Program (Irene M. Hoffman); and recruiting at the high school level (Jessica Kayongo, LeRoy LaFleur, and Ira Revels).

Garces, Vicente E. "The recruitment of minority librarians: a bibliography of the literature, 1990-1998." *Law Library Journal* 90, no. 4 (Fall 1998): 603-614.

This article consists of an un-annotated bibliography of articles and books published from 1990-1998. The author points out that his investigation only uncovered two previous bibliographies on the same topic.

Hall, Tracie D., and Jenifer Grady. "Diversity, Recruitment, and Retention: Going from Lip Service to Foot Patrol." *Public Libraries* 45, no. 1 (2006): 39-46.

An interview with Tracie Hall and Jenifer Grady on diversity in librarianship and recruitment and retention efforts. Part of a special issue of *Public Libraries* devoted to recruitment and retention issues.

Howland, Joan S. "Beyond recruitment: retention and promotion strategies to ensure diversity and success." *Library Administration & Management* 13, no. 1 (Winter 1999): 4-14.

Howland explores recruitment, retention and promotion strategies from the administrative perspective. She builds a case for recruitment and retention for diversity in librarianship by laying a framework that recognizes diversity as a multi-dimensional concept, the need to create an environment which supports retention, equity in promotion, professional development and career success, tenure and mentoring.

Lance, Keith Curry. "Racial and Ethnic Diversity of U.S. Library Workers." *American Libraries* 36, no. 5 (May 2005): 41-43.

Suggests that librarians make more realistic goals for diversifying the profession. Looks at overall statistics for completion rates for high school and higher education among U.S. minority groups. Suggests that librarians study and assess where libraries stand regarding broad scope of the American labor force.

Neely, Teresa Y. "Minority Student Recruitment in LIS Education: New Profiles for Success." In *Unfinished Business: Race, Equity and Diversity in Library and Information Science Education*, edited by M. Wheeler, 93-117. Lanham, MD: The Scarecrow Press, Inc., 2005.

Reviews the recruitment literature for LIS education with a focus on minority students and offers a comprehensive discussion on the barriers to recruitment in general, as well as barriers to recruiting minorities. Detailed statistical analysis with specific recruitment strategies are also presented.

Neely, Teresa Y. "Straight Answers from E.J. Josey," *American Libraries* 35, no. 10 (November 2004): 23.

Most recent published interview of Josey's reflection on nearly half a century of recruitment activism for the profession. Josey responds to questions about the importance of recruitment, successful methods he employed, skills recruiters should possess, recruitment and retention, and the role of academic administrators in recruiting for diversity.

Perry, Emma Bradford. "Let Recruitment Begin with Me." *American Libraries* 35, no. 5 (May 2004): 36-38.

Perry discusses the recruitment efforts implemented at Southern University, an historically black university with three campuses—Baton Rouge, New Orleans, and Shreveport. Collaborative

efforts between Southern University and the School of Library and Information Science at Louisiana State University has resulted in a marked increase of African American graduates from the library school since 1990. Perry also includes 10 Recruitment Vows for Librarians and reports that "Recruitment and support has become a part of every Southern University librarian's work life."

Randall, Ann Knight. "Minority recruitment in librarianship." In *Librarians for the New Millennium*, American Library Association, Office for Library Personnel Resources, 11-25. Chicago, ALA, 1988.

This article could be considered the seminal work on minority recruitment in librarianship. It identifies key issues in recruiting for ethnicity including demographic patterns, changes in the academic environment, and racial and ethnic attitudes. Randall also addresses LIS education, job recruitment, the issue of equity and closes with recommended strategies for libraries, library schools, and professional associations.

Roy, Loriene, Glendora Johnson-Cooper, Cynthia Tysick, and Daisy Waters, "Bridging Boundaries to Create a New Workforce: A Survey of Spectrum Scholarship Recipients, 1998-2003." American Library Association, 2006, http://www.ala.org/ala/diversity/spectrum/spectrumsurveyreport/BridgingBoundaries.pdf#search=%22Bridging%20Boundaries%20to%20Create%22

The results of the first survey of Spectrum Scholarship recipients. Roy et al. explored whether or not the Spectrum Scholarship Initiative would increase the number of library professionals of color by providing financial support as a motivator for LIS program completion. The survey also gathered data on Scholar demographics (race, disability, citizenship), interest in librarianship as a career, academic program selection, employment, professional activity, and salary status. This study also served as a program review for the Spectrum Initiative. The researchers concluded with recommendations for ALA, LIS faculty and practitioners, professional organizations, Spectrum Scholars, and other stakeholders—broaden the LIS applicant pool with recruitment targeted initiatives, identify and promote mentoring opportunities for program alumni, create new and strengthen existing mechanisms for program alumni, and consider ways of using the Program accomplishments to influence and promote diversity in the LIS workplace.

Singer, Paula and Jeanne Goodrich. "Retaining and Motivating High-Performing Employees." *Public Libraries* 45, no. 1 (2006): 58-63.

Covers building commitment, compensation, orientation, work environment, institutional flexibility, benefits and recognition of work-life balance as elements in retaining good employees.