

GUEST EDITORIAL

## Celebrating Community, Collaboration, and Culture

### Plans for an ALA Presidential Year, 2007-2008

Dr. Loriene Roy

Dr. Loriene Roy is Professor, School of Information, The University of Texas at Austin and President-Elect of the American Library Association.



Loriene Roy

Megwitch, thank you, for the support you have given me over the past year. During my campaign for ALA President-Elect I was honored to receive unsolicited endorsements by the American Indian Library Association (AILA), REFORMA, the Orange County Chapter of REFORMA, the Northeast Chapter of REFORMA, El Corazón de Tejas-Central Texas Chapter of REFORMA, the Feminist Task Force of ALA's Social Responsibilities Round Table, and Te Ropu Whakahau (Maori in Libraries and Information Management). Over the past six months I have been busy planning the organizational structure for the year when I will serve as both ALA President and President of the ALA-Allied Professional Association. Let me give you a preview of some of these plans.

First, I invite you to attend two events that will take place at the 2007 ALA Annual Conference in Washington, DC. I will be inaugurated as ALA President at a ticketed banquet on June 26, 2007. In addition to the inaugural banquet, I have recently learned that the National Museum of the American Indian is hosting an honor dance for me. This free event will be open to the public and will likely take place at the NMAI on Friday, June 22.

You will find information about my Presidential plans on my ALA President-Elect web site at <http://www.lorieneroy.com>. I have selected three programmatic initiatives. One platform is including all peoples in a Circle of Literacy. The Circle of Literacy Task Force will create a plan for promoting literacy, including multilingual literacy in indigenous communities in rural and urban settings. This plan will support literacy efforts with and for immigrants from all nationalities, and will also address the literacy concerns of those who are incarcerated. One of our key collaborations is with WGBH-Boston; we will be assisting WGBH in the National Library Initiative related to an upcoming *American Experience* television program, "We Shall Remain," which will air in April 2008 as a five-episode series on PBS. "We Shall Remain" will present

episodes in American Indian history along with documentary footage of contemporary Indian life. The National Library Initiative will provide program-planning kits to 17,000 public library locations. We hope to develop a speakers bureau and reading lists to support these activities.

The Task Force on Supporting Library and Information Science (LIS) Education Through Practice will identify a way to connect graduate LIS students with field experiences. We are in the process of designing a database of Capstone experience opportunities. Through service-learning activities, students will gain valuable experience while providing useful assistance to library workers. The database will also be a vehicle for students to present their culminating work to prospective employers.

The third Task Force will address the issue of Workplace Wellness. We will initiate an effort to help library workers maintain healthy practices in the workplace and in their lives. Task Force members will develop workplace environmental assessment tools. They are also planning a wellness fair to take place at the 2008 ALA Annual Conference in Anaheim. The wellness fair will include health screening opportunities and information booths.

We hope that each of the three platform issues will also be expressed in a publication such as a monograph, theme issue of a journal, or an insert in an issue of a journal. In addition to the Task Forces for my three platforms, the Envisioning Circle and Events Planning Circle will help infuse our discussions and planning with both indigenous and international perspectives. We are starting

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## About Versed

*Versed*, the official publication of the American Library Association's Office for Diversity, 50 East Huron Street, Chicago, IL 60611, is published 5 times per year online at [www.ala.org/versed](http://www.ala.org/versed) with paper printings available twice yearly at ALA Midwinter Meetings and Annual Conferences.

True to its meaning: practiced, skilled, or knowledgeable; *Versed* will bring together the most progressive practitioners and the best practices in current library-based diversity work.

Please consider submitting an article or editorial; sharing a successful program or initiative; reviewing and recommending diversity-related books and videos of interest to library service (whole bibliographies and videographies are especially welcome); tackling pressing social or professional issues; and publicizing diversity related events or conferences. Visit [www.ala.org/versed](http://www.ala.org/versed) for our submission guidelines and editorial calendar or email inquiries to: [diversity@ala.org](mailto:diversity@ala.org).

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Design by Karen Sheets.  
Layout by ALA Production Services.

# Diversity Counts

## A National Study of Diversity in the Library Workforce

*Denise M. Davis*

**Denise M. Davis** is Director, American Library Association, Office for Research and Statistics.

In October 2006, the American Library Association (ALA) released "Diversity Counts," a comprehensive study of gender, race, and age in the library profession. The findings presented in this study are based on several sets of data, the most significant from analysis conducted in spring 2006 by Decision Demographics, a research firm in Arlington, VA for the ALA Office for Research & Statistics and Office for Diversity. The team analyzed the 1990 and 2000 decennial Censuses of the U.S. for the industry of "library" including credentialed (with an MLIS) and non-credentialed employees. The purpose of this analysis was to provide reliable estimates of employment in the profession and age, gender, and ethnicity figures for five (5) types of libraries—public, academic, K-12,

(NCES) regularly reports national, state, and individual library statistics on a variety of aspects of library operations. Using the figures reported in 1990 and 2000 about library staffing, both professional and other staff, it was possible to apply the Census estimates to NCES figures and determine staff distributions by type of library, gender, race/ethnicity and age (2000). Further data are presented from the Bureau of Labor Statistics and salary and retirement studies conducted by ALA.

### What We Learned

The number of credentialed librarians (with an MLIS) increased 21.6 percent between 1990 and 2000, with the highest increases in schools (K-12 public and

**"This study is a first step in providing a benchmark for initiatives currently underway and a road map for work still ahead of us," said ALA Executive Director Keith Michael Fiels. "The 2000 data does not reflect national recruitment efforts initiated by the ALA and others beginning in the late 1990s."**

hospitals, legal libraries—and all other types of libraries reported as a single category. Further, ALA was interested in understanding the extent of single-gender (same-sex) households as a subset of the library industry. These data were reported by Census beginning with the 2000 decennial study.

In order to understand what the Census estimates meant in the "real world" of librarianship it was necessary to go to the nationally reported data. The National Center for Education Statistics

private) and law libraries. Public libraries and archives showed marked increases in employment, approximately 24 percent. Two areas of decline were in academic and hospital libraries, minus two (-2) percent and minus 46.2 percent, respectively.

Not surprisingly, credentialed librarians are predominantly women, ages 45–54, and white. They are not limited by disability and work full-time (40+ hours per week). Library assistants are even more predominantly female than librarians, are more likely to be 35 years of age or under,

and white. They, too, are not limited by disability. Unlike their librarian counterparts, they almost equally work full and part-time weekly schedules. These findings held true in both the 1990 and 2000 decennial Census data.

Sixteen-point-eight percent of all respondents selected non-white race/ethnicity categories, whereas only 11 percent of MLIS librarians did so. Three (3) percent more Latinos reported holding non-credentialed librarian (without an MLIS) positions, and two (2) percent more African Americans. Other distribution differences were less than one (1) percent.

For both credentialed librarians and library assistants under age 45, these numbers suggest a revolving door effect where individuals are compelled by competing workforce opportunities or by delayed access to managerial leadership to leave the library field for greener pastures elsewhere. More so than a matter of not having enough individuals in the pipeline to fill entry-level library positions, these numbers point to what can be foreseen in the LIS field as a crisis of leadership.

In regards to racial and ethnic diversity, the need for both intensified recruitment and retention strategies is evident. According to a comparison of 1990 and 2000 Census EEO files, individuals from racial and ethnic minority backgrounds self-identifying as librarians (and thus

ostensibly includes all categories of library workers) for the most experienced dramatic rates of attrition that cannot be completely accounted for by retirement. The incremental increase in numbers of racial and ethnic minorities enrolled in the nation's LIS programs have not reflected the rate of increase, by percentage, of racial and ethnic minorities in this country over the past decade or more. Added to this, the 2004 retirement and recruitment studies conducted by ALA (using 2000 Census data) found that retirements would be slightly delayed than described in the earlier 2002 study (which used 1990 Census data), but with that delay more librarians would be eligible to retire (more would be age 65 or older).

With strong retention of librarians at the over 45 age ranges, and an apparently consistent growth rate regardless of race or ethnicity coupled with a decline in both credentialed and non-credentialed African American librarians, raises the question why. Did these individuals find employment outside of the library industry during the decades reported? Although salaries kept pace with inflation during the 1990-2000 period, they did not increase at the rate of other professions—such as information technology (IT) or web design/development.

This study suggests the application of diversity not so much as a separate programmatic effort, but as a central framework of twenty-first century library and information science practice. The very existence of libraries rests on our ability to create institutions and resource centers where would-be users see their information needs and themselves reflected.

The complete study and additional resources are available at [www.ala.org/diversitycounts](http://www.ala.org/diversitycounts). 

**diversity**  
counts   
Office for Research and Statistics  
Office for Diversity

## **"Lewis and Clark" to make expedition to libraries!**

*Applications now available for the  
new traveling exhibit*

The ALA Public Programs Office, in cooperation with the Newberry Library, is accepting grant applications from public, academic and special libraries wishing to host the traveling exhibition, "Lewis and Clark and the Indian Country." The National Endowment for the Humanities (NEH) has provided major funding for the traveling exhibition.

Libraries interested in hosting the exhibition can download the application and guidelines at <http://www.ala.org/publicprograms> or request a copy by sending an e-mail message to [publicprograms@ala.org](mailto:publicprograms@ala.org). Applications are due by February 9, 2007.

"Lewis and Clark" will bring public audiences a new set of ideas about the encounters of Native Americans with the United States Corps of Discovery between 1804 and 1806, and will trace the dramatic impact of those encounters during the subsequent two centuries. Exhibit visitors will be offered unique opportunities to explore the "Indian Country" as it existed at the beginning of the 19th century; to glimpse the variety of relationships Native peoples and the Lewis and Clark party forged with one another; to view the impact of the American presence on the Indian Country; and to reflect on the efforts of contemporary reservation communities to support and sustain the Indian Country and its remarkable cultures in the 21st century.

For complete information about "Lewis and Clark and the Indian Country," please visit [www.ala.org/publicprograms](http://www.ala.org/publicprograms).

**"Rather than a crisis of attraction to the profession, the research suggests a potential crisis of leadership. We need to provide meaningful professional growth if we are to retain new librarians," said ALA President Leslie Burger. "I hope the first Emerging Leaders Institute will be only one of many efforts on behalf of the ALA and the profession. The power to transform our libraries rests with all of us."**

## FROM THE FIELD

# Building Multicultural Outreach Programs in Academic Libraries

Emily Love

Emily Love is Outreach Librarian for Multicultural Services at the University of Illinois at Urbana-Champaign Undergraduate Library.

Six months ago, while completing my masters in library science at McGill University, I received a call from the University of Illinois at Urbana-Champaign (UIUC) inviting me to interview for a relatively new position as Outreach Librarian for Multicultural Services. Shortly after, they informed me that I would be asked to give a presentation on “effective multicultural outreach strategies for an academic library.”

To make a long story short, I was offered the job and have since migrated south, where I recently began working at the UIUC Undergraduate Library. To make a short story long, I’ve encountered numerous challenges and opportunities that bear elaboration. For instance, when I initially reviewed the literature, I discovered that information on multicultural outreach, particularly as it pertains to an academic environment, is relatively lacking. Few resources exist on multicultural outreach programs in libraries. During the period from the mid 1980s to the mid 1990s, a small wave of published works emerged regarding multiculturalism and its role in libraries. Unfortunately, this stream has trickled down to just a small pool of literature. Within this pool, the majority of authors concentrate on aspects of collection development, recruitment of minority librarians, and various programs for public libraries—a limited number of published materials since the mid 1990s address multicultural outreach programming in academic libraries.

Another challenge that I faced was the lack of focus in this position because this job had been vacant for two years. I then began to search various article databases and books, looking for ideas from other outreach librarians about the types of multicultural programs that were successful in an academic library setting. As a result, I thought it might prove useful to

provide a basic overview on planning multicultural programs in an academic library for other new librarians.

## Campus Outreach and Collaborations

One useful article by Scott Walter, entitled, “Moving Beyond Collections: Academic Library Outreach to Multicultural Student Centers” serves as a primer for multicultural outreach programming in an academic milieu. This article proved incredibly valuable to me as I began this new position. In his article, Walter discusses the advantages of peer mentoring programs as a way not only to give the library a multicultural facelift but also as a method of strategically recruiting minority students into the library profession by exposing them to the world of libraries.<sup>1</sup> He also highlights the need for librarians to collaborate with on-campus groups and student services directed at minority users as a means of reaching out beyond the walls of the library and as a way of connecting library services with students. This has numerous advantages. First, it brings the library services closer to students of color by facilitating access. Second, by connecting with the cultural centers on campus, the library helps create a more inclusive on-campus environment. Third, campus outreach to multicultural student centers creates good publicity for the library and for the overall campus environment as an organization that embodies openness and tolerance.

In terms of effective multicultural outreach in an academic setting, I’ve discovered that the best way for the library to reach out to its multicultural users is to find academic services on campus that do not currently collaborate with the library and then to establish a connection with them. For example, at the University of

Illinois, prior to the creation of this position, there had not been regular contact with the on-campus cultural centers such as La Casa, the African American Student Center, the Office of Minority Student Affairs, the Asian American Student Center or the Native American House. The library did not systematically connect in the past with the International Student Center, the English as a Second Language Center, or the Office for Study Abroad either. All of these academic services provide students with academic programs and enrichment, yet none of their programs regularly offer a library component.

## Multicultural Outreach Programs on Campus

Once connections are made with the cultural centers, the library can either integrate workshops into existing programs or it can collaborate on new initiatives. For instance, within only a few months, I’ve helped organize the second series of multilingual library tours; a library information booth at the Latino/a Family Day, organized by the Latino/a Association, and am currently coordinating a series of information literacy workshops on effective research strategies for term paper writing, which will be held at all of the cultural centers on campus as well as the Office of Minority Student Affairs. In addition, I plan on coordinating a library orientation center for new international students starting in the winter semester as well as a multicultural web site that draws together lists of resources.

The University of Illinois currently offers numerous academic programs and student services for students of color and for international students. With that in mind, it only makes sense for the library, a central player in student learning and achievement, to partner up with the multicultural centers and student services. I hope that with some time and effort, library partnerships with on-campus groups will help to connect the library services with students of color, improve access to library resources and services for minority students, and foster an inclusive and open campus environment. 

1. Walter, S. (2005). “Moving beyond collections: Academic library outreach to multicultural student centers.” *Reference Services Review*, 33 (4).

## FROM THE FIELD

## The Electric Slide

### A Report on the Inaugural Joint Conference of Librarians of Color

Lana Thelen

Lana Thelen is the Deputy Director/Outreach Librarian at Perkins Braille and Talking Book Library and a 2005 Spectrum Scholar.

**Question:** What do you get when you put a couple hundred librarians together in a banquet room with a DJ playing some retro jams?

**Answer:** Well the electric slide, of course.

#### Grapevine Right, Touch

The Joint Conference of Librarians of Color (JCLC) was a recharging experience for me and many other attendees, on the dance floor, in the program sessions, and just walking around meeting our colleagues. The conference came after eight years of planning by volunteers from the five ethnic caucuses: AILA APALA, BCALA, CALA, and REFORMA. While it was supported by ALA, it did not emerge from ALA and had been a dream by many of the ethnic caucuses for decades. JCLC was the first conference I had been to where it seemed like everyone could not stop smiling. We were happy to meet or reconnect with colleagues and to share stories or experiences about working in such an ethnically un-diverse field. But, librarians of color were not the only ones at the conference. There were also attendees who serve populations of color or who are concerned about topics surrounding diverse populations.

#### Grapevine Left, Touch

The programs available were more relevant to my interests in librarianship than at other conferences I have attended. There were programs related to all different types of libraries and information centers, retention, and recruitment of diverse staff members, as well as programs on other minorities who are frequently underserved by traditional LIS services,

such as sexual and gender minorities, immigrants, people with disabilities, and low-to-no income patrons. There were so many high-quality programs offered that many conference goers were complaining that it was difficult to decide which session to attend, while others attempted to visit two or three programs each session. Many of the topics focused on politically progressive content, which is often not well represented at other library related conferences.

#### Walk Back, Touch

I registered for this conference shortly after it was announced. Librarianship as a whole is not very diverse and as a result, I have often felt isolated and tokenized in my LIS environment. Thankfully as a Spectrum Scholar I have been able to network with other library students of color. My feelings of isolation are no coincidence in this profession, and ALA unveiled supporting diversity research at JCLC (see Special Report, pg. 2).

This research confirmed the impression that libraries are pretty pale places for us folks of color to enter. JCLC served as a meeting ground for librarians of color and an opportunity to connect with other librarians interested in these issues. A library student from Pratt and I made plans to meet up in Boston after the conference to reminisce on the wonderful dreamlike, and unfortunately rare experience of being surrounded by other awesome librarians of color.

Attending JCLC also allowed me to reconnect with my extended Spectrum family. Our Spectrum cohort has grown to include figurative cousins, uncles, aunts, and grandparents from around the U.S. and Canada. I imagine these people,

many of whom I met at the Spectrum Leadership Institute in New Orleans this past June, are the folks that I will look forward to seeing most at future LIS conferences. It is important to have this support network in our field so that even if we do feel alone in our day to day professional operations, we have each other to share stories and encouragement, and the possibility of meeting again at other LIS conferences, and it is so wonderful that our ad hoc family grows at each conference.

#### Step, Touch, Step, Touch, Step, Touch, Step with 1/4 Turn, Hop

As a library student finally seeing the light at the end of the tunnel, the job placement center proved a valuable destination throughout the conference. It was great to have that resource, since the libraries present were showing a commitment to increasing workplace diversity. While not all the libraries had openings or could interview, the placement center was integral in expanding our networks. Unfortunately, I found it difficult to balance attending programs of interest and finding a job because of the hours the placement center hours.

#### Repeat the Dance Again

The next conference is expected to take place in the next three to four years with much more intensive volunteer involvement. This was an impressive inaugural event, and I look forward to attending the many JCLC's to come. Some changes I would like to see for the next conference are a more inclusive name that makes it clear that the conference is for librarians of color and people serving populations of color, as well as more programs for support staff, since that is often where diversity in libraries lays. A suggested title could be "Joint Conference on Diversity in Libraries" or something along those lines. Regardless, I am positive that many people including myself are already shining up their shoes to slide on down to the next JCLC. 

Electric Slide from: Silver, Richard Louis. (2004). "The Electric" Retrieved from <http://the-electricsslidedance.com/> on November 8, 2006.

## FEATURE

# Let the Circle Be Unbroken

## Reflections on the 10th Anniversary of Spectrum

Sandra Rios Balderrama

Sandra Rios Balderrama is Freelance Writer and Principal, RiosBalderrama Consulting



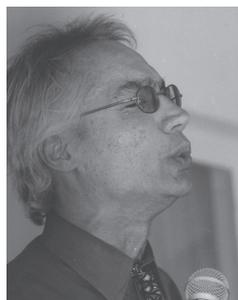
Sandra Rios Balderrama

Outreach librarian and educator, Elayne Walstedter walked up the center aisle to the front of the hotel ballroom, turned around to face the long study tables. She spoke of her clan, her people, her uncle, and she offered a corn blessing to the 50 with corn pollen from her homeland. The first Spectrum Leadership Institute had been officially and ceremoniously opened in New Orleans, Louisiana.

Library Director, Jose Aponte, in his business suit, howled out with a roar—a blues song from the depths of his memorial mine shaft. Although he had no mike, his voice and song had so much power and volume—that a neighboring group asked us to close our banquet room doors. Aponte's ground breaking session on cultural leadership had been officially and ceremoniously opened.

A few of the 50 shared that they had been asked by colleagues, co-workers, or fellow students "Why are 'you' so special? What makes 'you' so special? Why did 'you' get the Spectrum award?" When Administrative Assistant for Spectrum, April Olinger, a young woman from Virginia who was then about eight months pregnant, was thanked for her part in working so hard to bring the institute

together—all 50 stood up like a powerful ocean wave to give her a standing ovation because she was, yes, so very, very special. No envy. No whys. Only collective acknowledge-



Jose Aponte

ment and celebration of another's work and life.

The 2nd Spectrum Leadership Institute had been officially and ceremoniously closed in Oak Brook, Illinois.

On a cloudless day, the Tezkatlipka Aztec Danzantes blessed the grounds with copal, the drum, and a reminder that all people, all cultures—no matter the heritage or the color—have the drum. The teacher in blue feathers told the 50 people that they were about to obtain an educational degree that could not be obtained in any classroom, it would be a degree of and to the "nth" power. The 3rd Spectrum Leadership Institute had been officially and ceremoniously opened in San Jose, California.

One by one until there were 50 named—Library visionary and Spectrum founder Elizabeth Martinez read and pronounced aloud each name while Library Civil and Human Rights leader Dr. EJ Josey handed out each one of the 50 Certificates of Completion. The 4th Spectrum Leadership Institute had been officially and ceremoniously closed in Atlanta, Georgia in 2002. And . . . it was my last.

Phase 1 of implementation had come to an end.

It was about more than recruitment to the profession.

It was high context, cultural infusion, inclusion, synergy, and transcendence beyond one's mental borders.

It is how we said it, not what we said.

It was about cultural infusion, not conformity.

It was about replenishment, not drainage.

It was about being granted the time and the space to create inclusion as if it was with our first and last breath.

It was about sharing the universal heartbreak and the universal triumph.

It was about the synergy and energy of authentic and meaningful diversity.

Not all could be said in print or Powerpoint.

Not all could be explained with one of the five senses or in one language.

And so it went. And so it was.

Lillian Lewis called the first Spectrum Steering Committee meeting in Chicago in 1997. The meeting was chaired by Dr. Carla Hayden. I was hired as the first Diversity Officer for ALA in January of 1998 and immediately began work with Lillian and then Administrative Assistant, April Olinger. In 1998, the staff of the ALA Office Human Resources and Recruitment (Lorelle Swader, Dennis Ambrose, Maxine Moore, and Darlena Davis) helped with the processing of the first applications. Other ALA staff who were very involved in the beginning years were: Mary Ghikas, Gerald Holdges, Stuart Whitwell, Peggy Barber, and Satia Orange. Gwendolyn Prellwitz joined the Office for Diversity as Communications Officer in 2001 with her writing and web skills and helped implement a "New Era @ Your Library."

Mutope A-Alkebu-Lan was the Chair of the first Leadership Institute. In the second year, Dr. Loriene Roy, Jose Aponte, KG Ouye, and Dr. Johnnie Love defined the operating principles for future institutes: Deep Change, Spirit of Service, Coalition Building, and Leadership Development.

All Spectrum jury chairs and members honorably debated, discussed, argued and selected with heart and head, with quantitative and qualitative analyses.

Teresa Neely. Khafre Abif. Carolyn Lei-Lanilau. Ken Yamashita. Ismail Abdullahi. Zora Sampson. Mark Winston. Camille Hazeur. Paula Tsurutani. Ron His-Horse-Is-Thunder. Camila Alire. Andrew Jackson. Mickey Ann Garcia. Bill Gordon. Betty Tsai. Sarah Long. Betty Turock. Cornell Pewewardy. Arnulfo Trejo. AP Marshall. Lotsee Patterson. Kelly Webster. Pamela Spencer. James Williams

**Few are the giants of the soul who actually feel that the human race is their family circle.**—Freya Stark

II. Mengxiong Liu. Naimah Saluhaddin. Rashidah Hakeem. Miguel Garcia-Colon. Dr. Ching-chih Chen. Virginia McCurdy. Spencer Shaw. Michael Miller. Roberto Sarmiento. Mike Havener. Bill Imada. Helen Zia. Luis Herrera. Greg Reese. Ling Hwey Jeng. Barbara Ford . . . There is a power in naming. I regret that my mind is getting dusty. I recall many more faces and remember their generosity of time and spirit in the early challenging and celebratory years of Spectrum.

### Let the Circle be Unbroken

Let the circle get smaller as it sometimes does. Some of the people named above have left this earth but not our hearts. Some people leave temporarily and return. Others gave their appropriate amount of time.

Let the circle get bigger as it should. The Spectrum program grew tremendously and vibrantly under the teamwork of Tracie Hall and Gwendolyn Prellwitz and ALL most recent jury members, institute planners, and Spectrum scholars. There is now a Ph.D program!

Let the circle pull and tug as it must. Change has occurred and will occur as new generations shape it as they need to.

Let the circle move like an amoeba—flowing, fitting itself into the crevices and sprawling out like a beautiful lake enlightened by the spectrum.

### Spectrum—“What Makes You So Special”?

Because every once and awhile the light, the angle, the turn of the earth, the phase of the moon is just perfect for a story to begin, for change to occur, for the path to be walked, for the corn pollen to be shared, for the song to be sung, and for the universal drum to be felt by heartbeat. The moment is offered and never again. You are special because you were called to be in the moment. No one participates in Spectrum without reason. Without you in the library and information profession, there is no light. Without each and any of you, whether Spectrum Scholar, Spectrum advisor, guest speaker, ALA staff member, Spectrum donor, or committee member, the spectrum would not be complete.

It was an honor to walk the path with you for a moment in life.

Happy 10th Anniversary Spectrum!  
Continued success to you! 

“Spectrum has enabled me to move beyond my previous conceptions about librarianship. Through communication and fellowship with newly acquired mentors and scholarship colleagues, I am able to envision a career in which I can not only serve the community but also effect change and exercise direct influence on the world around me. Spectrum has made the difference for me.”

—Tracie Hall,  
1998 Spectrum Scholar

“I once was told that I did not fit the typical librarian profile, now alongside my colleagues and friends in the Spectrum family I am proud to be changing that image.”

—Hector Escobar, Jr.,  
1999 Spectrum Scholar

“Spectrum made me realize that I was not alone in my struggles; that there were others who were committed to helping me realize my goal.”

—Abike Eyo,  
2000 Spectrum Scholar

“As a Spectrum Scholar I’m ready to be the best I can be, to not forget where I came from, to provide service to others, to encourage people of color to enter the profession, to provide excellent service to our “gente” and to be a leader—not afraid to make mistakes and to learn from them.”

—Pete Villasenor,  
2004 Spectrum Scholar

“We are fortunate to have been chosen as Spectrum Scholars. I know we have much to learn from the profession and from one another.”

—Brenda Mitchell-Powell,  
2006 Spectrum Scholar



### Spectrum Scholar 10th Anniversary Luncheon

Sunday, June 24, 2007  
11–1pm

The Spectrum Scholarship Program turns 10 years old! Established in 1997, Spectrum—ALA’s national diversity and recruitment effort designed to increase racial and ethnic diversity in the profession—has awarded scholarships to more than 415 individuals. Join Spectrum scholars, Champions, and all who advocate for critically needed diversity in libraries at this reception to support Spectrum’s future and honor its legacy at a moving and uplifting event you won’t want to miss! \$55

## FEATURE

# Bridging Boundaries to Create a New Workforce

## A Survey of Spectrum Scholarship Recipients, 1998–2003

Excerpts from the Executive Summary Prepared by

*Dr. Lorie Roy*

Principal Investigator. For the Full Report visit: [www.ala.org/spectrum](http://www.ala.org/spectrum)

In 2001, ALA's Office for Diversity commissioned a Longitudinal Study of the Spectrum Scholarship Program. A voluntary survey was distributed in electronic and print formats in May 2004 to the first six Spectrum cohorts, years 1998 to 2003. Of the 257 Spectrum Scholarship recipients as of that date, 164 (or 64 percent) completed the eighty-nine question survey. The Bridging Boundaries report represents the first published survey on the progress of ALA's national diversity and recruitment effort designed to address the specific issue of under-representation of critically needed ethnic librarians within the profession.

### History

In 1997 the governing body of the American Library Association (ALA) approved the expenditure of \$1.35 million toward the Spectrum Initiative, now known as the Spectrum Scholarship Program, a groundbreaking effort to diversify the national library workforce. The Spectrum Scholarship Program has been described as bold, far-reaching, and innovative—a rallying call to the profession as a whole.

### Scholarship Overview

Applications for the Spectrum Scholarship Program are accepted from individuals from the Library and Information Science field's five most underrepresented groups: American Indian/Alaska Native, Asian, Black/African American or African Canadian, Hispanic/Latino, and Native

Hawaiian/Other Pacific Islander. The scholarship combines financial support with leadership development to fast-track scholars along their careers and professional activities. Valued at over \$6,500, the scholarship package includes a \$5,000 monetary award for expenses associated with obtaining a master's degree or library media certification from an ALA-accredited program or NCATE-accredited school library media certification program; free student membership in ALA; free travel and lodging to support attendance of the Spectrum Leadership Institute following completion of the first year of study; and free admission to ALA's Annual Conference. Additionally, some library schools and professional associations have provided supplemental funding and pre-professional development opportunities for Spectrum Scholars. Throughout their scholarship year and beyond, the Spectrum Scholars are provided with opportunities to network with other scholarship recipients and library leaders via electronic discussion lists and other professional development tools and activities.

### Key Findings

#### *Factors Related to Respondents LIS Education and Career Choices*

More than half (57 percent) of respondents decided to enroll in a LIS program after completing an undergraduate degree. Eighteen percent made the decision while still undergraduates. Fifteen percent enrolled in a LIS program after completing another graduate program.

The single most predictive indicator for choosing to enter a LIS program was prior experience working in a library. Seventy-six percent of the respondents had previously worked in paid positions in libraries, with 20 percent working both before and after receiving undergraduate degrees.

Sixty-seven percent (111) of respondents were working in a library at the time they applied for a Spectrum Scholarship, with the majority (80 percent) almost equally divided between academic and public library settings. Whether in libraries or other fields, 95 percent of respondents were employed while pursuing their MLIS degrees, with more than half (57 percent) employed full-time.

Respondents resided in thirty-eight states at the time they applied to LIS/NCATE programs. Of those states, ten or more respondents were residing in the following five states: California, Illinois, Maryland, New York and Texas. Although the majority (87 percent) of respondents indicated proximity to home as a key factor in choosing programs, the average relocation distance was 1,000 miles.

Respondents attended forty-one different LIS programs. Factors associated with choosing LIS as a career included the potential ability to use their full range of talents (96 percent); the opportunity to help others (95 percent)—including those from their own ethnic/racial backgrounds (79 percent); and enjoying past library experiences (93 percent) as among the most significant reasons for choosing to enter library school. The perceived marketability of LIS-related skills (83 percent) and familiarity with a librarian who enjoyed his or her work (79 percent) also served as important motivators.

Forty-one percent of respondents were enrolled in a LIS/NCATE program at the time they applied for the Spectrum Scholarship. While some scholarships did support respondents already pursuing the degree or certification, a greater number of scholarships (59 percent)

**Never, never rest  
contented with any circle  
of ideas, but always be  
certain that a wider one  
is still possible.**

—Pearl Bailey

aided in recruiting students into LIS programs.

Respondents reported a high degree of satisfaction with many aspects of their graduate programs. However, some were least satisfied with two environmental features of student life: extra-curricular experiences and diversity. Although diversity was a major factor in only 54 percent of respondents' decisions to attend a specific school—cost (85 percent) and program reputation (83 percent) ranking most highly—diversity, or lack thereof, ranked highest (41 percent) as the element of their LIS educational experience with which respondents were the least satisfied.

Twenty-three percent of respondents reported receiving some type of honor while enrolled in their LIS/NCATE program. Fifteen percent (or 25) respondents reported being members of the Beta Phi Mu International Library Science Honorary Society. Over half of respondents (69 percent) reported that they had received formal or informal mentoring. The four most cited mentoring sources were library practitioners, faculty advisors, professors or course instructors, and co-workers. Twenty-eight percent of respondents participated in residency or internship programs while students.

Respondents' mean time to completion of the MLIS or NCATE program was around two years (24 months). Of those completing programs more than 46 percent (or 55) indicated that they were highly or somewhat interested in pursuing a Ph.D.

### *Excelling at work and professional activities*

The vast majority of Spectrum Scholar respondents (85 percent) were currently employed full-time in a library setting, with 39 percent holding positions in academic libraries and 37 percent in public libraries. Slightly more than 11 percent of respondents worked in school libraries, with the remainder divided among medical and state/governmental libraries,

archives, non-profit organizations, law and corporate libraries, historical societies, and vendors.

Among those respondents employed full or part-time, the most popular areas of responsibilities were: reference (42 percent), library instruction (19 percent), and administration (16 percent) and collection development (14 percent).

Respondents employed full-time reported an average income of \$40,000-\$49,000, well above the mean beginning salary of \$38,918 for librarians nationally and comparable to the national average salary of \$45,554 for librarians in non-supervisory positions. Salary and benefits, the opportunity to develop new skills, and the match between position and respondent skills/interests, ranked highest among factors affecting job choices. Diversity was cited as a key consideration for 72 percent of respondents.

Involvement in a professional organization can prove instrumental in advancing one's career. Librarianship is no exception; therefore, the respondents were asked to provide information on their professional affiliations as students and graduates. After their initial free student membership in ALA, 68 percent of respondents renewed and held active memberships in the Association. Thirty-seven percent held additional division memberships, and 22 percent were members of one or more ALA roundtable.

While there was a somewhat high level of professional involvement among respondents, there was a significant difference in respondents' mentoring experiences during and after graduation. Only 12 percent of respondents reported participating in or receiving any type of post-graduation mentoring through their institutions or professional organizations. The primary reason cited was lack of knowledge about mentoring programs.

### *Thoughts about the Spectrum Scholarship Program*

Throughout the survey respondents were given the opportunity to provide narra-

tive answers to questions dealing with the Spectrum Scholarship Program. They were specifically asked to comment on the most effective aspects of the program and suggest areas for future improvement.

Thirty-five percent of respondents learned about Spectrum via ALA's web site and found it an effective marketing tool. However, respondents also felt that traditional, grassroots, one-on-one recruiting efforts have proven effective. Suggestions for improving recruitment included targeting potential candidates at the undergraduate level; increased presence at career fairs; and local and national media advertisement.

Respondents cited two major strengths of the Spectrum Scholarship Program: funding and leadership training. Respondents reported that the monetary award "helped ease the financial burden" associated with pursuing an educational degree and improved their quality of life. They also acknowledged that the Spectrum Scholarship Program equipped them with the networking and leadership skills necessary to succeed in librarianship. Twenty-nine percent attested that they would not have pursued their education without a Spectrum Scholarship. Seventy-four percent of respondents found the distinction of being a Spectrum Scholar beneficial in seeking employment opportunities.

In addition to the psychological benefits of improved self-esteem, pride and greater personal and professional confidence, respondents expressed that being a Spectrum Scholar made a tremendous impact on their careers. Some felt that being a Spectrum Scholar put them professionally ahead of their peers by at least five years, while others simply stated that the Spectrum name alone opened doors which might have been closed to them otherwise. 

# Training, Tools, and Resources for Reaching Out to Spanish Speakers

Laura Staley

Laura Staley is the Project Coordinator for WebJunction's Spanish Language Outreach Program.

## Program Background

WebJunction's Spanish Language Outreach Program helps equip local library staff with knowledge and resources to reach out to Spanish speakers in their communities and increase their access to technology provided by the libraries. To date the program's workshops have trained over 1700 library staff members in twelve states about proven marketing techniques, understanding cultural differences, providing technology training, and partnering with local community organizations serving Spanish speakers.

The program begins with a three-day Training Institute during which trainers hired by participating state libraries become familiar with the program's curriculum. Following the Institute, trainers utilize the curriculum to deliver workshops in their states. The library staff participating in local workshops learn how to develop an outreach action plan based on the curriculum and suggested outreach activities presented in the workshop, and are asked to make a commitment to implementing three outreach activities during the five months following the workshop.

With funding from the Bill & Melinda Gates Foundation, WebJunction began work on a collaborative pilot of the Spanish Language Outreach Program in August of 2004 with the state libraries of New Mexico, Colorado, Illinois, and Florida. Trainers from these states conducted 37 workshops and trained 482 library staff members. Evaluation results of the pilot demonstrated that the pilot's workshops and trainers were having a positive impact and were reaching the goals of the program. Workshop participants reported increased knowledge and skills for working with Spanish speakers as well as gains in developing community partnerships and implementing outreach activities. Based on the suc-

cess of the pilot, the Bill & Melinda Gates Foundation provided funding to expand the program to forty-one additional states.

WebJunction is currently partnering with state libraries to make the Spanish Language Outreach Program available across the country between 2006 and 2008. Eight states participated in 2006: Washington, Nevada, California, Georgia, Minnesota, New Jersey, Connecticut, and Rhode Island. Eleven states are currently participating in the program: Arkansas, Arizona, Delaware, D.C., Indiana, Ohio, Maryland, New York, Oklahoma, Virginia, and Wyoming. In 2007, an additional twenty-two states are scheduled to take part in the program.

## Case Studies

Participating libraries are putting resources and ideas presented in the Spanish Language Outreach Workshops into action. Here are two examples of the outreach activities participating libraries are implementing. Additional case studies are available on WebJunction.

### **Torrington Library, Torrington, Connecticut**

"The workshop we attended was really a catalyst to expanding our resources for this segment of the community," said Karen Worrall, Director, Torrington Library. Since attending a Spanish Language Outreach workshop this summer, Torrington Library in Connecticut has expanded their Spanish language print collection from a handful of large print titles to over sixty new titles of both fiction and non-fiction including the periodicals "Hispanic" and "Latina." The library also borrowed Spanish language audio books from the Middletown Library Service Center to supplement their collection. The

library and its resources were featured in *Registro*, the newspaper for the area's Spanish-speaking population, as well as the *Waterbury Republican*, in response to the library's news release regarding the expansion of their resources for Spanish speakers. Library staff attended an outreach program of a local organization serving Spanish speakers, *La Via Latina*, to showcase the library's resources, sign up individuals for library cards, and promoted the availability of Spanish-speaking librarians on *InfoAnytime*. Future plans include a musical series celebrating ethnic diversity and a bi-lingual story time.

### **Broward County Library/Stirling Road Branch, Broward County, Florida**

After participating in the Spanish Language Outreach Program, Miriam Kallett of the Stirling Road Branch of Broward County Library, utilized the workshop's Community Leader Interview Guide to interview local community leaders in the Spanish-speaking community. The Stirling Road Branch noticed a dramatic increase in attendance at their Spanish computer classes. Local leaders serving Spanish speakers helped get the word out about the resources the library offers. Spanish computer classes at the library increased from six students per class to twenty-five per class. Miriam reports, "Reaching out to the community takes time, but produces eventual results!"

## Resources

In addition to providing on the ground workshops, WebJunction is fostering an online community of interest made up of library staff committed to serving the needs of Spanish speakers. There is an active set of discussion boards for sharing ideas and resources among and a growing collection of best practices, case studies, and resources on WebJunction.

In March 2006, WebJunction launched a free, online course based on the program's curriculum. The course is designed to reach library staff unable to attend an in-person workshop or those who would like an additional opportunity to review key curriculum concepts. In addition, the program recently launched a series of one hour, monthly webinars focused on best practices in serving Spanish speakers.

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## DIVERSITY TOOLCHEST

# Ocean County Library's Diversity Knowledge Database

## Add Flavor to Your Diversity Programs

Rita Post

Rita Post is a Senior Librarian for the Ocean County Library System.

Have you ever had a diversity program that was just too good not to share, or needed inspiration for some diversity programming ideas? Have you ever wished there was a place to go to find out what other libraries were doing in the area of diversity programming?

Chances are, if your job description includes the word 'programming,' you may have found yourself in all of these situations at one time or another.

To whip up a successful diversity program, the Ocean County Library has implemented a diversity program database, available online at <http://oceancountylibrary.org/cookbook/index.asp>. This database is a tool designed for use whether you have a program worth bragging about or need a fresh idea for diversity programs.

The database is browsable. The user can browse through each entry to get a broad idea of what other librarians are doing. It is also searchable and results can be limited to "Target Community," "Age Group," "Difficulty," or "Prep Time."

Target Communities can include African American/Black, Asian/Pacific Islander, Differently Able, Gay/Lesbian/Bisexual/Transgendered, Hispanic/Latino, Multiracial/Interracial, Other, Religious Diversity, Women, and Staff.

Age Groups include children, teen, adult, family, senior, and academic.

Each limiter can be used on its own or in conjunction with any of the other limiters. For instance, you may want to view a list of all children's programs regardless of target community, difficulty, and prep time. Or, you may be pressed for time and need a children's program about African American history that can be completed in the least amount of time.

### Librarians Can Also Add Their Own Recipes

Entries may include all types of programs, from the simplest program that can be put together in a matter of weeks to elaborate events that require months of preparation. The entry form is easy to navigate and multiple pull down menus make extra typing unnecessary.

The online diversity programming database follows a cookbook theme. Like a recipe, programs are broken down to their simplest ingredients. Simple directions are given on how to prepare each program. A target community and age group are included, to determine the population that your recipe is intended to serve. Recipes are also given a difficulty level ranging from fast food to gourmet, along with an estimated prep time.

The recipe format lends itself to modification as well since no two libraries are

exactly the same. They serve different communities, have varying budgets, meeting spaces, and hours. What may work for a small rural library may not work so well in a larger urban location. These recipes, however, provide the framework for successful programs. The large library can take the basic elements of a program held by its smaller counterpart and tweak them to work within their system, or vice versa.

The value of this diversity programming tool will increase the more entries there are. . . so please add your library's successful diversity programs and let us know if you find the database useful!

Whether you are a librarian with years of programming experience or are brand new to the field and still learning the ropes, the Ocean County Library's Diversity Program Database will be a valuable tool for creating diversity programs for all members of the community.

For more information regarding the Diversity Program Database contact:

Rita Post, Project Coordinator at [Post\\_R@oceancounty.lib.nj.us](mailto:Post_R@oceancounty.lib.nj.us) or  
Valerie Bell, Chief Librarian,  
Branch Services at [bell\\_v@oceancounty.lib.nj.us](mailto:bell_v@oceancounty.lib.nj.us) 

Versed needs  
your feedback!

Please visit us at  
[www.ala.org/versed](http://www.ala.org/versed).

TRAINING continued from previous page

Another exciting recent addition to the WebJunction's resources is the written materials and audio files used in Infopeople's Survival Spanish for Library Staff course. Learners can print out the

text and download the audio files for a 55 minute course that teaches key terms and phrases to better communicate with Spanish-speaking patrons.

For more information about the

Spanish Language Outreach Program, contact Laura Staley, Project Coordinator at [staley1@oclc.org](mailto:staley1@oclc.org) or 206.273.7531, or visit [www.webjunction.org/Spanish](http://www.webjunction.org/Spanish). 

# Improving the Quality of Library Services for Students with Disabilities

Review by Scott Sheidlower

Scott Sheidlower is Assistant Professor and Head of Information Literacy at York College Library.

*Improving the Quality of Library Services for Students with Disabilities.* Hernon, P., & Calvert, P. (Ed.). Westport, CT: Libraries Unlimited, 2006. xii + 232 pp. \$45.00. ISBN: 1-59158-300-4.

Peter Hernon, Professor at Simmons School of Information and Library Science in Boston, has spent several years teaching at Victoria University of Wellington in New Zealand. Philip Calvert is a senior lecturer at Victoria University of Wellington's School of Information Management. Together they edited *Improving the Quality of Library Services for Students with Disabilities*. While individually the twelve chapters of this book are excellent, together they make for an uneven whole. Chapters one through six set forth the reason(s) academia must care about the disabled, what are academia's national and international legal responsibilities to the disabled, and

an overview of library services for the disabled in both the United States and in New Zealand.

In chapter seven Peter Hernon presents a literature review about services for the disabled as well as about service quality assessment surveys in libraries, such as SERVQUAL and LibQUAL<sub>+</sub><sup>TM</sup>. Chapters eight through eleven explain how they did a service quality assessment of disabled students at the library at Victoria University of Wellington. The chapters detail how the survey was designed, how the survey was tested, how it was administered, and how its findings were ultimately presented and used. These chapters also explain to the reader how they can create their own survey for their own institution and administer it. Finally, in chapter twelve Hernon and Calvert explain how to use such surveys to improve and to consistently improve library services for the disabled.

Chapters one through six are an excellent theoretical overview of disabled services and why we need them in higher education. Chapter eight through twelve are a thoughtful, well written, well researched "how-to" about how to do a library survey for a specific single population. Hernon and Calvert use chapter seven to tie together the first six chapters to the last five chapters. While that chapter alone is well written, nonetheless, the difference in tone and outlook between the first half of the book and the last half is so jarring as to cause this reviewer to wonder why they didn't write two books. One book on the challenges of serving the disabled in libraries and how libraries are meeting or not meeting those challenges and another book on how to survey special populations in libraries.

In spite of this flaw, this book contains some treats that should be highlighted for the reader. Jennifer Lann, director of Library Services at Landmark College has written an excellent section about dealing with students who have learning disabilities, Kathleen Rogers, General Counsel for Simmons College has contributed a useful overview of American laws related to disabled access, and Ava Gibson, manager of Disability Support Services at Victoria University of Wellington has contributed a chapter which gives insight into how disabled students are treated in at least one institution of Higher Learning in New Zealand. Notwithstanding the book's unevenness, Hernon and Calvert have done the field a true service by putting together a book that looks at how we, as librarians, serve the disabled and how can we do better. 

## CELEBRATING *continued from page 1*

to plan the various cultural events associated with "my" ALA Midwinter Meeting in Philadelphia in January 2008 and ALA Annual Conference in Anaheim in June 2008. June 2007 will be the tenth year anniversary of the first visit by members of Te Ropu Whakahau and ATSILIRN (the Aboriginal and Torres Straight Islanders Library Information Resource Network) to ALA. We hope to celebrate this and other anniversary events. You may contribute information about anniversary events occurring in your libraries via our online events form linked from my ALA President-Elect web site. We will use

this information to construct a timeline of anniversary events coinciding with my ALA Presidential year, June 27, 2007 through July 2, 2008.

I hope to see many of you over the next two and a half years. My 2007 schedule includes travels to the ALA Midwinter Meeting in Seattle (January), the Miami University Libraries (February), the National Center for Family Literacy in Orlando (March), the University of Rhode Island GSLIS (March), the Texas Library Association (April), the Tennessee Library Association (April), the Canada Library Association (May), IFLA in Durban,

South Africa (August), the Kentucky Library Association (September), the Midcontinental Chapter and Greater Midwest Chapter of the Medical Library Association in Nebraska (October), the Third National Conference on Tribal Libraries, Archives and Museums (October), the Colorado Association of Libraries (November), and the California Library Association (November). You can monitor some of the discussion at <http://lorieneroy.blogspot.com/> and on my ALA President-Elect web site. I welcome hearing from you. Feel free to email me at [loriene@ischool.utexas.edu](mailto:loriene@ischool.utexas.edu). 