

# Ethnic and Racial Diversity in Academic and Research Libraries: Past, Present, and Future

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## **Introduction**

The need to recruit and retain a racially and ethnically diverse library workforce has been one of the critical issues facing the library profession. Academic and research libraries have long recognized the benefits and importance of recruiting librarians from diverse backgrounds. As colleges and universities are emphasizing diversity advancement as core to overall success of the mission of learning and enrichment of the intellectual, social and cultural life of students, the recruitment of librarians and staff from a variety of backgrounds is key to a library's success in developing its individual environment, collections and services.

To better understand the state of ethnic and racial representation in academic and research libraries, this study analyzes longitudinal diversity statistics from the Association of Research Libraries (ARL) in order to provide a longitudinal and also up-to-date view of demographic patterns and development in academic and research libraries. ARL data is compared with university enrollment statistics and data from the U.S. Department of Education National Center for Education Statistics to compare the ethnic composition of the academic community at large with librarians in ARL university libraries. Based on this analysis, strategies for recruiting and retaining librarians of color to academic and research libraries will be discussed.

## **Ethnic and Racial Representations in Academic Libraries and Higher Education: Longitudinal Development**

To understand the ethnic and racial representation in academic librarianship, this study utilized the statistical data compiled by the Association of Research Libraries (ARL, henceforth) as samples for insights into the racial and ethnic demographics of library professionals. ARL is a nonprofit membership organization of 125 academic and research libraries in North America. The current 125 ARL member libraries make up a large portion of the academic and research library marketplace, spending more than \$1.4 billion every year on library materials.<sup>1</sup> The ARL Annual Salary Survey reports salaries for more than 12,000 professional positions in ARL member libraries on an annual basis. The survey also tracks minority representation in ARL libraries in the United States, and the statistics have been collected and published annually since 1980.<sup>2</sup> The ARL statistical data used for this study was taken from the 1981 through 2011-12 Salary Survey reports. By analyzing the data within this time period thus provides us some historical perspective as well as the current state of ethnic and racial representation in academic and university libraries. Statistical data gathered from the ARL Salary Survey reports from 1981 through 2011-12 was first compiled into Excel Spreadsheets and then analyzed. Tables and Charts were also produced for analysis. The following sections report the findings.

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**TABLE 1**  
**Number of Professional Staff in US ARL University Libraries:**  
**1981, 1991, 2001–02, 2011–12 Fiscal Years, by Race/Ethnicity**

	Caucasian	Black	Hispanic	Asian/ Pacific Island	American Indian/ Alaska Native	Minority Total
1981	5,688	196	89	341	6	632
1991	6,505	248	129	416	11	804
2001-02	7,328	358	183	452	16	1,009
2011-12	7,477	387	227	590	29	1,233

Source: *ARL Salary Survey* (Association of Research Libraries)

**TABLE 2**  
**Ethnic/Racial Representation of Professional Staff in US ARL University Libraries:**  
**1981, 1991, 2001–02 and 2011-12**

	Caucasian	Black	Hispanic	Asian/Pacific Island	American Indian/ Alaskan Native	Minority Total %
1981	90.0%	3.10%	1.39%	5.40%	0.09%	10.0%
1991	89.0%	3.39%	1.76%	5.69%	0.15%	11.0%
2001-02	87.9%	4.30%	2.20%	5.40%	0.20%	12.1%
2011-12	85.8%	4.40%	2.60%	6.80%	0.30%	14.2%

Source: *ARL Salary Survey* (Association of Research Libraries)

Table 1 shows the number of professional staff in ARL university libraries by race and ethnicity for the fiscal years 1981, 1991, 2001-02 and 2011-12. Table 2 shows the same ethnic and racial distribution by percentage. As illustrated in these tables, between 1981 and 2011-12 the professional staff in U.S. ARL libraries has been predominately white. In 1981 the ethnic and racial representation of professional staff was comprised of 90 percent Caucasian, 3.1 percent Black, 1.39 percent Hispanic, 5.40 percent Asian/Pacific Islander, and 0.09 percent American Indian/Alaskan Native.<sup>3</sup> When view across time, the percentage of racial and ethnic representation has shown slight increases. Between 1981 and 2011 the overall minority representation has only increased from 10 percent to 14.2 percent. The percentage of library professionals who are black has only increased from 3.10 percent to 4.4 percent, Hispanic has increased from 1.39 to 2.6 percent, Asian/Pacific Islander has increased from 5.4 percent to 6.8 percent, and American Indian/Alaskan Native increased from 0.09 percent to 0.30 percent. During the same period, the percentage of White library professionals has fallen only from 90 percent to 85.8 percent. Figure 1 shows these increases by years for easy comparison.

For decades, research on racial and ethnic representation in the profession of librarianship has

relied primarily on U.S. Census data as justification for the goal to increase ethnic diversity in the library workforce. When the issue of workforce diversity in academic and research librarianship is raised, the assessment and analysis benchmark for diversity initiatives are necessarily grounded in the student demographics of U.S. colleges and universities. To gain an understanding of the student demographics in colleges and universities, this study obtained student enrollment data from the Education Center for Education Statistics (NCES, henceforth). NCES, located within the U.S. Department of Education and the Institute of Education Science, collects, analyzes and makes available data related to education in the U.S. The annual publication of Digest of Education Statistics provides a compilation of current and historical statistical information on a variety of subjects in the field of education statistics, including college enrollment, numbers of faculty and staff, educational attainment, expenditures and more. NCES Digest has been published annually and available since 1995. The data used in this study was primarily based on the statistics from the Digest of Education Statistics: 2011. Data from the Digest was first compiled into Excel spreadsheet, tables and graphs were also produced for analysis.

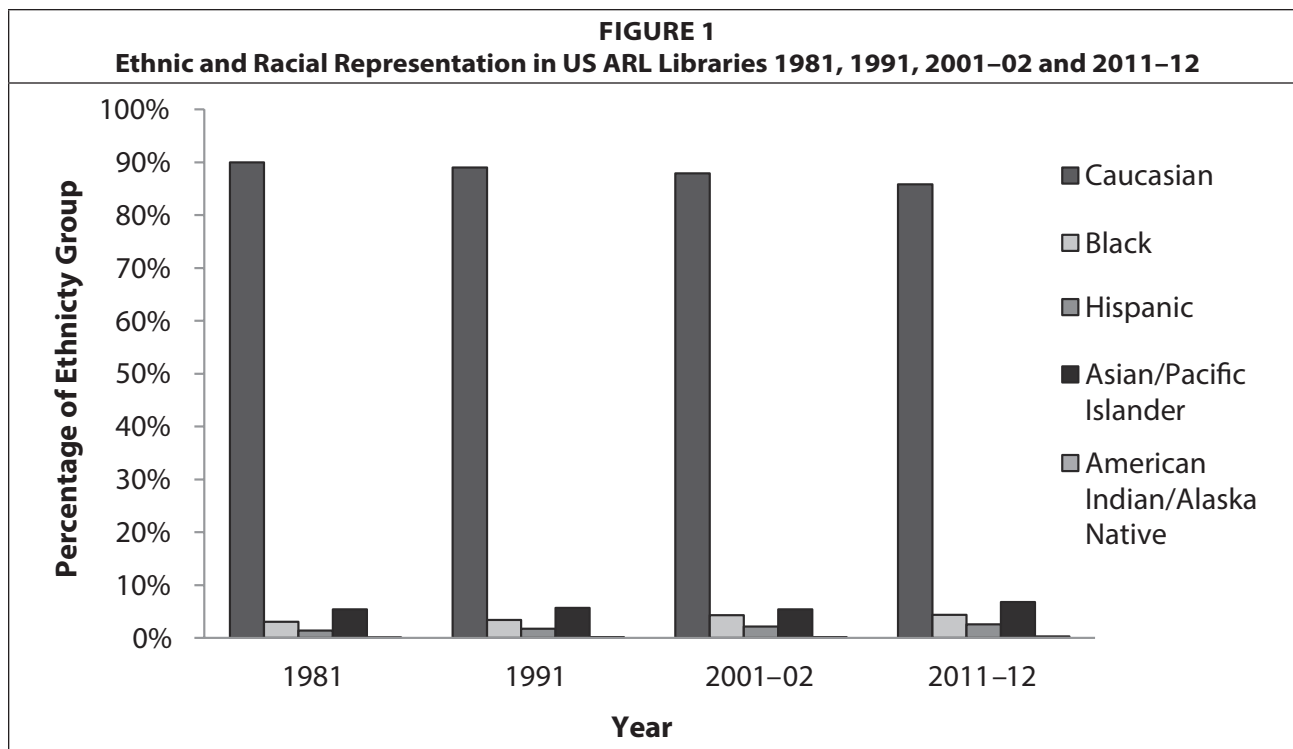


Table 3 shows the numbers of fall enrollment in all postsecondary<sup>4</sup> degree-granting institutions by race and ethnicity for the Fall 1980, Fall 1990, Fall 2000 and Fall 2010.<sup>5</sup> Table 4 shows the same set of data by percentage. As illustrated in these tables, between 1980 and 2010, the total student enrollments in American colleges and universities has grown rapidly, and college campuses have become more diverse. The percentage of American college and university students who are Black, Hispanic, and Asian/Pacific Islander has been increasing (see Table 4). Between 1980 and 2010, the percentage of Black students has likewise grown from 9.2 percent of total enrollment in 1998 to 14.5 percent in 2010. The percentage of Hispanic students has grown from 3.9 percent of total

enrollment in 1980 to 13 percent of total enrollments in 2010. The percentage of Asian/Pacific Islander students has increased from 2.4 percent in 1980 to 6.10 percent in 2010, and the percentage of American Indian/Alaska Native students has increased from 0.7 percent to almost 1 percent. During the same period, the percentage of students who are White fell from 81.4 percent of total enrollment in 1980 to 60.5 percent in 2010. Nonresident aliens are made up 2.5 percent and 3.4 percent of total enrollment in 1980 and 2010, respectively.<sup>6</sup> Figure 2 shows these increases by years.

If we compare the statistical data of university student enrollment with that of ARL libraries, it becomes evident the discrepancies between the racial

**TABLE 3**  
**Total Fall Enrollment in Postsecondary Degree-Granting Institutions, by Attendance Race/Ethnicity:1980, 1990, 2000 and 2010**

(In Thousands)	Total Enrollment	White	Black	Hispanic	Asian/Pacific Islander	American Indian/Alaska Native	Nonresident Alien
1980	12,087	9,833.0	1,106.8	471.7	286.4	83.9	305.0
1990	13,819	10,722.5	1,247.0	782.4	572.7	102.8	391.5
2000	15,312	10,462.1	1,730.3	1,461.8	978.2	151.2	528.7
2010	21,016	12,722.5	3,038.8	2,741.4	1,282.2	196.4	709.4

*Source: Digest of Education Statistics, 2011 (National Center of Education Statistics, US Department of Education)*

**TABLE 4**  
**Total Fall Enrollment in Postsecondary Degree-Granting Institutions by Attendance Race/Ethnicity: 1980, 1991, 2001 and 2011**

	White	Black	Hispanic	Asian/ Pacific Islander	American Indian/ Alaska Native	Nonresident Alien
1980	81.4%	9.2%	3.9%	2.40%	0.7%	2.5%
1990	77.6%	9.0%	5.7%	4.10%	0.7%	2.8%
2000	68.3%	11.3%	9.5%	6.40%	1.0%	3.5%
2010	60.5%	14.5%	13.0%	6.10%	0.9%	3.4%

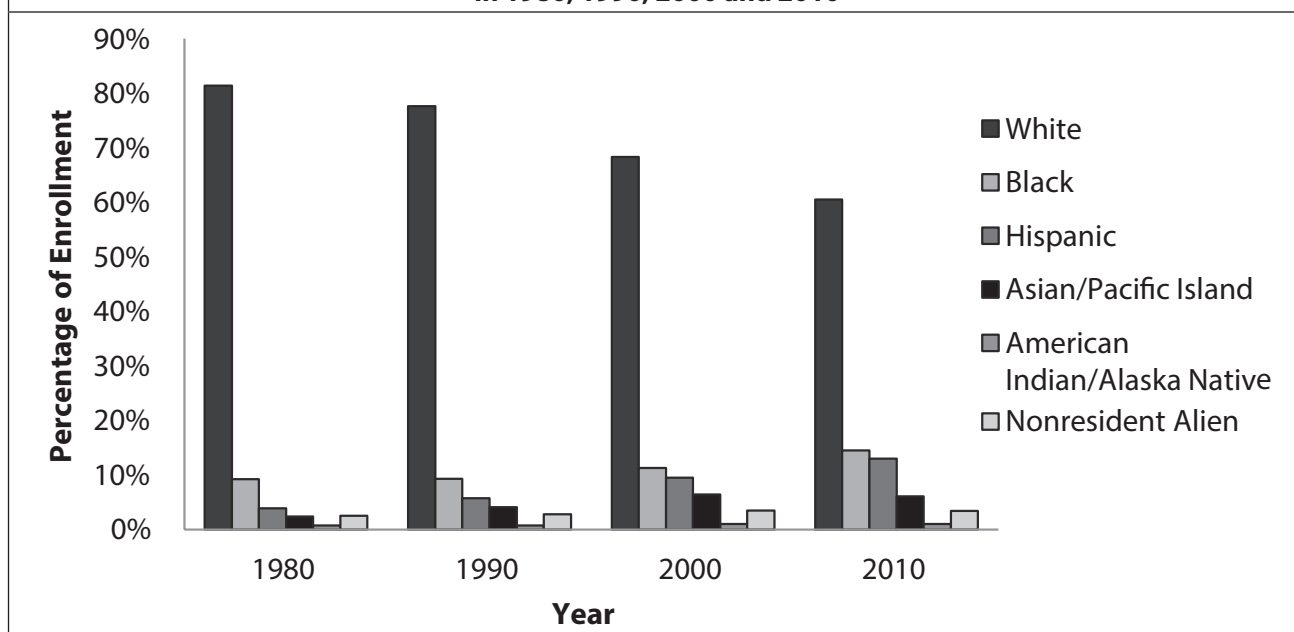
Source: *Digest of Education Statistics, 2011* (National Center of Education Statistics, US Department of Education)

and ethnic composition of the academic community at large, and that of the university library workforce. In the year of 2010, for example, the representation of Black minority in ARL professional staff shows as low as 4.40 percent of the total library workforce, compared to the 14.50 percent of college and university students who are black. Similarly, the representation of Hispanic in library profession shows only 2.6 percent of the total library workforce, a percentage that is much lower than the 13 percent of Hispanic student population in 2010. Asian/Pacific Islander representation comprises 6.8 percent of the ARL library workforce, nevertheless, this percentage almost mirrors the level of Asian/Pacific Islander student population (6.10 percent of total enrollment). The extremely low level of representation of American Indian/Alaska Na-

tive in the LIS profession is also similar to the level of representation of the overall American Indian/Alaska Native student population. When we view across time, the overall minority students have increased from 19.6 percent in 1980 to almost 40 percent in 2010. The ethnic and racial makeup in the academic library workforce remains relatively unchanged; the overall minority librarians has only increased from 10 percent in 1981 to 14.2 percent in 2011. It is a reality that the library workforce does not reflect the communities we serve.

It should also be noted that according to the NCES *Digest for Education Statistics: 2011* minority college and university faculty showed a demographic pattern very similar to that of the library profession. In 2009, minority faculty counted only 18 percent of the

**FIGURE 2**  
**Total Enrollment in Postsecondary Degree-Granting Institutions, By Race/Ethnicity in 1980, 1990, 2000 and 2010**



total 1,439,144 faculty (in instruction, research, and public services) in all postsecondary degree-granting institutions. Some 7 percent of college and university faculty were Black (based on a faculty count that excludes persons whose race/ethnicity was unknown), 6 percent were Asian/Pacific Islander, 4 percent were Hispanic, and 1 percent were American Indian/Alaska Native. About 79 percent of all faculty with known race/ethnicity were White.

### Ethnic and Racial Representation in Academic Librarianship and Higher Education: Regional Distribution

To give us some perspective of the regional distribution of racial and ethnic representation in academic libraries, diversity data from the 2010-11 ARL Library Salary Survey report was analyzed. Table 5 shows the diversity distribution by race and ethnicity in nine different regions.<sup>7</sup>

As illustrated in Table 5, minority professionals in US ARL university libraries has shown to be disproportionately distributed across the country. Minorities are relatively underrepresented in New England region (10.86 percent of total library professional staff in the region), West North Central region (10.6 percent of total library professional staff in the region), and East South Central region (9.7 percent of total library professional staff in the region). East South Central region shows the lowest 9.7 percentage of minority library professionals compared to other regions.

Regional data of ARL Libraries is also compared with that of student enrollment in postsecondary degree-granting institutions in individual region in 2010.<sup>8</sup> Student enrollment statistics were taken from the state-by-state enrollment data available in Digest of Education Statistics: 2011. State-by-state enrollment statistics was grouped according to the definition of regions in ARL Salary Survey.<sup>9</sup> Each state enrollment statistics within a specified region were added to form regional data.

Tables 6-16 show the regional comparison of ethnic and racial representation in ARL university libraries with that of student enrollment in nine different regions. The region-by-region comparison allows a more granular approach to the racial demographic discrepancies between academic community at large and the academic library workforce in each specified region.

As illustrated in Table 6, in New England region, Black minority group is underrepresented in ARL university libraries (2.51 percent of total library professional in the region) when compared to the student population who are black (7.87 percent of total student enrollment in the region). Likewise, Hispanic minority group in underrepresented in ARL libraries (1.70 percent), compared to the 7.91 percent Hispanic student enrollment. Asian/Pacific Islander group is nevertheless well represented in ARL libraries (6.40 percent), compared to the level of Asian/Pacific Islander representation in the overall student enrollment (5.58 percent). American Indian/Alaska Native

**TABLE 5**  
**Ethnic/Racial Representation in US ARL Libraries in 2010-11, by Region**

	New England	Middle Atlantic	East North Central	West North Central	South Atlantic	East South Central	West South Central	Mountain	Pacific	Total
Caucasian	1,100	1,267	1,390	531	1,216	342	591	430	778	7,645
Black	31	72	74	24	109	22	28	7	28	395
Hispanic	21	44	27	10	39	6	40	20	43	250
Asian/ Pacific Islander	79	105	69	25	84	9	40	21	155	587
American Indian/ Alaska Native	3	3	15	4	1	**	1	7	**	34
Minority Total	134	224	185	63	233	37	109	55	226	1,266
Minority by %	10.86%	15.02%	11.7%	10.6%	16.08%	9.7%	15.57%	11.34%	22.51%	

Source: ARL Salary Survey, 2010-11. Association of Research Libraries

Note: Minority by percentage is calculated from the total of professional staff in each region.

Note: \*\* indicates data not available

**TABLE 6**  
**Ethnic/Racial Representation in ARL Libraries 2010-11 and Student Enrollment in Degree- Granting Institutions in 2010: New England Region**

	White	Black	Hispanic	Asian/Pacific Islander	American Indian/ Alaska Native	Two or More Races	Nonresident Aliens
ARL Libraries (%)	89.14	2.51	1.70	6.40	0.24	NA	NA
Fall Student Enrollment (%)	71.44	7.87	7.91	5.58	0.45	1.47	5.29

*Source: ARL Salary Survey, 2010-11 (Association of Research Libraries). Digest of Education Statistics, 2011 (National Center for Education Statistics, U.S. Department of Education). NA = Not Applicable*

minority group is slightly under-represented in ARL libraries (0.14 percent), compared to that of the student population in the region (0.45 percent).

In the Middle Atlantic region (see Table 7), the comparison reveals significant gaps in the Black representation and Hispanic representation between ARL libraries and student enrollment. Black minority represents only 4.83 percent in ARL library workforce, compared to the 13.40 percent of Black minority students. Likewise, Hispanic minorities represent only 2.95 percent in ARL libraries, compared to 11.26 percent of Hispanic minority students in this region. Both Asian/Pacific Islander and American Indian minorities in academic libraries are closely represented when compared to the same minority groups in student enrollment.

In the East North Central region (see Table 8), a noticeable gap is in the Black representation in ARL

Libraries and student population. Black minorities represent only 4.7% of all ARL library professionals in this region, compared to 13.34 percent of Black minority students. Secondly, Hispanic minorities represent only 1.71 percent in ARL libraries, compared to 6.14 percent of Hispanic minority students. Both Asian and American Indian minorities are well-represented when compared to the same minority groups in student enrollment in the region.

In West North Central region (see Table 9), both Black and Hispanic minorities are underrepresented in ARL library workforce, 4.04 percent and 1.68 percent respectively, when compared with 9.78 percent Black student population and 4.70 percent Hispanic student population in this region. Asian/Pacific Islander minorities are well-represented in the library workforce in this region. A noticeable discrepancy is observed in the

**TABLE 7**  
**Ethnic/Racial Representation in ARL Libraries in 2010-11 and Student Enrollment in Degree- Granting Institutions in 2010: Middle Atlantic Region**

	White	Black	Hispanic	Asian/Pacific Islander	American Indian/ Alaska Native	Two or More Races	Nonresident Aliens
ARL Libraries (%)	84.98	4.83	2.95	7.04	0.20	NA	NA
Fall Student Enrollment (%)	61.77	13.40	11.26	7.14	0.37	1.00	5.06

*Source: ARL Salary Survey, 2010-11 (Association of Research Libraries). Digest of Education Statistics, 2011 (National Center for Education Statistics, U.S. Department of Education). NA = Not Applicable*

**TABLE 8**  
**Ethnic/Racial Representation in ARL Libraries in 2010-11 and Student Enrollment in Degree- Granting Institutions in 2010: East North Central Region**

	White	Black	Hispanic	Asian/Pacific Islander	American Indian/ Alaska Native	Two or More Races	Nonresident Aliens
ARL Libraries (%)	88.25	4.70	1.71	4.38	0.95	NA	NA
Fall Student Enrollment (%)	71.97	13.34	6.14	3.54	0.52	1.19	3.30

*Source: ARL Salary Survey, 2010-11 (Association of Research Libraries). Digest of Education Statistics, 2011 (National Center for Education Statistics, U.S. Department of Education). NA = Not Applicable*



**TABLE 9**  
**Ethnic/Racial Representation in ARL Libraries in 2010–11 and Student Enrollment in Degree- Granting Institutions in 2010: West North Central Region**

	White	Black	Hispanic	Asian/Pacific Islander	American Indian/ Alaska Native	Two or More Races	Nonresident Aliens
ARL Libraries (%)	89.39	4.04	1.68	4.21	0.67	NA	NA
Fall Student Enrollment (%)	75.61	9.78	4.70	3.01	1.78	1.63	3.49

*Source: ARL Salary Survey, 2010-11 (Association of Research Libraries). Digest of Education Statistics, 2011 (National Center for Education Statistics, U.S. Department of Education). NA = Not Applicable*

American Indian/Alaska Native representation. This minority group comprises 1.78 percent of total student enrollment, while the same group only comprises 0.67 percent of overall ARL library professionals.

In both South Atlantic region (Table 10) and East South Central region (Table 11), the comparison reveals a significant gap in the Black representation between ARL libraries and student enrollment data. In South Atlantic region, Black minorities represent only 7.52 percent in libraries, compared to 25.01 percent of Black minority students. Similarly in East South Central region, Black minority represents only 5.80 percent in libraries, compared to 24.14 percent of Black minority students. It hence becomes evident efforts for recruiting American African librarians in these regions are extremely needed.

Recruitment for Black/African American librarians is needed in the West South Central region. As illustrated in Table 12, Black minority represents only 4.0 percent in libraries, compared to 15.83 percent of Black minority students. More significant is the gap in the Hispanic minority librarians and Hispanic student population in this region. While Hispanic minorities represents 5.71 percent in libraries, Hispanic minority students comprises 22.55 percent of total student enrollment in this region. Also noteworthy is the American Indian/Alaska Native representation. Although American Indian/Alaska Native students comprise only 1.54% of total student enrollment in this region, this ethnic group only represents 0.14% of ARL library workforce. To better serve American Indian/Alaska Native minority students in this region, libraries need to recruit more librarians from this minority group.

**TABLE 11**  
**Ethnic /Racial Representation in ARL Libraries in 2010–11 and Student Enrollment in Degree- Granting Institutions 2010: East South Central Region**

	White	Black	Hispanic	Asian/Pacific Islander	American Indian/ Alaska Native	Two or More Races	Nonresident Aliens
ARL Libraries (%)	90.24	5.80	1.58	2.37	NA	NA	NA
Fall Student Enrollment (%)	68.83	24.24	2.17	1.57	0.49	0.99	1.71

*Source: ARL Salary Survey, 2010-11 (Association of Research Libraries). Digest of Education Statistics, 2011 (National Center for Education Statistics, U.S. Department of Education).*

**TABLE 10**  
**Ethnic/Racial Representation in ARL Libraries in 2010-11 and Student Enrollment in Degree- Granting Institutions 2010: South Atlantic Region**

	White	Black	Hispanic	Asian/Pacific Islander	American Indian/ Alaska Native	Two or More Races	Nonresident Aliens
ARL Libraries (%)	83.92	7.52	2.69	5.80	0.07	NA	NA
Fall Student Enrollment (%)	56.83	25.01	9.64	3.93	0.53	1.28	2.78

*Source: ARL Salary Survey, 2010-11 (Association of Research Libraries). Digest of Education Statistics, 2011 (National Center for Education Statistics, U.S. Department of Education).*

	White	Black	Hispanic	Asian/Pacific Islander	American Indian/ Alaska Native	Two or More Races	Nonresident Aliens
ARL Libraries (%)	84.43	4.00	5.71	5.71	0.14	NA	NA
Fall Student Enrollment (%)	50.98	15.83	22.55	4.41	1.54	1.25	3.42

*Source: ARL Salary Survey, 2010-11 (Association of Research Libraries). Digest of Education Statistics, 2011 (National Center for Education Statistics, U.S. Department of Education).*

Lastly, we take a look at the Mountain region (Table 13) and Pacific region (Table 14). In these regions, Asian/Pacific Islander minorities in libraries are fairly well-represented when compared to the percentages of Asian/Pacific Islander student minorities in Mountain and Pacific regions. Hispanic students comprise a significant portion of the student population (16.11 percent in Mountain and 26.19 percent in Pacific region). However, Hispanic minorities are clearly underrepresented in the library workforce when compared to the Hispanic student demographics. Hispanic librarians are counted only 4.12 percent in Mountain region and 4.28 percent in the Pacific region. Black minority librarians are similarly underrepresented in both regions. Recruitment of both minority groups in the library workforce is needed in order to reflect the demographic makeup of students on campuses.

### **Ethnic and Racial Representation in Academic Librarianship and Higher Education: Projection to 2021**

According to the National Center for Education Statistics' Projects of Education Statistics to 2021, the total enrollment in postsecondary degree-granting institutions is expected to increase 15 percent between fall 2010 and fall 2021. By 2021, American colleges and universities are expected to become even more diverse, with minority students reaching to an astounding 42.73 percent of total student enrollment. Table 15 shows the projected numbers of enrollment in all postsecondary degree-granting institution in 2021 by race and ethnicity. College and university campuses are projected to be comprised of 17.24 percent of students who are Hispanic, 16.83 percent of students who are Black, 6.78 percent of students who are Asian/Pacific Islander, 0.87 percent of students

	White	Black	Hispanic	Asian/Pacific Islander	American Indian/ Alaska Native	Two or More Races	Nonresident Aliens
ARL Libraries (%)	88.66	1.44	4.12	4.33	1.44	NA	NA
Fall Student Enrollment (%)	64.25	9.50	16.11	3.65	2.70	1.52	2.27

*Source: ARL Salary Survey, 2010-11 (Association of Research Libraries). Digest of Education Statistics, 2011 (National Center for Education Statistics, U.S. Department of Education).*

	White	Black	Hispanic	Asian/Pacific Islander	American Indian/ Alaska Native	Two or More Races	Nonresident Aliens
ARL Libraries (%)	77.49	2.79	4.28	15.44	**	NA	NA
Fall Student Enrollment (%)	43.84	6.90	26.19	15.72	0.94	2.99	3.43

*Source: ARL Salary Survey, 2010-11 (Association of Research Libraries). Digest of Education Statistics, 2011 (National Center for Education Statistics, U.S. Department of Education).*



	Total Enrollment	White	Black	Hispanic	Asian/Pacific Islander	American Indian/ Alaska Native
By number (In Thousands)	23,010	13,407	3,873	3,967	1,560	202
By percentage		58.27%	16.83%	17.24%	6.78%	0.087%

who are American Indians. Nonresident aliens or international students are not included in the projection data to 2021. However, based on the past and current nonresident alien student enrollment patterns, we can expect the number of this student group will only show increases through the year of 2021.

What are the implications for academic and research libraries? The projected student demographics to 2021 appear to point to more culturally, ethnically and linguistically diverse academic communities. Although projection data for ARL libraries is not available, based on the slow progression of racial and ethnic representation in the library profession during the past 30 years, it remains certain that academic libraries will have a lot to catch up in recruiting more diverse library professionals, perhaps in particular Hispanic and Black minorities, to reflect the academic communities we are serving in the future.

### **Recruitment and Retention of Librarians of Color**

Professional library associations and organizations have long recognized the critical importance of recruitment for racial and ethnic diversity to the profession. Association for Research Libraries (ARL) and the American Library Association (ALA) have played leadership roles in recruiting a diverse professional workforce to meet the challenges of changing student demographics in US Higher Education. The ARL's Initiative to Recruit a Diverse Workforce (IRDW) provides minority students who are currently enrolled in an MLIS program from an ALA-accredited institution with tuition stipends to help them complete the degree, and to help prepare them through mentoring and workshop the skills needed to successfully launch a professional career. The ARL Career Enhancement Program (CEP), funded by the Institute for Museum and Library Services (IMLS) and ARL member libraries, offers MLIS students from underrepresented racial and ethnic minority groups an opportunity to jump-start their careers in research libraries by providing a robust internship experience in an ARL member library. The ARL/Music Library Associa-

tion Diversity and Inclusion Initiative (DII) aims at recruiting students from underrepresented groups to the field of music and performing arts librarianship. The program provides generous financial support for minority candidates to pursuit library and information science (LIS) education. Established in 1997, the ARL's Leadership and Career Development Program (LCDP) provides mid-career minority academic librarians with three to ten years experiences an opportunity to participate an 18-month intensive program consisting of mentoring, workshops and projects. The goal is to promote minority librarian retention and to increase the number of librarians of color in positions of influence and leadership in academic and research libraries. Since 1997 to 2009 the program has graduated 100 participants. Findings from a survey of 43 LCDP participants from 1997 to 2004 revealed significant increases in the number of participants attaining higher level position titles (i.e. department/branch head, assistant or associate dean/director, dean/director) after their LCDP program.<sup>10</sup>

The ALA's Office of Diversity provides diversity-related resources for all types of libraries including academic. The ALA Spectrum Scholarship program addresses the underrepresentation of critically needed racial and ethnic librarians. Spectrum Scholarship program provides students with \$5,000 graduate scholarships, mentorship, career placement and leadership development opportunities. Since its establishment in 1997, over 700 students from traditionally underrepresented groups have received Spectrum Scholarships. A survey of ALA Spectrum Scholarship recipients from 1998–2003 indicates a successful rate of 85% from survey respondents (167 out of 257 respondents) reporting employment in a library setting. Of all the survey respondents reporting employment full-time in a library, 39 percent of respondents hold positions in academic libraries, 37 percent in public libraries, slightly more than 11 percent of working in school libraries.<sup>11</sup>

At the institutional level, diversity initiatives taken by academic and research libraries have been offered through post-master's residency, internship and

fellowship program.<sup>12,13</sup> In Brewer & Winston's 2001 survey of 19 institutions offering residency programs, 63 percent of the respondents described their programs as focusing on recruiting minority residents, and 89.7 percent of respondents described diversity among applicant pool an important factor considered in their program evaluation. Although not all residency programs have the same components or goals, most programs offering MLS graduates to work closely with librarians in several areas of the library, receive mentorship and guidance, and participate in professional development activities and projects.

Despite these endeavors from the associations and academic institutions, the progress in recruiting students of color into LIS field has been rather slow. The analysis of longitudinal diversity statistics from ARL university libraries in this paper has revealed that this is indeed the case. There is a slowly increasing empirical research in LIS addressing diversity recruitment and retention strategies.<sup>14-16</sup> One group of studies focuses on the barriers to the minority recruitment to LIS programs. Neely<sup>17</sup> reported that the lack of minority faculty in LIS education, a lack of diversity in the LIS curriculum, and limited financial support for minority students were some key barriers to recruit at the graduate school level. These factors impacting minority recruitment were confirmed in a later empirical study by Kim and Sin in 2008.<sup>18</sup> Kim and Sin conducted a nation-wide survey of 182 librarians of color. The findings showed that the overall top four factors influencing students of colors entering LIS programs were: scholarship/financial aid, ethnic diversity in LIS faculty, role models from ethnic groups, and the presence of faculty/staff of color in the recruitment process.

Other empirical studies also showed similar findings on factors that influence minority librarians to choose a career in librarianship. In an earlier study by Buttlar and Canyon, results from a survey of 300 minority librarians indicated a strong consensus on the availability of scholarship and financial aid for minorities to pursue library school education.<sup>19</sup> Having had a librarian as mentors or role models was reported as one of most important reason or contributing factor overall for entrance by minorities into the library field. African American librarians were more likely to list a minority role model as a particularly influential factor. Davis-Kendrick surveyed 111 African American male librarians and found 81 percent of participants

indicated that financial aid in the form of scholarships and fellowships is very important.<sup>20</sup> Respondents also identified willingness to positively impact their community (38 percent), and being a role model for African American youth (32 percent) were reasons for joining the LIS profession. The findings from these studies clearly suggest that providing financial aid, providing role models and mentorship are important recruitment strategies to attract students of color to the LIS profession.

In addition, several studies found that minority librarians enter the LIS field simply because they desire in a service career such as librarianship. Fifty-three percent of respondents in Davis-Kendrick's<sup>21</sup> study on African American male librarians indicated desire to help people or be in a service-oriented career, and a passion for teaching were important factors of deciding librarianship as their career choice. Winston and Walstad surveyed 104 membership of REFORMA (The National Association to Promote Library Services to the Spanish Speaking), and results showed that for Hispanics/Hispanic bilinguals appreciation for the work in which librarians are engaged (50 percent), interest in the profession (40.4%), and interest in entering a service profession (42 percent) figured prominently in the decision making of the respondents.<sup>22</sup> Other LIS studies indicated that previous library work experience has strong influenced on minority respondents' decisions to choose the LIS field.<sup>23-25</sup> In a 2006 survey of 164 ALA Spectrum Scholars, Roy et al. found that 80 percent of scholars indicated they had experience working in a library either in paid positions or as a volunteer.<sup>26</sup> Nearly 73 percent were employed in academic libraries while they were pursuing degrees in LIS.

Findings from these studies without a doubt can help library associations and institutions to develop effective and efficient marketing campaign and recruitment strategies for students and librarians of colors.

Needless to say, more research is still needed to help the LIS profession better develop recruitment and retention initiatives and related programs. In particular, empirical studies that investigate the preference and needs of different ethnic minority groups should be encouraged. By identifying which aspects of recruitment strategies work most effectively for each racial and ethnic group, i.e. Black, Hispanic, Asian/Pacific Islander, Native American/Alaska Natives, we are better off to address the uneven levels of underrepresentation among ethnic groups in LIS profession.

## Conclusion

The past and present states of racial and ethnic representations in academic librarianship indicate a lack of progress in recruiting librarians of color in the workforce. To meet the challenges of the changing student demographics in US Higher Education in the twenty-first century, it is vital that academic and research libraries be more proactive in recruiting a workforce as ethnically and culturally diverse as the users that they serve. By increasing the number of minority academic librarians, we will better reflect the multicultural community is being served and offer an environment that is more open, receptive and conducive to the success of all those who use the libraries.<sup>27</sup>

## Notes

1. Annual editions of ARL Salary Survey are available from <http://www.arl.org/stats/annualsurveys/salary/index.shtml>
2. Data of minority professionals comes from only the U.S. ARL university libraries following the Equal Employment Opportunity Commission (EEOC) definitions. As Canadian law prohibits the identification of Canadians by ethnic category, data on minority representation in ARL Annual Salary Survey reports is limited to U.S. libraries only.
3. Data of minority professionals comes from only the U.S. ARL university libraries following the Equal Employment Opportunity Commission (EEOC) definitions.
4. Postsecondary education includes academic, career and technical, and continuing professional education programs after high school.
5. Source of data is from Digest of Education Statistics 2011, National Center for Education Statistics, U.S. Department of Education.
6. The race and ethnicity of nonresident aliens are not reported in the Digest of Education Statistics.
7. New England Region includes the following states: Connecticut, Massachusetts, Maine, New Hampshire, Rhode Island, and Vermont. Middle Atlantic Region includes: New Jersey, New York, Pennsylvania. East North Central Region includes: Illinois, Indiana, Michigan, Ohio and Wisconsin. West North Central Region includes: Iowa, Kansas, Minnesota, Missouri, Nebraska, North Dakota, and South Dakota. South Atlantic Region includes: Delaware, District of Columbia, Florida, Georgia, Maryland, North Carolina, South Carolina, Virginia, and West Virginia. East South Central Region includes: Alabama, Kentucky, Mississippi, and Tennessee. West South Central Region includes: Arkansas, Louisiana, Oklahoma, and Texas. Mountain Region: Arizona, Colorado, Idaho, Montana, Nevada, New Mexico, Utah, Wyoming. Pacific Region includes: Alaska, California, Hawaii, Oregon, and Washington (ARL Salary Survey, 2007-08)
8. Digest of Education Statistics: 2011, National Center for Education Statistics, U.S. Department of Education.
9. See note 7.
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