



Rompiendo Barreras:
The Engaged Library School
RNC III

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Recruiting for Diversity

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Why is Recruiting for Diversity Important?

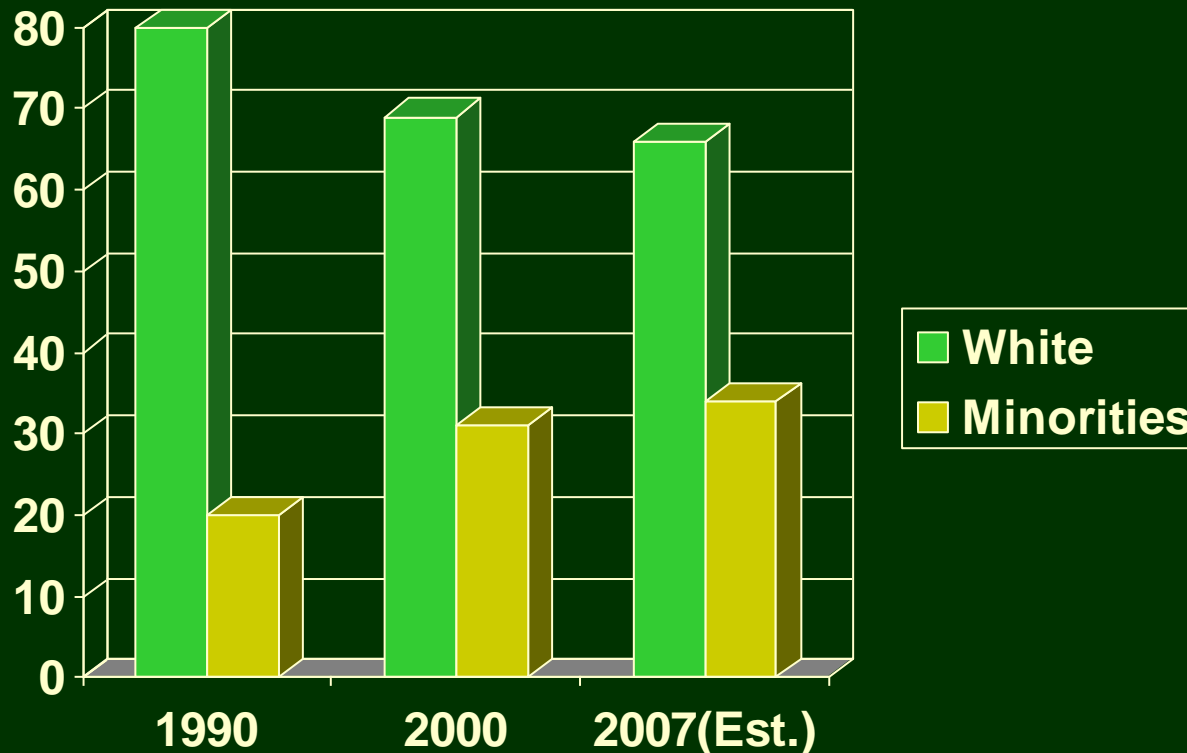
- “Library patrons...need to see themselves when they walk into the library. They need to see themselves in the displays, collections, websites, and staff, because to see yourself is the first human connection, the first human invitation to become a lifelong user of libraries...*

• LIS programs need to recruit and train librarians who represent the populations with whom they work.

*<http://www.ala.org/ala/diversity/diversityactionb/divrecruitment/recruitmentdiversity.cfm>

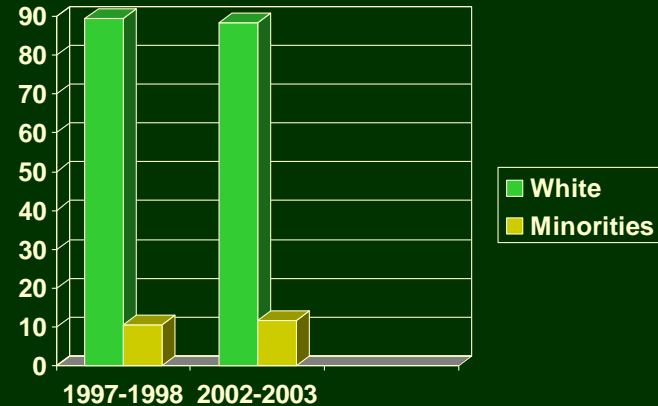
Why is Recruiting for Diversity Important?

- The demographics of the United States are shifting



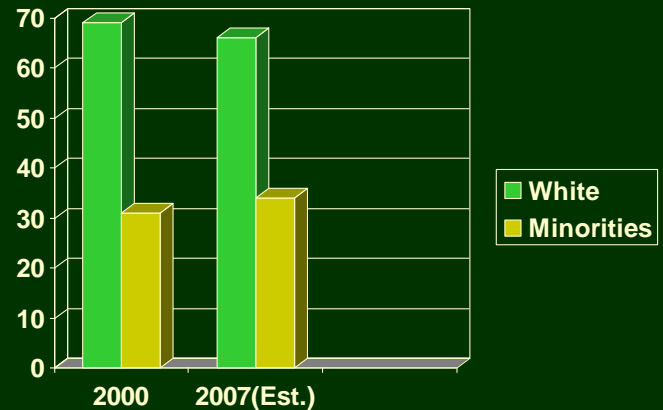
Why is Recruiting for Diversity Important?

- The percentage of MLIS degrees awarded:



ALISE Statistical Reports. <http://ils.unc.edu/ALISE/>

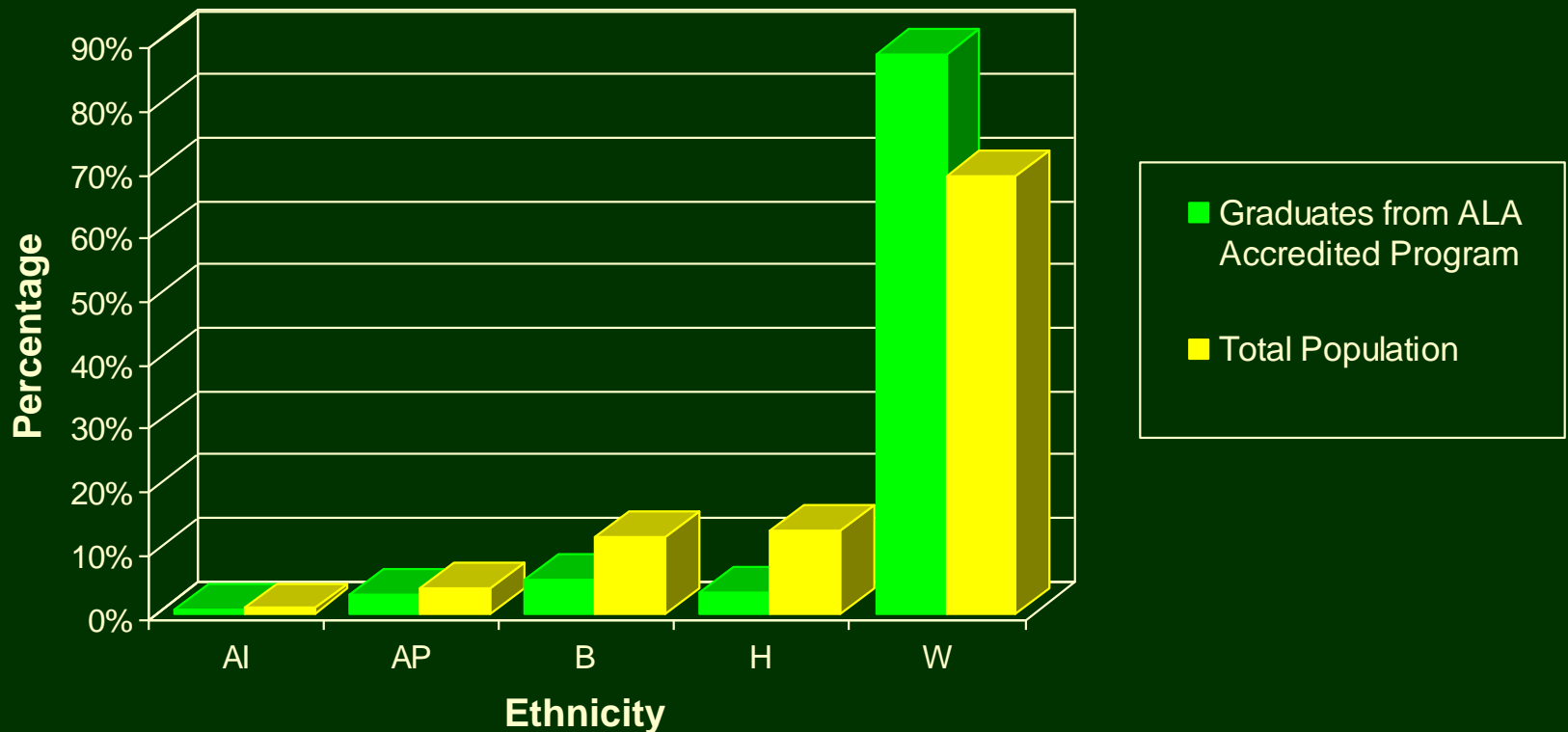
- What the percentages should look like:



U.S. Census Bureau. American Fact Finder. Retrieved August 30, 2008 from: http://factfinder.census.gov/home/saff/main.html?_lang=en

Why is Recruiting for Diversity Important?

Comparing US Population to ALA Accredited LIS Degrees



Who Can Recruit For Diversity?

- LIS Programs
 - Designated Recruiters at LIS Schools
 - Faculty
- Librarians
 - Academic
 - Public
 - Special



How Can LIS Programs Recruit for Diversity?

- Designated Recruiters at LIS Schools
 - Participate in Library Consortia Workshops
 - Attend Local Community Events
 - Exhibit at Local/National Conferences
 - Participate in Professional Development Days for the school systems
 - Keep an active Alumni Society
 - Establish relationships with student affairs groups on campus

How Can LIS Programs Recruit for Diversity?

- Designated Recruiters at LIS Schools
 - Partner with other Master's Programs
 - Partner with programs that have existing initiatives to recruit for diversity
 - Create an academic “pipeline” for students to follow
 - Community College (AA)—Four-year institution (BA/BS)—
Apply to ALA Accredited Master's Program
 - Provide information to Undergraduate Program
Advisors/Career Counselors

How Can LIS Programs Recruit for Diversity?

- Faculty
 - Establish relationships within the community
 - Help identify places to recruit new students
 - Recruit outside LIS discipline

How Can Librarians Recruit for Diversity?

- Librarians
 - Provide information about LIS education in your library
 - Encourage library support staff to pursue the LIS degree
 - Talk to patrons about LIS degree

Barriers to Recruiting for Diversity

- Minorities may not
 - understand how higher education works in the United States
 - possess the academic credentials to apply for an advanced degree
 - meet standardized testing requirements
 - meet TOEFL requirements

Commitment to Diversity
in the Mission Statement
and Curriculum of ALA
Accredited Programs

Sonia Ramírez Wohlmuth

COA Standard I: Missions, Goals and Objectives

- Program objectives are stated in terms of student learning outcomes and reflect
 - the role of library and information services in a diverse global society, including the role of serving the needs of underserved groups.

http://www.ala.org/ala/accreditation/accredstandards/standards_2008.pdf

Reflection of Diversity in Mission Statements

- 19 of 50 programs explicitly cite diversity in the mission statement
 - Diversity with relation to teaching faculty (2)
 - Diversity with relation to student body (4)
 - Diversity with relation to language (2)
 - Diversity with relation to communities that will be served (18)

Standard III: Faculty

- The school has policies to recruit and retain faculty from diverse backgrounds.
 - *In 2004 only 3.7% of faculty in ALA-accredited programs were hispanic*
 - *In the doctoral pipeline for academic year 2003/2004 there were 18 hispanic students, 2% of the total*

<http://ils.unc.edu/ALISE/2004/Faculty/Table%20I-17.htm>

<http://ils.unc.edu/ALISE/2004/Students/Table%20II-4-c-5.htm>

COA Standard IV: Students

- The school formulates recruitment, admission, financial aid, placement, and other academic and administrative policies for students that are consistent with the school's mission and program goals and objectives; the policies reflect the needs and values of the constituencies served by a program.
- The school has policies to recruit and retain students who reflect the diversity of North America's communities.

Admission Standards of ALA- accredited Programs

- Previous academic preparation and performance
 - Achievement in undergraduate program (GPA of 3.0 or higher)
 - 4 point scale not universal
- Standardized test scores
 - GRE, Miller Analogies Test
 - TOEFL

Other Admission Criteria

- Knowledge of English
 - TOEFL or other standardized test
 - SPEAK (Speaking Proficiency English Assessment Kit)
- Alternatives: EXADEP (Examen de Admisión a Estudios de Posgrado)
 - Spanish portion: tests vocabulary, grammar, reading comprehension, mathematics, analytical reasoning and written expression.
 - English test: measures vocabulary, grammar, and reading comprehension.

<http://www.ets.org/portal/site/ets/menuitem.435c0b5cc7bd0ae7015d9510c3921509/?vgnextoid=3d83e3b5f64f4010VgnVCM10000022f95190RCRD>

Computer Literacy

- A prerequisite for admission
 - Checklist of skills
 - Written test
 - Portfolio or project
- Core course
- Elective course



The Missing Prerequisite

- Required for the M.A. (vs. M.S.) option at Florida State University
- At North Carolina Central may also be satisfied by demonstration of knowledge of sign language, statistics or a computer language
- The University of Puerto Rico requires competence in both Spanish and English
- The University of Wisconsin/Madison recognizes that it may be an essential skill in some areas of information studies

No Foreign Language Requirement!

- Knowledge of a foreign language is not a prerequisite for admission
- The ability to read/speak/use a foreign language is not part of the core curriculum
- Knowledge of a foreign language is not an exit requirement

The Commitment to Diversity and Globalism Assumes ...



Linguistic Hegemony Has Unwanted Consequences



Standard II: Curriculum

- The curriculum
 - responds to the needs of a diverse society including the needs of underserved groups

http://www.ala.org/ala/accreditation/accredstandards/standards_2008.pdf

Common Core or Required Courses

- Foundations / introduction to information professions
 - 46 of 50 programs
- Reference sources / services
 - 40 of 50 programs
- Other core courses: Ethics, Collection Development
 - 14 of 50 programs

Focusing on Diversity: Language Rights



- In a foundations or ethics class
 - REFORMA / Language Rights Statement
<http://www.reforma.org/languagerights.htm>
 - Linguistic Society of America / Language Rights
<http://www.lsadc.org/info/lsa-res-rights.cfm>
- In a reference services class
 - RUSA / Guidelines for Library Services to the Spanish Speaking
<http://www.ala.org/ala/rusa/protools/referenceguide/guidespanish.cfm>

Focusing on Diversity: Selection of Materials



- For a class on collection development --
 - REFORMA / Why Buy Spanish Books
 - <http://www.reforma.org/refogold.htm#Why>
 - REFORMA / Chicano/Latino Reference Sources
 - <http://www.reforma.org/refogold.htm#guerena>
 - America Reads Spanish
 - <http://www.americareadsspanish.org/en/default.asp>
 - Críticas
 - <http://www.criticasmagazine.com/>

Diversity in Elective Courses

- Children's and young adult literature courses (19)
- General courses with a focus on diverse populations (29)
- Courses that address multilingualism, the non-English speaking, the limited English speaking, or the Spanish speaking (3)



Development of Linguistic Competence

- Team teaching courses with faculty from language departments
- Non-credit language courses from your university's Continuing Education division
- Examination of bilingual books or Spanish books in children's/young adult literature classes
- Familiarity with Spanish language mass media and internet resources

Awareness of Other Languages Offers Another View of the World



Outreach by Library School
Faculty to At-Large &
Professional Communities

Faculty Outreach to Off-campus Communities

- Support local agencies
- Story times
- Informational presentations
- Training workshops
- Publications to assist librarians
- Presentations at non-library conferences
- Promoting cultural education
- Heritage month celebrations
- Serving as judges for cultural competitions
- Advocacy at state level

Faculty Outreach with On-campus Libraries

- Henrietta Smith Residency
- Academic Graduate Assistant Program
- Institute on Library Services to Migrant & Seasonal Farmworkers
- El Dia de los Niños, El Dia de los Libros



Questions?