We've Failed at Diversifying Our Librarian Ranks, Now What?

a plan for addressing the ‘pipeline problem’

Isabel Espinal, Pete Smith, Kate Freedman, and Annie Sollinger - University of Massachusetts Amherst
ACRL New England Chapter Annual Conference, May 2018
The Institute of Museum and Library Services tweeted this graph in November 2017.
Chris Bourg, 2014, “The Unbearable Whiteness of Librarianship”
https://chrisbourg.wordpress.com/2014/03/03/the-unbearable-whiteness-of-librarianship/
### THE SIZE OF OUR FAILURE BY THE NUMBERS

<table>
<thead>
<tr>
<th></th>
<th>Actual # of Librarians</th>
<th>Target # based on racial representation (2013)</th>
<th>Difference between reality &amp; representativeness</th>
</tr>
</thead>
<tbody>
<tr>
<td>White</td>
<td>104,392</td>
<td>74,760</td>
<td>-29,632</td>
</tr>
<tr>
<td>African American</td>
<td>6160</td>
<td>17,800</td>
<td>11,640</td>
</tr>
<tr>
<td>Latino/a</td>
<td>3661</td>
<td>20,173</td>
<td>16,512</td>
</tr>
<tr>
<td>Asian/Pacific Islander</td>
<td>3260</td>
<td>6,289</td>
<td>3,029</td>
</tr>
<tr>
<td>2 or More Races</td>
<td>1008</td>
<td>2,848</td>
<td>1,840</td>
</tr>
<tr>
<td>Native American (including Alaskan Native)</td>
<td>185</td>
<td>1,424</td>
<td>1,239</td>
</tr>
</tbody>
</table>

Chris Bourg, 2014, “The Unbearable Whiteness of Librarianship” [https://chrisbourg.wordpress.com/2014/03/03/the-unbearable-whiteness-of-librarianship/](https://chrisbourg.wordpress.com/2014/03/03/the-unbearable-whiteness-of-librarianship/)
THE PIPELINE PROBLEM AT UMASS

Race/Ethnicity of Undergraduate Students (Fall 2017)

- White, non-Hispanic: 73%
- Asian: 12%
- Black/African Am: 5%
- Hispanic/Latino: 7%
- Two or more Races: 3%
- Other: 0%

Race/Ethnicity of Staff (Fall 2017)

- White, non-Hispanic: 77%
- Unknown: 4%
- Other: 1%
- Asian: 9%
- Black/African Am: 4%
- Hispanic/Latino: 4%
Man, there’s a lot of white people in this room.

~Roxane Gay, ACRL 2017

Gay continued that she no longer wants to talk about “diversity”—which often translates to being asked to teach white people about things that are pretty easy to figure out. The word “diversity” is meaningless, she said, because saying it does not contribute to change. Change requires work, imagination, and financial investment.

We think by using the word ‘diversity,’ we’re somehow contributing to change. Change takes effort.

“Technology Trends, Open Access, and Roxane Gay: Frank conversations on day two of ACRL,” By Amy Carlton | American Libraries | March 24, 2017
https://americanlibrariesmagazine.org/blogs/the-scoop/technology-trends-open-access-roxane-gay/
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Financial Investment
WHAT WE’VE DONE
And why it’s failed
The Beginning

- Isabel Espinal hired as outreach librarian in 1998
- Awarded LSTA grant to fund ALANA program in 1999
- ALANA ‘Careers in Libraries’ Dinner in 2000
This could be the career for YOU!

ALANA Library Career Dinner
An evening with librarians of color

- Information specialists
- Community leaders
- Technology experts
- Readers’ advisors
- Youth advocates
- Non profit managers
- Change agents
- Culture keepers

Come find out more about the work, the people and the opportunities.
Over 20 librarians from around the Northeast will share their experiences and excitement with you.

Thursday, April 27, 2000
5:30-7:30 p.m.
University of Massachusetts Amherst
W.E.B. Du Bois Library

Sign up now! In order to ensure enough food and to make seating arrangements we ask that you please call Isabel Kaplan at 413-545-1817 or email israela@library.umass.edu to reserve a place.
Dinner is on us.

Keynote: Khaire K. Ali
Manager of Children's Services, Brooklyn Public Library and co-editor of the book, In Our Own Voices: The Changing Face of Librarianship.
Efforts continued into the next decade—Library had a Community, Diversity and Social Justice committee headed by Anne L. Moore, who continued ALANA Career events.
SO, WHAT WENT WRONG?
FAILURE, IN REVIEW

Lack of Administrative Support

Structural Barriers

Money - Lack of Financial Prioritizing

(Over) Focus on Technology

DIVERSITY, DEFERRED
<table>
<thead>
<tr>
<th>Exclusionary</th>
<th>Club</th>
<th>Compliance</th>
<th>Affirmative</th>
<th>Redefining</th>
<th>Multicultural</th>
</tr>
</thead>
<tbody>
<tr>
<td>Majority group dominance &amp; privilege. Openly hostile to social justice.</td>
<td>Maintains traditionally held power. Engages social justice if it’s comfortable &amp; on their terms.</td>
<td>Will allow some people of difference it doesn’t change the organization. Hires minorities in low level support roles.</td>
<td>Hires and supports diverse social groups. May provide some training to the organization regarding diversity.</td>
<td>Intentional about hiring, developing and retaining a diverse workforce. Starting to use a multicultural perspective to manage the organization.</td>
<td>Reflects contributions &amp; interests of a multicultural constituency regarding mission, operations, products, &amp; services. Includes members of diverse cultural &amp; social groups in key decisions.</td>
</tr>
</tbody>
</table>
The University of Massachusetts Amherst is strongly committed to excellence and actively supports cultural diversity. As part of a commitment to its own multicultural community, the Libraries seek an individual with a demonstrated commitment to diversity and one who will understand and embrace University initiatives and aspirations. The University of Massachusetts Amherst is an Affirmative Action/Equal Opportunity Employer of women, minorities, protected veterans, and individuals with disabilities and encourages applications from these and other protected group members.

https://www.library.umass.edu/about-the-libraries/jobs/metadata-librarian-librarian-ii-or-iii/
UMASS AS A COMPLIANCE INSTITUTION

Will allow some people of difference if it doesn’t change the organization. Hires minorities in low-level support roles.

Hires and supports diverse social groups. May provide some training to the organization regarding diversity.
WE’RE NOT GIVING UP
Library Diversity Fellowship Program
UMass Amherst University Libraries
A PHASED APPROACH

PHASE I
Undergraduate Recruitment:
Careers in Library Science Student Employment Program

PHASE II
Post-Baccalaureate job placement and MLS tuition support

PHASE III
Post-MLS Pathways Residencies
1. Work experience, specifically hands-on library experience as well as a shadowing/apprenticeship model

2. Assistance with applications to graduate school, GRE. Tailored financial counseling would be beneficial as well, to discuss financing, student loans/debt/living as a graduate student. Some students may be first generation and not understand very well how to navigate the system and be fearful of ending up in debt.

3. Field trips to different libraries (for instance, local public and school libraries, as well as academic at UMass and the Five Colleges)

4. Exposure to five key areas of librarianship (for instance, research / academic services, archives, scholarly communication, systems librarianship, technical & access services)

5. Opportunity to get strong letters of recommendation

6. Applicants will be recruited from underrepresented groups and organizations on campus.
Post-Bac Job and Tuition Support

1. Part time positions with paid part time tuition at a library school

2. Exposure to key areas of librarianship: research / academic services, archives, scholarly communication, systems librarianship, technical & access services

3. Regularly scheduled mentor / cohort trainings / meetings

4. Applicants recruited from ‘Careers in Libraries’ externship program and from student body at UMass and area colleges
## Costs of Implementation

<table>
<thead>
<tr>
<th>Year One Costs</th>
<th>Year Two Costs</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Student Workers (6 @ 10hr/wk):</strong></td>
<td><strong>Student Workers (6 @ 10hr/wk):</strong></td>
</tr>
<tr>
<td></td>
<td><strong>2 part time staff:</strong></td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Tuition reimbursement:</strong></td>
<td><strong>4 part time staff:</strong></td>
</tr>
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<td></td>
<td></td>
</tr>
<tr>
<td><strong>Misc costs</strong></td>
<td><strong>Misc costs</strong></td>
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<td></td>
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<tr>
<td><strong>TOTAL</strong></td>
<td><strong>TOTAL</strong></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Costs</th>
<th>Year One</th>
<th>Year Two</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>$8,580</td>
<td>$8,580</td>
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<tr>
<td></td>
<td>$36,868</td>
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<tr>
<td></td>
<td>$28,746</td>
<td>$28,746</td>
</tr>
<tr>
<td></td>
<td>$4,400</td>
<td>$4,400</td>
</tr>
<tr>
<td><strong>TOTAL</strong></td>
<td><strong>$78,594</strong></td>
<td><strong>$157,188</strong></td>
</tr>
</tbody>
</table>

Total estimate $157,188

Ongoing, per year for cohort, recruitment, new MLS’s of color in the profession!
If each of these libraries were to support two new people of color each year to attain their MLIS, we could increase the number of librarians of color by 3,478 per year.
Libraries wishing to participate in the Diversity Alliance program to increase the pipeline of professionally underrepresented racial and ethnic groups make the following commitments:

1. Establish a residency program for at least one individual that lasts a minimum of two years (three years preferred).
2. Commit to designing experiences at the local level to expand the residents’ interests and skills, e.g., mentorships, rotation through other library units, etc.
3. Agree to serve as a resource, i.e., advisors and guides, to those institutions participating in the ACRL Diversity Alliance.
4. Provide at a minimum the same level of professional development support provided other library faculty/staff/employees.
5. Provide a salary for the resident commensurate with the salaries of equivalent entry-level library professionals.
Establishing Your Own Program

Find Funding
- From inside your institution: Use retirement savings
- From outside your institution: Collaborate with other institutions and fundraise.

Partner with an MLIS Program

Consult with University or College Counsel
CONCLUSIONS AND WRAP UP