

To: Marianne Gaunt, University Librarian
From: Task Force to Increase Faculty Diversity
Rhonda Marker, Chair, Thelma Tate, Sandra Troy, Connie Wu
Date: August 17, 2004

1. Charge to the Task Force

The Task Force to Increase Faculty Diversity was charged by University Librarian Marianne Gaunt to prepare a plan to increase the number of women faculty and members of color. The Task Force was asked to consider recommendations for system-wide consideration (at the University Librarian level) as well as at the unit level. Specifically, the Task Force was asked to:

- Consider how to raise awareness among the library faculty and staff that increasing diversity is an important goal;
- Recommend where and how we recruit (best practices);
- Describe the institutional climate that will support retention and tenure of women and faculty of color;
- Enumerate the resources needed to support the recommendations; and
- Place accountability for sharing information about the Libraries progress and insuring that the goals are reached.

2. Methodology

The Task Force met with the University Librarian in mid-May to clarify our scope and direction. At that meeting, we discussed the activities of identifying, recruiting, and retaining a diverse faculty. This report will focus on recruitment, though it will necessarily touch on the other activities as well. Rather than being a treatise on the merits of diversity, it gives specific recommendations for activity.

We began by reviewing the FAS [Faculty of Arts and Sciences—New Brunswick] Recruitment Initiatives During 2004-05 report (April 22, 2004). Other useful information was gathered from professional associations, academic diversity programs' web sites, listservs, books and articles. Many of these are in the List of Resources appended to this report. We also identified experts who could give us advice and further information. Mark Winston, School of Communication, Information, and Library Studies (SCILS), was a consultant to the Task Force.

- ### 3. Consider how to raise awareness among the library faculty and staff that increasing diversity is an important goal

The Libraries comply with affirmative action guidelines and processes in its hiring practices. However, we also realize that we can better serve our community of users by increasing the diversity

of our librarians to more perceptibly reflect the diversity of those users, especially minorities. According to the 2000 United States Census, the percentage of blacks or African Americans in New Jersey is 14.4% (library faculty, July 2004: 3.1%), Asians including Asian Indians is 6.2% (library faculty: 10.8%), and Hispanics or Latinos of any race is 13.3% (library faculty: 3.1%). The Libraries record for hiring minorities in the latest 5- and 10-year periods is especially revealing. No black or African American librarians have been hired in that period of time, and only 6.7% of the 30 librarians hired in the last ten years (5.3% of 19 librarians hired in the latest five years) have been Hispanic or Latino of any race. A statistical summary is included at the end of this report.

Raising awareness about the importance of diversity in the library and among the library faculty is a vital educational activity. The Task Force recommends several specific actions.

- A. Invite library faculty and staff to participate in a seminar or workshop to raise awareness of the importance of diversity in the workplace generally and among the library faculty in particular. At Rutgers, the office of University Harassment Compliance & Equity offers a workshop, "Unity Through Cultural Diversity" that promotes workplace diversity initiatives in order to create an inclusive environment (http://uhce.rutgers.edu/training_opp.html). In addition, UHCD is experienced in tailoring individual workshops to a unit or department's specific concerns as it pertains to cultural diversity issues. The Association of Research Libraries (ARL) Diversity Program also offers a workplace diversity program, "Organizational Cultures: An Exploration" (<http://www.arl.org/diversity/seminar.html>). At a minimum, this Task Force recommends that all librarians and staff involved in the interview and selection process undergo mandatory training that emphasizes diversity and fair employment practices.
- B. In support of strengthening diversity among the faculty, the University recently invited senior academic leaders to a workshop presented by Dr. JoAnn Moody (<http://www.diversityoncampus.com>), a nationally recognized expert on faculty diversity and Director of the Northeast Consortium for Faculty Diversity. Dr. Moody is the author of *Faculty Diversity: Problems and Solutions* (RoutledgeFalmer Press, 2004). We recommend that the University Librarian invite Dr. Moody to present this program for the library faculty. This would not only highlight the issue of workplace diversity but would be an excellent kick-off to raise awareness of the importance of recruitment and retention of a diverse library faculty.
- C. Diversity issues and speakers should regularly be put on the agenda for faculty meetings during the Open Forum.
- D. Revitalize the RUL Diversity Committee, with membership from all levels of library administration, faculty and staff. Involve the Diversity Committee or its representatives in key discussions and decision making such as assessment, strategic planning, and goal setting. This will send a clear signal that the Diversity Committee and cultural diversity issues are central, not peripheral, to the mission of the Libraries.

4. Recommend where and how we recruit (best practices)
 - A. There has to be a fresh look at the composition and work of the search committees. The composition of search committees must be diverse, even including students. Part of the responsibility of search committee members is to raise awareness of open positions throughout the Libraries at faculty and departmental meetings and not just on the search committee. Search committees will have to “search” and not just screen the applicant pools. Search committee members must contact colleagues at RUL and at other institutions, and gather additional information about potential candidates. Search committees should be coached and monitored. The Human Resources Manager should meet with search committees at key intervals during the search process to ensure and advocate diversity.
 - B. RUL Human Resources Office (HR) should establish close relations with librarians’ associations of color. The American Library Association maintains a web page (<http://www.ala.org/ala/olos/libassocofcolor/librariansassociations.htm>) listing the various associations along with contact information and information about each association’s newsletter. Recruitment funds should be allocated to place position announcements on these associations’ listservs and in their newsletters. This task force realizes that the vast majority of job candidates do not limit their employment search to small newsletters or listserv messages. However, by proactively placing position announcements in these forums, RUL demonstrates its intention to seek the most diverse applicant pool possible. To date, these are the associations listed:

American Indian Library Association
405.325.3921

<http://www.nativeculture.com/lisamitten/aila.html>

Job ads (fee charged) to AILA-L listserv owner John Berry:

jberry@library.berkeley.edu

Job ads (fee charged) to AILA Newsletter editor Rhonda Harris:

rtaylor@ou.edu (405.325.3921)

Asian Pacific American Librarians Association
859.257.5679

<http://www.apalaweb.org/>

Job ads posted on web site to:

jobs@apalaweb.org

Job ads (fee charged) for APALA Newsletter to editors Ken Yamashita:

ken.yamashita@ci.stockton.ca.us

or Joy Shoshita:

iris2@ix.netcom.com

Black Caucus of the American Library Association, Inc.
202.806.7255

<http://www.bcala.org/>

Job ads for BCALA Newsletter to:

newsletter@bcala.org

Job ads emailed to the newsletter are posted without charge to the web site

Chinese-American Librarians Association

949.824.6832

<http://www.cala-web.org/>

Job ads to CALA-L listserv (listowner Shixing Wen shwen@umich.edu) to:

cala@umich.edu

Job ads to Chinese American Librarians Association Newsletter to editors:

Haipeng Li haipeng.li@oberlin.edu

Junlin Pan jpan@niu.edu

REFORMA (National Association to Promote Library and Information Services to Latinos and the Spanish-Speaking)

480.471.7452

<http://www.reforma.org/>

Job ads to REFORMANET:

reformenet@lmri.ucsb.edu

Job ads (fee charged) to REFORMA Newsletter editor:

reformenewsletter@myway.com

- C. In addition, HR should send all library faculty position announcements to the ALA Office of Diversity for distribution to the over 200 Spectrum Scholars (diversity@ala.org), and to the Association for Research Libraries (ARL) Career Resources Online Service (<http://db.arl.org/careers/index.html>).
- D. HR should send library faculty position announcements to key faculty in LIS programs (including Rutgers SCILS) and to prominent individuals in the profession who can identify potential minority candidates for entry- and senior-level positions. The Search Committee will be responsible for identifying key faculty outside Rutgers University who should receive particular position announcements, while HR will obtain contact information for those individuals and forward the position announcements.
- E. HR should contact web and local minority recruitment agencies for qualified candidates. The following are some examples:
- LatPro, the largest diversity employment web site in the United States and the leading source for Spanish/English and Portuguese/English bilinguals throughout the Americas <http://www.latpro.com>
 - DiversityInc. <http://DiversityInc.com/Recruiting/>
- F. If a recruiting is active during an American Library Association, Special Libraries Association, or other professional conference, search committee members who attend these conferences should utilize the job placement centers at these conferences to interview and encourage qualified minority job seekers to apply for the position.

- G. Traditionally, there has been an inclination to disregard applicants with a recent MLS degree, especially those earned from Rutgers SCILS. While the requirements of a tenure track library faculty member are not to be regarded lightly, the benefits of hiring and supporting a librarian who brings diversity in contrast to the demographics of the current library faculty (perhaps younger, or pursuing a different career path) might well increase the faculty's cultural diversity. RUL should consider recruiting from the Rutgers SCILS library school, or similar highly regarded "MLS" programs, and change the balance of new hires to hire more at the entry level. In particular, the RUL/LIS Resident should be encouraged to pursue library faculty employment opportunities at RUL as well as other academic libraries.
 - H. Once the Search Committee has recommended a candidate, RUL should invite the selected candidate to revisit the campus (at the Libraries' expense) to present the job offer. This visit should highlight the benefits of working at the Libraries and at Rutgers in general, acquaint the candidate with the communities surrounding the campus, and emphasize the attractions in the area that would be of interest to that candidate.
 - I. When there are highly sought-after minority candidates, there should be flexibility in standards and requirements so that women and minorities are not unintentionally excluded from consideration. In addition, if an outstanding candidate requires sweetening to accept an employment offer, then additional incentives to attract the candidate are recommended. In such a case, other institutions undoubtedly are competing for the same candidate so this should be done quickly without too much time lag.
5. Describe the institutional climate that will support retention and tenure of women and faculty of color

One of the goals of increasing diversity within the library faculty is to credibly assert that the climate of the University Libraries supports a diverse faculty. To retain a diverse faculty, we need to create an environment in which they can succeed, i.e., earn tenure. This process begins before the faculty member is hired, with successful recruitment. Retention of women and faculty of color begins before recruitment, and continues after the candidate is hired.

We can see from data about our newly hired librarians that we need to improve the retention rate for new library faculty. In the past ten years, 26.7% of the 30 newly hired tenure track librarians have resigned (7) or their appointment ended (1). Of those, six (20% of the new hires and three-fourths of those who left) were women, including two Asian or Asian Indian women. Although the loss rate has slowed somewhat (only three of the last 19 hires have left), retention of library faculty must be addressed. The task force recommends several specific actions.

- A. RUL should continue to support the RUL/LIS Internship/Residency Program that was instituted to diversify the profession of academic librarianship. This has been a successful program that has graduated two well-rounded academic librarians from

underrepresented populations. To improve the program and to enhance the internship/residency experience, RUL should include the intern/resident in more of the innovative initiatives at the Libraries.

- B. RUL should develop a Diversity @ RUL web site. This web site could include contact information about local community groups (or links to similar resources), lists of shops and other local enterprises that offer goods and services of particular interest to minorities (e.g., groceries, hairdressers), and local events. It should also link to on-campus groups and events for a diverse population. The purpose of the web site would be to establish a comfortable environment to attract minority candidates, and provide an information resource for new library faculty upon their appointment. The task force recommends that an independent web page designer be contracted for the initial design, and that the RUL Diversity Committee be charged with maintaining the web site.
 - C. Mentoring is an essential component of a strong retention program, and should be put into practice by the library faculty. The informal mentoring now in place at RUL is not enough to recruit and retain women and minority librarians. RUL should set up a program to nurture and mentor minority library faculty. This could begin with newly hired librarians; or it could be broadened to encourage qualified and interested minority staff to obtain the professional degree from an ALA-accredited library school, such as Rutgers SCILS, and recruit them after they graduate. The mentors should include library faculty who have been particularly successful in research and publication and involvement at the national level. While mentoring is acknowledged to be a valuable element in the retention of minority library faculty, it is often the case that the mentors often serve without formal training about mentoring roles and responsibilities, and in particular about how vital it is. The task force recommends that HR develop and offer mentor training for library faculty.
 - D. RUL should establish a close connection with the three University cultural centers to promote minority faculty members' service to the University:
 - Paul Robeson Cultural Center rrobeson@rci.rutgers.edu
 - Asian American Cultural Center aacc@rci.rutgers.edu
 - Center for Latino Arts and Culture inazario@rci.rutgers.edu
 - E. RUL should pursue grant funding to develop innovative recruitment programs. The Human Resources Office, together with the Director of Development for RUL, should make this a high priority to solicit external support.
6. Enumerate the resources needed to support your recommendations

Many of the steps that the Libraries should take to attract, recruit, and retain minority and women library faculty come at negligible or no cost. Some of these are the establishment of a Diversity @

RUL web site, establishing and maintaining relationships with the cultural centers on campus, and encouraging minority staff to acquire the professional degree. Other initiatives necessarily incur some costs, though they are by no means extravagant. These might include:

- A. Position announcement on listservs and in newsletters: \$200-500
 - B. Travel funding for an additional on-campus interview: \$600-1000
 - C. Relocation expenses: \$800-1500
 - D. Increased offer for highly sought-after candidate: \$2000-6000
 - E. ARL seminar on organization cultures: \$3000 plus travel costs
 - F. Faculty diversity workshop: \$2000 plus travel costs
 - G. Mentor training: \$500
 - H. Web page design: \$2500
7. Place accountability for sharing information about the Libraries progress and insuring that your goals are reached

The goal of increasing faculty diversity can only be accomplished if it becomes the job of each one of us. Based on the measures outlined above, the Task Force recommends that individuals in key roles agree to accept responsibility for specific activities.

University Librarian

- Involve the Diversity Committee in key discussions and decision making such as assessment, strategic planning, and goal setting
- Together with the Diversity Committee, contract with a web designer to design a Diversity@RUL web page
- Invite Dr. JoAnn Moody to present a program on faculty diversity for the RUL faculty

Unit Director/AUL

- All unit directors participate in mandatory training on diversity and fair employment practices
- Write Academic Position Profiles that encourage recruitment from prospective or recent graduates of highly regarded, accredited “MLS” programs and hiring at the entry level
- Increase the diversity of search committees to include minority librarians and/or key staff, and students where possible
- Invite final candidate to campus to present a job offer and acquaint the candidate with the campus and surrounding areas
- Include the RUL/LIS Intern in more of the innovative initiatives at the Libraries

Human Resources Manager/HR Office

- Maintain a current list of listservs, newsletters, associations, and programs for position announcements including librarians’ associations of color, the ALA Office of Diversity, the ARL Career Resources Online Service, and web and local minority recruitment agencies

- Place position announcements on all the targeted listservs that allow postings by non-subscribers
- Forward position announcements to listserv owners for distribution to closed listservs
- Make a list of the print and online publications, listservs, job lines, programs, and other places that a position announcement has been posted or sent. Give this list to the Search Committee Chair upon the initial posting, with periodic updates for subsequent postings.
- Obtain contact information and send/distribute position announcements to LIS program faculty and prominent individuals in the profession, whose names and institutional affiliations have been supplied by the Search Committee
- The Human Resources Manager meet with the search committee at key intervals during the search process to ensure and advocate diversity
- The Training and Learning Coordinator, together with the Diversity Committee, sponsor seminars or workshops for faculty and staff to raise awareness of the importance of diversity in the workplace
- The Training and Learning Coordinator develop and offer mentor training for library faculty

Faculty Coordinator

- Regularly schedule diversity issues and speakers for the Open Forum portion of faculty meetings
- Meet with new library faculty within two months of his/her hire for informal networking and/or socializing

Planning and Coordinating Committee

- Involve the Diversity Committee in key discussions and decision making such as assessment, strategic planning, and goal setting

Personnel Policy and Affirmative Action Committee

- Establish a mentoring program for new library faculty and minority library staff

Diversity Committee

- Report annually to the University Librarian to document progress on increasing diversity in the Libraries, including progress made on this Task Force's recommendations
- Establish relations with the three University cultural centers
- With the support of the University Librarian, contract with an independent web designer to design the [Diversity@RUL](#) web page
- At least annually, review the [Diversity@RUL](#) web page for currency and seek out relevant web resources for the web page
- Together with the Training and Learning Coordinator, sponsor a seminar or workshop for faculty and staff to raise awareness of the importance of diversity in the workplace
- Contribute to key discussions and decision making such as assessment, strategic planning, and goal setting

- Member(s) get together with the new library faculty within two months of his/her hire for informal networking and/or socializing

Search Committee (Chair and members)

- Identify key faculty outside Rutgers University who should receive particular position announcements, and forward the names of these individuals in LIS programs and other prominent individuals in the profession, along with their institutional affiliations, to the HR office
- Actively recruit candidates for the position by personally contacting RU colleagues, colleagues at other institutions, and prominent individuals in the profession who should be encouraged to apply themselves and/or suggest the names of qualified librarians who should be recruited
- Meet with the Human Resources Manager at key intervals during the search process to ensure and advocate diversity
- Establish an ambitious schedule to quickly interview and evaluate candidates for open positions
- Attend ALA, SLA and similar conference job placement centers to interview and recruit minority job seekers
- Member(s) get together with the new library faculty within two months of his/her hire for informal networking and/or socializing

Appendix A: Resources and Information Sources

American Library Association, Committee on Diversity

<http://www.ala.org/ala/diversity/commondiversity/committeediversity.htm>

American Library Association, Office for Diversity

<http://www.ala.org/ala/diversity/diversity.htm>

American Library Association, Office for Literacy and Outreach Services

<http://www.ala.org/ala/olos/literacyoutreach.htm>

Association of College & Research Libraries, Racial and Ethnic Diversity Committee

<http://www.ala.org/ala/acrl/aboutacrl/acrlcomm/acrlraciaethnic.htm>

Association of Research Libraries Diversity Program

<http://www.arl.org/diversity/>

Association of Research Libraries, Research Library Residency & Internship Programs Database

<http://www.arl.org/careers/residencies.html>

National Diversity in Libraries Conference

<http://www.librarydiversity.org/>

American Indian Library Association

<http://www.nativeculture.com/lisamitten/aila.html>

Asian Pacific American Librarians Association

<http://www.apalaweb.org/>

Black Caucus of the American Library Association

<http://www.bcala.org/>

Chinese-American Librarians Association

<http://www.cala-web.org/>

REFORMA (National Association to Promote Library and Information Services to Latinos and the Spanish-Speaking)

<http://www.reforma.org/>

American Association for Affirmative Action

<http://www.affirmativeaction.org/resources/index.html>

U.S. Equal Employment Opportunity Commission

<http://www.eeoc.gov/index.html>

Diversity Central

<http://www.diversitycentral.com/index.php>

Mellon Foundation Funds Collaborative Librarian Recruitment Program (news release)

<http://www.oberlin.edu/newserv/03aug/mellonRecruitingGrant.html>

Appendix B: RUL Library Faculty Tenure Track Appointments

Latest 10 Years, 1994/1995-2003/2004

	Women	Men	Total	%
White	14	9	23	76.7%
Black	0	0	0	0.0%
Asian	5	0	5	16.7%
Hispanic	1	1	2	6.7%
Total	20	10	30	100%
%	66.7%	33.3%	100%	

Latest 5 Years, 1999/2000-2003/2004

	Women	Men	Total	%
White	11	5	16	84.2%
Black	0	0	0	0.0%
Asian	2	0	2	10.5%
Hispanic	0	1	1	5.3%
Total	13	6	19	100%
%	68.4%	31.6%	100%	

Appendix C: RUL Library Faculty and New Jersey Population

2004 (RUL) and 2000 (NJ)

	Total Population	White	Black/African American	Asian/Asian Indian	Hispanic/Any race
Librarians (1)	66	55	2	7	2
New Jersey (2)	8,414,350	6,261,187	1,211,750	524,356	1,117,191
	Percentage				
Librarians	100%	83.3%	3.0%	10.6%	3.0%
New Jersey		74.4%	14.4%	6.2%	13.3%

(1) Data from Rutgers University Libraries, Human Resources Annual Report 2004

(2) Data from United States. Census Bureau. U.S. Census 2000. Profile of General Demographic Characteristics, 2000. Geographic area: New Jersey
http://www.scc.rutgers.edu/public/data/c2000_soc_econ/04034.pdf

The numbers may add to more than the total population and the percentages may add to more than 100% because individuals may report more than one

