



# INDIANA

Journal of the Indiana Library Federation & the Indiana State Library


# LIBRARIES

Volume 25, Number 2, 2006

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# INDIANA LIBRARIES



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**FORWARD:**  
**DIVERSITY IN INDIANA LIBRARIES**

*by Karen Evans*  
*Editor, Indiana Libraries*

*We have become not a melting pot, but a beautiful mosaic, different people, different beliefs, different yearnings, different hopes, different dreams.*

*Jimmy Carter*

Diversity, what does the word mean to you? How does the term influence your library? Does it denote:

Having various Spanish language items for a clearly increasing Spanish population?

Providing Spanish, Russian, or Slavic language books for children, adolescents, and adults on a variety of topics?

Making available foreign language newspapers, magazines and videos?

A bilingual or culturally diverse staff?

Supporting V.I.T.A.L. (Volunteers in Tutoring Adult Learners) or ESL (English as a Second Language) programs?

Celebrating Martin Luther King Day?

Planning a month of events for Women's History Month?

Decorating the library for Christmas, Hanukkah or Kwanza?

Diversity can encompass many areas of academic and public libraries. The very freedom of the term allows libraries wide latitude in their holdings and events to celebrate the cultures of their communities. How can libraries increase diversity for their patrons?

Mentor high school or college age students as future librarians

Build your collections for children and adults—include a variety of items and formats

Increase library displays and presentations to feature holidays and cultures

Ask foreign culture associations in your community to present programs or create displays highlighting cultural events

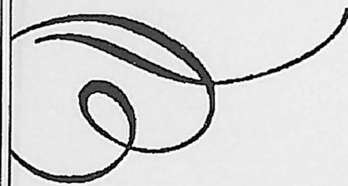
Start V.I.T.A.L. or ESL classes in your library

Offer diversity training to staff and faculty in your library

The articles in this publication present unique ideas and challenging programs; read about the libraries in Indiana and how they are working to increase diversity within their walls—then open your library doors to everyone in your community.

## PLANNING FOR DIVERSITY AT MONROE COUNTY PUBLIC LIBRARY

by Patty Callison, Stephanie Holman,  
Chris Jackson and Bobby Overman



The American Library Association's Bill of Rights and its call for equitable access to all has long guided Monroe County Public Library (MCPL) and its mission. These broad statements of purpose guide MCPL in the creation and implementation of a Strategic Plan that will tend to the needs of our constituents. Libraries with current work plans or those writing new three to five year plans may consider access initiatives similar to those that currently guide MCPL. The following are results of initiatives that have directed the maintenance of useful collections, relevant programming, and helpful outreach services.

A current initiative at MCPL, *"To Provide Responsive Service that Meets the Community's Needs and Interests,"* and its goal to *"provide services and collections to address emerging demographic trends"* have generated many service results. The growth of the collection can do much that the work plan requires.

Specifically, an objective of the goal is to *"Establish a foreign language materials budget line."* This line item has gone primarily to the establishment of a Spanish Language collection with an eye toward an Asian collection in the near future. The development of this area has been overseen by librarian Bobby Overman. She has helped with the purchase of adult books, magazines, newspapers, fotonovelas, and ESL materials targeted toward Spanish speakers. She has purchased children's and adult materials, such as CDs, DVDs, videos, and has acquired a computer with a Spanish interface.

Overman describes the efforts to alert current and future patrons to this new collection. "We have Espanol signs above the collection as well as end of shelf signs showing patrons where the Spanish materials are. We also came up with the slogan "Bienvenidos". We wanted patrons to associate this slogan with the Spanish collection so we make sure to display this slogan on the library materials that we have translated into Spanish, including brochures, hand-outs, Web pages and fliers. We also have a bilingual library card application."

"We have PSAs (Public Service Announcements) in Spanish on local radio stations and on the local Spanish language program 'Hola Bloomington'; we have a column in the *Boletín Comunitario (Community Bulletin)* and we highlight the Spanish collection on our website," according to Overman.

Knowing that publicity and marketing this new collection is crucial, Overman continues, "Every year we try and have a presence at local Latino events such as the Festival Latino and the Latino Summer Festival. We also highlight the Spanish collection at the County Fair and the Meadowood Health Fair as well as speaking to local ESL groups and presenting at library conferences. Every month we attend meetings of community leaders who are serving the Latino community. This helps us network with other community organizations and allows us to keep them apprised of what services and materials the library has to offer to the Spanish-speaking community. It also helps us find out what their needs are and how we can help meet those needs."

Beyond collection dollars, efforts have included a community kiosk with information from local and state agencies written in Spanish. The kiosk materials are free for patrons to take and include information on housing, employment, soccer clubs, health, education and legal issues.

Realizing that people make the difference, Overman explains recent staffing decisions. "Recently the library has hired bilingual staff. Many of our bilingual staff are well known in the community, which helps our Spanish-speaking patrons feel a bit more comfortable when coming to the library. Seeing a familiar face can make all the difference to patrons who don't speak English. It also helps us to get the word out about our collection since these staff members go out into the Spanish community and talk about what MCPL has to offer."

As to getting the word out, Outreach Manager Chris Jackson, has had a full plate reaching goals set out by the current MCPL work plan. The Outreach Services department has a history of innovative service and Jackson observes, "As the manager of an Outreach department, I tend to focus primarily on two categories

of users: those that use one of our library buildings, and everyone else. We concern ourselves with the latter, and then place special emphasis on groups for whom we perceive barriers in regards to the buildings: seniors, financially disadvantaged, the geographically remote, the incarcerated, preschoolers, the disabled, etc."

Currently, under the same initiative that drives the new Spanish language collection, there is the further objective *"Increase proportional levels of service (materials, programs, etc.) to the growing, 65+ population."*

Jackson and his department often serve seniors on the Bookmobile and he and his staff have observed usage patterns of this demographic, "When talking about seniors there's a tendency to think the relevant collections are large print and audiobooks, with an emphasis on inspirational fiction and cozy mysteries. But when I think of the senior patrons we work with every week, most don't fit that stereotype. Yes, a much greater percentage of seniors read large print when compared to other user groups. But we've got some seniors who hate large print. And their reading, viewing and listening interests are as varied as any other demographic."

With knowledge about the diversity among seniors, another initiative involving Outreach will help Jackson reach the seniors and the very youngest residents as well. The initiative, "Expand Access to the Library" has as one goal, *"Monroe County residents will have excellent access to library facilities and services,"* and an objective of this goal is to *"Add a van-based outreach vehicle for homebound service and deposit collection delivery."*

Jackson has been directing the purchase and use of a new van for this objective. "For us, it's a matter of making sure we provide library services to as much of the community as we can. We like to think of our library buildings as open, inviting places, but you have to have the time and the means to get to them. So who would use our buildings, but doesn't because of barriers? The obvious group is those with limited mobility, e.g., both ends of the age spectrum, as well as individuals with certain disabilities. We will try to serve these groups with our deposit collections to daycares and nursing homes."

"Previously we met the needs of some seniors who could not easily visit the branches through Bookmobile stops and our homebound service. However, many older patrons were unable to navigate the vehicle's steps, and the one-to-one nature of homebound deliveries is both inefficient and limited to items we've pre-selected. We decided to establish service inside senior living facilities. We now provide a browsing

collection to area seniors for whom the Bookmobile is not a good option."

Jackson is using two models for this service: lobby stops and deposit collections. Lobby stops involve transporting carts inside nursing homes and senior housing, often setting up in a lobby. Jackson explains, "We typically bring one cart of large print fiction, one cart of regular print fiction, one cart of print non-fiction, one cart of audiobooks, and one cart of videos and DVDs. We use a sixth cart as a portable circulation desk, employing a laptop with wireless Internet access to connect to our integrated library system. Patrons may browse the carts, which we tailor to their interests, and/or place holds for specific items out of the larger library collections."

"Deposit collections, on the other hand, are items that we drop off at nursing homes, but don't directly circulate to the end users. Instead, nursing home staff will make the items available to their residents. Each facility decides which service will work best for them, and several have chosen to have both a lobby stop and a deposit collection," says Jackson.

"Having established deposit collections for seniors, we realized the same model could be used at daycares. We used to have several Bookmobile stops at local daycares, and they were quite successful," explains Jackson. "However, there are far too many daycares for us to visit them all with the Bookmobile, and we were not able to justify why we provided the service at some daycares and not others. The deposit collections are much more efficient from a staffing perspective, and we are able to visit all daycares that fall under the "Licensed Child Care Facility" designation as established by the state, including local Head Start facilities."

Bringing books to children and interpreting the collection through programming has always been a role of Children's Services. Children's Services Manager Patty Callison has been leading her team as they consider the goal, *"The library will provide services and collections to address emerging demographic trends"* and the specific work plan objective, *"Increase the number of multicultural program offerings by 25%."*

The department has always had a great deal of diversity in their collection, in the audience attending programs and in the content of programs. The measurable objective to increase multicultural offerings helps keep diversity a part of every planning discussion. For Callison, the discussion begins with defining the objective. "The question posed by this objective is "What is multicultural programming?" Is it programming for an ethnic or cultural group in the community, is it programming for the greater community which features different cultures in the community, or is it

exposing *all patrons* to cultures which may not even exist in great quantity in the community? Children's Services decided that it was all of these perspectives and with approval from the library administration, we sought various programming partners and opportunities."

With the help of partners in the community, Children's Services has exceeded expectations of the initiative, "*To Provide Responsive Service that Meets the Community's Needs and Interests*", and Callison points to a few colorful examples.

"A recurring event," says Callison, "Say It in Spanish," is a cooperative program with the Templeton Elementary/Shalom Family Resource Center. With money from the Lilly Endowment CAPE grants (Community Alliances to Promote Education), the Family Resource Center has partnered with the library to provide once-a-week programming in the Preschool Exploration Center housed in Children's Services. The Resource Center has provided a bilingual educator, Nancy Armstrong, who has established strong ties to the Monroe County Latino community. With her connections, Armstrong has attracted preschoolers and their parents to this program of stories, songs and activities. Most of the activities are carried out in Spanish but the program is also open to non-Spanish speakers.

Children's Services has used its part of the Spanish collection money from a 2004 LSTA (Library Services and Technology Act) Mini Grant to buy print materials supportive of preschool programming."

"The next step is to look for sustainability for the program when the CAPE grant money is gone. In the meantime, this program has set a model for a new program at MCPL titled "Arabic Immersion," says Callison. "The program is conducted by native Arabic speakers with an interest in providing a language and cultural immersion for children of Arab descent and interested community members."

Callison points to one further example of programming that helps achieve the objective. "A program called 'Lunar New Year' started as an outreach program of Indiana University's Asian Culture Center. It was initially a small program of crafts and food provided by the center and storytelling provided by the Children's librarians; the first event attracted about fifty people. In surveying participants, we found that participants wanted more of a cultural experience. In later years, an entire performance segment was added. It included Chinese Sword Dancing, Korean Mask Dancing, instrumental and vocal musical performances by adults and children in the community and such attractions as Chinese Yo-Yo demonstrations and a storytelling segment still presented by Children's Services staff. The crafts and food still follow the performance and the program now attracts about 300 participants, many of whom are Asian and look at our celebration as a way of

celebrating their own holiday with their children. Korean, Chinese, and Vietnamese patrons mix with families from the United States, Sweden, Germany and other populations represented in the community. The program is now in its tenth year and the entire community looks forward to this time."

Callison states that Children's Services has looked for other opportunities to provide multicultural programming that also highlights the collections. "The department has partnered with the fall Lotus World Music and Arts Festival to provide music and storytelling in the library and at other venues and at the Lotus Blossoms spring event, which this year will feature Ladysmith Black Mambazo. The entire library is working with the Hispanic Culture Festival which occurs in the fall and will feature music, stories, and tours of the library. In this way, adults and children in the community are brought in to the library for events which also expose them to the many special services and programs of the library."

As library staff members develop service to non-English speakers, continue to reach out to patrons and share culture with children and families, other library efforts are in motion as well. CATS (Community Access Television Station) provides public access to governmental meetings, the SCOLA International News station and provides equipment and training for the community to produce their own programming. The Information Systems department made advances in email notification and online room reservation for nonprofit groups. VITAL (Volunteers in Tutoring Adult Learners) staff contributes with one-on-one tutoring and with expanding ESL classes. The Administration is continually proactive in gathering and responding to all comment forms and input from users and has informational materials available in Spanish.

Our community is changing, and we find ourselves having to develop new initiatives to ensure access to all. Programs and services that met local needs in the past are still worthwhile, but unless modified they may well exclude new members of the community, or members whose lifestyles are now different. Like all libraries in the state, Monroe County remains dedicated to assessing and responding to the needs of the county it serves with equitable access always in mind.

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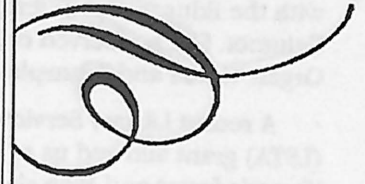
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## HAMMOND, INDIANA: A LEGACY OF DIVERSITY

by: *Linda Herrick Swisher*



The Hammond Public Library was established in 1903 through the efforts of the Shakespeare Club, comprising many of the city's teachers. It was housed in a Hammond millinery shop. Hammond's leading citizens donated weighty tomes and magazines of interest to them and their friends. In the beginning, residents had to be recommended for membership and pay a subscription. Their names still exist in the original minutes of the library board.

Two years after the library was established, it moved into permanent quarters, furnished through the philanthropy of an immigrant from Scotland, Andrew Carnegie. In the late 1800s and early 1900s, Northwest Indiana welcomed thousands of immigrants, mostly from Eastern Europe, who found employment in local steel mills, meat packing companies, and other industries.

To assist Hammond's indigent and immigrant populations, Brooks House of Christian Service opened in 1919, offering citizenship and English classes. A Hammond Public Library branch on the first floor introduced immigrants to the American public library. Through the years, branches were also located in schools, churches, fire stations, businesses, and hospitals.

During the 1920s and 1930s, Temple Beth-El began the Open Forum public lecture series, which brought eminent and controversial speakers to Hammond, among them W. E. B. DuBois, Clarence Darrow, and James Weldon Johnson. Library director James Alonzo Howard, was an Open Forum sponsor, and the library supplied booklists of pertinent titles for each lecture. According to the library's 1929 annual report, "foreign books" placed in circulation included German, Slovak, and Bohemian. Books in Yiddish, Polish and Hungarian were scheduled to be catalogued in 1930.

Fast forward to 1972. The library and the LaCaré Art League co-founded an annual two-day cultural festival to bring together the wide range of ethnic groups in Northwest Indiana under the theme, "Peace Through Understanding." Area residents were treated to ethnic dancers, arts and crafts, performers, and

foods. The International Culture Festival later became a separate not-for-profit organization, with several library staff serving on its board. A highlight of the Culture Festival was a naturalization ceremony to welcome new American citizens, much as Hammond's ancestors were welcomed the generation before. The annual festival was at the forefront of cultural diversity for nearly thirty years, until other cultural and ethnic organizations began hosting their own events.

The library director and head of Circulation Services still coordinate a July 4 naturalization ceremony in Harrison Park in conjunction with the city's Independence Day celebration. The library works with U.S. Citizenship and Immigration Services in this most important event. Veterans organizations post the Colors and provide small American flags. Following the Pledge of Allegiance led by local Boy and Girl Scouts, the U. S. District Court, Northern District of Indiana is called into session. Following the ceremony, Friends of the Hammond Public Library present carnations to the new citizens. The League of Women Voters staffs a registration table. Elected officials often attend if their schedules permit.

As have Northwest Indiana's other urban industrialized areas, Hammond has had a demographic shift in the past few decades. The city's 83,000 residents are 62 percent White, 14 percent African American, and 21 percent Hispanic or Latino (U. S. Census Bureau, 2000). The library tries to recruit multilingual staff when possible. Languages represented among staff include Spanish, Ukranian, Hungarian, Polish, Urdu, and American Sign Language.

The Friends of the Hammond Public Library generously sponsor African American history programs each February, and Hispanic Heritage programs from September 15 to October 15. Last year, members of Hammond's earliest African American families shared their memories. Another program featured a discussion on black filmmakers. Hispanic Heritage activities include special storytimes, Hispanic-themed films, dancers and music. An informational fair allowed agencies and organizations to introduce their services to the community.



The library director and assistant director are both members of the city's Diversity Coalition, which meets at the Main Library. The assistant director works closely with the Educational Talent Search at Purdue University Calumet. She has served on the board of the Minority Organ Tissue and Transplant Program.

A recent Library Services and Technology Act (LSTA) grant allowed us to translate many of the library's forms and Web site pages into Spanish, and enabled us to add to our collection of Spanish-language books, magazines, newspapers and audiovisual material. Focus groups comprised of local Hispanic and Latino leaders provided input on programs, services and materials. The library has received another LSTA grant to produce six multicultural programs before June 2006.

Each semester, the Youth Outreach Librarian visits local elementary schools and youth organizations to offer storytimes and other programs. Library staff also visit the School City of Hammond's Adult Education and English as a Second Language classes. Staff describe library services, and students have the opportunity to register for library cards.

The Hammond Public Library is proud to have been the first recipient of the 1990 Peace Award for its role in the advancement of knowledge on the issues of international peace and security. This award was given by the Peace Information Exchange Task Force of the Social Responsibilities Round Table of ALA, in conjunction with Social Issues Resources Series, Inc. The library also received the Gale Research/Ethnic Materials and Information Exchange Round Table Award in 1996.

Diversity reaches beyond cultural or ethnic boundaries. The library received the ASCLA/National Organization on Disability Award in 1992. Library workers have included students in the School City of Hammond's special education program, young adults in the city's summer work program, and workers placed through the American Association of Retired Persons. We have sponsored exhibits of art by artists with visual or hearing impairments, as well as exhibits by senior artists. Library materials are available by mail to homebound patrons of all ages. For several years, we partnered with other local organizations to bring the Names Project AIDS Awareness quilt to the library. We are a partner in Hammond Reads, a not-for-profit organization dedicated to increasing the literacy levels of Hammond's native and non-native English-speaking residents.

Participants in our many programs range from the financially secure to residents of a nearby homeless shelter. A worker at a local soup kitchen recently commented, "Your Adult Open Mic programs give all people a place to share their talents and gifts."

The Hammond Public Library has served the city for more than one hundred years. We proudly recall our legacy of service to diverse populations, while looking forward to serving all Hammond residents for generations to come.

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## FROM JAPANESE TEA CEREMONY TO SPANISH GUITARS: THE LIBRARY IS A PERFECT PLACE FOR CULTURAL EXCHANGE

*by Flo Burdine*

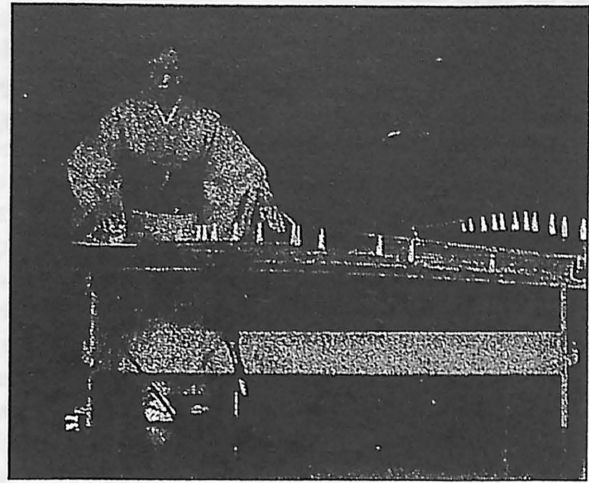
**I**n a central Indiana town skirted by industry and agriculture, there is a fascinating place ripe with opportunities for cultural exchange. Frankfort, Indiana has become a melting pot of cultures that has grown to include Japanese business executives and their families, immigrant Hispanic farm and factory employees, Anglo farmers, businessmen and blue-collar factory workers. The Frankfort Community Public Library, nestled in the heart of Frankfort, has become a gathering place for all people to meet. The library has become the cultural center of the community.

As a way to celebrate this diversity, every other year the Friends of the Frankfort Community Public Library (FCPL) celebrate their Annual Meeting and Volunteer Appreciation Reception with a Japanese Festival sponsored by local businesses with Japanese management. Initially the Japanese businessmen approached Library Director Bill Caddell and asked him if their businesses and the library could cosponsor a festival where Japanese employees could share their culture with the community. The Japanese businesses were willing to pay the expenses of food, entertainment, and publicity. Japanese financial support has been a constant for every festival.

The rest, as they say, is history. Begun in 1990, the Japanese Festival has evolved into a celebration complete with an art exhibition, tea ceremony, bonsai demonstrations, origami, calligraphy, and cooking classes. Japanese refreshments, including sushi, tempura shrimp, and red bean paste desserts are served. Japanese musical entertainment completes the festival. The public has been enchanted by performances of Taiko drummers, Minyo dancers, shakuhachi flute and koto string musicians.

The art exhibition has included work shipped directly from Hokkaido, Japan where Bill Caddell has a friend who is a woodblock artist. The exhibit has also included Japanese artwork on loan from Purdue University, the Japanese Consulate in Chicago, and private Japanese art collectors.

The tea ceremony emphasizes harmony, purity and simplicity; reflecting all that is esteemed most beautiful



*Takako Bassett playing the koto (a Japanese stringed-instrument) at Japanese Festival in June 2005.*

in the arts of Japan. A Japanese tea ceremony specialist has performed the traditional tea ceremony each year in the boardroom of the library. This space is transformed into a tranquil oasis where participants can view the traditional ceremony of preparing tea for a special guest using authentic Japanese pottery, artwork, dress, and tea. At the close of the ceremony, the audience is treated to tea and Japanese sweets. Children and adults come to the festival to experience the sights, sounds, and tastes of the Far East and to become better acquainted with their new friends from Japan.

Frankfort also has a growing Hispanic population. To highlight the cultural arts heritage of Spanish-speaking people, the Friends collaborated with other Clinton County agencies in organizing and co-hosting Frankfort's first Hispanic Cultural Arts Festival in 2004. This festival was funded in part by a grant from the Clinton County Community Foundation and through several fundraisers.

The Hispanic Cultural Arts Festival showcased authentic artwork from Spanish-speaking countries. Art was borrowed from private collectors, individual artists, other libraries, and Purdue University. Hispanic elementary and high school students also displayed their works of art in the library's Anna and Harlan Hubbard

Gallery. Mexican refreshments were served. Hispanic musicians played Latin guitar music and sang in the gallery. It was a wonderful opportunity to work with the Hispanic community and feature the art of their culture.

Both festivals and exhibits are free and open to the public. The purpose of a cultural exchange is to learn more about another culture, meet new people and understand how art is reflected and used in their lives. When multiple cultures live in the same community, it makes sense to come together at the library, a common ground for all to expand their horizons.

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*Young lady creating her calavera sculpture in a children's art class from the Hispanic Cultural Arts Festival, September 2004, Frankfort Library.*

# PROJECT TO RECRUIT THE NEXT GENERATION OF LIBRARIANS: THE FIRST YEAR

by Laura Bayard & Linda Fisher

## ABSTRACT

Five Northern Indiana regional academic libraries participate in an Institute of Museum and Library Sciences (IMLS) supported project awarded under the funding initiative "pre-professional program of the 21st Century Librarians." The 3 year project, which began 1 November, 2004 to recruit diverse and younger people to the profession will allow 42 college-bound diverse high school graduates to be hired as library summer student assistants. The project's strategies are cost-effective and measurable.

## INTRODUCTION

The University Libraries of Notre Dame and its partner libraries collaborate in the *Project to Recruit the Next Generation of Librarians*. The partner libraries are: Kresge Law Library (Notre Dame), Franklin D. Schurz Library (Indiana University South Bend), McKenna Library (Holy Cross College) and Christopher Center for Library and Information Resources (Valparaiso University). The project is an expansion of Notre Dame's earlier similar project called the Summer Program created in 2002 by the University Libraries and the Law Library. In addition to hiring students to work in the libraries for the summer, mentoring services provided by librarians, tracking students' career/education decisions, and special programming such as field trips and instructional learning sessions are new components of this grant project.

## PROJECT DESCRIPTION

This project tests the assumption that if students are exposed to academic libraries at a younger age and in a meaningful way, then they are more likely to consider librarianship as a viable career choice sooner than historical recruits to the profession do now. Library literature underscores the critical need for an infusion of new librarians. The reasons for the shortage are well-known. There are too few library school graduates to replace the boomer-librarians whose retirements will create many of the anticipated vacancies (St. Lifer, p. 40). In addition, there is a greater likelihood that library school students are apt to be of

the majority race while the demographics of the people whom they would likely serve upon earning an MLS degree are rapidly shifting (ALISE, 2004). They are apt to be older than graduate students in other professional schools thereby maintaining an overall older profile of professionals within librarianship than within other professions. (ALISE, 2004) Bosseau and Martin's (p. 198) thesis is that academic librarians tend to find the profession accidentally. That would partially explain why so many people who enter the profession do so as a second career. One reason that contributes to the profession not being regarded as a viable career destination earlier in one's career path, is that academic librarians have discontinued performing services as mentors because the time involved seemed burdensome (Curran, p. 38). Add into the mix Michael Gorman's view as expressed in an interview that where library schools are located makes a vast difference in who can attend, and we can see many of the contributing factors that bring the profession to this crisis (Gorman, 2003).

## DESIGN

This project responds to this data by introducing area students to librarianship through meaningful summer employment in various functional areas of the participating academic libraries and through mentor services offered regularly by practicing academic librarians. The project asserts that summer jobs as student assistants for college-bound high school graduates provide the meaningful introduction to academic libraries that the students otherwise might not receive well into their undergraduate education. The partner libraries each summer will offer 14 college-bound culturally and racially diverse seniors an opportunity to work for eight weeks as library student assistants during each of the three summers of the project.

The participants work with the local area public high school guidance counselors to identify dynamic students who would apply for the vacancies the participating libraries could offer. They were contacted by a letter that included brochures about the project,

advised of the purpose and nature of the grant project, and requested to assist in identifying a high caliber pool of potential applicants for the available summer positions. Graduating college-bound seniors from the South Bend, Mishawaka, and Valparaiso area public high schools are eligible to apply.

The counselors in the four South Bend high schools again provided invaluable assistance, but by the time students declined offers for various reasons, the pool was just large enough to hire ten students. The Valparaiso partner's road was even bumpier. The counselors in three area high schools did not play a role in identifying a pool of applicants. His friends at one of the high schools commented that subsequent years will be easier, because the student grapevine will take over communication about the program. Each counselor who participated received a modest gift of appreciation and motivation for future participation.

## DIVERSITY

The partner librarians are committed to diversity as an integral feature of this project. The partner institutions' policies and practices signify the institutional support for diversity through their mission statements and strategic plans. Although Affirmative Action has done much to increase diversity, universities continue to struggle with the issues of not only hiring, but also the retention of minorities, women, and people with disabilities. One critical issue in higher education is the relationship between student and faculty retention and diversity. Underrepresented students and faculty are more likely to stay at an academic institution that is diverse (ASHE-ERIC Higher Education Report, 77). To increase retention for underrepresented students, universities need to increase the numbers of underrepresented faculty and staff. This evidence underscores the credibility and dedication of partner librarians to carry out the project that includes a diversity component. The students who were hired for the project are racially and ethnically diverse.

## HIRING

At least two library contacts traveled to the South Bend and Mishawaka schools to interview the applicants. The interviews, timed around the schools Spring breaks, were conducted using a script of questions created by the library contacts. A decision was made by the libraries drawing from the South Bend / Mishawaka high schools to hire students to the program and to assign the library at the time a position was offered while Valparaiso library would interview and hire all students from that geographic area. A timeline for our activities was established. With graduation in South Bend area schools occurring on 12 June, the start date for the student assistants was set at Monday, 13 June 2005. Valparaiso selected Friday, 10 June 2005 to

begin. The four representatives of the South Bend university libraries met to discuss all of the applicants and decide which students would be assigned to which library based upon their interests and diversity in terms of gender and originating high school.

The preference was to hire two students from each of the South Bend/ Mishawaka schools for the 10 available positions in the South Bend academic libraries, but it did not work out. The Valparaiso partner formed contacts at church and through Spanish language teachers until eventually he was successful in hiring four students to fill the positions he had available. Word of the job opportunities spread after all and another diverse, highly qualified student applied for a position and was hired out of the library's budget. Thus, the project this year exceeds by one the total number of expected hires (15 students; 107%).

## WORK ASSIGNMENTS

The participating libraries offered work that is indicative of work college-level student assistants provide during the academic year. At all of the partner libraries, the students were assigned to both technical and public services areas. Within the eight weeks, they were rotated into other areas so they could gain a breadth of experience within libraries. The needs of the participating libraries in any given summer would dictate the availability and character of work. At University Libraries of Notre Dame, all of the students worked in the preservation department, Catalog & Database Maintenance, Government Documents Technical Services, and MicroText Periodicals units. A couple of students worked with some technical support consultants/ analysts. The specific supervisors within the areas trained the students in their work and conveyed the expectations of their performance and productivity. Participating library directors were willing to send recommendations to library directors on behalf of any student seeking work in his/ her undergraduate institution's library.

Individual work schedules took an inordinate amount of time to create. Each partner library used a strategy that worked for its situation. At the Schurz Library for example, a student's work day was divided into two hour time slots that for the most part, repeated Monday through Friday, although there were exceptions.

## PROGRAMMING

In addition to work assignments, the project incorporates additional programming for the students. These additional opportunities are important because they expose students to other professional activities. One goal of the project is to deepen the students' understanding of academic libraries and how they

function. The activities also offer opportunities to bring together all of the participating students. Libraries seek to offer staff development opportunities and the additional programming for students is analogous.

A field trip to Chicago during the ALA Annual Conference was organized. In the morning, the students attended ALA exhibits at McCormick Center. In the afternoon, the students had a special guided tour of the Harold Washington Library Center by the director. Another field trip was organized for the South Bend area students to travel to Valparaiso to tour the new Christopher Center. The IUSB student assistants toured the ND libraries and Saint Joseph County Public Library in South Bend.

The grant partners agreed that all participating libraries would provide the students with some common instruction. The students would learn to create a resume and cover letter and receive some bibliographic instruction in using library resources. Notre Dame's University Libraries scheduled two hours of instruction each Friday for the Notre Dame students. Valparaiso University's students received individual training on how to create their own web pages as well as group library instruction. Indiana University South Bend mentors worked through the online course that is mandatory for their freshmen.

A panel of new librarians of color and one newly named Spectrum Scholar presented to Notre Dame students how each came to librarianship. The presentations were powerful and caught the students' attention. The expectation is to repeat this event next year and include all students. Valparaiso University interns had a two hour session with Mark Winston, then Associate Professor of Library Science at Rutgers University, to discuss career options for persons from underrepresented groups and his experiences in the working world as a person of color.

All students attended a half-day orientation meeting held at Notre Dame. The agenda included introductions and presentations on the purpose of the project. All students signed an authorization and release form granting permission to use their likenesses in promotional literature. Visits to the Law Library, the Medieval Institute Library and to the Schurz Library were arranged to follow the meeting. All students and mentors were invited to a wrap-up luncheon held at Notre Dame. Jennifer Younger, the Edward H. Arnold Director of Libraries, presented an address to the students.

## DATA COLLECTION AND ANALYSIS

Institute of Museum and Library Services (IMLS) mandates that the project be measured; therefore, data are collected and analyzed. Incorporating technology wherever possible to help with data collection, reports, and analysis was beneficial by saving time on manual processes. The plan was to complete all computer

programming activities by early February, but it became obvious that it would be more practical to develop applications and products as needed. The partners and mentors, for example, are required to record and report time spent on the project. An online form and a database were developed for this purpose. The data are output in a text file that can be imported into a database for storage and reports. The reports can be formatted as a spreadsheet, rtf, or pdf file. When the time reports were due to the granting agency at the end of the year, it was clear that this task had been easy to overlook. Most partners and mentors scrambled to catch up on their logs. But it was still more efficient than other means of recording time spent on the project. An electronic list also was created to facilitate regular communication among the partners. In addition, an online form existing from an earlier and similar program became the prototype for a form devised to track participating students' career and education decisions through their undergraduate years. Finally, the technical support consultant/analyst created a web presence for the project that will be expanded and updated as the project progresses. This is a means of disseminating information about the program and the participating libraries and students (<http://www.library.nd.edu/diversity/summer/imls/index.html>).

The importance of data collection and analysis to the partner libraries, however, is to determine whether or not it is reasonable to support an ongoing program to recruit new high school graduates to the profession. The students' responses to interview questions were used as preliminary, baseline data demonstrating their knowledge and experience with libraries. They are most knowledgeable about public and school libraries. Their notions of librarians, while positive, are inadequate for making career decisions.

Just before the students finished their summer work, exit interviews were conducted with each of them. Their notions of academic libraries have deepened. They commented about the number of journals subscribed to and about subject specific libraries in contrast to libraries that they had had experience with prior to this summer. Students indicate that they appreciated libraries more and said that they liked the introduction to different departments and types of jobs. One student indicated an interest in pursuing library school and currently works as a student assistant in his undergraduate library. Through mentor contacts, three other students have been identified as working in their undergraduate libraries. After the students had completed their eight weeks of work, information was gathered from the two major groups interacting with them: mentors and supervisors.

## MENTORING

A critical piece of the entire project is that of the mentor. Mentors have long been used in private

enterprise and in libraries as well. Research shows that in private enterprise there is a direct correlation between having a mentor and career advancement (Munde, 172). Library literature indicates the same direct connection between librarians and having a mentor relationship. Because of this evidence it was decided to include mentors as an integral part of the program in the grant proposal.

For this project, librarians are paired with students just out of high school. The librarians are attempting to establish a long term relationship that could lead to library school. No students expressed any interest in librarianship during the interview process but after the summer one student expressed an interest in becoming a librarian and is working at the Franklin D. Schurz Library.

*"The mentors have been selected according to their perceived abilities to relate to teenagers who are quite likely to be in their first job, to articulate the myriad descriptions of what it means to be an academic librarian and to describe how one becomes a librarian." (Project abstract)*

Mentors can be many things and this project expected a great deal out of our mentors. The responsibilities of the mentors are:

- Build a relationship with mentee
- Positively affect mentee's attitudes and knowledge about the profession
- Model librarianship
- Offer career counseling
- Insure development of library competencies
- Describe the project and teach the web contact form
- Professional communication
- Introduce: intellectual freedom and ethics concepts
- Develop project web pages
- Communicate effectively with mentee across the generational divide.

These responsibilities were to be met by interacting with the students two hours per week for a minimum of sixteen hours over eight weeks. It is apparent that this contact time needs to be increased. Mentoring these students became a hybrid of traditional mentoring and academic counseling. The mentors spent a good portion of their time describing academic libraries and their functions to the students. Library instruction was included for many of the students as well which will benefit the students as they enter college. Mentors also discussed college life and expectations in addition to helping the students write resumes and cover letters.

Rewards for the students were many, including gaining a huge advantage over other college freshmen in understanding academic libraries and how to do research. The students also interacted with someone in the profession, observing the positions and activities in an academic library. They also left the program with a resume and letter of recommendation from the library director that helped three of them secure student jobs in their college libraries.

Rewards for the mentors were also many. The mentors gained valuable insight into the workings of the "millennials" and how to communicate across generations. They had the opportunity to share their expertise and to instruct students in library research, ethics and current issues. Although their roles were largely undefined the mentors valued this experience and felt confident that next year they would gain even more from this experience. Students remarks included: *Appreciate librarians more. Had no clue all the jobs people do to keep the library running smoothly. Won't take librarians for granted anymore; We explored college research books, careers, schools, research topics, including one on majors and job availability...*

## MILLENNIAL STUDENTS AND COMMUNICATIONS

It was expected that there would be communication issues to be addressed between supervisors and students and between mentors and mentees. To alleviate as many communications difficulties as possible, a workshop for mentors was presented. There was also a session for the students about communications given during their orientation. Even after these sessions some encountered communication problems. These problems can best be described as "non-communication or mixed communication about responsibilities and expectations."

Some of problems encountered could best be described as generational communication issues (between millennials who were the students and their Gen x or boomer supervisors and mentors). However, most of the problems were a mix of students' lack of job experience and the supervisors'/mentors' unrealistic expectations.

The anticipated results of the students' library experience are:

Students will be more knowledgeable about the profession than when they began

Students will be more likely to regard academic librarianship as a profession of choice

Students will be more likely to pursue employment in their undergraduate years as student assistants in the academic institutions they attend.

Students will keep in touch with the mentors periodically throughout their years in academe

Students will keep the program appraised of their career choices through an online Web form

The participating libraries will benefit from the work produced by the student assistants. Mentors will become more accustomed to offering these services and will incorporate this service into their professional lives.

The students worked an 8-5, 40-hour work week. This was something that few of them if any had done before. The supervisors expected the students to know that if the schedule says 8 a.m., then they are expected show up at that time – not later. The students were expected to move from department to department posing difficulty for supervisors as well as students. Some students did not show up at the scheduled time and supervisors did not know what authority they had to deal with the situation. Sometimes students would show up to a department and the supervisor would not be there. Because the students lacked job experience, they did not know what to do in the situation and would just sit in the area waiting for someone to tell them what to do next.

Each library had elaborate schedules that would guarantee each student the opportunity to experience different aspects of the library: technical services, reference, circulation, etc. The purpose of this was to address our number one goal: "Students will be more knowledgeable about the profession than when they began." In fact, our exit interview confirmed that students had learned a lot about libraries but the exit interview also spoke to many activities that students considered "make work". A better connection needs to be made between seemingly trivial tasks and how they fit into the workings of a library. For next year's students it will be important not only to teach them how to do the task but how and why the task fits into the entire scheme of things in operating a library.

Another change for the following year will be an increase in the amount of job shadowing of the librarians who serve as mentors. The students were exposed to the paraprofessional jobs but had little contact with the librarians except for the two hours per week with their mentors.

Another challenge was one of multiple supervisors. It was inevitable due to the number of shifts that each student had per week. Some students took advantage of these confusing reporting lines. Supervisors were unsure of their authority to discipline or even to whom to report any situation often did nothing.

Although communications with and expectations of students presented problems for the first year of this project, all of these concerns can be resolved for next year. Additional workshops are planned for supervisors and mentors that will cover not just communication between generations but also specificity of their roles,

responsibilities and lines of communication. Mentors will be encouraged to include job shadowing activities. For the students an addition to the orientation will be a session on job responsibilities and workplace behavior.

## YOU CAN HAVE THIS PROGRAM IN YOUR OWN LIBRARY

Why would you want to? For the same reasons that we are pursuing this project. Libraries have a critical need for an infusion of new librarians, and especially librarians from underrepresented groups. Future projections show 40% of current ARL workforce retiring between 2000 and 2010 with an additional 27% retiring between 2010 and 2020. (Munde, 171) Replacement of directors, redeployment of vacancies and recruitment of new librarians are huge issues that all libraries are facing or will soon face.

This project supported by a grant from the IMLS provides a possible solution for these problems. The grant provides the wages for the students for eight weeks during the summer, but academic and public libraries can also do something very similar with little or no additional cost to their budgets.

One way to start is to use your own student worker or part time staff population. You can easily set aside current monies already budgeted for student workers and then earmark some of those monies for a recruitment project. Additional funds could also be petitioned for but it may be easier to ask for a reallocation of already existing funds.

Determine what the underrepresented group for the library's service area may be and be aware that recruiting underrepresented groups may be very difficult. For example: Valparaiso University, one of the project partners, had a difficult time recruiting underrepresented students from the Valparaiso area and had to expand to Portage and Chesterton.

### What to do:

**First:** If interested in pursuing a similar project, ensure you have buy-in from everyone in the institution. This includes not only the library director and board but also all staff and librarians that will be working with the students or staff members.

**Second:** Determine a timetable of events, results and activities. Keep it manageable and sustainable. Set up results that are attainable.

**Third:** Establish a detailed plan that includes the number of student workers, hours per week, tasks or special projects; identify the mentors, their responsibilities; create recruiting and interviewing plans and schedules; identify realistic outcomes.

**Fourth:** Follow all of the local recruiting and hiring practices and have the proposal reviewed by counsel.



The plans needs to be equitable: recruit from all high schools in the local service area. If the plan is to offer this opportunity to staff members, also follow the institution's guidelines for internal promotions or job opportunities.

**Document everything.** If it is to be a sustainable project then proof that outcomes were met is critical. Remember that all outcomes do not have to be met every year. The fresh-out-of-high school students will not be making a decision about library school for three or four years.

## OUTCOME EVALUATIONS

Outcome-based evaluations of the project are required by the granting agency. All five project partners attended the IMLS 2-day Outcomes Based Evaluation workshop in Washington, DC just after the funds were awarded.

The skills gained through this program would be helpful to students in their undergraduate years. Their experiences would open the possibility of working in their undergraduate institutions libraries when seeking campus employment. While the students would not necessarily be matriculating students in any of the projects participating libraries, the students, nevertheless, would take their skills and new knowledge with them into their futures and be more inclined to select librarianship as a career destination.

## CONCLUSION

In conclusion, it takes planning, good will and flexibility to make the project successful. After only the first year, the partner libraries learned the following: mentoring is an important service librarians should consider reintroducing into their professional lives; communication across generations is critical; a multicultural experience is valuable and enriching. The rewards are valuable enough to continue the project.

## PROJECT PARTNERS

Dwight King, head of research, Kresge Law Library (Notre Dame), Linda Fisher, government publications librarian, Franklin D. Schurz Library (Indiana University South Bend), Charles Gregg (2005), Mary Ellen Hegedus (2006-2007), director, McKenna Library (Holy Cross College) and Rick AmRhein, dean, Christopher Center for Library and Information Resources (Valparaiso University). Laura Bayard, documents access & database management head, University Libraries (Notre Dame) is the principal investigator.

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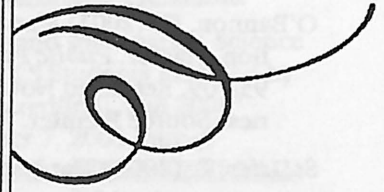
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# MEASURING DIVERSITY IN INDIANA LIBRARIES

by Deloice Holliday



**“Changing demographic realities, as well as our own ethical commitment to diversity, also demand that we further intensify efforts to include more women and minority candidates in our hiring and procurement efforts. Indiana University must advance its traditions of diversity in all that we do.”**

Indiana University, President Adam Herbert

## STATING THE PROBLEMS

According to the *Occupational Outlook Handbook* 2004-2005, in 2002 librarians held about 167,000 jobs, holding positions in schools, special, academic, and public libraries, (p. 215). Employment for librarians is expected to grow primarily because of the anticipated exodus of librarians in line for retirement during the next decade. This should be exciting news for the profession, but there is an expected shortfall of librarians. Fewer people are entering the profession; coupled with low pay and jobs outside of the traditional setting such as information brokers is causing some to wonder where this leaves librarians. For this discussion let us focus on relatively recent concepts and trends in librarianship such as the makeup of the profession, and its customer base. Some questions that will be addressed are: is it important to have a culturally diverse library workforce? More importantly, what's the makeup of library leadership and is it diverse? Who is at the helm in your library: men, minorities, women?

In the May 2005 issue of *American Libraries*, Keith Curry Lance covers the current statistics on the *Racial and Ethnic Diversity of U.S. Library Workers*. He writes, “If libraries are to be welcoming institutions to all, regardless of race and ethnicity, librarians and other library workers should be more diverse” (*American Libraries*, 41). Lance further states that “when the issue of diversity in libraries is raised, the focus is generally placed on the discrepancies between the racial and ethnic composition of the community at large and that of library workers, especially librarians. Instead, we should be looking at two different bases for comparison: the racial and ethnic composition of the adult population (adults ages 25 and over) and the subset of that population possessing an appropriate level of

educational attainment (a graduate degree for librarians or a high school diploma for library assistants” (*American Libraries*, 41).

## MEASURING DIVERSITY

Let us start our discussion of diversity with a few diversity related concepts, beginning with the word or concept “diversity” and “cultural diversity”. Other concepts we will be investigating are: inclusion, cultural competency, the digital divide, and social capital. According to *the Oxford American Dictionary* (1980; 1986) diversity is defined simply as “variety” (p. 252). Within the same dictionary readers will find the words multicellular and multicolored, but not the word multicultural; suggesting the word multicultural is quite a new term. In the world of diversity educators and trainers, the word multicultural means “many”. In *Racial and Ethnic Diversity in Academic Libraries: Multicultural Issues*, Dr. E.J. Josey and Glendora Johnson-Cooper define cultural diversity as, “the equal participation of men and women in organizations, regardless of their race, ethnicity, or gender,” (p. 2).

Inclusive or inclusion is another term diversity educators and trainers use often. *The Oxford American Dictionary* defines inclusive as “including much or everything,” (p. 445). Many of the terms we use to describe or define modern day concepts such as cross-cultural or cultural competency cannot be found in most dictionaries from 25 years ago.

Continuing our introduction to diversity related concepts and phrases, let us investigate the meaning of the term cultural competency. Concepts such as cultural competency can be found on reputable web sites and in social science and health care resources, but not in many of our favorite dictionaries. Cultural competency is defined “as a set of congruent behaviors, attitudes, and policies that come together in a system, agency, or among professionals and enables that system, agency, or those professionals to work effectively in cross-cultural situations,” (Cross et al., 1989; Isaacs and Benjamin, 1991). “Operationally defined, cultural competence is the integration and transformation of knowledge about individuals and groups of

people into specific standards, policies, practices, and attitudes used in appropriate cultural settings to increase the quality of services; thereby producing better outcomes," (Davis, 1997 referring to health outcomes) (Adapted from the Spruill & Davis article *Online Journal of Health Ethics [Online]*, 1(1). <http://www.air.org/cecp/cultural/default.htm>)

The digital divide is the notion of technology of the haves and have-nots; those who have access to the latest technology and those who are digitally divided and/or economically stressed. Citizens of Indiana who are economically disadvantaged often choose their public libraries as places where they can go and close the digital divide. "The digital divide usually explores four major gaps in technology: schools, gender, race, and the workplace" (Adapted from the Digital Divide Themes PBS Online). View the website for more information: (<http://www.pbs.org/digitaldivide/themes.html>). A government site (<http://clinton4.nara.gov/WH/New/digitaldivide/>) provides information regarding the disproportionate access to technology among the poor in American society.

What is social capital and what does it have to do with libraries? In the 2001 article appearing in the *Library Journal*, Miklos Marschall defines social capital as "values and social networks that enable coordination and cooperation within society... the relationship between people and organizations, which form the glue that strengthens civil society" (p. 40). Libraries have been a resource to teach citizens about America and democracy, and thereby maintain the social capital. Should libraries continue to serve in this vital role? If other forms of activities which makes a community viable such as voting, town meetings, joining service organizations, or attending political events are few and far between, the library is the only institution left where community folks can meet, read, talk about their concerns, and learn how to use modern technology. The social capital of a community is its people or citizens.

## CHANGING DEMOGRAPHICS

The changing demographics of many communities in Indiana will have an explicit effect on how we serve our library patrons. "According to an article by Lance in the May 2005 issue of *American Libraries*, the ethnic makeup of our profession may say more about society than about librarianship (p. 41). U.S. Census Reports show Hispanic, African American Asian/Pacific Islander and American Indian/Alaskan Natives ages 25 and over with graduate degrees of any kind are few" (Adapted from *The Big Payoff: Educational Attainment*). In some Indiana communities and colleges and universities, the makeup of the library profession does not match or mirror the user population it serves.

What skill sets do librarians need to provide effective library services to new groups moving into its communities? What's the role of the librarian in this new technologically savvy global environment? Do they continue to teach library patrons how to use resources, provide educational and collection specific programs and activities, develop resource guides, produce visual library displays, and create websites that promote outreach to specialized groups? Or do librarians reinvent themselves so that the programs, services, and activities they provide mirror the makeup of the community, giving little regard to the type of library serving the user? Who are the new immigrants? How are local communities preparing for different languages, cultures, and religions? What actions are communities taking to ensure that libraries are meeting the needs of their changing population? What does it mean for library users? What does it mean for the library profession? And finally, what does it mean for higher education? These and other questions will have to be decided by individual communities and its library boards.

The changing demographics are prevalent and affect how we serve our international student populations at colleges and universities, where English is a second, third, or fourth language; in local community schools, and in how the business sector reaches its global partners. Every sector of society is affected by changing demographics. Indiana cannot afford to lag behind when it comes to integrating diversity into its workforce, or in its library collections, programs and services. The information literate Indiana society will have to acquire knowledge about cultures from around the world if it is to remain viable in the global society.

Recently, the state of Colorado published its findings on *Diversity of Colorado Library Workers: Professional Self-Perceptions and Portents for the Future* (March 11, 2005). Indiana librarians and other library workers should look at these findings with a critical eye. By far the most glaring finding is that nine out of ten respondents to the library workers survey were White (89.8%) and female (90.3%). Each of the other three racial groups—American Indian/Alaskan Native, Asian/Pacific Islander, and Black/African American represented less than two percent of the respondents." The web site is available at: [http://www.Irs.org/documents/fastfacts/217\\_Diversity.pdf](http://www.Irs.org/documents/fastfacts/217_Diversity.pdf)

Respondents in the Colorado survey were asked to identify factors that they perceived to be discouraging to the pursuit of librarianship as a profession, primarily so the survey hosts could find out why so few minorities enter the profession. Hispanics were almost seven times as likely as non-Hispanics to identify the lack of racial and ethnic diversity among library workers as a discouraging factor. Hispanic respondents of the Library Workers survey in Colorado also perceived librarianship to be a female-dominated profession; and

were discouraged from choosing it as a career primarily because of a lack of racial/ethnic diversity and the perception that librarianship is a female-dominated profession. Men were more than half as likely to identify the low prestige of librarians as a problem. The number of librarians in the U.S. total 190,255; White, non-Hispanic librarians total 163,535 for a percentage of 85% of the country's librarians.

Additionally, news from the most recent *ALA Office for Accreditation Annual Report* is not encouraging. It reads, "While the pace of change in most of these...categories remains similar to last year, the largest change from 2003-2004 is in minority enrollment. Categories include change in full time faculty, change in total ALA headcount enrollment, change in full time head count enrollment, change in part time headcount enrollment, and change in minority enrollment. Only 18 schools reported increases in minority enrollment in 2004, while 23 schools reported decreases. In 2003, 34 schools reported increase, compared to 14 reporting decreases."

## EVALUATING LIBRARY SERVICES

During the course of the year 2004-2005, I participated in Indiana's first Leadership Institute Lead-IN: Leadership for Indiana Libraries sponsored by INCOLSA. *INCOLSA (Indiana Cooperative Library Services Authority)* is a multi-type library network with more than 760 members, the Indiana Library Federation, the Indiana State Library, and a stake holder's advisory group consisting of around 15 members. This leadership institute is designed specifically for Indiana librarians. The Institute's leaders were Dan and Sharon Wiseman of Wiseman Consulting & Training. The candidates participating in the leadership institute were introduced to various leadership concepts, reading material, journaling, and active group participation. Participants already working in leadership roles were able to further hone their skills through this institute. For those participants working in "team" or other environments, they were able to see themselves as a leader even if they did not possess the title of Head, Manager, Director, Dean or President.

During the yearlong institute, the project I chose to develop was closely tied to my position as multicultural outreach librarian for Indiana University Libraries in Bloomington. I created an instrument to survey diversity in Indiana Libraries. The survey is electronic and should take no more than 15-minutes to complete. See the link at: <http://www.indiana.edu/~libugls/diversity/survey/>

The survey is designed to help Indiana librarians evaluate and improve the library programs and services to patrons visiting libraries. Librarians from special,

corporate, public, academic, and school media centers are being asked to participate in the survey. At the conclusion of the survey, responses will be compiled and evaluations and analysis of the study will be done.

Does your library sponsor programs in languages other than English? Does your library have a department or committee that focuses on issues of diversity and multiculturalism? These are questions that can be found on the survey. It is my hope that knowing the type of questions on the survey whetted appetites or at least generated interest in the survey; so that the information/data gathered would be a good statewide sampling of diversity related issues Indiana Libraries are facing. A benefit of your responses to the survey is that it will aid librarians in improving library services and programs to patrons using Indiana libraries.

When evaluating library services much of the literature suggests that the makeup of the profession does not mirror the overall population base, a disturbing but an all too familiar trend or reality. When the state of Colorado initiated a survey on diversity the final word was, "there is no denying that, at present, there is little diversity among its library workers, but feel there are hopeful signs that particularly as new library workers replace those who are retiring, greater diversity is a likely consequence," (Adapted from the Diversity of Colorado Library Workers:)

In recent months the Indiana State Library has awarded more than \$65,000 in LSTA funds to a number of Indiana public libraries in order to strengthen their services to multicultural populations. Through this effort, Indiana is beginning to show its commitment to diversity. But have hiring practices changed? What are library administrators doing to diversify the library workforce? More importantly, what are administrators doing to retain minority library workers? Do they offer mentoring programs, travel incentives, continuing education and professional development opportunities, employee diversity or sensitivity training? These are but some of the questions Indiana library administrators need to address if a diverse library workforce will ever be realized.

### My Words:

Although words such as inclusion, cultural diversity, social capital and others have been defined in a most elementary way, sometimes the simple but direct way is the best. So in conclusion, it is my hope that Indiana librarians will begin to think of diversity, education in terms of not only hiring a diverse workforce, but also in terms of collections, services, programs, and events. We cannot ignore the fact that the face of Indiana is changing. Indiana is indeed becoming a multicultural state and its libraries should reflect that.

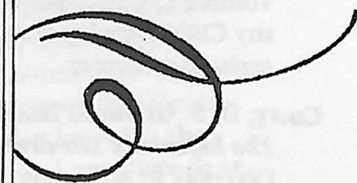
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**THERE IS NO EGG IN EGGPLANT,  
NO HAM IN HAMBURGER;  
NEITHER PINE OR APPLE IN PINEAPPLE!**

<http://www.ahajokes.com/eng002.html>

*by Chris Schellenberg*



If you have recently tried to learn a foreign language or traveled abroad, your awareness becomes stimulated by the challenge of functioning in a culture vastly different than your own. Even if you possessed the ability to speak the language; idioms, everyday expressions, and exceptions to grammatical rules probably led to a host of humorous exchanges. For burgeoning populations in not only urban but also sub-rural and rural communities, public libraries have become a destination for patrons seeking an informational and social center. There may be “no place like home”, but what if you are far from home or need to adjust to a new home? The encouragement and promotion of multiplicity and diversity can take many forms in public libraries.

The advancement of diversity is not a new issue for public libraries to address. Public libraries share a common mission to serve everyone in the community of which they are a part. To meet local needs and public issues, public libraries now include a wider range of materials and offer more services than ever.

The Vigo County Public Library (VCPL) has a long history of supporting, promoting, and even initiating community organizations and community efforts. In 1988, the VCPL's Community Services Librarian initiated efforts to develop and foster a Wabash Valley Literacy Coalition serving not only the county which the VCPL serves but the surrounding counties as well. The coalition is one of the oldest in Indiana and although membership has expanded in scope, the mission to work together in an “effort to raise literacy awareness in the community and to provide a network for literacy advocates” remains the same. Several years after the coalition was established, Vigo County Public Library assumed leadership of an English as a Second Language (ESL) program to provide one-to-one tutoring for the community's newest members. The VCPL's decision to accept this responsibility led to community partnerships, a noticeably more diverse attendance at VCPL events, (especially those with children), the satisfaction of knowing that staff are reaching out to all potential patrons, development of customized literacy services

and also – a lot of fun!

**Q: What happens to your body as you age?**

**A: When you get old, so do your bowels  
and you get intercontinental.**

[www.tech-sol.net/humor/true21.htm](http://www.tech-sol.net/humor/true21.htm)

If we, as native speakers, become confused using our own language, imagine the challenge non-English speakers face! Learning life skill English for health care, education, and finance is in itself a daunting task, but in everyday life this is made even more difficult since many jokes and TV shows rely on poor grammar, slang, idioms, and double entendres for humor. To assist ESL adult students in becoming more familiar with the English language, the Vigo County Public Library coordinates individual tutoring sessions, and plans and implements ESL group events that focus on specific literacy skills. The various ESL programs encourage strong relationships with other ESL community members and Interlink Language Center students.

The VCPL partners with a variety of community organizations to provide the cultural and social relationships non-English speakers crave. These events have included:

- “A Family Literacy Night with ESL Bingo” is just one of four special programs sponsored by a local Phi Kappa Phi Honor Society at Indiana State University. Fifty-seven people attended with a dozen children. Word bingo games, complete with books as prizes were part of a Phi Kappa Phi literacy grant involving members who desired to become actively involved in community efforts to promote literacy and diversity.
- A series of “English Nights” with a guest speaker and discussion groups on particular topics, is open to all ESL learners: those matched with a tutor, those waiting for placement, their families, ESL community members and INTERLINK Language School students. Recent topics have included:
  - Understanding Prescriptions
  - Safe Food and You

- Identity Theft
- Fire Safety and Awareness
- Current events; Newspaper article discussion

...the masculine pronouns are he, his and him, but imagine the feminine, she, shis and shim.

<http://www.corsinet.com/braincandy/hlanguage.html>

- ESL Women's Conversation Group, facilitated by an Excel of Terre Haute, Inc. community volunteer, meets weekly and has proved to be very successful. Since some cultures are more comfortable with same-sex interactions, it was decided to limit membership in this group to women. Begun originally as a way to serve students waiting for a tutor, the approximately 20 women now discuss anything from their thoughts to their wedding dresses. The group and facilitators have become friends, extending what began as a VCPL "class" into area trips to a karaoke restaurant, an apple orchard, and the Clabber Girl Museum. Vigo County Public Library and Excel of Terre Haute, Inc. have become partners in this and other ESL events. Excel of Terre Haute, a not-for-profit organization that hosts seminars and workshops intended to foster a more inclusive community, provided the facilitator for this group and also funded a variety of ESL programs for a year.
- Indiana State University's Communication Department sponsored an oral narrative collaboration made possible through a *Liberal Learning in Action Grant*. The project, *Cross-Cultural Narratives: Exploring the Lived Experiences of the Members of Cross-Cultural Communities in Terre Haute, IN*, involved ISU students in collecting, transcribing and responding to the oral narratives of adult ESL students in the VCPL Program.

The Lifelong Learning Center (LLC) manager and ISU students were required to complete an on-line distance learning training session, "Conducting the Information Interview." This included modules which corresponded with the seven stages of an information interview. Ethical principles associated with information interviewing are a particular concern when interviewing those with low English language literacy. This narrative project highlighted diversity in Terre Haute's community, gave ISU students training on cultural sensitivity and validated the ESL students' immigration and American experience stories.

- Indiana State University Department of Languages, Literatures and Linguistics invites the LLC manager annually to teach a class on volunteer-based community ESL programs.

- INTERLINK Language Center classes tour VCPL and attend English Nights. Altrusa International of Terre Haute sponsors social gatherings in members' homes.

**English was invented by people, not computers  
And it reflects the creativity of the human race  
(Which of course isn't a race at all)**

<http://www.ahajokes.com/eng002.html>

Language is constantly changing. Think about the use of "whatever" or "duh." And, like language, our communities change too. If we are to take advantage of all the creativity and human resources available in our communities, libraries with their mission to serve everyone in the community, are a natural place to start. The Vigo County Public Library has served as a community catalyst promoting community inclusion in politics, education and employment. In 2004 the local United Way of the Wabash Valley embarked on a community wide needs assessment. As a result of this study the United Way asked the VCPL's assistance in forming a Racial and Ethnic Diversity Implementation Team to work toward racial and ethnic inclusion in the Wabash Valley. The initiative includes partnerships with the Terre Haute Human Relations Commission, the local NAACP chapter, ISU's Affirmative Action office, the YWCA, and the Sisters of Providence. Partially funded by the United Way, the group's focus is on racial inclusion in three areas: politics, employment and education. Their Issue Statement is "Racial or ethnic discrimination limits opportunities and the quality of life of all people in the Wabash Valley."

In all three areas, the team began by compiling information and then moved into active sharing and community discussion of important issues. Most recently the Racial and Ethnic Diversity Implementation Team initiated a series of workshops featuring a



Sang Bok (left) and Zihye (right) pose in traditional Korean wedding dresses for the ESL Women's Conversation Group.



prominent Indianapolis attorney focusing on legal obligations and consequences of neglecting diversity workplace issues. The workshops were aimed at local human resource professionals and business owners. The Wabash Valley Human Resource Association served as co-sponsor of the workshops. The team also hosted a series of community meetings to discuss and encourage minority inclusion in the community's political system. Local speakers included mentors from the county school board and the city and county councils. Lists were distributed of vacancies on local boards and commissions and follow-up sessions were planned to determine what impact the meetings provided to individuals hoping to serve on appointed and elected boards and commissions. The eventual outcome is to support these same individuals as they hopefully run for political office. Being a part of the "system" is an important aspect of not only community service but "being included" in the affairs of the community. As the Racial and Ethnic Diversity Implementation Team's Possibility Statement suggests – "Efforts to eliminate racial or ethnic discrimination will help create a community using all of its citizen talent bank for the overall growth and success of the Wabash Valley." Assuming the leadership role for the promotion of community inclusion is an important part of the overall mission of the Vigo County Public Library to promote and foster the welfare of the entire community.

#### ABOUT THE AUTHOR

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*Kaleena Dale (center back), Phi Kappa Phi member, facilitated the discussion of the "Easy English News" newspaper at the Cultural Literacy event with a group of ESL students.*

# Discussion Questions

1. How has the population your library serves changed within the last ten years?
2. How have the library and librarians evolved to manage the changing population?
3. Do you think cultural events are an important aspect of a public library?
4. Should a public library acknowledge and participate in programming for special events or holidays such as Women's History Month or Halloween?
5. How does the library determine which events to celebrate or honor?
6. Are there some holidays or events which are too racially or politically sensitive for libraries to acknowledge? If so, why? Should libraries work to change this perception?
7. Can libraries choose to acknowledge only certain events (such as Black History Month) and ignore other events (Women's History Month or Holocaust Remembrance Day)?
8. Do you believe it is important to build a diverse workforce in academic and public libraries?
9. Do you think a diverse workforce matters to library patrons?
10. Are academic or public libraries more sensitive to culturally diverse patrons and their needs?
11. Do you believe patrons feel that one type of library (public or academic) is more welcoming to their needs as an immigrant or non-native English speaking patron?

# Indiana Libraries

## Submission Guidelines

*Indiana Libraries* is a professional journal for librarians and media specialists. Published twice a year, it is a joint publication of the Indiana Library Federation and the Indiana State Library.

Practitioners, educators, researchers, and library users are invited to submit manuscripts for publication. Manuscripts may concern a current practice, policy, or general aspect of the operation of a library.

For information and to discuss ideas for article topics, contact the *Indiana Libraries* editors:

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## Instructions to Authors

**Style.** Manuscripts should follow the parenthetical citation style of documentation modeled by the American Psychological Association (APA). The Publication Manual of the American Psychological Association: Fifth Edition

was most recently updated in 2001; some online information on using the APA Manual is available at <http://www.apastyle.org/>. The article should be double-spaced throughout with one-inch margins on all sides. Pages should be unnumbered. Manuscripts should be original and not published elsewhere. Authors are responsible for the accuracy of all materials including quotations, references, etc.

**Length.** Contributions of major importance should be 10-15 pages double-spaced. Rebuttals, whimsical pieces and short essays should be 2-7 pages, double-spaced. However, articles of any length may be submitted. (Graphics, charts, and tables are not included in the page count.) Charts and tables should be submitted separately from text.

**Graphics.** Authors are responsible for obtaining permission to use graphic materials (illustrations, images, photographs, screen captures, etc.). Submit camera-ready artwork for all illustrations, black and white only.

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**Submitting manuscripts.** Authors should be identified by a cover sheet that contains the author's name, position, address, and email address. Identifying information should not appear on the manuscript. Manuscripts should be submitted electronically in one of two ways:

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OR

2. Microsoft Word (preferred), WordPerfect or plain ASCII text file (PC compatible) attached to an email message addressed to [libcomer@isugw.indstate.edu](mailto:libcomer@isugw.indstate.edu)

Manuscripts will be acknowledged upon receipt and a decision concerning use will be made within thirty days after the date of receipt. The editor reserves the right to revise all accepted manuscripts for clarity and style. Edited articles will be returned to the authors for review. Those articles not returned to the editor within 5 days will be published as revised by the editor or assistant editors. Upon publication, the author will receive two complimentary copies.

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1. Title of article
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3. Text of article with references to source material in APA parenthetical notes
4. References for source material in APA format
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6. Short bio of author(s), about 3-4 lines for each author.

#### **Text Format Requirements**

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2. Submit files as Word (.doc) or Rich Text File (.rtf) documents, either as attachments or on disk if sending via USPS.

3. Save files with distinctive names (i.e., your last name, or a word or phrase specific to the article content) rather than with generic ones which anyone might use (i.e., indianalibrariesarticle.doc or reference.doc).

**See Also:**

1. The Librarian's Guide to Writing for Publication (Scarecrow Press, 2004)
2. APA Style Home at [www.apastyle.org](http://www.apastyle.org)

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Special Issue: Art Libraries and Librarianship  
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Special Issue: Continuous Improvement  
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