Diversity in the Library and Information Sciences: A Job Description Analysis

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There are few words in the English language that have as much power to cause conflict as "diversity." According to the Oxford English Dictionary, diversity is:

> 1.a. The condition or quality of being diverse, different, or varied; difference, unlikeness.
> 1.b. An instance of this condition or quality; a point of unlikeness; a difference, distinction; a different kind, a variety.
> …
> 3. Contrariety to what is agreeable, good, or right; perversity, evil, mischief ("Diversity," 2011).

A view that applies more directly to those in the library and information sciences comes from the American Association of School Librarians (2011), who believes that diversity has "many dimensions including ethnicity, nationality, race, culture, religion, gender, sexual orientation, socioeconomic background, mental and physical abilities, learning styles, values, and viewpoints" (n.p.). The majority of American Library Association job postings reference "diversity" in some way, but employers appear loathe to clearly delineate their diversity qualifications. Without a potential employer's guidance, it becomes the responsibility of applicants to define what diversity means to an organization.

Because the Master of Library and Information Science is a terminal degree, most new librarians will enter the workforce immediately following graduation. The more these graduates know about the expectations set for them by the ALA and their future employers, the better suited they will be to be hired and excel in the field. This means that decoding the word "diversity" will not only help people apply for jobs, but may also help ensure that those who apply are the best suited for those positions. We hope that our ALA Job List research may give

applicants a better idea of how to read job postings and descriptions for diversity and, ultimately, how to present their own diversity experiences to future employers.

As the profession currently stands, there is no easy way to determine what employers are looking for when they request or require diversity. Some seem to believe diversity is a trait like gender, race, or age that can be assessed based on physical appearance. Others maintain that diversity stems from life experiences and interactions with people outside a homogeneous group. Most people will find themselves in situations where they are part of a minority group at some point during their lives; these alternate positions allow for the opportunity to stretch individuals' perspectives and help them view the world in new ways. These enlightened worldviews - from being a part of a minority, a marginalized population, or working in an environment where the minority becomes the majority - are some of the reasons this study appealed to this group of researchers. When we understand our differences we realize that they do not make up the entirety of who we are, and that in many ways we are all similar.

Background

As a result of the economic, political, and social pressures of globalization, there has been a constant movement of people across borders, especially migration from the Global South to the Global North. In fact, it is projected that Asian and Hispanic populations will have the highest level of net international growth in the upcoming decades, according to a recent U.S. Census Bureau report (Ortman & Guarneri, 2009). The Hispanic population is expected to more than double by 2050, with the Asian population growing by 79%; the white, non-Hispanic population, on the other hand, is believed to decline by 6% in the same time frame. What challenges do such changes in the demographics of the U.S. population present to the field of library and information science?

The topic of diversity in the field of library and information science is constantly being revisited to evaluate and reflect on the needs of our changing society and to challenge institutions to represent such changes. Historically, there have been social movements to push for equal access and representation by marginalized groups. Such movements included feminism, the Civil Rights movement, and Stonewall, which organized against the oppressive practices of institutions rooted in white, heteronormative, patriarchal traditions. Subsequently, laws and regulations like the Equal Employment Opportunity Act and the Civil Rights Act were enacted to prevent private and public institutions from discriminating against individuals based on race, color, religion, sex, national origin, age, and disability.

Exploring conceptualizations of diversity within the field of library and information science, Gulati (2010) eloquently writes:

> Diversity is a trend that is ever contemporary, historical and futuristic. Sometimes the definition of diversity is sharp and explicit: racism, white privilege, homophobia, inequity of access, institutional racism, organizational barriers, non-English speaking and non-white. At other times the definition is elusive; it is a celebration of difference, internationalism, intellectual diversity, global village, multiculturalism, organizational culture, diversity of work style, and diversity of learning style (Balderrama, 2000).

Diversity is a multifaceted word with different meanings depending on context. In addition, while workplaces often declare their recognition of and commitment to diversity, institutional practices may reflect the opposite (Gabriel, 2010).

In the field of library and information science, there is concern regarding the representation and knowledge/understanding of historically marginalized groups (Mestre, 2010). As demonstrated by the population projections of the U.S. Census Bureau, there is a demand for intentional measures in meeting the needs of a society that will alter the status quo. According to the American Library Association (2007), in 2000 89% of credentialed librarians were white,

82% female, and 96% able-bodied. The Department for Professional Employees, AFL-CIO (2010) agrees that the field of library and information science is predominantly white and female, with minorities making up only 15.1% of all librarians in the field: 5.3% are black or African American, 6.8% Hispanic or Latino, and 3% Asian. Such statistics show that institutional practices are not adequately meeting the needs of diverse populations.

Due to the lack of diversity cited above, library and information science scholars have pointed out the need for cultural competency and diversity awareness: the transformative process of developing an understanding of the needs and practices of diverse populations and learning the skills to adequately connect to and address the challenges faced by such populations (Hussey, 2010; Mestre, 2010). These ideas conjure thoughts of white privilege, which should be mentioned in this context in order to understand the current lack of institutional diversity practices representing marginalized populations (McIntosh, 2000). McIntosh (1990) discusses that "whites are taught to think of their lives as morally neutral, normative, and average, and also ideal, so that when we work to benefit others, this is seen as work that will allow 'them' to be more like 'us'" (n.p.). To be culturally competent is to deeply understand marginalized groups and to value their traditions as equal to your own, no matter what your background. This means deconstructing how white privilege may be manifested in the library profession and how it is destructive to the health of diverse populations.

Methodology

In order to better understand the limited place diversity holds in library employment, we chose to study library job postings and descriptions and how they reference diversity in its many forms. To provide ourselves with the largest pool of general job postings specific to the library and information sciences, we examined those submitted to the American Library Association's

Job List during the month of April 2011. We selected ALA's Job List postings because they would, theoretically, have the most representative sample of employment opportunities across the entire profession, whereas more specialized organizations (e.g., Special Libraries Association, Reforma, Urban Libraries Council, etc.) would have postings related to their specific areas of interest. While we understand that our limited time period may not have been the most conducive to a broad, longitudinal study of the profession's employment opportunities, we were placed under time constraints by our academic schedule. In addition, we further refined our research sample by reducing the 104 postings submitted to the ALA Job List during April 2011; we selected only the middle 80 jobs, cutting 12 from either end of the date range so that each researcher reviewed 20 positions. Finally, two Canadian postings were later discarded as we opted to analyze only those job descriptions from the U.S.

We employed a self-designed Catalyst coding device (Appendix B) to more adequately frame our research and to compare and contrast the disparate job postings on a single set of criteria. We based a portion of our questions on content presented in the University of Washington Information School Statement on Diversity (Appendix A), currently unavailable online, but provided to us by one of our researchers who sits on the iSchool's Diversity Committee. In the statement, the iSchool asserts its commitment to diversity, and echoes the above call for cultural competency and diversity awareness:

> Diversity creates opportunities for people to engage, understand and respect others whose perspectives, values, beliefs, traditions, and worldviews have been shaped by experiences and backgrounds that may be different from their own, particularly those from historically marginalized and underrepresented groups (Information School, n.p.).

Once we began the coding process, we realized very few of the employers supplied the entire job description to the ALA Job List. Many postings were only a few lines of text and a

hyperlink to the full job description on the institution's own website. We decided to investigate each posting as if we were prospective applicants, clicking through provided hyperlinks and visiting the organizations' online job banks. We feel, therefore, that we were able to code the entirety of what each employer intended to offer applicants about diversity at those institutions.

Analysis

Of the categories included on our coding instrument, the following two will be referenced here in our analysis of library job postings:

- State by U.S. Census region: West, Midwest, Northeast and South
- Type of institution: academic, public, special, and school libraries (primary analysis will be between academic and public, as special and school libraries make up only 6% of our coding sample)

The qualitative data in the following coded categories was analyzed for mention of diversity, in the broadest sense, using the Information School Statement of Diversity as a framework:

A. LANGUAGE REQUIREMENTS
B. DIVERSITY GROUP(S) SPECIFIED
C. DIVERSITY REFERENCE TEXT & DIVERSITY STATEMENT REFERENCES
D. PREVIOUS EXPERIENCE WORKING WITH DIVERSE POPULATIONS

A. LANGUAGE REQUIREMENTS

While coding for language requirements, our goal was to see whether the linguistic or literacy skills of a language other than English were required as part of the job duties or whether it was a desired skill among academic and public libraries. Of the total job descriptions (78), 13 mentioned language or literacy skills other than English as either "a plus," "preferred," or "desirable," with the exception of two of the 13 postings, which listed language and literacy skills as "required."

Academic libraries made up six of the 13 statements for language and literacy skills beyond English. Of the language requests, they varied greatly compared to public library

statements: Chinese, Japanese, Korean, German, Polish, French, Spanish and Portuguese. Academic librarian positions list explicit requirements to work with materials in foreign languages for subject specific disciplines as well as a requirement for knowledge and understanding of the history, political and socio-economics of specific regions of the world, in order to assist with the specified disciplines/subjects in higher education.

Quite similarly, seven of the 13 statements for language and literacy skills beyond English were from public libraries. The job postings used the terms, "preferred, a plus, or desirable" more often than academic libraries to refer to the suggested languages: "Spanish," "bilingual," and "foreign language." The terms "bilingual" and "foreign language" are extremely broad and do not accurately give prospective employees a picture of the language needs of the communities they will be serving. On the contrary, one library explained and acknowledged the contributions of prospective employees by stating that, "bilingual is a plus in serving our diverse community."

The geographic makeup of the public libraries requesting language skills beyond English were from the West (CA, WA, NM, CO) and South (TX) regions of the U.S. These geographic regions follow the same language trends from the 2007 American Community survey (see figure), which reported, 20% of the U.S. population spoke a language other than English at home, and of that population, 62% spoke Spanish or Spanish Creole. (Shin & Kominski, 2010). In contrast, the six academic libraries requesting language skills were from the Midwest (IN, IL) and the South (FL, LA).

Among both public and academic libraries, terminology used to dictate the level of literacy and language skills were represented by vague words: "fluency," "reading knowledge," "reading proficient," and "capabilities." It is interesting to note that prospective employees may

not understand what constitutes fluency and how is it measured. In addition, there is a lack of
how the language skills will be used (e.g., person-to-person translation services, translating
documents, or conducting classes or trainings in another language). Finally, how often do
employers find and hire librarians who match the language criteria specified on job descriptions?

B. DIVERSITY GROUP(S) SPECIFIED

As mentioned, the Information School Statement of Diversity was used to establish the
list of diversity groups in our coding instrument, in which the following were listed and checked
off as applicable:

> ...differences [that] may include, but are not limited to: race, ethnicity, culture,
> religion, language, socioeconomic status, citizenship, national origin, gender,
> sexual orientation, age, and physical abilities (Information School, n.p.).

The above word cloud represents the frequency with which each diversity group was
mentioned in the job postings; the larger the word, the more plentiful its appearance. It was
quickly brought to our attention that coding for the presence and frequency of a specific diversity
group would not be sufficient to determine if the employer was in fact proactively sending a
message of inclusivity in their hiring practices or whether the prospective librarian would be

working with diverse populations, which may be categorized by one or more of the diversity groups.

C. DIVERSITY REFERENCE TEXT & DIVERSITY STATEMENT REFERENCES

Following the Civil Rights Movement, the first of several fair and equal employment policies were established and signed into law. From them emerged the Equal Employment Opportunity Commission (EEOC), charged with promoting "equality of opportunity in the workplace and [enforcing] federal laws prohibiting employment discrimination" (EEOC, n.p.). Some of the state and federal laws provided in the job descriptions include:

- Title VI and Title VII of the Civil Rights Act of 1964
- Title IX of the Education Amendments of 1972
- Sections 503 and 504 of the Rehabilitation Act of 1973
- D.C. Human Rights Act of 1977, as amended, D.C. Code section 2-1401.01 et seq.
- Immigration Reform and Control Act of 1986 (IRCA)
- Americans with Disabilities Act Amendments Act of 2008

These laws are intended to promote equal opportunity in employment practices. Although not a law, an academic posting from Oklahoma mentioned they employ the Internet-based E-Verify to determine the eligibility of their employees to work in the U.S. Several other postings also suggested practices that limit applicants who may be undocumented, further enforcing IRCA by requiring legal authorization to work in the U.S. [(CA - academic library (2) and public library (1)], a valid drivers license, [CA - public library (1); AZ - public library (1)], and proof of residency. These above limitations impact states with historical immigration and settlement patterns whereby prospective employees from diverse backgrounds may not be eligible to apply without necessary documentation to work (Shin & Kominski, 2010). This language can be confusing as some statements of AA/EOE state non-discrimination based on citizenship, while others are enforcing and requiring citizenship and proof of residency.

As mentioned above, laws and policies are upheld to ensure fair employment practices;

some job postings expressed this dedication in terms of a "strong commitment" to diversity. Across all library types, the recruitment of people from diverse backgrounds was also a common theme in an effort to "build a diverse workforce." The "recruitment and retention of a diverse workforce" was expressed in terms of "significant contributions to the library environment" as applicants from "diverse backgrounds" are encouraged to apply to contribute to "multicultural environments." This goal of a diverse workforce is ideal, but what do "diverse workforce" or "diverse backgrounds" mean? There is no standard definition across the library profession.

The idea of providing a statement of Affirmative Action or Equal Opportunity Employment encourages candidates to apply, knowing that regardless of any differences, they will be considered and treated equally in the hiring process. Some postings stated only "Affirmative Action" or "Equal Opportunity Employer" (or their abbreviations: AA/EOE) and provided no other diversity language. Others state: "It is our intention that all qualified applicants are given equal opportunity and that selection decisions be based on job-related factors." Unfortunately, statements like these can be seen as mere placeholders to meet diversity standards. Should the complete AA/EOE statements be provided in all job postings? If not, are the institutions less credible in their commitments to diversity? Additionally, what are the unintended consequences of following Affirmative Action and EEO practices (e.g., resentment in the workplace)?

Many of the job postings also encouraged women, minorities, and people with disabilities to apply. Some academic libraries explicitly address their active recruitment and retention efforts for women and minorities; Rutgers University (NJ) seeks out diversity in the STEM fields (Science, Technology, Engineering, and Mathematics), and Purdue University Libraries (IN) is partnered with the ARL (Association of Research Libraries) to provide their Diversity Scholars

with an inside look at the profession. Diversity Scholars must be from underrepresented groups in order to apply and they receive financial assistance, mentoring, and leadership training in preparation for a career in research libraries.

Some academic libraries also asserted their positions on cultural awareness and sensitivity: "Library staff members are committed to providing excellent and responsive services to a culturally and racially diverse campus." In 2007, the racial and ethnic demographics of students in higher education were approximately 32% minorities (Hispanic, Black, Asian American, and American Indian/Alaska Native), 64% white, and 3% undocumented (US Department of Education, 2009). This changing face of higher education is also challenging librarians to rethink how they outreach to college students and makes their commitment to diversity awareness even more poignant. At Northeastern Illinois University, librarians found that their outreach efforts to Latinos were not effectively meeting their needs; the cultural differences between Latinos and their white counterparts made it difficult for Latinos to be fully engaged in the library due to family obligations and work (Kolowich, 2010).

D. WORKING WITH DIVERSE POPULATIONS

It is our belief that in order to fully support the needs of library patrons, librarians must be prepared to work with diverse populations. Our coding yielded eight postings requiring previous experience working with diverse populations or the need to be prepared to work with same. A wide range of people can be accounted for under the umbrella "diverse populations." The lack of job postings mentioning experience working with diverse populations was surprising given the multicultural and multi-lingual make up of the U.S. What does it mean that most library job postings make no mention of working with diverse populations. Is such experience or knowledge unnecessary to perform the job duties? Perhaps it is a reflection of the institutions and

their mission, vision, and values. Or furthermore, it may be the result of who authored the job description and when it was first written or revised.

Recommendations

In order to address the growing diversity in the U.S. and in library user populations, we suggest two changes: ongoing diversity training for librarians and curriculum reform for library and information science (LIS) programs.

The University of Arizona implemented a program called Knowledge River in 2008 to assist a cohort of graduate students in their development of how to better serve two specific underserved populations: Latinos and Native Americans. This effort, along with ARL's diversity initiative and the active recruitment of diverse populations in the STEM fields, leads the way in helping to diversify the library profession, as well as training existing librarians in how to best work with diverse populations.

Rather than offering diversity-related courses as "special topics," LIS programs ought to revise existing courses to include diversity topics, or, better yet, establish a series of required courses to cover diversity topics (Montiel-Overall & Littletree, 2010). Establishing a required course on diversity dedicated to multiculturalism is critical to serving diverse populations (Kim & Sin, 2006). By implementing acurriculum reform, all LIS students can benefit and apply their knowledge and understanding to varying library types: academic, public, school or special libraries.

Not only is it important to include diversity topics in an LIS curriculum, it is also crucial to increase the representation of librarians of color from underrepresented groups (i.e., Latinos/as, African Americans, Asian Americans, and Native Americans). The recruitment of people from these backgrounds can be difficult because less than 13% of LIS graduate students

are students of color (Kim and Sin, 2006). Although it is very important for library patrons to see themselves represented by library staff and librarians (Kim and Sin, 2006), an important step towards serving diverse populations is to include diversity training for librarians. The value of cultural competency initiatives by library administration is the first step towards providing an inclusive space. It can be difficult to fully represent the populations we serve, but with purposeful intentions, libraries can develop and practice a welcoming environment for all patrons.

Suggestions for advanced cultural competency training can include workshops or personal research beyond one's own ethnic group, including reading fiction and attending cultural programming in the community (Davis, 1993). These practices may be particularly useful for prospective librarians who are reluctant to pursue positions working with diverse populations. LIS faculty should also engage in competency trainings or workshops more than once a year. In addition, active recruitment and retention efforts by staff and faculty allow for different perspectives in LIS cohorts, which eventually lead to greater diversity in libraries.

Summary and Future Research

This project's researchers come from disparate backgrounds, and the term "diversity" has different meanings for all of us. This discrepancy may have resulted in some inconsistencies in the coding process, with the coders placing more emphasis on certain questions than others, or noting unique aspects of the postings related to their personal interests. Diversity in the library and information science profession has not yet been studied in relation to job postings, and as such gave the researchers a wide field of research options. This blank slate both benefited and complicated the data gathering. In an effort to cover the wide variety of possible results that may arise during the research process, the coding was not as specific as it may have otherwise been.

Additionally, narrowing the scope of our study and looking for patterns in our research provided us the opportunity to discuss many other areas of diversity valuable to the library and information science profession.

Future coding and analysis of library and information science job postings and descriptions could be quite beneficial to furthering the understanding of diversity in the profession. We coded many job descriptions from academic institutions that have a legal requirement to meet the expectations of the Equal Opportunity Employer and Affirmative Action standards; further research might explore if private institutions value diversity differently than public ones. More lengthy and involved studies might look at how marginalized populations are perceived by prospective employers during the application and hiring process. Research on how diversity is distinguished by employers on paper could be achieved by individual applicants submitting multiple applications with slightly different experiences or associations; this experiment many reveal to what employers respond in a resume or cover letter. Because this topic is so expansive, there are innumerable ways to research diversity and help employees gain a better understanding of how their own experiences with diversity can benefit or harm them in the job application process.

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Appendix A: Information School Statement on Diversity

Diversity is a core value and foundational concept in the Information School. Catalyzing the power of diversity enriches all of us by exposing us to a range of ways to understand and engage with the world, identify challenges, and to discover, define and deliver solutions. The iSchool prepares professionals to work in an increasingly diverse and global society by promoting equity and justice for all individuals. We actively work to eliminate barriers and obstacles created by institutional discrimination.

Diversity creates opportunities for people to engage, understand and respect others whose perspectives, values, beliefs, traditions, and worldviews have been shaped by experiences and backgrounds that may be different from their own, particularly those from historically marginalized and underrepresented groups. These differences may include, but are not limited to: race, ethnicity, culture, religion, language, socioeconomic status, citizenship, national origin, gender, sexual orientation, age, and physical abilities.

Diversity-related challenges faced by the information field today include the lack of equitable access to information and technology, limited participation in an increasingly digital political and economic environment, and the preservation of cultural voices.

The Information School demonstrates institutional commitment to diversity by:
- Actively recruiting and sustaining a diverse student body utilizing nontraditional pathways
- Hiring and sustaining a diverse faculty and staff, including:
  - Diversity in our Director for Graduate Minority Recruitment and Retention position
  - Requiring the ability to demonstrate success in working with diverse populations for all new staff hires
- Supporting and engaging an active Diversity Committee comprised of students, faculty and staff
- Supporting and promoting an activist-oriented iEracism Student Group
- Integrating diversity-related knowledge, skills, and modalities into learning experiences inside and outside the classroom. These areas include:
  - Identifying and addressing information issues and needs of underserved populations
  - Identifying and addressing global information issues and needs of different nations
  - Enabling access to information and promoting information literacy
  - Organizing information for accessibility and empowerment
  - Designing information systems and products for all members of the community
  - Managing diverse work environments that maximize multiple perspectives
- Conducting research in areas that have impact for a diverse population. These include such topics as:
  - Indigenous systems of knowledge
  - Information needs of marginalized populations
  - Design of adaptive, assistive technology
  - Value-sensitive design
  - Information and communication technology for development
  - Information policy

The Information School actively welcomes and engages students, faculty, and staff from diverse backgrounds and reflects the importance of diversity through leadership and innovation within education, research, and the information professions.

Appendix B: ALA Job List Diversity Coding Instrument

1. Coder name:
   - Angelica
   - Marin
   - Monica
   - Nichole

2. Job posting ID number

3. Date job posted

4. Job title

5. Salary range, if listed

6. Employer name

7. Institution location – CITY

8. Institution location – STATE

9. Institution setting/area
   - Urban
   - Suburban
   - Rural

10. Type of institution
    - Public library
    - Special library: NGO/nonprofit
    - Special library: For-profit
    - School library: K-12, public
    - School library: K-12, private
    - Academic library: Post-secondary, community college
    - Academic library: Post-secondary, college/university, public
    - Academic library: Post-secondary, college/university, private

11. Degree requirements (check all that apply)
    - None specified
    - MLIS (ALA accredited institution)
    - Graduate degree other than MLIS
    - Other educational requirement(s) (please specify)

12. Language requirements
    - None specified

- Bilingual (please list language below)
- Multilingual (please list languages below)
- If bi-/multilingual, please list language(s) desired

13. Diversity group(s) specified (check all that apply)
   - Race
   - Ethnicity
   - Culture
   - Religion
   - Language
   - Socioeconomic status
   - Citizenship
   - National origin
   - Gender
   - Sexual orientation
   - Age
   - Physical abilities
   - None specified
   - Other (please specify)

14. Diversity statement(s) mentioned (answer yes or no for each)
   - Employer's diversity statement
   - Equal Opportunity Employer statement
   - Affirmative Action statement
   - Other diversity statement

15. Diversity statement text, if available (copy/paste)

16. Previous experience working with diverse populations, if requested (cut/paste)

17. Notes

Appendix C: Selected Coding Results

Coder name
- Angelica **(20, 26%)**
- Marin **(20, 26%)**
- Monica **(19, 24%)**
- Nichole **(19, 24%)**

Dates posted
4/5/11-4/27/11

Job title
- Account Development Specialist
- Acquisitions Librarian, Law Library
- Anthropology Librarian
- Archivist and Special Collections Librarian
- Assistant Director for Public Services
- Assistant Professor - Acquisition Librarian
- Associate Director of the Library
- Associate Director, John Cotton Dana Library, Newark Campus
- Associate University Librarian for Research and Education Services
- Branch Manager **(2)**
- Business Information Specialist
- Catalog and Metadata Librarian
- Cataloging & Metadata Services Librarian
- Cataloging and Metadata Librarian
- Civil Rights Project Archivist
- Collection Management Librarian
- Curator
- Curator of Special Collections (The Latin American Library)
- Databases Management Librarian
- Dean of Library Services
- Digital Access Librarian
- Digital Asset Manager/Librarian
- Digital Repository Manager
- Digital Services Librarian
- Digital User Experience Specialist
- Director of Library Services
- Director, Preservation and Digitization Services
- Director, Records & Information Management
- East Asian Studies Librarian
- Electronic Resources Librarian **(2)**
- Emerging Technologies Librarian
- Engineering & Computer Science Librarian

(Total number in section, percentage out of 78 coded job descriptions)

- European History and Political Science Subject Librarian
- Head of Access Services
- Head of Archival and Collection Services
- Head of Digital, Reformatting & Vendor Services
- Head of Library Technology Services
- Head of Preservation and Digital Imaging Services
- Head of Published Materials
- Head of Research & Learning Services
- Head of Technical Services
- Instruction Librarian
- Instructional Services Librarian **(2)**
- Librarian - Information Services
- Librarian - Reference & Instruction/Assessment
- Librarian (Adult Services)
- Librarian for Advanced Research & Engagement
- Librarian II - Youth Services
- Librarian Technical Services Administrator
- Library Director **(6)**
- Library Director/CEO
- Library Technology Specialist
- Library, Learning Resources & Technology Learning Centers
- Manager Community Libraries
- Manuscript Curator (Assistant Librarian)
- Middle School Librarian
- Part-Time Librarian
- Part-Time Reference Librarian
- Reference and Instruction Librarian
- Reference, Instruction and Outreach Librarian for Special Collections
- Research & Instruction Librarian (The Latin American Library)
- Research and Instruction Librarian
- Science Librarian
- Senior Special Collections Conservator
- Serials Acquisitions Librarian
- Technical Services Specialist, Media & Metadata
- Teen Services Librarian
- Temporary Librarian Pool
- Web Services Librarian
- Youth Services Librarian

Institution name
- Adelphi University
- AnswersMedia, LLC
- Atlantic City Free Public Library
- Auburn University Library

(Total number in section, percentage out of 78 coded job descriptions)

- Backstage Library Works
- Berea College
- Berry College, Memorial Library
- Boise State University Libraries
- Brown University
- Buffalo & Erie County Public Library
- Central Washington University
- Chattanooga-Hamilton County Public Library
- Cuyahoga Community College
- DC Public Library
- Dickinson College Library
- Duquesne University
- George Mason University **(2)**
- Georgia State University
- Harvard University Library **(3)**
- Hobart and William Smith Colleges **(2)**
- Horry-Georgetown Technical College
- Long Island University, Brooklyn Campus
- Los Angeles Public Library
- Marist College
- Muhlenberg County Public Libraries
- North Kingstown Free Library
- Ocean County College
- Oklahoma Panhandle State University, Marvin E. McKee Library
- ONEOK, Inc.
- Pierce County Library
- Pikes Peak Library District
- Princeton Day School
- Purdue University Libraries **(2)**
- Radford University, McConnell Library
- Rochester Institute of Technology
- Rutgers University Libraries **(2)**
- Sacramento Public Library
- San Antonio Public Library
- San Jose State University
- Santa Monica Public Library
- Santa Rosa Junior College
- Savannah College of Art and Design
- Sno-Isle Libraries
- South Central Kansas Library System
- Springer Science+Business Media, LLC
- Swarthmore College
- Syracuse University
- Tidewater Community College

(Total number in section, percentage out of 78 coded job descriptions)

- Tulane University **(2)**
- University of Akron
- University of Arizona, Arizona Health Sciences Library
- University of California, Los Angeles (UCLA) **(3)**
- University of Chicago Library
- University of Florida, George A. Smathers Libraries
- University of Illinois at Urbana-Champaign
- University of Miami
- University of Minnesota Duluth Library
- University of Notre Dame **(2)**
- University of South Carolina
- University of Southern Indiana
- University of Vermont
- University of Wisconsin Oshkosh
- Ursinus College
- Utah State University Merrill-Cazier Library
- Village of Ruidoso Public Library
- Washington & Lee University
- Yale University
- Yuma County Library District

State by US Census Region

Region 1 – Northeast (26, 33%)
- Division 1 – New England **(7, 9%)**
  - Massachusetts **(3)**
  - Rhode Island **(2)**
  - Connecticut **(1)**
  - Vermont **(1)**
  - New Hampshire
  - Maine
- Division 2 – Mid-Atlantic **(19, 24%)**
  - New York **(9)**
  - New Jersey **(5)**
  - Pennsylvania **(5)**

Region 2 – Midwest (13, 17%)
- Division 3 – East North Central **(11, 14%)**
  - Indiana **(5)**
  - Illinois **(3)**
  - Ohio **(2)**
  - Wisconsin **(1)**
  - Michigan
- Division 4 – West North Central **(2, 3%)**
  - Kansas **(1)**

(Total number in section, percentage out of 78 coded job descriptions)

- o Minnesota **(1)**
  - o Iowa
  - o Missouri
  - o Nebraska
  - o North Dakota
  - o South Dakota

Region 3 – South (22, 28%)
- Division 5 – South Atlantic **(13, 17%)**
  - o Virginia **(5)**
  - o Georgia **(3)**
  - o Florida **(2)**
  - o South Carolina **(2)**
  - o District of Columbia **(1)**
  - o Delaware
  - o Maryland
  - o North Carolina
  - o West Virginia
- Division 6 – East South Central **(4, 5%)**
  - o Kentucky **(2)**
  - o Alabama **(1)**
  - o Tennessee **(1)**
  - o Mississippi
- Division 7 – West South Central **(5, 6%)**
  - o Louisiana **(2)**
  - o Oklahoma **(2)**
  - o Texas **(1)**
  - o Arkansas

Region 4 – West (17, 22%)
- Division 8 – Mountain **(6, 8%)**
  - o Arizona **(2)**
  - o Colorado **(1)**
  - o Idaho **(1)**
  - o New Mexico **(1)**
  - o Utah **(1)**
  - o Montana
  - o Nevada
  - o Wyoming
- Division 9 – Pacific **(11, 14%)**
  - o California **(8)**
  - o Washington **(3)**
  - o Alaska
  - o Hawaii
  - o Oregon

(Total number in section, percentage out of 78 coded job descriptions)

Institution Setting
- Urban **(50, 64%)**
- Suburban **(15, 19%)**
- Rural **(13, 17%)**

Type of institution
- Academic library: College/university, public **(27, 35%)**
- Academic library: College/university, private **(26, 33%)**
- Public library **(16, 21%)**
- Academic library: Community college **(4, 5%)**
- Special library: For-profit **(4, 5%)**
- School library: K-12, private **(1, 1%)**
- School library: K-12, public **(0, 0%)**
- Special library: Nonprofit **(0, 0%)**

Degree requirements
- MLIS (ALA accredited institution) **(53, 68%)**
- MLIS (ALA accredited institution), Graduate degree other than MLIS **(12, 15%)**
  - Additional subject masters in English, History, media studies or similar discipline is strongly preferred
  - An advanced subject degree in a humanities or social science discipline is strongly preferred
  - History or other relevant field
  - Master's degree in History or Archival Studies, or a closely-related, relevant advanced degree
  - Master's degree in computer science, arts and humanities, or from an ALA-accredited program for library and information science or a related field
  - Masters in Business Administration, Public Administration or a related field
  - Masters-equivalent advanced degree in library studies, anthropology or other relevant discipline
  - MLIS degree in human-computer interaction or an appropriate related terminal degree
  - Second Master's degree in an academic discipline, or advanced study in Library Science
  - Second masters in related field
  - MS in Library Science, Information Science, Information Technology, Educational Technology or a related discipline
- Other educational requirement(s) **(6, 7%)**
  - A two-year college degree or equivalent education plus experience
  - Associates degree with significant college-level course work in Library Technology OR Computer Science and Library Science
  - Bachelor's degree in Information Management, Business management, or similar field. ICRM (Certified Records Manager) certification preferred
  - Bachelor's Degree. Advanced degree in library/information science, data curation, computer science, or related fields preferred
  - College degree

(Total number in section, percentage out of 78 coded job descriptions)

- o   Undergraduate degree
- MLIS (ALA accredited institution), Other educational requirement(s) **(5, 6%)**
  - o   Bachelor's degree or equivalent; Master of Library Science (MLS) or similar preferred
  - o   MLS/MLIS or comparable degree and/or experience
  - o   Undergraduate degree in a subject taught at SCAD. Ph.D. preferred
  - o   Undergraduate or graduate degree in biology or a natural science
  - o   Undergraduate or graduate degree in business, economics, or social sciences
- None specified **(1, 1%)**

Language requirements
- None specified **(65, 83%)**
- Bilingual **(9, 12%)**
  - o   Bilingual (English/Spanish) is desirable
  - o   Bilingual ability is a plus
  - o   Bilingual fluency in Spanish and English preferred, but not required
  - o   Fluency in a foreign language is a plus
  - o   Must be able to read and speak Chinese fluently. Capabilities in Japanese and Korean languages and the ability to communicate in those languages is highly desirable
  - o   Reading knowledge of one or more foreign languages (Spanish preferred)
  - o   Reading proficiency in at least one modern European language is strongly preferred
  - o   Spanish
  - o   Spanish
- Multilingual **(4, 5%)**
  - o   Excellent command of Spanish and/or Portuguese, spoken and written
  - o   Excellent command of Spanish and/or Portuguese, spoken and written
  - o   Knowledge of one or more foreign languages (desired)
  - o   Must be able to read and speak German and French fluently; Polish is desirable.

Diversity group(s) specified
- Gender **(32, 41%)**
- None specified **(32, 41%)**
- Other **(28, 36%)**
  - o   Minority group backgrounds **(16, 21%)**
  - o   Veteran or military status **(11, 14%)**
  - o   Color **(8, 10%)**
  - o   Marital status **(7, 9%)**
  - o   Other underrepresented groups **(5, 6%)**
  - o   Creed **(4, 5%)**
  - o   Gender identity or expression **(4, 5%)**
  - o   Any other protected status **(3, 4%)**
  - o   Mental disability **(3, 4%)**
  - o   Family responsibilities **(1, 1%)**
  - o   Familial status **(1, 1%)**

(Total number in section, percentage out of 78 coded job descriptions)

- o Genetic information **(1, 1%)**
- o Matriculation **(1, 1%)**
- o Personal appearance **(1, 1%)**
- o Place of residence or business **(1, 1%)**
- o Political affiliation **(1, 1%)**
- o Pregnancy **(1, 1%)**
- o Source of income **(1, 1%)**
- Physical abilities **(22, 28%)**
- Race **(16, 21%)**
- Culture **(14, 18%)**
- Age **(12, 15%)**
- National origin **(11, 14%)**
- Religion **(11, 14%)**
- Ethnicity **(8, 10%)**
- Sexual orientation **(6, 8%)**
- Citizenship **(5, 6%)**
- Language **(1, 1%)**
- Socioeconomic status **(1, 1%)**

Diversity statement references
- References "Equal Opportunity Employer" **(58, 74%)**
- References employer's own diversity statement **(49, 63%)**
- References "Affirmative Action" **(42, 54%)**
- No diversity statement/statute referenced **(13, 17%)**
- References other diversity statement/statute **(7, 9%)**

Diversity reference text
- Adelphi University is committed to building a diverse workforce and strongly encourages applications from minority and female candidates. Adelphi is an AA/EEO Employer.
- An equal opportunity institution.
- An Equal Opportunity/Affirmative Action Employer.
- As an equal opportunity and affirmative action employer, the University of Arizona recognizes the power of a diverse community and encourages applications from individuals with varied experiences and backgrounds. The University of Arizona is an EEO/AA Employer – M/W/D/V. *[Minorities/Women/Veteran/Disabled]*
- As an Equal Opportunity Employer, Pikes Peak Library District does not discriminate on the basis of race, color, religion, sex, age, national origin, disability, pregnancy, sexual orientation, genetic information, military status, or any other status protected by law or regulation. It is our intention that all qualified applicants are given equal opportunity and that selection decisions be based on job-related factors.
- Auburn University is an Affirmative Action/Equal Opportunity Employer. Women and minorities are encouraged to apply.
- Berea College, in light of its mission in the tradition of impartial love and social equality, welcomes all people of the earth to learn and work here.

(Total number in section, percentage out of 78 coded job descriptions)

- Boise State University is strongly committed to achieving excellence through cultural diversity. The University actively encourage *[sic]* applications and nominations of women, persons of color, and members of other underrepresented groups. EEO/AA Institution, Veterans preference.
- Brown University is an Equal Opportunity/Affirmative Action Employer.
- Candidates from minority group backgrounds and members of other underrepresented groups are strongly encouraged to apply.
- Cuyahoga Community College is committed to attaining excellence through the recruitment and retention of a diverse workforce. The College is an equal employment opportunity institution. If you are a person with a disability who is in need of a reasonable accommodation in order to participate in the College's application, interview and/or selection process, please contact the Office of Diversity and Affirmative Action at…
- CWU is an AA/EEO/Title IX Institution.
- Dickinson is committed to diversity, and we encourage candidates who will contribute to meeting that goal to apply. Applications and nominations of women and minorities are strongly encouraged.
- EEO/AA Employer.
- EOE/AA/ADA/M/F/V/D *[Equal Opportunity Employer/Affirmative Action/Americans with Disabilities Act/Minorities/Female/Veteran/Disabled]*
- EOE/ADA
- Equal Employment Opportunity: SRJC attracts and retains the most qualified faculty and staff from diverse backgrounds. This is achieved through an inclusive recruitment strategy and a rigorous, thorough hiring process that begins with the fair and consistent evaluation of each application for minimum qualifications and demonstrated skills specific to each position. Because the ability to serve students from broad cultural heritages, socioeconomic backgrounds and genders is a key commitment of the College mission, SRJC actively encourages applications from candidates who recognize the value that diversity brings to a professional educational community.
- Equal Opportunity Employer. Qualified applicants receive equal consideration for employment without discrimination because of sex, marital status, race, religion, color, creed, national origin, age, sexual orientation, citizenship, veteran's status or disability.
- George Mason University is an equal opportunity employer encouraging diversity.
- George Mason University is an equal opportunity employer. Women and minority candidates are particularly encouraged to apply.
- Georgia State University is an equal opportunity educational institution/affirmative action employer strongly committed to cultural diversity.
- Harvard University is an Affirmative Action/Equal Opportunity Employer.
- Harvard University is an Affirmative Action/Equal Opportunity Employer.
- Harvard University is an Affirmative Action/Equal Opportunity Employer.
- Hobart and William Smith Colleges are committed to attracting and supporting a faculty of women and men that fully represent the racial, ethnic, and cultural diversity of the nation and actively seek applications from under-represented groups. The Colleges do not discriminate on the basis of race, color, religion, sex, marital status, national origin, age, disability, veteran's status, or sexual orientation or any other protected status.

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- Illinois is an Affirmative Action/Equal Opportunity Employer and welcomes individuals with diverse backgrounds, experiences, and ideas who embrace and value diversity and inclusivity. (www.inclusiveillinois.illinois.edu)
- It is the ongoing policy of Berry College to afford equal employment opportunity to qualified individuals regardless of race, color, religion, gender, national origin, age, physical or mental /handicap, veteran status, and/or whether or not they are disabled veterans; and to conform to applicable laws and regulations.
- Marist College is strongly committed to the principle of diversity and is especially interested in receiving applications from members of ethnic and racial minority groups, women, persons with disabilities, and persons from other under-represented groups.
- Minorities and women are encouraged to apply. USC is an EOE.
- Motivated by its Catholic identity, Duquesne values equality of opportunity both as an educational institution and as an employer.
- NOTICE OF NON-DISCRIMINATION: In accordance with the D.C. Human Rights Act of 1977, as amended, D.C. Code section 2-1401.01 et seq., (Act) the District of Columbia does not discriminate on the basis of actual or perceived: race, color, religion, national origin, sex, age, marital status, personal appearance, sexual orientation, gender identity or expression, familial status, family responsibilities, matriculation, political affiliation, gender information or disability, source of income, or place of residence or business.
- Ocean County College is an equal opportunity/affirmative action employer and prohibits discrimination on the basis of race, color, creed, sex, national origin, age, religion, veteran's status, marital status, or disability.
- OPSU is an AA/EE/E-Verify employer committed to diversity. This institution, in compliance with Title VI and Title VII of the Civil Rights Act of 1964, Title IX of the Education Amendments of 1972, sections 503 and 504 of the Rehabilitation Act of 1973, the Americans with Disabilities Act Amendments Act of 2008, and other applicable federal laws and regulations, and to the extent required by law, does not discriminate on the basis of race, color, national origin, sex, age, religion, physical or mental disability, or status as a veteran in any of its policies, practices, or procedures. This includes, but is not limited to, admissions, employment, financial aid, and educational services.
- Purdue University is an equal opportunity/equal access/affirmative action employer fully committed to achieving a diverse workforce.
- Purdue University is an equal opportunity/equal access/affirmative action employer fully committed to achieving a diverse workforce.
- Radford University is an Equal Opportunity/Affirmative Action employer committed to diversity.
- Rutgers is an ADVANCE institution, committed to increase diversity and the participation and advancement of women in the STEM disciplines. Rutgers, the State University of New Jersey, is an equal-opportunity, affirmative-action employer. The Libraries are strongly and actively committed to diversity, and seek candidates who will contribute creatively to the University's multicultural environment.

(Total number in section, percentage out of 78 coded job descriptions)

- Rutgers, the State University of New Jersey, is an equal-opportunity, affirmative-action employer. The Libraries are strongly and actively committed to diversity, and seek candidates who will contribute creatively to the University's multicultural environment. Rutgers is an ADVANCE institution, committed to increase diversity and the participation and advancement of women in the STEM disciplines.
- San Jose State University is any *[sic]* equal opportunity/affirmative action employer. Reasonable accommodations will be made for applicants with disabilities.
- Sno-Isle Libraries is an equal opportunity employer and does not discriminate on the basis of race, color, creed, gender, age, national origin, marital status, or the presence of any sensory, physical, or mental disability, or the use of any trained guide or service dog by a disabled person. Persons who speak a language(s) in addition to English are encouraged to apply.
- Special assistance with the application and examination process is available, upon request, for persons with disabilities. Call…(Hearing Impaired Only). The City of Santa Monica is an Equal Opportunities Employer - Women, Minorities and Disabled Are Encouraged To Apply.
- Springer Science+Business Media, LLC is proud to be an Equal Opportunity Employer.
- Syracuse University is an AA/EOE.
- TCC is strongly committed to achieving excellence through cultural diversity. The college actively encourages applications by and nominations of qualified minorities, women, disabled persons, and older individuals.
- The City of Los Angeles is an Equal Opportunity/Affirmative Action Employer.
- The City of San Antonio is an Equal Opportunity Employer (this position is contracted through the City of San Antonio)
- The Rochester Institute of Technology is an equal opportunity/affirmative action employer.
- The University of Akron is committed to a policy of equal employment opportunity and to the principles of affirmative action in accordance with state and federal law.
- The University of Chicago is an Affirmative Action/Equal Opportunity Employer.
- The University of Miami is an Equal Opportunity Affirmative Action Employer. The University has a strong commitment to diversity and encourages applications from candidates of diverse cultural backgrounds.
- The University of Minnesota is an equal opportunity educator and employer. If you need a reasonable accommodation for any part of the application and hiring process, please contact the University of Minnesota Disability Specialist at...
- The University of Notre Dame is an Equal Opportunity/Affirmative Action Employer strongly committed to diversity. We value qualified candidates who can bring to our community a variety of backgrounds.
- The University of Notre Dame is an Equal Opportunity/Affirmative Action Employer strongly committed to diversity. We value qualified candidates who can bring to our community a variety of backgrounds.
- The University of Southern Indiana is an equal opportunity, affirmative action educator and employer that values diversity, respects differences, and provides a sense of belonging and inclusion.

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- The University of Wisconsin Oshkosh is committed to recruiting, supporting and fostering a diverse community of outstanding faculty, staff and students, and is an AA/EEO Employer. UW Oshkosh complies with the Wisconsin Fair Employment Act with regard to nondiscrimination on the basis of arrest and/or conviction record.
- Tulane University is an AA/EO Employer. Women and minorities are encouraged to apply.
- UCLA welcomes and encourages diversity and seeks applications and nominations from women and minorities. UCLA seeks to recruit and retain a diverse workforce as a reflection of our commitment to serve the people of California, to maintain the excellence of the university, and to offer our students richly varied disciplines, perspectives, and ways of knowing and learning. UCLA is an Equal Opportunity/Affirmative Action/ADA-compliant employer. Under federal law, the University of California may employ only individuals who are legally authorized to work in the United States as established by providing documents specified in the Immigration Reform and Control Act of 1986.
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- Ursinus is an EO/AA employer. In keeping with the college's historic commitment to equality, women and minorities are especially encouraged to apply.
- Washington and Lee University is an Equal Opportunity Employer. Women and minority candidates are strongly encouraged to apply.
- We actively seek applicants from diverse cultural and ethnic backgrounds. The University of Vermont is an AA/EO employer.
- Yale University is an affirmative action/equal opportunity employer. Yale values diversity in its faculty, staff, and students and strongly encourages applications from women and members of underrepresented minority groups.

Previous experience working with diverse populations
- A statement describing your demonstrated experience in understanding and being sensitive to the diverse academic, socioeconomic, cultural, disability and ethnic backgrounds of community college students and staff under Application Procedures
- Ability to work collegially with students, faculty, and staff in a diverse community.

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- Bring your vision, collaborative management skills, and passion for serving a racially, ethnically, and culturally diverse county of over 919,000.
- Commitment to working with a diverse population and understanding of Duquesne University's Mission (http://www.duq.edu/mission/our-mission.cfm)
- Demonstrated ability to work independently, as well as collaboratively with diverse constituents.
- Excellent interpersonal and presentation skills, and the demonstrated ability to communicate effectively in an ethnically and culturally diverse environment.
- Experience providing reference services to individuals from diverse communities and cultures in an academic library.
- Previous experience working with teens, developing electronic and web resources is highly desirable.

Notes
- Required qualifications: Exemplary communication skills in order to work effectively with a diverse body of students, faculty, library colleagues, and visitors.
- Requirements: Candidates must provide proof of identity and legal right to work in the United States prior to appointment. Some positions may require a valid California Drivers License.
- Applicants must be willing to contribute actively to the mission and to respect the Spiritan Catholic identity of Duquesne University. That mission is implemented through a commitment to academic excellence, a spirit of service, moral and spiritual values, sensitivity to world concerns, and an ecumenical campus community.
- Requirements: Arizona driver's license if position duties require.
- Required qualifications: Commitment to fostering a diverse educational environment and workplace and ability to work with a diverse student and faculty population.
- E-Verify is an Internet-based system that allows businesses to determine the eligibility of their employees to work in the United States.
- If you are in need of special services or facilities due to a disability in order to apply or interview for this opening, please call the Human Resources Department; In accordance with Federal Law all employees must provide proof of eligibility to work in the United States under Conditions of Employment.
- Required: Knowledge of the history, politics, economics, literatures and cultures of Latin America.
- Required: Knowledge of the history, politics, economics, literatures and cultures of Latin America.
- Library staff members are committed to providing excellent and responsive services to a culturally and racially diverse campus.
- Minimum qualifications: A commitment to diversity.
- Qualifications: Requests an Awareness of and sensitivity to the educational goals of multicultural population [sic].
- Required qualification: Demonstrated ability to supervise a diverse staff of professionals and paraprofessionals.
- Required: MLS or equivalent advanced degree in academic field such as American history or Southern studies.

(Total number in section, percentage out of 78 coded job descriptions)

- Requires the ability to speak and understand English.
- RESIDENCY: A person applying for a position in the Career Service, or Management Supervisory Service, who is a bona fide District resident AT THE TIME OF APPLICATION for the position, may be awarded a 10-point residency preference over non-District applicants, unless the person declines the preference points.
- Since 2005, Purdue Libraries has…partnered with the ARL Initiative to Recruit a Diverse Workforce to provide ARL Diversity Scholars with a behind- the-scenes look at the advanced operations of research libraries.
- The Anthropology Librarian also works with the International Center, the Center for European Studies, the C.A. Pound Human Identification Laboratory, the Museum Studies Program and the Centers for African Studies, Asian Studies, Jewish Studies, and Latin American Studies.
- The successful candidate for the position must pass a physical and drug test prior to employment.

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