

APPENDIX THREE
Professional Service and Outreach
National

CONTENTS

Folders for APPENDIX THREE, Professional Service and Outreach

1. Libraries Folder

- Encore Evaluation Committee 2013-2014
- UNL Libraries Brown Bag, “Cultivating a Future for Tribal College and University Libraries in Increasingly Challenging Economic Times,” November 2013
- Staff Excellence Committee 2012
- Digitization Council, February – October 2012
- Search Committee for Accountant II position, 2011-2012
- Liaison Committee, COART representative, 2011, 2012
- COART, three year appointment 2011-2014
- Staff Development Committee, two year appointment
- Staff Excellence Committee 2009
- Search Committee for Digital Resources Designer position, 2008

2. University Folder

- Intercollegiate Athletics Committee, agenda
- Sub-committee work examples – Schedule Oversight Sub-committee, and Sub-committee to Assess Academic Support Services
- University Appeals Board

3. State Folder

- University of Arizona School of Information Resources and Library Sciences Knowledge River Steering Committee member, 2006-present, examples of work
- Nebraska Library Association Diversity Committee, Co-Chair 2010-2011

4. National Folder

- ALA Spectrum Scholarship Jury Selection Committee, selection tool
- ARL Visiting Program Officer for Diversity and Leadership, Fall 2011-Fall 2012 and Fall 2012-Spring 2013

5. International Folder

- IFLA SIG on Indigenous Matters, Outreach task force roster, 2010-present
- IFLA SIG on Indigenous Matters, submitted update for committee work

6. Significant Continuing Education

- Association of Research Libraries Leadership Career Development Program
- PhD in Managerial Leadership in the Information Professions, Simmons College

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National

Brief Description:

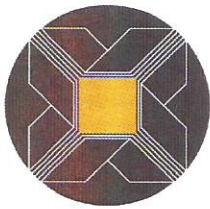
ARL Visiting Program Officer for Diversity and Leadership, Fall 2012-Winter 2013

My Role:

As Visiting Program Officer for ARL Diversity and Leadership, I work closely with the Director of Diversity Programs at ARL. Specifically, projects I worked on include: enhancing ARL's diversity recruitment efforts through assisting with the ARL Initiative to Recruit a Diverse Workforce (IRDW); providing guidance and curriculum development and programming for such programs as the ARL Leadership Symposium held during ALA MidWinter each year as well as the mentor component of the IRDW program; further develop ARL's career placement services and tools; contribute to marketing and communications for ARL Diversity and Leadership programs and overall support of student recruitment and development; assessment of programming and web resources.

Significance/Impact:

Some of the projects I've been responsible for include the following: I created a survey to assess the Career Resources page of the ARL website – we are trying to determine who uses the tool, how it's used or what pieces are visited, what users think of the navigation features, and what pieces are considered effective or not effective and why; collaborated with ARL Diversity Director to plan, develop, coordinate, and implement the 9th annual ARL Leadership Symposium at ALA MidWinter Meeting held in Seattle, WA; revamped presentation and co-conducted a webinar training for the IRDW participants on the mentor component and completed the recruitment for mentors; presented updates to the ARL Diversity and Leadership Committee; and assisted with fund development for the Diversity and Leadership programming. I successfully published three issues of [Synergy: News from ARL Diversity Programs](#), an online newsletter now published twice a year in January and June.



Association of Research Libraries®
Ninth Annual Leadership Symposium
January 26 & 27, 2013
Agenda

Hotel 1000, 1000 First Ave., Seattle, WA 98104

Thursday, January 24

- 4:00 p.m. **Welcome and Introductions** Corner Room
Mark A. Puente, Director of Diversity and Leadership Programs
Association of Research Libraries
- 5:30 p.m. **Norms for Learning and Housekeeping**
- 6:30 p.m. **Dinner with Diversity Scholars, Career Enhancement Program Fellows,** 4th Floor Terrace
and Leadership and Career Development Fellows
- Mosaic of Diversity** Corner Room
An exploration of the many dimensions of diversity and
the ways in which we identify ourselves

Friday, January 25

- 7:30 a.m. **Continental Breakfast** Level II
- 8:30 a.m. **Making the Most of the ARL Experience** Corner Room
Mark A. Puente, Director of Diversity and Leadership Programs
Association of Research Libraries
- 10:00 a.m. **Break**
- 10:30 a.m. **Residencies, Fellowships, and (Regular) Jobs, Oh My!**
A panel discussion on one possible strategy for entering the research
library workforce.
Melanie T. Kowalski, Research Library Fellow, Scholarly
Communications Office
Emory University, Robert W. Woodruff Library
- Hannah Lee, Assistant Librarian, Student Multimedia Design Center*
University of Delaware Libraries
- Juleah Swanson, Acquisitions Librarian for Electronic Resources &*
Assistant Professor
The Ohio State University Libraries
- 12:00 p.m. **Lunch with Purdue University Staff – Diversity Scholars** Studio
- Lunch – Career Enhancement Program Fellows** Offsite
Purple Café, 1225 Fourth Ave., Seattle, WA 98101

- 1:15 p.m. **Tour Option 1: Seattle Public Library** – Meet in lobby of Hotel 1000 and walk to Seattle Public Library.
- Tour Option 2: Seattle University**, Lemieux and McGoldrick Learning Commons, 901 12th Ave., Seattle, WA 98122 – Meet in hotel lobby and take taxis to the university campus.
- 3-5:00 p.m. **Photos** – Diversity Scholars and CEP Fellows Location TBA
- 3:30 p.m. **Front, Center and Back Stage: Technology Solutions For User Engagement and Discovery** Corner Room
*Carl Grant, Executive Advisor, University Libraries
 Virginia Tech Libraries*
- Emily Morton-Owens, Applications and Systems Manager
 Seattle Public Library*
- Catherine Soehner, Associate Dean for Research and Learning Services
 University of Utah, J. Willard Marriot Library*
- Jaeyeong (Jan) Sung, Head, Access Services,
 University of Hawaii at Manoa Libraries*
- 5:00 p.m. **Break**
- 6:30 p.m. **Dinner/Reception** Offsite
 Sazerac at the Monaco Hotel, 1101 Fourth Ave., Seattle, WA 98101
This event is sponsored by the MIT Libraries

Saturday, January 26

- 7:30 a.m. **Continental Breakfast** Level II
- 8:30 a.m. **Welcome and Introductions** Corner Room
*Mark A. Puente, Director of Diversity and Leadership Programs
 Association of Research Libraries*
- 8:45 a.m. **Current Trends in Information Policy**
*Kevin Smith, MLS, JD, Director, Copyright and Scholarly
 Communication
 Duke University, Perkins Library*
- 9:45 a.m. **Break**
- 10:00 a.m. **Current Trends in Scholarly Communication**
*Julia Blixrud, Assistant Executive Director, Scholarly Communications
 Association of Research Libraries*
- 10:55 a.m. **Break**

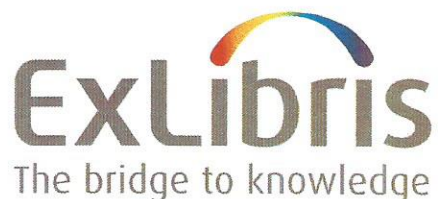
- 11:05 a.m. **The Future of Open Access**
Heather Joseph, Executive Director
Scholarly Publishing and Academic Resources Coalition (SPARC)
- 12:10 p.m. **Lunch with ARL Directors** 4th Floor Terrace
- 1:30 p.m. **Academic Libraries and the User Experience** Corner Room
Joan Lippincott, Association Executive Director
Coalition for Networked Information (CNI)
- 2:30 p.m. **Break**
- 2:40 p.m. **Demonstrating the Value of Libraries**
Martha Kyrillidou, Senior Director, Statistics and Service Quality
Programs
Association of Research Libraries
- 3:40 p.m. **Break**
- 3:50 p.m. **New Services in Research Libraries**
Judy Ruttenberg, Program Director, Transforming Research Libraries
Association of Research Libraries
- Lucinda Covert-Vail, Director, Public Services*
New York University Libraries
- Amy Harper, Clinical Research and Innovation Librarian*
University of Washington Health Sciences Library
- Patricia Hswe, Digital Content Strategist and Head, ScholarSphere User*
Services
Penn State University Libraries
- Kelly E. Miller, PhD, Director, Teaching and Learning Services and*
Head, College Library
University of California, Los Angeles
- 5:00 p.m. **Break**
- 5:30 p.m. **Group Photos** Parlor
- 6:30 p.m. **ARL Diversity Programs Reception – By invitation only** Level IV
- 8:30 p.m. **Adjourn** Library/Terrace

Sunday, January 27

Jobs Search Skills Workshop

7:45 a.m.	Continental Breakfast	Level IV
8:45 a.m.	The Art and Science of Securing a Job in an ARL Library <i>Brian W. Keith, Assistant Dean, Human and Financial Resources</i> <i>University of Florida, George A. Smathers Libraries</i>	Great Room
10:00 a.m.	Résumé Review ARL Library personnel	
12:00 p.m.	Lunch with Résumé Reviewers/HR Personnel	Level IV
1:30 p.m.	Closing Ceremonies	Great Room
3:00 p.m.	Adjourn	

Funding for the ARL Leadership Symposium is provided, in part, by:





ARL Committee on Diversity and Leadership
Meeting – May 1, 2012
6:30 – 8:30 pm CDT
The Grillroom
33 West Monroe St.
Chicago, IL 60603
(312) 960-0000

AGENDA

- I. Welcome, Introductions, and Dinner
- II. Review of Activities, Projects, and Priorities (attachments)
- III. ARL Initiative to Recruit a Diverse Workforce
 - a. Discussion of Prospectus and fund raising strategies (attachments)
 - b. Confirmation of selection committee for 2012-2014 Diversity Scholars
 - c. Discussion of priorities for future projects and grant proposals (attachment)
- IV. Proposal to establish a “New Directors’ Institute” and VPO role
- V. Update on website redesign and feedback re Career Resources website 506
- VI. Other priorities for VPO for D & L
 - a. ARL diversity publications
- VII. Future meeting times
- VIII. Other Business

Important Dates

- LCDP Closing Ceremonies (Anaheim, CA) June 23, 2012 Hyatt Regency Orange County, Garden Room 4 (North tower)
- Joint Conference of Librarians of Color (Kansas City, MO) September 19-23, 2012
- 9th Annual ARL Leadership Symposium (Seattle, WA) January 24-27, 2013
 - a. Lunch with ARL Directors –Saturday, January 26, 2013 12:00 p.m. (Location TBD)
 - b. Diversity and Leadership Programs Reception – Saturday, January 26, 2013 6:30-8:30 p.m. (Location TBD)

Talking points for Jolie:

Re: Career Resources Website

1) Last month we created an online questionnaire that we used to collect feedback from stakeholders about the ARL Career Resources webpages, specifically about the jobs announcements and other databases.

We distributed the survey to HR personnel and to former participants of ARL diversity recruitment programs. We received feedback from **XXXX** number of people and will summarize the information and provide it to those guiding the redesign of the ARL website.

13 HR POLICY
24 FORMER PARTICIPANTS

**We think that what is most critical will be to build in features or work processes that will allow for information about open positions to be pushed out regularly and more systematically to our communities. We received several suggestions for improvements in this regard.

Also, important is to revisit the usefulness of the MLIS student/recent graduate résumé database. It is clear that this is an underutilized resource. We may need to rethink this and see how to make the database more useful to HR staff and, specifically, for our diversity programs participants.

Re: Publications for Diversity and Leadership

We are on a regular (biannual) schedule for *Synergy: News from ARL Diversity Programs*. The latest issue was published in January and was built around a theme of transitions.

BRIAN LEAF OHIO STATE

We had three authors:...(Fill this in...Denise Stephens will be at our meeting)

TERESA MIGUEL YALE

Our next issue is slated for release before ALA Annual and will be focused on science librarianship and e-science.

AGAIN 3 AUTHORS - EUGENIA KIM | PURDUE
STEVE ADAMS | NORTHWESTERN
KIYOMI DENNIS | UNIV. OF NE

**A priority for this year will be to publish a special issue of Research Library Issues (RLI) in the fall of this year. Some of the possible topics include:

- Best practices for diversity recruitment in ARL Libraries
- ClimateQUAL and change strategies for organizational improvement
- Best practices in library diversity programming and/or collections

We will follow up with the group to help identify other timely topics and possible authors.



**Association of Research Libraries Diversity Programs
and
Leadership Initiatives**

Summary of activities since October 2011

2011-2013 Initiative to Recruit a Diverse Workforce:

Eighth Annual Leadership Symposium

Over 25 MLIS students attended the Eighth Annual ARL Leadership Symposium held in Dallas, TX January 19–22. Program participants included eight ARL Career Enhancement Program (CEP) fellows, 11 ARL Diversity Scholars, and other MLIS students and new professionals from throughout the country. The symposium curriculum included presentations by ARL staff and practitioners on the major strategic areas of the Association, as well as on developing job-search skills, and on the evolving professional roles in ARL libraries. The event was generously underwritten by IMLS, OCLC, Innovative Interfaces, EBSCO, the MIT Libraries, and the University of Utah Libraries.

Purdue Research Libraries' Visit

ARL Diversity Scholars were hosted by the Purdue University Libraries for the 8th annual site visit. Scholars attended presentations on a variety of topics including e-science, tenure and promotion, scholarly communication, and other topics. Diversity Scholars toured the recently renovated Parrish Business Library, participated in presentations/discussions with the Provost of the university and other campus administrators, and attended other social and networking events. ARL presented Dean of the Libraries, James Mullins, with a special award in honor of the Purdue Libraries' ongoing commitment to the IRDW.

Applications for 2011-2012 Class of Diversity Scholars

A call for applications for 2012-2014 IRDW (the last class that will be supported by the current IMLS grant) was released in February, 2012. The application deadline is May 1, 2012.

Discussion items:

- 1) We are in need of two more experienced directors to serve on the selection committee for the 2012-2014 Scholars.
- 2) Prospectus and other fund-raising efforts

ARL Career Enhancement Program (CEP):

The final class of ARL CEP fellows is concluding internships at five partner libraries (Arizona, Columbia, Michigan, NLM, Washington). Results of a final, comprehensive assessment of the program will provide content for reports due to IMLS in August.

- In December 2011, ARL submitted an IMLS grant for a 2nd iteration of the program. (We expect to hear the results of the application within the next six weeks.)

ARL/Music Library Association Diversity and Inclusion Initiative (DII)

A call for applications for the ARL/MLA DII was released in December of 2011. Applications are being accepted on a rolling basis consistent with application deadlines for the MLIS programs on the campuses of the partner libraries. ARL staff are working with MLA to develop a comprehensive recruitment plan for the program. Four applications have been received thus far, and partner institutions are reviewing applications. A request for a one-year, no cost extension for the grant was submitted to and approved by IMLS in November.

ARL Leadership and Career Development Program (LCDP)

ARL LCDP fellows attended their second Institute on the themes of “Scholarly Communication and Transforming Research Library Roles” in March of 2012 in Houston, TX. The fellows were hosted by the University of Houston Libraries and Dean, Dana Rooks for a one-day site visit. The final component of the 18-month fellowship is a closing ceremony to be held during the ALA Annual conference in Anaheim. The program will include a poster session highlighting research projects that the fellows have undertaken as part of the program.

Discussion items:

1) Plans are being made for the 2013-2014 LCDP class. Recruitment efforts will begin at the conclusion of the current class. In order for costs to be fully recovered, a minimum of 15 qualified applicants will have to be recruited for the next class, tentatively scheduled to begin in January of 2013.

Research Libraries Leadership Fellows Program

The University of Miami hosted the final of three Strategic Issues Institutes for the 2011–2012 RLLF Program in mid-February. The theme of the five-day intensive learning experience was “The Politics of Technology”. During the event, the fellows met with senior university administrators, including the Faculty Senate Chair, the Provost, and University President Donna Shalala. Library leaders, such as Judy Russell (Florida), Charles Lowry (ARL), and the group’s host Bill Walker (Miami), also contributed to the rich discussions.

Fellows have selected their site visit locations from among the remaining sponsor institutions. (The two previous Strategic Issues Institutes offered in this year’s Program were hosted by the University of North Carolina at Chapel Hill and the University of British Columbia.) Two site visits were hosted by the University of Colorado, Boulder (March 20–23) and a combined visit of the University of Illinois at Chicago and Northwestern University, respectively. The final site visit option will be hosted by Dartmouth College, July 11-13.

The culminating experience for the 2011–2012 RLLF Program is the October ARL

Membership Meeting, in Washington, DC. At that time, the group will celebrate the completion of their Program and share the outcomes of their research projects with the ARL membership. Information about the 2013–2014 RLLF Program will also be available in October for those ARL member libraries that may be interested in serving as sponsors.

RLLF Program assistant, Jennifer Champagne, has been hired by ARL as a program assistant. She will continue providing administrative support for the RLLF and is also providing assistance with the Career Enhancement Program. Her time as CEP assistant is grant funded and will expire at the close of the grant in June of 2012.

Discussion items:

1) A draft of a *transition plan* for the program is being authored by the program consultants and ARL staff. A version will be presented to the ARL board for their consideration in July of 2012, to be vetted by the ARL Committee on Diversity and Leadership prior to the October Membership Meeting.

Other topics:

1) A symposium for human resources personnel in academic/research libraries is in the planning stages. Judy Ruttenberg and Mark A. Puente are serving as co-chairs of the planning committee members of which include Sue Baughman (ARL), Brian Keith (Florida), Tiffany Allen (UNC), Kathleen Delong (Alberta), and Melissa Laning (Louisville). Details about the event are forthcoming.

2) The VPO for Diversity and Leadership will provide brief updates on:

- ARL Publications
- Feedback received on the ARL Career Resources website

Other news:

1) ARL Diversity Programs (CEP, IRDW, and ClimateQUAL) will be represented in programs at the second Joint Conference of Librarians of Color (JCLC) to be held in Kansas City, MO September 19-23, 2012.

In February, committee chair, Nancy Baker, invited ARL member libraries to support the JCLC either through underwriting attendance by staff/faculty or by direct sponsorship.

2) Plans are being made for the 9th annual ARL Leadership Symposium to be held January 24-27, 2013 in Seattle, WA (during the ALA Mid-winter meeting). There will be a "Lunch with ARL Directors" scheduled for Saturday, January 26 at 12:00 p.m. as well as the annual Diversity Programs reception to be held from 6:30 to 8:30 p.m. The location is to be announced.

Association of Research Libraries
Diversity Programs Endowment Prospectus

ARL Diversity Programs recruit library and information science (LIS) professionals from traditionally underrepresented racial and ethnic minority groups into careers in research and academic libraries as well as develop and advance mid-career LIS professionals into leadership positions in member libraries. The diversity recruitment and leadership development programs are the only efforts in the United States that specifically focus on the academic and research library community.

The establishment of a \$1 million dollar endowment to support diversity recruitment programs will meet critical goals:

- Serve as matching funds for grant applications that have been the chief source of program support for over a decade and enhance components of the programs in instances where elements cannot be underwritten by foundational, corporate, or federal dollars.
- Create a sustainable funding model for current and future programs to ensure that member libraries mirror the communities they serve by hiring librarians from racial and ethnic minority groups.

Impact of the Program

The ARL diversity recruitment and leadership development programs offer comprehensive curricula that introduce participants to the major strategic concerns of research-intensive organizations and prepare them to take on leadership roles in a variety of venues. Since 2000, these programs have been funded by voluntary contributions of ARL member libraries as well as significant foundation and federal grants. In 2000, 52 member libraries contributed \$10,000 each to establish a fund in support of these efforts. In addition, since 2003, ARL has been awarded \$2,610,595 in federal grants in support of minority recruitment programs. To date, 156 students from targeted groups have been supported through the ARL's Initiative to Recruit a Diverse Workforce (IRDW) and an additional 61 through the ARL Career Enhancement Program (CEP). The

Leadership & Career Development Program (LCDP) is solely cost recovery and has reached over 111 mid-career librarians since 1997.

Minorities continue to be underrepresented in the LIS profession. Data from the American Library Association (ALA) indicate that racial and ethnic minorities comprise only 11% of the LIS workforce in the United States. Today, 14.2% of the workforce in ARL member libraries identify as racial or ethnic minorities as compared to 10.8% representation when the programs began. These percentages reflect the impact of ARL diversity recruitment programs on the research library workforce as they strive to mirror the communities they serve.

The endowment will enable the Association to continue these critical programs to help meet the recruitment needs of member libraries.

- ARL minority recruitment programs support students matriculating through master of library and information science programs in any one of 58 ALA-accredited programs in the United States, Puerto Rico and Canada
- Diversity recruitment programs will support the LIS education and provide developmental opportunities for 20 students a year for the next ten years
- ARL diversity recruitment programs will continue to increase the pipeline of racial and ethnic minorities and increase representation in the academic and research library communities
- Graduates of the programs have secured employment in academic and research libraries throughout the country and abroad. Currently over sixty ARL-member libraries employ former ARL Diversity Programs participants.

Endowment Timeline

The fundraising effort will begin in May of 2012 and conclude either in five years (May 2017) or when fundraising goals are met. The endowment will support diversity recruitment efforts indefinitely, contingent upon the ability of

the Association to secure additional grants from foundation, federal, and private entities.

Fundraising Goal

The endowment of \$1,000,000 will provide \$40K to \$50K of annual income indefinitely for ARL Diversity and Leadership Programs.

Making a Commitment

We believe that a sufficient number of ARL members can make pledges of \$20,000 to reach this goal. Members who wish to make a commitment to developing this endowment may do so in one of three ways:

- One-time invoiced payment
- Annually invoiced payment of \$5000 for four years
- Annual increment to base dues of \$5000 for four years

About ARL

The Association of Research Libraries is non-profit member organization of the top 126 research libraries in the US and Canada. Its mission is to influence the changing environment of scholarly communication and the public policies that affect research libraries and the diverse communities they serve. ARL pursues this mission by advancing the goals of its member research libraries, providing leadership in public and information policy to the scholarly and higher education communities, fostering the exchange of ideas and expertise, facilitating the emergence of new roles for research libraries, and shaping a future environment that leverages its interests with those of allied organizations.

ARL Diversity Leadership Programs Review of Activities, Projects and Priorities as of May 2012

Areas of Activity	UNDERWAY AND PLANNED	2012 Accomplishments Summary
<p>Program area and goals – Diversity/Recruitment Support and recruit MLIS students from traditionally underrepresented racial and ethnic minority groups into careers in research libraries.</p>		
<p><u>INITIATIVE TO RECRUIT A DIVERSE WORKFORCE</u></p>		
<p>1. Recruit Diversity Scholars, MLIS students from underrepresented groups, into careers in ARL libraries.</p>	<ul style="list-style-type: none"> • <i>Developing a fund-raising program that includes soliciting voluntary member donations, gifts from corporate donors, securing grants from regional foundations, and possible collaborations with other library associations.</i> • Seeking opportunities to disseminate results of study of past participants of IRDW in appropriate publications. • Cultivating relationships with professional organizations focusing on minorities in STEM education. • Conducting selection process for 2012-2014 class of Diversity Scholars. 	<ul style="list-style-type: none"> • Released call for applications for 2012-2014 IRDW. • Verified enrollment and distributed stipends for Spring/ Winter 2012 semesters. • Submitted program proposals for 2012 Joint Conference of Librarians of Color (JCLC), ALA Annual, and IFLA.
<p>2. Introduce Diversity Scholars to current issues and trends in research libraries and provide advice on successful strategies for seeking employment.</p>	<ul style="list-style-type: none"> • Alerting Diversity Scholars to free Webcast and e-learning opportunities sponsored by ARL, RLLF, SPARC, and CNI, as well as developing opportunities for a future ARL sponsored webcasts. • Planning Webinar and online program on "21st Century Library Collections" for Diversity Scholars. • <i>Assembling planning committee for 2013 ARL Leadership Symposium, Seattle, WA.</i> 	<ul style="list-style-type: none"> • Planned and held Eighth Annual Leadership Symposium, Dallas, TX from January 19 to 22, 2012. Curriculum included "Job Search Skills Workshop." • With assistance of VPO Jolie Graybill (Nebraska-Lincoln) created an online review process for résumés and curriculum vitas for Diversity Scholars. • <i>Directed eighth annual "Research Libraries visit" with Purdue University Libraries.</i>

Accomplishments since the February 2012 ARL Board Meeting noted in color.

Review of Activities, Projects and Priorities as of May 2012

Areas of Activity	UNDERWAY AND PLANNED	2012 Accomplishments Summary
2. Introduce Diversity Scholars to current issues and trends..., continued.	<ul style="list-style-type: none"> Regularly distribute information on employment and professional development opportunities to Scholars. 	
3. Create a mentoring relationship between the Diversity Scholars, LCDP alumni, or other ARL librarians.	<ul style="list-style-type: none"> VPO developing mentor program assessment tool/ process. Communicate regularly and share resources with mentors 	<ul style="list-style-type: none"> Recruited 13 mentors for 2011-2013 Diversity Scholars. Held Scholar mentor training Webinar with assistance of VPO.
<u>CAREER ENHANCEMENT PROGRAM (CEP)</u>		
4. The Career Enhancement Program: Provide a robust fellowship experience for diverse MLIS students. (Key component is a paid internship in an ARL member library.)	<ul style="list-style-type: none"> Seeking opportunities to market program accomplishments to the broader community, including enhancements to Website and program proposals. Regularly distribute information on employment and professional development opportunities to Fellows. Directing ARL CEP Fellows evaluation process. Collecting data/feedback for final IMLS reports. 	<ul style="list-style-type: none"> Directed development and submission of program proposals for the second Joint Conference of Librarians of Color (JCLC). Hired program assistant to support CEP and other ARL diversity and leadership programs. Planned and held Eighth Annual Leadership Symposium, Dallas, TX, from January 19 to 22, 2012. Managed internships of eight CEP Fellows at five partner ARL libraries.
<u>ARL/MUSIC LIBRARY ASSOCIATION DIVERSITY AND INCLUSION INITIATIVE</u>		
5. Develop minority recruitment program in collaboration with Music Library Association to recruit traditionally underrepresented students into careers in music and performing arts librarianship.	<ul style="list-style-type: none"> Project planning underway with partner institutions: Buffalo, SUNY; UCLA; Illinois at Urbana-Champaign; University of North Texas; and Pittsburgh. Working with MLA president to form committee to assist with marketing and training. 	<ul style="list-style-type: none"> Two ARL/MLA DII participants selected for year one of program. Granted a one-year, no-cost extension for program by IMLS.

ARL Diversity and Leadership Programs

Review of Activities, Projects and Priorities as of May 2012

Areas of Activity	UNDERWAY AND PLANNED	2012 Accomplishments Summary
<p>Program area and goals – Diversity/Leadership Development Prepare midcareer librarians from underrepresented racial and ethnic groups to take on increasingly demanding leadership roles in ARL libraries and support their retention.</p>		
<p><u>LEADERSHIP AND CAREER DEVELOPMENT PROGRAM (LCDP)</u></p>		
<p>6. Offer the ARL Leadership and Career Development Program (LCDP)</p>	<ul style="list-style-type: none"> • Exploring ways to engage LCDP fellows with other ARL initiatives. • Monitoring fellows' progress on research projects. • Planning LCDP Closing Ceremonies during ALA Annual, June 2012. 	<ul style="list-style-type: none"> • Planned and offered LCDP Institute on Scholarly Communication and Transforming Research Library Roles in Houston, TX (March 2012).
<p>7. Develop programs and curricula to reflect the major strategic directions of ARL.</p>	<ul style="list-style-type: none"> • Alerting LCDP fellows to free Webcast and e-learning opportunities sponsored by ARL, RLLF, SPARC, and CNI, as well as developing future ARL sponsored webcasts. 	<ul style="list-style-type: none"> • Recruited current and past LCDP fellows employed in ARL member libraries to serve as résumé reviewers and faculty for the ARL Leadership Symposium at ALA Midwinter in Dallas.
<p>Program area and goals – Diversity/Leadership Development/Issue Awareness Offer programs that support the recruitment and retention of professionals into the research library workforce and raise awareness of issues distinctive to research institutions.</p>		
<p><u>CLIMATEQUAL®</u></p>		
<p>8. ClimateQUAL®: Build on experience of ClimateQUAL® findings to identify best practices.</p>	<ul style="list-style-type: none"> • With Statistics and Assessment program, monitor results of the ARL libraries implementing ClimateQUAL® in 2012. • Continue to explore further collaboration with Statistics and Assessment by attending ClimateQUAL® monthly planning meetings and partner meetings held during ALA national conferences. 	<ul style="list-style-type: none"> • Attended ClimateQUAL® partners' meeting at ALA Midwinter, January 2012. • Submitted conference proposal for Joint Conference of Librarians of Color to be held September 2012. (Accepted, January 2012.) • Coordinated presentation on ClimateQUAL® for the RLLF Institute at University of Miami (February 2012).

**ARL Diversity and Leadership Programs
 Review of Activities, Projects and Priorities as of May 2012**

Areas of Activity	UNDERWAY AND PLANNED	2012 Accomplishments Summary
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ARL CAREER RESOURCES

<p>9. Promote career opportunities in research libraries via the ARL Career Resources Web site.</p>	<ul style="list-style-type: none"> • Seeking to develop other career services programs, e.g. résumé review service, interviewing workshop, etc. • Tracking ARL positions on various lists to ensure that positions are posted (ongoing). • Monitoring electronic mailing lists and distributing job announcements to Diversity Scholar and CEP fellow lists to alert participants to employment opportunities in ARL libraries (ongoing). • Guiding RLLF research projects on topic of workforce trends in ARL libraries. • Working with ARL Library HR personnel to develop "Human Resources Symposium" for 2012. 	<ul style="list-style-type: none"> • Hosted "Job Search Skills Workshop" as part of 2012 ARL Leadership Symposium. • With VPO, created an online review process for résumés and curriculum vitas for Diversity Scholars and CEP Fellows. • With VPO, created online questionnaires to gather feedback about current ARL Career Resources Website to inform enhancements to web site.
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OTHER PRIORITIES

<p>10. Ensure that Diversity Programs remain aligned with ARL Strategic Directions.</p>	<ul style="list-style-type: none"> • Continue to explore opportunities to expose program participants to strategic areas of Association. • Developing a long-term marketing/communication/publications plan in collaboration with VPO for Diversity and Leadership. 	<ul style="list-style-type: none"> • Consult with ARL program officers for three major strategic areas to develop program curricula for e-learning and Leadership Symposium (ongoing). • Released issue eight of <i>Synergy: News from ARL Diversity Programs</i> with theme of "transitions". http://www.arl.org/news/synergy/index.shtml
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**ARL Diversity and Leadership Programs
Review of Activities, Projects and Priorities as of May 2012**

<p><i>Areas of Activity</i></p>	<p>UNDERWAY AND PLANNED</p>	<p><i>2012 Accomplishments Summary</i></p>
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<p>11. Promote ARL Diversity Programs and their participants.</p>	<ul style="list-style-type: none"> • Continue to promote the success of ARL Diversity Programs and participants and attract potential MLIS candidates. • Visiting ARL libraries to spread awareness of ARL's agenda and opportunities in the diversity arena. • Recruiting authors for new issue of <i>Synergy</i> (June 2012). • Planning occasional paper or special edition <i>RLI</i> for 2012. • Article being authored on a recent study of former Diversity Scholars. 	<ul style="list-style-type: none"> • Coordinated submissions for program and poster session proposals for IFLA, ALA National Conference, Joint Conference of Librarians of Color (JCLC) and other events. • Presented for ACRL discussion forum "Let's Talk Trends..." during ALA Midwinter conference, January 2012. • Presented poster session at 2012 "Living the Future" conference, April 2012 at the University of Arizona.
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Program area and goals – Leadership/Succession Planning

Provide executive leadership development to support succession planning for ARL member libraries.

<p>12. Prepare next generation of library directors by offering Research Library Leadership Fellows Program.</p>	<ul style="list-style-type: none"> • Participate in RLLF Sponsor director conference calls and monitor progress of program. • ARL Committee on Diversity and Leadership and ARL staff to direct implementation of recommendations for RLLF. • Monitoring site visit preparations to Dartmouth. • Planning for next iteration of RLLF in 2013 with appropriate personnel transitions. 	<ul style="list-style-type: none"> • Monitoring site visit to Chicago area institutions and Membership Meeting attendance. • Offered third "Strategic Issues Institute" hosted by the University of Miami (February 2012). • Offered first RLLF site visit sponsored by the University of Colorado, Boulder (March 2012).
<p>13. Prepare senior library administrators to take on the challenges of the transformed research library.</p>	<ul style="list-style-type: none"> • Developing a proposal for a training program (institute) for new ARL member representatives. 	

ARL Diversity and Leadership Programs

Review of Activities, Projects and Priorities as of May 2012

<i>Areas of Activity</i>	UNDERWAY AND PLANNED	<i>2012 Accomplishments Summary</i>
Program area and goals – Diversity/Leadership Development		

ARL Possible Diversity Recruitment Projects, 2012

Project #1: IRDW, 4th Iteration (30 students – three years)

Structured exactly like current program, but with a different areas of emphasis.

- Digital scholarship (Humanities)
- E-research
- Scholarly communication
- Public policy
- Others

Benefits include:

- Tuition stipend *\$300,000*
 - \$2500 a semester for a maximum, four semesters
- Paid attendance to ARL Leadership Symposium *\$75,000*
- Paid membership in a professional organization *\$1,350*
- Support for additional professional development training *\$75,000*
- Research libraries visit similar to Purdue *\$60,000*
- Career placement assistance

Estimated direct costs: \$511,350**

Project #2: Potential Collaboration with SAA (designed similar to the DII – MLA Grant)

(15 students – three years)

- Provide tuition support *\$150,000*
- Offer a paid internship in an ARL institution/archival area *\$225,000*
- Paid student membership in SAA *\$600*
- Paid attendance to SAA meeting *\$33,000*
- Other educational/developmental opportunities (offered through SAA, ARL, or combination) ?
- Career placement assistance

Estimated direct costs: \$408,600

Project #3: Potential collaboration with ALA Spectrum Scholarship Program (30 students – three years)

- Tuition stipend (supporting only coursework completed beyond the timeframe of Spectrum funding) *\$150,000*
 - Spectrum offers funding for one year at \$2500 per semester
- Paid student membership in ALA *\$1,350*
- Paid attendance to ARL Leadership Symposium *\$75,000*

- Research libraries visit similar to Purdue \$60,000

Participants for this program could also be recruited from other IMLS-funded diversity recruitment programs such as Knowledge River, LAMP, etc.

Estimated direct costs: \$286,350

Project 4: Post MLIS Fellowship

(15 participants – three years)

Perhaps focusing recruitment on some of the areas indicated in project #1.

Benefits include:

- Salaries and fringe benefits \$630,000 + \$201,600
- Professional development \$37,500
- Relocation expenditures \$22,500
- Support for “Institute” or “Orientation” workshop \$37,500

Estimated direct costs: \$929,100

Fund raising strategies

1. Submit IMLS grant proposal for specified project, December 15, 2012
2. Establish a fund raising committee consisting of ARL member representatives (committee members) and (possibly) development professionals from D.C. area member libraries (Georgetown, GWU, Maryland, etc.)
3. Retain a fund raising professional with extensive experience working with non-profit organizations. (Use Agility Funds to underwrite.)

****Direct costs** do not include any personnel costs, office operations, supplies, or indirect expenses associated with grant management.

The 160th

Association of Research Libraries

**MEMBERSHIP
MEETING**



Chicago Marriott Downtown Magnificent Mile

540 North Michigan Avenue

Chicago, IL 60611

May 1 – 4, 2012

Twitter hashtag: #ARL12chi

Monday, April 30

8:00 p.m.

Sheffield, 4th floor

ARL EXECUTIVE COMMITTEE MEETING

Tuesday, May 1

12:00 p.m.–5:30 p.m.

Kane, 3rd floor

ARL BOARD OF DIRECTORS MEETING

6:30 p.m.–8:30 p.m.

*The Grillroom
33 West Monroe*

DIVERSITY AND LEADERSHIP COMMITTEE

Discussions will include the status of the ARL Diversity Fund and necessary steps for replenishing the account in order to meet the Association's commitments to existing programs as well as planning for future efforts.

Wednesday, May 2

7:00 a.m.–8:00 a.m.

Kane, 3rd floor

REGISTRATION AND CONTINENTAL BREAKFAST

Note: *By policy, all ARL committee, task force, and working group meetings are open to other ARL member representatives, or their alternates, who wish to attend as observers.*

ARL Committees, Task Forces, and Working Groups

8:00 a.m.–10:00 a.m.

Armitage, 4th floor

Working Sessions

- **E-Science Working Group** ✓
Topics include discussions on next steps for supporting participants in the E-Science Institute, revising the 2009 E-Science Repository Survey to include questions to assess the impact of the E-Science Institute, reviewing the charge and name of the E-Science Working Group with a view toward expanding its agenda to e-research more broadly, and discussing ARL member investment in the Digital Preservation Network (DPN).
- **Membership Committee**
Group meets in confidence.
- **Regional Federal Depository Libraries Working Group**
Topics include discussions on the recent changes to the FDLP, collaborations that are underway, new opportunities for digitization of the legacy collection, the recently released Congressional Research Service study, and other developments.

Cook, 3rd floor

Dupage, 3rd floor

Sheffield, 4th floor

- **Statistics and Assessment Committee**
Topics include the revision of the ARL annual statistical surveys and a discussion to determine level of interest in pursuing future work on describing the value of library facilities.

Belmont, 4th floor

- **Transforming Special Collections in the Digital Age Working Group**
Topics include the RLI special issue "Mainstreaming Special Collections Case Studies," progress on assessment and statistics and the ARL-Ithaca sustainability project, and collaborative solutions to staffing issues around born-digital special collections and data curation. ✓

10:00 a.m.–10:30 a.m.

Break

10:30 a.m.–1:15 p.m.

Working Sessions with Lunch

McHenry, 3rd floor

- **Influencing Public Policies Steering Committee**
The Register of Copyrights has announced that reform of Section 108 of the Copyright Act and orphan works legislation are the priorities of the Copyright Office. The Office intends to propose legislation in November 2012 with introduction in January 2013. There will be a discussion of these developments and how the ARL community should respond. In addition, other discussion topics include the LCA brief in the lawsuit against the HathiTrust and five research libraries, the status of other copyright legislation and related court cases, White House initiatives concerning Big Data, and access to federally funded research literature and data.

Armitage, 4th floor

- **Reshaping Scholarly Communication Steering Committee**
Frances Pinter (Bloomsbury Academic) will meet with the committee to discuss her proposed model for scholarly monograph publishing support. Other agenda topics include finalizing the committee's review of its strategic plan, an update on ARL's licensing activities, and identification of strategic partnerships with whom to engage in discussion scholarly communication issues. ✓

Belmont, 4th floor

- **Transforming Research Libraries Steering Committee**
The Committee will continue its focus on the 21st-Century Workforce, with briefings on current scenario-based research by RLLF participants, the expansion of CLIR's post-doctoral fellows program into data curation, and a discussion of next-generation library services with significant skills and recruitment implications. MARK

11:30 a.m.–1:15 p.m.
Kane, 3rd floor

Box Lunches Available—No Speaker

1:15 p.m.–1:45 p.m.

Break

1:45 p.m.–2:15 p.m.

Marriott Ballroom, 4th floor

ARL MEMBERSHIP MEETING CONVENES

WELCOME AND INTRODUCTIONS

Winston Tabb, Sheridan Dean of University Libraries and Museums, Johns Hopkins University and ARL President

2:15 p.m.–3:30 p.m.

Code of Best Practices in Fair Use

The Code of Best Practices in Fair Use for Academic and Research Libraries was released in January 2012, marking the culmination of the deliberation and drafting portion of a three-phase process. Phase 3 of the Andrew W. Mellon funded project is now under way, and the Code facilitators are providing extensive outreach to promote broad adoption of the code by research and academic librarians. Information sessions are being held across the US, led by Brandon Butler, Peter Jaszi, and Pat Aufderheide. This session will be an opportunity to hear how these promotional efforts are progressing, what the team is learning from their audiences at these events, and the ways that institutions are using the Code to facilitate good fair use practices at their institutions.

Convener:

Mary Case, University Librarian, University of Illinois at Chicago

Speakers:

Peter Jaszi, Professor, Program on Information Justice and Intellectual Property, Washington College of Law, American University

Judith Russell, Dean of University Libraries, University of Florida

Gary Strong, University Librarian, UCLA

3:30 p.m.–4:00 p.m.

Break

4:00 p.m.–5:15 p.m.

Marriott Ballroom, 4th floor

A View From Campus: The E-Science Institute Post-Capstone

The E-Science Institute (ESI), including a range of activities and the Capstone Events, was completed at the end of January. During the Capstone Events, 70 ARL library-campus teams developed strategic agendas for e-science and e-research services and infrastructures. This program will highlight several examples of progress and challenges in the development of strategic agendas, and a preliminary look at the impact the ESI has had on its sponsoring institutions. Jim Mullins, Chair of the E-Science Working Group, will share the results of the ESI participant evaluations, and there will be an opportunity for a collective discussion of next steps for ARL.

Convener:

James L. Mullins, Chair, ARL E-Science Working Group and Dean of Libraries and Esther Ellis Norton Professor of Library Science, Purdue University

Speakers:

Robert Byrd, Associate University Librarian for Collections and User Services, Duke University

Deborah A. Carver, Philip H. Knight Dean of Libraries, University of Oregon

Annette Valenta, Associate Dean for Health Informatics and Technology, University of Illinois at Chicago

6:30 p.m.–8:30 p.m.

Reception at the University of Chicago Quadrangle Club and Tour of the Mansueto Library

The University of Chicago is hosting a reception at the University of Chicago Quadrangle Club, located at 1155 East 57th Street. Heavy hors d'oeuvres will be served and library staff will be available to conduct guided tours of the Mansueto Library, located across the street from the Club.

Buses to the reception will be staged at the corner of Grand and Rush Streets. They will begin leaving the hotel at 6:00 p.m. and will return to the hotel beginning at 8:15 p.m.

Thursday, May 3

7:30 a.m.–8:30 a.m.
Halsted, 4th floor

REGISTRATION AND CONTINENTAL BREAKFAST

8:30 a.m.–10:30 a.m.
Marriott Ballroom, 4th floor

ARL BUSINESS MEETING
(ARL Member Representatives Only)

8:30 a.m.–10:30 a.m.
Kane, 3rd floor

Research Library Leadership Fellows (RLLF) Program
(Fellows Only)

10:30 a.m.–11:00 a.m.

Break

11:00 a.m.–12:00 p.m.
Marriott Ballroom, 4th floor

The Digital Preservation Network

Digital technology has enabled unprecedented growth of knowledge in essentially all areas of scholarly activity. This knowledge, however, is inherently vulnerable and the academy has been slow to recognize or deal with the problem at scale. Digital collections are proliferating at network speed, but they are typically not durable and remain susceptible to multiple single points of failure. Moreover, the emphasis in building these collections tends to be more on providing current users access rather than on preserving them for the future. Absent focused and coordinated effort, much of today's scholarship will be lost to future generations.

The Digital Preservation Network (DPN) seeks to rectify this situation by building upon the higher education community's current efforts and creating a federated preservation network, owned by and for the academy, which will provide secure digital preservation of the scholarly and cultural record. At the heart of DPN is a commitment to replicate the data and metadata of research and scholarship across diverse software architectures, organizational structures, geographic regions, and political environments. Replication diversity, combined with succession rights

management, will ensure that future generations have access to today's discoveries and insights.

Convener:

Patricia A. Steele, Dean of Libraries, University of Maryland

Speakers:

James L. Hilton, Vice President and Chief Information Officer, University of Virginia

Brenda L. Johnson, Ruth Lilly Dean of Libraries, Indiana University Bloomington

12:00 p.m.–1:30 p.m.
Avenue Ballroom, 4th floor

Luncheon with Program

Convener:

Marianne Gaunt, Vice President for Information Services and University Librarian, Rutgers University

Speaker:

Susan Hildreth, Director, Institute of Museum and Library Services (IMLS)

1:30 p.m.–2:00 p.m.

Break

2:00 p.m.–3:00 p.m.
Marriott Ballroom, 4th floor

Diversity and Leadership Programs: Appreciating the Past and Looking to the Future ✓

The ARL Diversity Programs seek to recruit people from underrepresented racial and ethnic groups into careers in academic and research libraries and prepare and advance minority librarians into leadership positions within the profession. Over the past twelve years, the impact of the programs has been extensive, supporting over 300 MLIS students and librarians with funding and developmental opportunities. This session will present a review of accomplishments and future goals.

Convener:

Nancy L. Baker, University Librarian, University of Iowa, and Chair, Diversity and Leadership Committee

Speaker:

Mark A. Puente, Director, Diversity and Leadership Programs

3:00 p.m.–3:30 p.m.

Break



SYNERGY

NEWS FROM ARL DIVERSITY PROGRAMS

IN THIS ISSUE

In September 2012, the second Joint Conference of Librarians of Color (JCLC) was convened by the ethnic caucuses of the American Library Association (ALA) in Kansas City, Missouri. This issue of Synergy includes reports from several past ARL diversity and leadership program participants on their roles at the conference, as well as important take-aways from the event.

Alexandra Rivera, LCDP fellow from the "Luminary" class of 2011–2012, discusses recent updates to ALA's *Diversity Counts* reports and the implications for recruitment and retention within the profession. Rivera calls for stakeholders to act, taking a multi-pronged approach to improve organizational climate, commit to staff development, and establish or improve cultural competencies.

Jade Albuero, 2006 diversity scholar, reflects on her role as a JCLC plenary speaker and panelist. Albuero asserts that people from minority groups are not fully cognizant of the extent to which racial and ethnic minorities are diverse even within their own identifications.

Makiba Foster, 2006 diversity scholar, compares her first JCLC conference, as a student, with her second, as a professional librarian with several years of experience. Foster addresses how both conferences were a source of renewal for her, although in different ways given professional and personal changes that have occurred.

Finally, Lisa Chow, 2007 diversity scholar, and Latanya Jenkins, 2005 diversity scholar, share their experience as conference panelists looking at methodologies, strengths, and challenges associated with diversity recruitment programs. The panel included an interactive session for attendees, who developed strategies for designing and implementing recruitment programs to ensure sustainability and maximum impact.

The second JCLC offered a vital opportunity to discuss principles of diversity and inclusion within the profession. The conference also provided a venue for a reunion of many ARL diversity program participants. These events are as critical to professional renewal and personal and collective recommitment as they are to strengthening and expanding our community of advocates. I know you will enjoy reading about these experiences at the second national JCLC.

Mark A. Puente
Director of Diversity and Leadership Programs
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About the ARL Diversity Programs

THE ARL INITIATIVE TO RECRUIT A DIVERSE WORKFORCE, funded by the Institute of Museum and Library Services and ARL member libraries, offers a stipend of up to \$10,000 to each ARL Diversity Scholar in support of graduate library and information science education. ARL Diversity Scholars participate in the annual ARL Leadership Symposium, a research library visit hosted by the Purdue University Libraries, and a mentoring relationship with a research library professional. For more information about the Initiative to Recruit a Diverse Workforce, visit www.arl.org/irdw.

THE ARL/MUSIC LIBRARY ASSOCIATION (MLA) DIVERSITY AND INCLUSION INITIATIVE (DII), funded by the Institute of Museum and Library Services, MLA, and ARL member libraries, seeks to recruit diverse students with advanced degrees in music to careers in academic and research libraries. The program offers tuition support and a paid internship for up to one year in one of five partner music/research libraries. Other components of the ARL/MLA DII include a formal mentor program and support to attend the MLA annual conference where participants will receive specialized instruction in the areas of career development and effective job-search strategies. More information about the program can be found at: www.arl.org/arl-mla-dii.

THE ARL CAREER ENHANCEMENT PROGRAM (CEP), funded by the Institute of Museum and Library Services and ARL member libraries, offers MLIS graduate students from underrepresented groups an opportunity to jump-start their careers in research libraries by providing a robust internship experience in an ARL member library. Each CEP fellow participates in a six- to twelve-week paid internship in an ARL library, a mentoring relationship with a professional librarian while on campus for the internship, and an opportunity to attend the annual ARL Leadership Symposium during the American Library Association (ALA) Midwinter Meeting. There is also potential for academic credit for the practical intern. For more information about the ARL Career Enhancement Program, visit www.arl.org/cep.

THE ARL LEADERSHIP AND CAREER DEVELOPMENT PROGRAM (LCDP) is an 18-month program to prepare midcareer librarians from underrepresented racial and ethnic groups to take on increasingly demanding leadership roles in ARL libraries. The LCDP design includes: two LCDP Institutes, an opening and closing event held in conjunction with national professional meetings, a career-coaching relationship with an ARL library director or staff member, and a personalized visit to an ARL member library. For more information about the LCDP, visit www.arl.org/lcdp.



Mark A. Puente is the director of diversity and leadership programs for ARL, a position he has held since March 2009. Mark came to ARL from the University of Illinois at Urbana-Champaign where he was coordinator of digital projects and special/gift collections for the Music and Performing Arts Library.

Synergy: News from ARL Diversity Programs is a forum in which to share information about programs and opportunities centered on increasing the diversity of staff in research libraries.



Alexandra Rivera is the University of Michigan (UM) Library's student enrichment and community outreach librarian charged with cultivating partnerships between the library, university, and broader community. Key areas of focus include library liaison to the UM's Detroit Center and coordinating

the library's Peer Information Counseling Program and K-12 Initiatives.

Alexandra is chair of ALA's Committee on Diversity and was co-chair of the ACRL University Libraries Section's Academic Outreach Committee, and REFORMA's representative on the Executive Steering Committee for the 2012 Joint Conference of Librarians of Color.

She is an ARL LCDP Fellow 2011–12, ALA Spectrum Scholar 2001, and alum of the Minnesota Leadership Institute 2006. She has a BS degree in communications from Northern Arizona University and an MLS from the University of Michigan.

Diversity Counts Report 2012: A Renewed Call to Action

With the release of *Diversity Counts* (2012), the American Library Association (ALA) updated its 2007 comprehensive study of gender, race, and age in the library workforce. The 2007 report served as a critical tool that provided urgently needed data illustrating the lack of diversity within the library profession. A simple search of "Diversity Counts" in Google Scholar shows this title included in "about 76 results." The number of publications citing *Diversity Counts* demonstrates the need for these data in support of research and subsequent recruitment and retention activities within the profession. Likewise, the new *Diversity Counts* report is necessary to gauge the progress of our many initiatives and to serve as a guide for rethinking current practices and re-dedicating ourselves to diversity within our ranks.

In 2005, the US Census Bureau adopted the American Community Census survey to replace the decennial Census long-form questionnaire, which had served as the basis for the 2007 Diversity Counts. As a result, it is not feasible to do a precise comparison of the two *Diversity Counts* studies. This new report may seem less comprehensive because the data have not been

interpreted with the specificity of the 2007 report. Instead, a general description of how the data were compiled along with the actual 2009–2010 and 2000 data tables are provided for analysis and use. For greater detail regarding the compilation of this report, please visit the ALA website to view the *Diversity Counts 2009–2010 Update*¹. This report underscores the need for all librarians to take greater responsibility for the interpretation of the data and, more importantly, for all stakeholders to both independently and collaboratively act on what is learned.

It is known that diversity benefits organizations, individuals, and, specifically, libraries in numerous ways. Fostering diversity in the world around and within communities is a challenge reliant on both large- and small-scale initiatives. The Diversity Counts has been used extensively by "many researchers, program managers, and advocates as a tool to demonstrate the need for increased diversity recruitment within the profession"². The 2012 study underscores the need for additional research, greater recruitment efforts, and, most critically, a focus on retention throughout the profession.

There are many programs designed to build a diverse workforce. Recruitment to library schools has been greatly assisted by large programs such as ALA's Spectrum Scholarship Program and smaller initiatives like the University of Arizona's Knowledge River Program that have meticulously prepared minorities to enter and, more importantly, contribute to the profession.

Additional efforts are needed; an expansion of library school curriculum to incorporate cultural competencies to train all students to more effectively collaborate in a global environment and improve workplace climate is but one example. And retention of this burgeoning workforce should be of primary concern. Tracie Hall speaks about minority librarians choosing to leave the profession in much greater percentages than their white colleagues.³ There seems to be a revolving door with almost as many minority librarians leaving as are entering the profession. While additional research is required in the area of diverse workforce persistence, organizational development research supports the premise that organizational climate that fosters a culture of diversity is the key to retaining a diverse workforce. Improving organizational climate will successfully ensure that not only culturally diverse librarians but also all employees within the organization persist, thrive, and contribute to the betterment of the organization and the profession.

Organizational climate is informed by both macro and micro practice within that organization. There are many tools



designed to improve organizational culture and climate that can be implemented by organizations/institutions as well as individuals. A well-defined and publicly articulated value of diversity should serve as the backbone for an organizational climate that respects diversity. This value should be manifested in a strong human resources department, optimally with organizational development expertise that instills trust throughout the organization. Among the many tools for improving organizational culture are:

1. Appointing or utilizing an ombudsman to serve as an intermediary to help address conflict within an organization and foster an environment of trust
2. Engaging in a climate assessment such as the Association of Research Libraries ClimateQUAL survey that allows institutions to gauge their own climate-related issues and identify root causes and tailored solutions
3. Implementing a 360° performance-assessment process for management, enabling staff to provide feedback about how to improve their own organizational practices
4. Establishing a diversity committee to advise administration on issues of diversity and climate, help with the development of a culturally competent library staff, and develop programming that links cultural competencies to organizational priorities
5. Investing in the professional development of new and culturally diverse employees as an element of succession planning. This also a means to diversify leadership at all levels of the organization through participation of librarians of color in leadership development initiatives like those offered by the Association of Research Libraries.
6. Utilizing cultural competencies such as those developed by the Racial and Ethnic Diversity Committee of the Association of College and Research Libraries which are easily adapted for use by all library types and organizations. These competencies should be equally valued as other work competencies, utilized in recruitment efforts and as a basis for promotion.

Individuals have equal responsibility to assist in improving organizational climate. It is important as professionals that we take advantage of organizational opportunities and engage within institutions and the broader profession to raise awareness of issues of equity and diversity. This includes life-long learning through professional development experiences to improve individuals and the profession. Librarians should commit to making use of available networks and tools and, of course, acquiring and developing individual cultural competencies. State-wide or regional activities, such as a regional Joint Conference of Librarians of Color organized by consortia, state library associations, ethnic caucus chapters or even a group of interested and motivated individuals, would make opportunities for professional engagement more easily available to individuals who may be experiencing financial or other constraints. Let's utilize the ARL Diversity network to mobilize for this important work and provide support for and collaboration with one another's initiatives.

As library professionals and future leaders, we need to review, analyze, and interpret the new *Diversity Counts* report for ourselves and then we need to act! Working within our organizations and as individuals, we can shift the profession to reflect local, regional, national and global diversity in order to remain relevant and integral to the communities we serve.

Endnotes

1. American Library Association, "Diversity Counts 2009-2010 Update" ALA Office for Diversity, American Library Association, (accessed Nov. 21, 2012), <http://www.ala.org/offices/diversity/diversitycounts/2009-2010update>.
2. Ibid.
3. Tracie Hall and Jenifer Grady, "Diversity, Recruitment, and Retention: Going from Lip Service to Foot Patrol," *Public Libraries* 45, no. 1 (2006): 39-46, <http://search.proquest.com/docview/217458716?accountid=14667>.

Recommended Reading

Association of College and Research Libraries. "Diversity Standards: Cultural Competencies for Academic Libraries 2012." Association of College and Research Libraries, American Library Association. Accessed Nov. 21, 2012. <http://www.ala.org/acrl/standards/diversity>.

Andrade, Ricardo, and Alexandra Rivera. "Developing a Diversity-Competent Workforce: The UA Libraries' Experience." *Journal of Library Administration* 51, no: 7-8, 2011. DOI: 10.1080/01930826.2011.601271.

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Gonzalez, J. A., and A. S. DeNisi. "Cross-Level Effects of Demography and Diversity Climate on Organizational Attachment and Firm Effectiveness." *Journal of Organizational Behavior* 30 (2009): 21-40.

Pugh, S. Douglas, Joerg Dietz, Arthur P. Brief, and Jack W. Wiley. "Looking Inside and Out: The Impact of Employee and Community Demographic Composition on Organizational Diversity Climate." *Journal of Applied Psychology* 93, no. 6 (2008): 1422-28.





Jade Albuoro is the librarian for Southeast Asian studies, Pacific Islands studies, and religion at UCLA's Young Research Library and is currently the president of the Asian/Pacific American Librarians Association (APALA). Prior to joining UCLA, she was a reference librarian in the

Humanities and Social Sciences Division of the Library of Congress and a Chesapeake Information and Research Library Alliance (CIRLA) fellow at the Smithsonian Institution Libraries. She holds an MLS from the University of Maryland, College Park, an MA in folklore from Memorial University of Newfoundland, and a BA in English and religious studies from the University of California, Berkeley. In addition to APALA, Jade is active in ALA and ACRL, is an ARL Diversity Scholar, an ALA Emerging Leader, and an ALA Spectrum Scholar.

Celebrating Diversity and Embracing Community at JCLC 2

When the first Joint of Conference of Librarians of Color (JCLC) took place in 2006, I was still a student. Although I wanted to attend, finishing the last semester of library school and limited funds meant that I was not able to travel to Dallas, Texas, the site of the conference. Afterwards, I heard such good things about the meeting that I had been looking forward to the next JCLC ever since.

When the dates for the second JCLC were announced, I made certain I could attend. Not only was I able to attend, but I played a very active role. I organized and presented on a panel, entitled “Beyond the Mainland: Serving Native Hawaiians and Pacific Islanders” (NHPIs), that focused on the information needs of NHPIs and some of the efforts to address these needs. I was also part of “Librarian Involvement in Diversity: Community Building, Outreach and Student Success”, a lightning-round panel on library and outreach programs to underrepresented students.

My most important role at JCLC, however, was as president of the Asian/Pacific American Librarians Association (APALA). As JCLC is sponsored by the five American Library Association (ALA) ethnic caucuses, I almost felt like this was our very own party, and I was one of the hostesses. And I actu-

ally did play hostess—during the APALA reception—where I greeted and mingled with old and new APALA members, as well as non-members. It was a wonderful opportunity to talk to veteran librarians, new librarians, library students, and authors. It was especially nice to put faces to those whose names I had only heard of or seen in print.

As with most conferences, I find these kinds of informal gatherings to be the best part. Events such as these are where we can truly share our stories and create and embrace community. For a student or new librarian, the main library conferences are overwhelming, even intimidating. The comparatively intimate size of JCLC makes it more manageable and welcoming. And I hope that, even if in a very small way, the APALA reception provided an open and friendly environment for everyone, especially for our younger or newer colleagues.

Although there were certainly plenty of celebratory and fun programs and activities, JCLC was not a party. It was a serious conference that focused on the experiences of underrepresented information professionals, as well as on programs and services specifically geared towards diverse populations. Unlike other conferences where diversity is a peripheral issue, this is one conference where diversity is central. None of us had to explain the need for reaching out to minority populations or for supporting librarians of color—everyone understood that. Instead, Not only could we discuss diversity issues openly, but we were also able to concentrate on learning from one another about our various efforts and successes.

Though JCLC attendees are all diversity advocates, it is often easy to forget that not everyone knows about your specific aspect(s) of diversity. This was brought home to me after the Caucus Presidents Plenary Session, where I spoke about the sheer diversity within the Asian/Pacific American (APA) category. I talked about how the Asia-Pacific designation not only covers a huge swath of the world, but it includes multitudes of nationalities, ethnicities, religions, languages, and histories. In addition, there are those with multiple identities, e.g., APAs who are LGBTQ, hapa or mixed race, refugees, adoptees, etc. The reaction I got from this speech floored me. Veteran APALA leaders congratulated me and told me how spot on I was. Some members of other caucuses expressed that they had never really thought about it in this way or how they learned something from the presentation. I must have had at least 50 people praise that speech. This goes to show how something so simple—a knowledge that I took for granted—could leave such an impression.

In essence, I think that this was ultimately what JCLC was about. It was about speaking our truths and people actually hearing them and learning from them. It was about letting our experiences and efforts take center stage so that we could continue to help the populations that are often overlooked. It was about sharing our stories and being embraced by a community so that we could continue to have the strength and passion to fight the good fight. Thank you, JCLC!



Makiba Foster is a subject librarian for American history and women, gender, and sexuality studies at Washington University in St. Louis. In addition to her subject librarian duties, she also leads the library's team that provides training and instruction related to social media technology. While earning her

MLIS. degree at the University of Alabama, Makiba was an ARL IRDW diversity scholar and an Institute of Museum and Library Services (IMLS) fellow. She has also earned an MA in American studies, with a concentration in African American popular culture. Makiba is active professionally in ALA and BCALA.

Reflection on JCLC

During the past five years, I have been very fortunate to attend and work at institutions that have invested in my professional development. I've had the opportunity to travel to many conferences and to learn from many thought-leaders in the library and information science profession. However, no other conference experience has been similar to either Joint Conference of Librarians of Color (JCLC) experience. JCLC 2006 was the very first library conference I attended and, although I have since transitioned from student to practitioner, over the years I have often wondered what made that conference experience so enjoyable and memorable. Was it because I was a new student in a new field with, what I perceived were, limitless possibilities? Or was it something different regarding the spirit and intent behind bringing all of the diverse voices of the American Library Association's (ALA) ethnic caucuses together at JCLC?

With these questions in mind, I want to evaluate consider why both of my conference experiences at the first and second JCLC resonated with me so much more than any of my other conferences.

To many, I am still considered a "new" librarian, having logged only five years in the profession. In those years I have seen technological advancements within our field that have resulted in both good and bad outcomes. I observed an economic downturn that rocked libraries to the core in terms of human resources, services, and collections. Although I am no longer a bright-eyed student but, rather, a professional with notable experience, I feel I am not jaded. I am still excited by the enormous opportunities for libraries and the communities they serve. Thus my expectations for the 2012 JCLC were just as high as they had been in 2006. Although professional rejuvenation can be an outcome of attending almost any conference, the renewal that I experienced at the JCLC is not something I've experienced at other meetings. It is, perhaps, what makes this experience unique and special for all attendees.

Even the title for both JCLC conferences, "Gathering at the Waters", is a metaphor with many levels of meaning that carries both cultural and spiritual significance within different communities. Water being elemental and essential to all living things, "Gathering at the Waters" was, for me, a metaphorical drink of refreshing professional rejuvenation. I believe the reason both of my JCLC experiences have stayed with me is because the conferences surpassed my professional needs and engaged me holistically: spirit, mind, body, and culture.

During the opening reception of the second JCLC conference, musician and actor Mo' Brings Plenty of the Lakota Nation, reminded attendees of our spiritual connection to one another and opened the celebration with a traditional native song. Also during the opening general session JCLC co-chair, Janice Rice, talked about the tree of humanity and the unity and connectedness it represents. This type of acknowledgment of a higher level of purpose and existence was present throughout the conference. I believe this awareness helped to shift the dynamic and atmosphere of the conference because it allowed many of us to focus on our role as librarian servant/service leaders. This helped us to realize that it is our duty to learn and to engage with our peers so that we could return to our communities recharged and repurposed.

When I think about the my two JCLC experiences, I gratefully recognize that I have been exposed to this type of professional development from my early years in library school



through the present. Standards of cultural acceptance and professional excellence that ARL and the Institute to Recruit a Diverse Workforce (IRDW) brought to our profession are important factors in why a conference like JCLC is able to showcase diverse and dynamic talent and content. It was with some of my IRDW cohort members that I was able to share my JCLC experiences. It was wonderful to reconnect with the people, the energy, and the passion that made me excited about my career choice six years ago!



Lisa Chow is half of People Interact, a consultancy that empowers libraries and other organizations to be people-centered through usability and user experience assessments, unconferences for organizational development, and leadership and career development. She is an information professional with a few

“library ribbons” including Special Libraries Association (SLA) rising star, Library Journal (LJ) mover & shaker, American Library Association (ALA) emerging leader, ARL diversity scholar, and Public Urban Library Service Education (PULSE) trainee. Find out more at <http://bit.ly/lisachow>.



Latanya Jenkins is an academic librarian who also was an American Library Association (ALA) emerging leader sponsored by the Reference & User Services Association (RUSA). She is a past Association of Research Libraries (ARL) diversity scholar and mentor as well as a past fellow and visiting assistant professor at

Purdue University Libraries. Latanya was a recent participant in the Minnesota Institute for Early Career Librarians from Traditionally Underrepresented Groups. She works as a reference librarian & government documents, head at Morgan State University’s Earl S. Richardson Library in Baltimore. Latanya is the liaison to the School of Architecture + Planning.

Getting Together to Go Forward: Past Diversity Scholars Present at JCLC 2012

The Joint Conference of Librarians of Color (JCLC) 2012 took place in Kansas City, Missouri, September 19–23. The conference theme was “Celebrating Stories, Embracing Communities.” JCLC 2012 brought together attendees to explore, to learn, and to share experiences and stories about library diversity. In this article, we will provide highlights of our conference presentation and discuss ways to continue support of library diversity activities.

At JCLC 2012, we presented on a panel entitled “Getting Together to Go Forward: The Lessons of Diversity Initiatives and How to Implement Them at Your Library.” Along with Edwin M. Maxwell, and Louis Muñoz Jr., we spoke about experiences as participants in library diversity programming. We and our fellow panelists came from various library diversity initiatives such as: Public Urban Library Service Education (PULSE), IRDW, Purdue University Libraries Fellowship, American Library Association’s (ALA) Spectrum Program, and the Multicultural Internship Program (MIP).

The first part of the session entailed giving the audience a summary of the mission and goals of our respective programs. We spoke about the components of each program, such as mentoring activities, funding, and other program activities. Each presenter gave a brief historical synopsis that included program start date, program duration, development and administration, and program persistence. We addressed whether there were challenges within these programs, and provided insight into other program participants’ suggestions for improvement, and what the programs are doing well.

The second part of the session consisted of breakout discussion groups in which panelists and attendees shared ideas and strategies for fostering and promoting library diversity. The session concluded with summary reports from each group and a gallery walk to look at the posted group discussion notes and share any additional thoughts or comments.

The four group discussion topics were:

- Group 1: “Design It.” If you were to design and implement your own library diversity program, what would it encompass?
- Group 2: “Pitch It.” How would you sell your library diversity ideas to management, administration, and potential funders?

- Group 3: “Keep It Going.” What would be the best ways to recruit, develop, and retain diverse librarian staff?
- Group 4: “Grow It.” How do we promote library diversity throughout all job titles and stages of the librarian profession, through legacy building and succession planning?

Presenting at JCLC 2012 afforded the opportunity for the group, not only to share our experiences in diversity programs, but also to embrace new ideas about design, implementation, and promotion of diversity through discussion.

Key points from the session:

- Stay connected
- Network and collaborate with colleagues
- Recruit from the community, schools, and library staff
- Publish and disseminate data and information about library diversity initiatives widely
- Find mentors or serve as a mentor

A diversity wiki was created in order to share and continue the conversation after the session and conference. The presentation slides from the session and discussion notes are available on the library diversity wiki at <http://bit.ly/librarydiversity>.

The library diversity wiki also contains:

- a library diversity programs survey for those who are or were participants in library diversity initiatives (Share your experiences with us.)
- a growing list of library diversity programs (There are many library diversity programs in the profession. Let’s work together to compile a comprehensive list of library diversity programs. Please contribute to the list.)

We’re not in Kansas City anymore, but let’s keep getting together to go forward and continue the conversations at <http://bit.ly/librarydiversity>.



Acknowledgements

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SYNERGY: NEWS FROM THE ARL DIVERSITY PROGRAMS

ISSUES AND TRENDS IN DIVERSITY, LEADERSHIP, AND CAREER DEVELOPMENT

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SYNERGY

NEWS FROM ARL DIVERSITY PROGRAMS

IN THIS ISSUE

This issue of *Synergy: News from ARL Diversity Programs* has a focus on science and technology. Three articles discuss issues that are germane to scientific and technological constituencies in research-intensive environments, and to the work of managing information and resources in libraries.

2010 ARL CEP Fellow, **Eugenia Kim**, recounts her experience working as an intern, providing support for the Data Curation Profiles (DCP) project led by the Purdue University Libraries. Kim then transitioned into a professional position at Purdue where she did extensive research around data needs of instructional faculty, as well as developing resources for Purdue librarians who were charged with supporting those research and data needs.

Kiyomi Deards, 2009 ARL Diversity Scholar, provides an update on ARL efforts to recruit students from diverse backgrounds into science and technology roles in academic and research libraries. Deards advocates for increasing library diversity in science, technology, engineering, and mathematics domains in order to better reflect evolving demographics of those student constituencies in higher education, as well as in response to increasing international student populations in US colleges and universities.

Last, former LCDP Fellow, **Steve Adams**, discusses a relatively new but important area of practice and inquiry—the Science of Team Science—and how librarians can and should insinuate themselves into the research process and be vital members of scientific research teams. Adams' experience at an International Science of Team Science conference ignited his interest in seeing more library and information professionals engaged in this work and represented on national and international levels.

I'm certain you will enjoy reading these three articles on topics of emerging interest and that make the case for the value that library and information professionals bring to organizations that are research intensive. For more information about ARL Diversity Programs, please visit:

www.arl.org/diversity/

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About the ARL Diversity Programs

THE **ARL INITIATIVE TO RECRUIT A DIVERSE WORKFORCE**, funded by the Institute of Museum and Library Services and ARL member libraries, offers a stipend of up to \$10,000 to each ARL Diversity Scholar in support of graduate library and information science education. ARL Diversity Scholars participate in the annual ARL Leadership Symposium, a research library visit hosted by the Purdue University Libraries, and a mentoring relationship with a research library professional. For more information about the Initiative to Recruit a Diverse Workforce, visit www.arl.org/diversity/init/.

THE **ARL/MUSIC LIBRARY ASSOCIATION (MLA) DIVERSITY AND INCLUSION INITIATIVE**, funded by the Institute of Museum and Library Services (IMLS), MLA, and ARL member libraries, seeks to recruit diverse students with advanced degrees in music to careers in academic and research libraries. The program offers tuition support and a paid internship for up to one year in one of five partner music/research libraries. Other components of the ARL/MLA DII include a formal mentor program and support to attend the MLA annual conference where participants will receive specialized instruction in the areas of career development and effective job search strategies. More information about the program can be found at: <http://www.arl.org/diversity/arl-mla-dii/>.

THE **ARL CAREER ENHANCEMENT PROGRAM (CEP)**, funded by the Institute of Museum and Library Services (IMLS) and ARL member libraries, offers MLIS graduate students from underrepresented groups an opportunity to jump-start their careers in research libraries by providing a robust internship experience in an ARL member library. Each CEP fellow participates in a six- to twelve-week paid internship in an ARL library, a mentoring relationship with a professional librarian while on campus for the internship, and an opportunity to attend the annual ARL Leadership Symposium during the American Library Association (ALA) Midwinter Meeting. There is also potential for academic credit for the practical intern. For more information about the ARL Career Enhancement Program, visit www.arl.org/diversity/cep/.

THE **ARL LEADERSHIP AND CAREER DEVELOPMENT PROGRAM (LCDP)** is an 18-month program to prepare midcareer librarians from underrepresented racial and ethnic groups to take on increasingly demanding leadership roles in ARL libraries. The LCDP design includes: two LCDP Institutes, an opening and closing event held in conjunction with national professional meetings, a career-coaching relationship with an ARL library director or staff member, and a personalized visit to an ARL member library. For more information about the LCDP, visit www.arl.org/diversity/lcdp/.



Mark A. Puente is the Director of Diversity Programs for the Association of Research Libraries (ARL), a position he has held since March 2009. Puente came to ARL from the University of Illinois at Urbana-Champaign where he was Coordinator of Digital Projects and Special/Gift Collections for the Music and Performing Arts Library.

Synergy: News from ARL Diversity Programs is a forum in which to share information about programs and opportunities centered on careers in research libraries.



Eugenia Kim holds an MS in Information Science from the University at Albany, SUNY and a BS in Electronic Media, Arts, and Communication from Rensselaer Polytechnic Institute. Her primary research interest is in digital dance preservation. She was a 2010 ARL Career Enhancement Program Fellow, a 2011 REACH21 scholarship recipient for the Spectrum Leadership Institute (ALA), an ASIS&T 2011 New Leaders awardee, and the 2010–2012 webmaster for SIG DL. As a visiting Data Services Specialist at Purdue University Libraries, she provided support to subject librarians by helping them engage in data-related services such as writing data management plans, assessing data needs of faculty researchers, and providing presentation materials on data resources. She also participated in the ARL e-Science Institute as a member of the Purdue team.

Data Inreach: Building and Maintaining an Infrastructure to Support Data Curation

“What is data curation?” These were the first words out of my mouth when I read an email from Mark A. Puente, ARL Director of Diversity and Leadership Programs, announcing that the Purdue University Libraries was looking for an intern. A grant from the Institute for Museum and Library Services (IMLS) funded the position and Scott Brandt, Associate Dean for Research, and Jake Carlson, Data Services Specialist, co-led the project with a focus on developing the website and workshop for the Data Curation Profiles project (DCP).¹ Although I was familiar with creating websites, the term “data curation” had never been mentioned in any of my classes or by any librarians with whom I had spoken.

The posting came out while I was serving my internship at Columbia University as an ARL Career Enhancement

Program (CEP) Fellow. As such, I immediately turned to the very knowledgeable colleagues in my department to ask their opinions about “data curation.” Of all the comments, the one I remember most was “Data curation is likely going to be a major future trend.” I truly respect the people that I worked with that summer, and their viewpoints on the value of data curation motivated me to apply for the position. It also helped that Purdue had a strong relationship with the ARL Diversity Programs; my friends in the 2009–2011 class of ARL Diversity Scholars spoke highly of their visit to the campus. I interviewed via Skype from China in August and started the remote internship in September. Admittedly, this was an unusual arrangement but it was certainly representative of Purdue’s innovative approach to librarianship.

The internship consisted of two main projects: to create an annotated bibliography of data curation literature and to configure the Data Curation Profiles (DCP) website. The very nature of the DCP Toolkit is that it is a resource for librarians in assessing data needs rather than a direct service for faculty. As such, my projects were focused on helping other librarians learn about data curation rather than the actual act of curation. After the internship was over, Jake and I co-authored a poster for the 2011 University of Massachusetts and New England Librarian e-Science Symposium titled “Demystifying the Data Interview.” The content was inspired by the varying definitions of data curation terminology that I encountered while writing the bibliography. Despite its simple nature, it ended up being popular with multiple audiences and downloaded regularly from the e-Scholarship@UMMS and Purdue e-Pubs repositories. As of April 9, 2012, there was a combined total of 273 downloads.

In 2011, I applied to and joined the Purdue Libraries as a Visiting Assistant Professor of Library Science and Data Services Specialist after an intense national search. I was fortunate enough to continue working with Scott and Jake as they have very liberal and broad perspectives on data curation. Although I shared the same title as Jake, we had very different specializations within the Libraries. From the beginning I spent most of my time interviewing other library faculty about their data support needs and contributing as a team member for the ARL e-Science Institute while Jake continued to develop tools and conduct research on data-related topics.

Looking back, it seems that I was destined to work in what I call “internal outreach” from the beginning. In Issue 7 of *Syn-ergy*, all three authors discuss their experiences working with



researchers to address their data needs. Before an institution can reach that point, however, there must be buy-in and cooperation of their library personnel in order to make a data curation program successful. This may require assessing what data services support that librarians need, educational activities to prepare staff for data curation activities, or simply clarifying the strategic data goals of the institution. Whatever the specific needs may be, a data librarian needs to be able to communicate and collaborate with colleagues in order to successfully create a streamlined system for providing data services. As such, these interactions contribute to an approach for internal outreach.

At Purdue, there is a “triangle” relationship, of sorts, between the departmental faculty, subject liaison librarians, and the research department, which includes the Data Services Specialists. This relationship is grounded in the fact that subject liaisons already have established relationships with and background knowledge about the faculty, but that they may also need support for data reference consulting. Subject liaisons may also partner with research department members for more in-depth projects with faculty researchers. Meanwhile, the research department also conducts investigations of data resources for librarians both within and external to Purdue. These include the DCPs, Databib,² and institutional collaborations such as the Purdue University Research Repository (PURR),³ which was built in partnership with the Office for Vice President of Research and Information Technology at Purdue (ITaP).

With all of this activity, it is very easy to drop lines of communication and lose track of who needs to be involved at which times. A good example of this was the construction of our e-Science Strategic Agenda as part of the ARL e-Science Institute exercises. Each institution in the Institute was given freedom to determine how they carried out their activities. In the case of Purdue, it was very important that all the librarians and related personnel understood what the agenda was about since it would ultimately impact them. We were very fortunate that our Dean of Libraries, James Mullins, was on the steering committee for the e-Science Institute and therefore supportive of our plans for maintaining internal communication. Over the course of eight months, we sent out open invitations to view the informational webcasts, held brown bag presentations on the latest progress of the agenda, asked library administrators to help with brainstorming solutions, and solicited volunteers to help carry out parts of the Agenda.

Another large initiative I worked on was the “Listen-Focus-Initiate” project. This consisted of a series of meetings and

discussions with librarians across all subjects to understand the common and disparate data support needs of each division (Health and Life Sciences; Humanities, Social Sciences, Economics and Business; Physical Sciences, Engineering and Technology). By directly interacting with each division, the research department was able to get a fuller picture of what day-to-day data activities are taking place and how to develop and provide better data services. Some of the benefits of this project have been a re-definition of our data services model as well as providing resources for librarians such as presentation slides on resources such as PURR. Other outcomes include showing a series of Digital Archives Specialist webinars from the Society of American Archivists on topics such as metadata.

Oddly enough, internal outreach activities can sometimes help meet external outreach goals. When I arrived at Purdue, there were no webpages that helped to differentiate between the research department and data services, and the Distributed Data Curation Center (D2C2)⁴ website needed updating. As a result, there was internal confusion as to the relationship between the three entities. I produced three new web pages for each entity clearly identifying the different objectives. Because the websites are all public, librarians could point their users and external colleagues to these resources as well.

When developing data policy and services, it is easy to get caught up in cultivating administration and faculty relationships without maintaining internal communications within the libraries. For institutions with only a single or few data librarians, collective belief in data services as part of the libraries identity and “training the trainer” can be very helpful. For the library community, maintaining open dialogue between different institutions can lead to improved practices. Whatever the scope, it is important to remember that data curation cannot take place in an institution if all the relevant librarians are not informed nor prepared to engage in it; that is where “inreach” comes in.

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Kiyomi Deards has been an Assistant Professor with the University Libraries at the University of Nebraska-Lincoln since 2010. She is the subject librarian for Chemistry, Biochemistry, Physics, and Astronomy. She serves on the University Judicial Board, the ALA NMRT mentoring committee, the ACRL 2013 volunteers committee, and UNL's data curation committee. She has presented at ALA, ACRL, and Science Online on a variety of topics including developing communities of practice, data discoverability, and marketing open access repositories.

Changing the Way We Think: Diversity to Drive Scientific Innovation

As a profession we affirm that librarians should reflect the diversity of the communities we serve, and, over the past fifteen years, faculty and students of color within university science and technology departments have steadily increased. These changes demonstrate the need for increasing the diversity of science librarians. Scientific diversity has accelerated due to: increased connectivity and collaboration between researchers, rapid worldwide communication of groundbreaking research, and the creation and analysis of big data sets. Science and technology are crucial for maintaining global competitiveness creating an increased need for research support. Librarians offer many relevant services including: bioinformatics, data visualization, metadata creation, information management, data management both physical and virtual, literature research and citation management, and fact checking. As demand for these skills has increased so has the demand for information professionals with science backgrounds.

Government and private organizations prioritized maximizing diversity on the theory that the more different points of view considered the more accurate the final conclusions will be. Some of the funding available to promote diversity and the success of minority groups in the sciences appear on the list of "Funding Opportunities for Women and Minorities" compiled by the University of California, Berkeley, Office of Special Projects.¹ In spite of these efforts, some science and technology departments still have one or fewer faculty of color.² Depending on the discipline other departments may have ~50% faculty of color but only one or two token female faculty. As such, women are considered a minority within the science and technology communities. The extent to which women are minorities varies by discipline, however, even in fields with a high number of female scientists, compensation and career advancement severely lags behind male counterparts.

To meet goals for increased enrollment universities are aggressively recruiting foreign students from Asia and India; this is especially true in the sciences. This trend is reflected in some departments with graduate student populations with approximately fifty percent of recruits in students of color. The National Science Foundation projects that by 2019, minorities will make up 42% of science and engineering postsecondary enrollment.³ These numbers are somewhat deceptive because much of the growth is not from underrepresented groups in the United States, but from the recruitment of foreign students. Accordingly, the need to engage students who are not only students of color, but who may also be from a foreign country, is clear.

The Association of Research Libraries' *ARL Annual Salary Survey 2010–2011* reports that there are 1229 individuals working either as subject or computer systems specialists in member libraries within the United States, not including professionals in law and medical libraries.⁴ Approximately 17% or 213 from this group are members of an ethnic minority.⁵ No minority statistics are available for Canadian ARL libraries. Even if we assumed that all of these individuals worked in science and technology, it's clear to see that we don't reflect the ethnicities of our student populations.

Through the Initiative to Recruit a Diverse Workforce (IRDW), ARL has been contributing to the recruitment of librarians of color with backgrounds in science, technology, engineering, and mathematics (STEM) fields since 2006.⁶ Eight of the twelve members of the 2011–2013 IRDW cohort have STEM backgrounds ranging from physics to bioinformatics. Part of the funding for cohorts starting in 2006 was



specifically earmarked for recruiting librarians with STEM backgrounds. The 2006, 2007, 2008, 2009, 2010, 2011 cohorts recruited seven, eleven, eight, twelve, and eight librarians respectively with degrees in STEM fields for a total of forty-six librarians in a six-year period. Librarians recruited during this period without a science or technology background were required to take a course in science and technology resources.

In a 2005 survey of currently employed science librarians by Beck and Callison, 70% of the thirty-five respondents had taken a course in science/technology resources.⁷ While 70% also agreed or strongly agreed that a science degree was important to their work, the willingness to learn and provide help stood out as key character traits. This knowledge of science and technology resources is facilitated in the IRDW program requirements. The completion of a course in science and technology resources is key to introducing library school students without a science background to the terminology and philosophy of the sciences and is one way to increase the number of potential science and technology librarians.⁸

ARL's IRDW can be viewed as a vital first step to the recruitment and retention of science librarians of color by providing a support system that stays with library school students from the moment of acceptance into an IRDW cohort, through job placement and, subsequently, as emerging professionals. The mentoring, both formal and informal, and the ever-broadening community of practice made up of participants from ARL's diversity initiatives provide mentoring, opportunities for success, collaboration, and career development. These components also demonstrate ARL's commitment to diversifying the professional library workforce.

Demand for science and technology librarians will only increase as big data, bioinformatics, and cheminformatics become increasingly vital to researchers. Recruiting librarians of color with science and technology backgrounds, or those willing to take courses in these areas, will ensure a strong, diverse pool of candidates eligible to apply for science and technology-based positions.⁹

Job titles and duties may change, but the core work of managing and providing access to scientific information, regardless of format, will remain the same. Through concerted recruitment and retention efforts the number of trained science and technology librarians will grow while, at the same time, increasing diversity in libraries to better reflect and enhance the communities served.

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Recommended Readings

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Exploring Roles for Librarians in the "Science of Team Science"

As academic librarians and their professional associations work to assess and respond to new and developing institutional roles, there is also a need to track national and international trends that may mirror or forecast local trends. The Science of Team Science (SciTS) is a new field of inquiry

that is steadily gaining momentum locally, nationally, and internationally. This article provides background information on SciTS, explains how this field and librarianship are interwoven, and makes a case for why librarians should follow and contribute to this new area of research.

Background

Many of the major scientific and medical quandaries of today (cancer, AIDS, climate change, sustainability, etc.) demand that researchers collaborate across disciplinary, professional, and institutional boundaries. The National Science Foundation (NSF), the National Institutes of Health (NIH), and other agencies, both public and private, are rewarding cross-institutional and cross-disciplinary collaborative research when evaluating grant applications.^{1,2} As a result, the expectations of campus administrators are changing and a culture shift is underway. This transformation is presenting challenges to research institutions. Scientists are now expected to collaborate in ways that are not always familiar or comfortable to them, however, tenure and promotion criteria have not yet evolved to account for faculty contributions to team research efforts and large-scale collaborative discoveries.^{3,4} As a result, choosing a team-based approach to research can be perceived as a riskier choice for some junior scientists than for those who are tenured and well-established.⁵ These and numerous other barriers must be addressed as scientists are asked to expand beyond the traditional single-investigator approach to scientific research.

To help bridge the gap between these new expectations and more traditional modes of research and dissemination, and increase the efficiency and productivity of research groups, a



new field of study has evolved: “The Science of Team Science.” One seminal article defines SciTS as “an emerging research field gaining traction to provide evidence-based guidance about effective practices for team science for practitioners and funders.”⁶ Another team of authors frames SciTS as follows:

The emerging field of the science of team science draws together diverse disciplines to better understand and inform the collaborative processes and outcomes of team science. Team science can be conducted within a single, focused discipline, or can span different disciplines.⁷

SciTS truly reflects the cross-disciplinarity espoused in this definition. This field includes the work of scholars from the natural and physical sciences, engineering and technical sciences, and the behavioral and social sciences, including: medicine, communication studies, sociology, international affairs, public policy, computer science, business management and leadership, information science, and numerous others fields.

Enter the Librarian

Librarians and their professional associations have been working diligently to ensure that libraries remain relevant within the milieu of rapid change and disruptive technologies.⁸ This has resulted in a proliferation of initiatives and publications promoting collaboration with campus groups, scholarly communication reform, open access to publicly funded research, institutional repositories, and e-Science/cyberinfrastructure projects.⁹⁻¹² Librarians are developing, implementing and assessing strategies for reinventing the profession and building linkages to and between groups with mutual interests.¹³

The leadership at Northwestern University Library (NUL) has made collaboration with faculty and campus leaders a top priority and librarians are encouraged to participate in “communities of practice” on campus. Hence, I was asked to attend the 3rd International Science of Team Science Conference an event sponsored by Northwestern’s Clinical and Translational Science Institute.¹⁴

My first observation from this event was that many panel, poster, and session topics were related to e-science and research networking tools (such as SciVal Experts, VIVO, Symplectic, etc.) It was also striking that the “measurement and evaluation of team science” conference track included work

by library and information science (LIS) faculty and librarians, cited information science literature, or relied on systems that are purchased and maintained by libraries (e.g., *Web of Science*, *Scopus*). SciTS scholars analyzed bibliometric indicators (e.g., impact factors and citation data) to assess the impact and effectiveness of scientific teams and cross-disciplinary collaborative research. Meanwhile, information scientists are collaborating with publishers and scientists on local and national research networking systems that assist scientists in finding collaborators, both within and across disciplines. Examples of these include Cornell University Library’s *VIVO*, Elsevier’s *SciVal Experts*, and CTSA’s *Direct2Experts*. These systems use linked open data, a hot topic at library conferences and seminars.

At the end of the conference, it was clear that librarians and the SciTS have overlapping interests and skills. It was fascinating to hear non-librarian scientists and scholars, however unintentionally, make the case and express the need for initiatives that library deans and other advocates have been promoting for more than a decade.

There are multiple points of entry for librarians who find SciTS of interest. We can join team-based projects in this cross-disciplinary field, develop initiatives to support team-based research on or between our campuses, or, as Rick Luce suggests, work as embedded “Informationists” on research teams.¹⁵

The Challenge

A final observation from the conference, the motivation for writing this article, is that there were discussions taking place that would have benefitted from a more extensive librarian presence. Although librarians possess expertise important to the SciTS field, few were present and even fewer were presenting or playing an active role beyond poster presentations. Spaces like the SciTS conference provide opportunities for librarians to broaden our influence. A committee of SciTS leaders plans this conference and their objective is to highlight research they feel is most groundbreaking. In order for librarians to get invited to participate more fully in these important conversations we will have to be more active in this community and produce SciTS research that attracts attention beyond traditional venues for library scholarship.

However, as Garritanno and Carlson observed about subject librarians providing data services or working on e-Science initiatives, capacity-building and training will be necessary

before many librarians are able to participate in projects as full partners with science faculty.¹⁶ Anna Gold has made similar applicable observations about data librarians and suggested that:

...data librarians will need to forge embedded working relationships with research teams, rather than working through more distal relationships with faculty that are common in larger university research libraries.¹⁷

The charge to make an impact in new contexts challenges traditional science librarians. Library administrators are also under pressure to hire and develop employees who can help broaden the library's reach on campus and beyond, which is not an easy or straightforward task. However, it is important to remember that this era of collaborative science is difficult for all involved (deans, faculty, graduate students, granting agencies, etc.) Like our colleagues, we will have to be agile and proactive about developing our expertise and sharing it via collaborative exchange. I believe the Science of Team Science is ripe for the contribution of our profession and that our increased participation will be mutually beneficial to our fields.

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Call for Applications

ARL/Music Library Association Diversity and Inclusion Initiative

Overview

Librarians from racial and ethnic minority backgrounds are underrepresented within the field of music and performing arts librarianship.

With funding from the Institute of Museum and Library Services (IMLS), the Association of Research Libraries (ARL)/Music Library Association (MLA) Diversity and Inclusion Initiative (DII) seeks to address the growing need for professional staff in music and performing arts libraries who better reflect evolving demographics of students and faculty in music and performing arts higher education.

ARL and MLA—along with partner libraries including the University at Buffalo, SUNY; University of California, Los Angeles; University of Illinois at Urbana-Champaign; University of North Texas; and University of Pittsburgh—seek to recruit students from traditionally underrepresented racial and ethnic minority groups to participate in this three-year program. The goal of the ARL/MLA DII is to create a diverse and well-qualified cohort of new LIS professionals equipped with skills, knowledge, and abilities to address the transformative professional roles in music and performing arts libraries in the 21st century.

The ARL/MLA DII provides generous financial support for minority candidates to pursue the master's in library and information science degree while gaining valuable, "hands-on" experience in a large academic music library environment. Through programmatic activity, participants will receive additional support to ensure a successful transition into the professional LIS workforce. As Marianne I. Gaunt, Vice President for Information Services and University Librarian, Rutgers University, and member of the ARL Committee on Diversity and Leadership, noted, "It's a great collaboration in an important area. There is so much creative work happening in music and the performing arts that we need a well-prepared, diverse cadre of librarians ready to enhance library services for this community!"

For additional information about the DII and links to the application form, please see:

<http://www.arl.org/diversity/arl-mla-dii/>



Acknowledgements

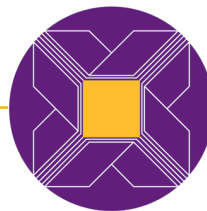
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SYNERGY: NEWS FROM THE ARL DIVERSITY PROGRAMS

ISSUES AND TRENDS IN DIVERSITY, LEADERSHIP, AND CAREER DEVELOPMENT

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SYNERGY

NEWS FROM ARL DIVERSITY PROGRAMS

IN THIS ISSUE

The theme of this issue of Synergy: News from ARL Diversity Programs is “transitions”. Whether transitioning from student to professional or from one position of leadership to another, one will always encounter challenges and opportunities that are unexpected and that can reshape one’s view of self and of the profession. The issue concludes with a call for applications for the newest diversity recruitment initiative administered by ARL and funded by a generous grant from the Institute of Museum and Library Service (IMLS). This partnership between ARL, the Music Library Association (MLA), and five partner ARL member libraries seeks to recruit students from traditionally underrepresented ethnic and racial minority groups into music and performing arts librarianship.

Three former ARL Diversity programs participants offer their reflections on what it’s like to transition from one setting to another within the library and information profession, and how their experiences in ARL programs informed their thinking and behaviors as they made those transitions. Denise Stephens is a graduate of the “inaugural” class of the ARL Leadership and Development Program (LCDP) and currently University Librarian at the University of California, Santa Barbara (UCSB) Libraries. Stephens offers her thoughts on the impact of the LCDP training on her trajectory, particularly from the perspective of one who left the profession, temporarily, only to find herself returning to a leadership position in an ARL library.

Yale Law Librarian, Teresa Miguel, (ARL Diversity Scholar 2004–2006) offers sagacious words to anyone—even the neophyte librarian—interested in pursuing a management position in a library about how to start positioning oneself to make a transition to leadership even early in one’s career. Miguel offers practical advice on effective behaviors for accomplishing this goal, and offers insight on how one can be a leader at any level of an organization.

Finally, 2010 Career Enhancement Program (CEP) Fellow Brian Leaf recounts his experience of transitioning from being a student into a professional role in an ARL library. He offers reflections on a ‘reality check’ that he encountered rather early into his five-month tenure at the Ohio State University Libraries and lessons learned regarding managing his own expectations with respect to this transition.

I hope you will enjoy reading the three articles from these former participants of ARL Diversity Programs. For more information about ARL Diversity Programs, please visit:

www.arl.org/diversity/

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About the ARL Diversity Programs

THE **ARL INITIATIVE TO RECRUIT A DIVERSE WORKFORCE**, funded by the Institute of Museum and Library Services and ARL member libraries, offers a stipend of up to \$10,000 to each ARL Diversity Scholar in support of graduate library and information science education. ARL Diversity Scholars participate in the annual ARL Leadership Symposium, a research library visit hosted by the Purdue University Libraries, and a mentoring relationship with a research library professional. For more information about the Initiative to Recruit a Diverse Workforce, visit www.arl.org/diversity/init/.

THE **ARL/MUSIC LIBRARY ASSOCIATION (MLA) DIVERSITY AND INCLUSION INITIATIVE**, funded by the Institute of Museum and Library Services (IMLS), MLA, and ARL member libraries, seeks to recruit diverse students with advanced degrees in music to careers in academic and research libraries. The program offers tuition support and a paid internship for up to one year in one of five partner music/research libraries. Other components of the ARL/MLA DII include a formal mentor program and support to attend the MLA annual conference where participants will receive specialized instruction in the areas of career development and effective job search strategies. More information about the program is forthcoming, but an announcement concerning the IMLS award can be found at: www.arl.org/news/pr/ARL-MLA-DII22june11.shtml.

THE **ARL CAREER ENHANCEMENT PROGRAM (CEP)**, funded by the Institute of Museum and Library Services (IMLS) and ARL member libraries, offers MLIS graduate students from underrepresented groups an opportunity to jump-start their careers in research libraries by providing a robust internship experience in an ARL member library. Each CEP fellow participates in a six- to twelve-week paid internship in an ARL library, a mentoring relationship with a professional librarian while on campus for the internship, and an opportunity to attend the annual ARL Leadership Symposium during the American Library Association (ALA) Midwinter Meeting. There is also potential for academic credit for the practical intern. For more information about the ARL Career Enhancement Program, visit www.arl.org/diversity/cep/.

THE **ARL LEADERSHIP AND CAREER DEVELOPMENT PROGRAM (LCDP)** is an 18-month program to prepare midcareer librarians from underrepresented racial and ethnic groups to take on increasingly demanding leadership roles in ARL libraries. The LCDP design includes: two LCDP Institutes, an opening and closing event held in conjunction with national professional meetings, a career-coaching relationship with an ARL library director or staff member, and a personalized visit to an ARL member library. For more information about the LCDP, visit www.arl.org/diversity/lcdp/.



Mark A. Puente is the Director of Diversity Programs for the Association of Research Libraries (ARL), a position he has held since March 2009. Puente came to ARL from the University of Illinois at Urbana-Champaign where he was Coordinator of Digital Projects and Special/Gift Collections for the Music and Performing Arts Library.

Synergy: News from ARL Diversity Programs was first published in 2007 as a forum in which to share information about programs and opportunities centered on careers in research libraries.



Denise Stephens is University Librarian at the University of California-Santa Barbara. She holds an MLS from the University of Oklahoma School of Library and Information Studies and is a member of the inaugural ARL Leadership and Career Development (LCDP) class. Her background includes a number of library and IT leadership roles. Her interests include digital library and services development, organizational development, change leadership, and program assessment.

The Impact of LCDP

Evaluating the impact of participation in the ARL Leadership and Career Development Program (LCDP) on transitions into leader roles inspires some thought about the program's influence on the personal transition into *leader*. The first LCDP cohort (1998–1999) was a class of fellow travelers unsure of how or whether the program would shape our futures. We engaged leadership as a framework for personal development. For me, the outcome was transformational. Through the LCDP experience, I discovered my own leader identity and path for growth. Transitioning into particularly challenging leading roles in the years since LCDP, I reflect on the leadership issues and concepts introduced as a result of participation in the program. Two notable leader role transitions demonstrate the program's influence on my personal journey in research library organizations. In one case, the transition was unanticipated—the result of organizational emergency. In the second case, the transition to library leadership came after a circuitous route through campus administration. Both experiences presented significant high-level contexts for the practice of leadership shaped by a growing LCDP-initiated knowledge base.

Walking Across the Leadership Threshold

My initial transition in association with LCDP was to an awareness of my own capacity for, and commitment to, leadership. Five years after earning the MLS degree at the University of Oklahoma in 1993, I was very active in library activities and benefitted from numerous growth opportunities at the Uni-

versity of Virginia. I was restless and wanted to broaden my professional portfolio. I wanted to play a more significant role in the library and advised the University Librarian of this ambition. Having taken interest in me as protégé, Karin Wittenborg's advice that "you need to do this" was encouraging and timely. With little more than interest in leading in *some way* and a sense of adventure, I agreed to compete for a position in the inaugural LCDP class. Prior to approaching the LCDP, I gravitated into roles allowing for some degree of influence—primarily committee and program development roles. However, I had not developed a coherent vision of myself as a leader, nor had specific leadership goals emerged in my thinking. In fact, until I began to reflect and draft the application package, I had not thought critically about the topic. By the time I completed the application letter, I was able to articulate a clear goal: I wanted more than to simply work in a research library. I wanted to make a difference by influencing the *direction and impact* of libraries in the academy. This was a transformative event for me because it confirmed my professional direction going forward.

Learning Leadership: Acquiring a Knowledge Base and Knowledge of Self

Grounded in theoretical principles and leadership thinkers of the late 20th Century, the LCDP guided individual development by uncovering personal leader traits; introducing strategic leadership tools; and providing organizational contexts for applying leader practice. Through various psychometric assessments, I learned how personal preferences, decision styles, and personality types influence leadership style. Models of and approaches to change management, strategic planning, and organizational communication gave context to leadership challenges and navigation of complex organizational dynamics. Case studies allowed for integration of theory and reflection on the implications of leader behavior in relation to emotional intelligence, power, alliance building, and conflict management.

The learning was only a beginning. I realized there was much more to understand through experience and continued inquiry. For me, organizational leadership emerged as a subject of both informal and formal study, as well as some publication in the library literature. Primarily, the LCDP fueled my intentional transition to leadership and enabled professional advancement into the increasingly responsible leader roles that followed. As I prepared to move into senior library management, I took these essential LCDP learning outcomes with me:



- Leadership is intentional. Successful organizational outcomes are seldom accidental;
- *Things* change. *People* make transitions. *Leaders* understand the difference;
- Trust is essential to effective leadership. People trust people—not figureheads; and
- Communicate. Communicate. Communicate again.

Transition to Unanticipated Leadership

Within three years of my LCDP experience, I joined Syracuse University as Associate University Librarian for Public Services. Having expanded the initial LCDP leadership knowledge base with additional developmental learning and considerable change management practice in a prior department head role, I was prepared to engage this new opportunity. However, I was unexpectedly asked to step into the Acting University Librarian role within 18 months due to the university librarian's illness. His clear instruction to me was to "lead"—continuing an agenda of strategic planning and organizational restructuring. The program's attention to leader strategy and principles for change leadership proved highly valuable in my approach to a sudden role shift. My challenge was to maintain strategic library momentum during a time of organizational uncertainty.

Collaborative leadership with the library administrative team and department heads ensured smooth operations. Maintaining a calm and productive work environment required consistent and frequent leader communication concerning the state of the organization and about the ill university librarian. Graham laid the foundation for confidence in my leadership with a heart-felt endorsement. However, the charge to lead—rather than to maintain station keeping—raised discomfort among staff that saw active leadership as contrary to the role of an acting leader. Applying intentional leadership in the face of such organizational stress involved focusing on the imperative to establish strategic goals advancing the library now, not later. A unified leadership team communicating consistent messages and modeling an optimistic outlook helped to promote a future orientation throughout the library. Though disagreement about specifics existed, we promoted deliberate change through participatory planning. The New Century Library Initiative and associated structural changes occurred during this difficult time. Though the Initiative sought to facilitate future library innovation, its most important outcome may have been that of mobilizing

and focusing organizational energy *forward* under potentially destabilizing circumstances. Lessons on shared leadership, personal leadership behavior, organizational communication, and team building carried from LCDP and strengthened in practice served as a strong platform for leadership.

Transition to New Library Leadership

After five years of senior university administration work as Vice Provost for Information Services and CIO at the University of Kansas, I recently returned to full-time research library leadership as University Librarian at the University of California, Santa Barbara (UCSB). This re-entry into library leadership has been influenced by the LCDP experience. Specifically, the role of personal assessment and reflection in leadership played a role in affirming a commitment to the library as a vehicle for advancing the academic mission. At this point in my career, growth comes from opportunities that facilitate integration of prior learning about leadership practice with rich real-world contexts. Three factors in the current UCSB environment make leading this library compelling: a highly talented and dedicated staff; knowledgeable and supportive university leadership; and unique opportunities for significant physical and organizational enhancement. With LCDP-inspired self-knowledge, I know these institutional factors complement my preference for originating and conceptualizing collaborative approaches and innovations. Encouraged by partners and prospects, I am optimistic about our shared interests and future.

Conclusion: On a Deliberate Path

The basic leader knowledge base acquired through LCDP is learning from more than a decade ago. The learning acquired from that experience continues to have relevance in my intentional practice of leadership. The ARL LCDP is a starting point for personal leadership development only—initiating a path for continued growth. Each participant builds upon the base to the extent desired. For me, participating in the LCDP initiated and continues to influence my very deliberate professional journey.





Teresa Miguel is Associate Director, Latin American Bibliographer, and Lecturer in Law and Legal Research at the Lillian Goldman Law Library at Yale Law School. She is an active member the Foreign, International, and Comparative Law Special Interest Section (FCIL-SIS) of the American Association of Law Libraries (AALL), and the Seminar on the Acquisition of Latin American Library Materials (SALALM). She is also a member of the Arizona and Pennsylvania bars. She was an ARL and University of Arizona Knowledge River Scholar in 2004–2005.

So You Want to be a Manager: Prepare from Day One

Congratulations! You've landed your first library gig. During your interview, you were asked, "So, where do you see yourself in five years?" You were ready for this question. You replied, "After a few years learning my new job, I'd like to explore management positions either here or at another quality institution. Eventually, I would like to be a director." Fortunately, your library supports your ambitions and will work with you to achieve your goals. Now it's up to you to take the initiative and follow-up... starting on day one.

This article suggests ways to position yourself to assume leadership roles early in your career and prepare to leap into a management position. Such a move does not happen overnight and there are many opportunities to demonstrate leadership and management potential along the way. Keep in mind that one can be a leader within a library without being a manager;¹ and often directors look to those leaders, or to those who have demonstrated leadership potential, when considering management positions.

Fostering Relationships

As a new librarian, nothing is more important than cultivating a one-on-one relationship with your supervisor and with your director. These are the people most capable of evaluating

your potential for management roles and positions of leadership. They will be the ones recommending you (or not) to peer institutions. Your immediate supervisor and your director wield incredible influence over your professional future.

One of the first opportunities to work closely with your supervisor is in the creation of goals for your first year at the library. Take these goals seriously as they will be the foundation and benchmark of future promotion and tenure reviews. In your first year, aim high but do not create goals you know you cannot reach. Successfully reaching challenging goals demonstrates hard work, dedication, and the ability to follow-through—all pertinent qualities in a manager.

In your day-to-day work, especially at the beginning, you will not know the answers to many questions; ask your supervisor. This is a great way to start a dialogue, demonstrate your eagerness to learn, and show your trust and confidence in your supervisor. Supervisors enjoy when their direct reports ask questions. It makes them feel useful and knowledgeable, and validates their existence as being more than just one who signs off on performance appraisals and travel requests.

As you start to become comfortable in your new position, begin to accept and ask for additional work. Create a "culture of yes" without taking on too much. If you have to say no, explain why, but do not say no too often. Take the initiative! Suggest projects, submit ideas, support and go the extra mile for your colleagues. Follow through with your assigned tasks and strictly observe deadlines.

Begin to develop an expertise in a certain area filling a gap in library service, such as teaching, being the go-to person for copyright issues, or providing language or cultural skills. When I came to the Yale Law Library I was the only professional librarian fluent in Spanish. Within my first year I offered to take over collection responsibilities for Iberia and Latin America. The librarian in charge of collecting foreign material taught me the tricks of the trade, introduced me to his colleagues at local meetings of foreign and international law librarians, and eventually sent me off to conferences and book fairs in the region. This initiative progressed into specializing in foreign and international law reference, and after a few years, I was promoted to Associate Librarian for Foreign and International Law.

In addition to working closely with your supervisor, try to get to know your director as well. The directors of like-libraries, such as ARL libraries, law libraries, medical libraries, etc., all know each other and they share information with one another. The sooner you develop a professional



relationship with your director, the sooner your director will begin to consider you for management positions and be able to recommend you to peer institutions. Tell your director what your career goals are, both short term and long term. Ask for advice on how to begin to achieve those goals.

Committee Work

Leadership opportunities at your new work place will initially come looking for you in the form of committee work. If they do not, seek them out as they are easy to find; you won't have to look too far. In many libraries, you will have the opportunity to join library committees within your immediate work place as well as library-wide almost immediately upon starting your entry-level position. Library committees often solicit coworkers, especially new and energetic ones, to participate. This is a great opportunity for you to meet colleagues within your library and to connect with colleagues from other libraries on campus with whom you would not normally work or meet. It is also a terrific way to make yourself known on campus.

Do not hesitate to chair a committee immediately. I found that chairing the Yale University Libraries Diversity Council immediately upon my arrival to campus was an excellent way for me to meet colleagues and administrators outside of the Yale Law Library. I also had the time to devote to chairing such an immense committee because my workload at my new position was still relatively light. The people I met on this committee are still some of my closest and most supportive colleagues.

A smaller law library committee afforded me the opportunity to create and lead a movie series with our graduate students that has evolved into a staple activity at the law school. *Movie Night @ YLS*, now in its sixth year, was an attempt to reach out and connect with our small group of international graduate students in a fun, collaborative, and educational way. This adventure also allowed me to brush-up on copyright law as well.

When my director asked me to chair the law library's Strategic Planning Committee I did not realize at the time what an amazing opportunity it would be to demonstrate leadership and management potential. The result was a labor-intensive, fun, and rewarding committee that worked diligently under my leadership for about seven months to create a five-year strategic plan. I believe my work chairing this committee validated me as a leader among my colleagues and proved to my director that I could be an effective and successful manager. This work also resulted in the forthcoming article publication.²

In addition to library and professional committees, seek out opportunities to participate in university-wide groups. Many universities have community service-oriented affinity groups and interdisciplinary committees. This is an effective way to make connections with university faculty and staff from all over campus.

A natural outgrowth of library and university committee work is similar work for your relevant professional organization. Sections and committees of our professional organizations such as the American Library Association and the American Association of Law Libraries are constantly looking for new, up-and-coming, eager librarians to inject life into the organization. These activities are an effective and quick way to network with colleagues from around the country, while remembering that your new library is your priority.

Continuous Learning

Seek opportunities for training that are both immediately relevant to your library work as well as outside the library realm but within your areas of interest, including language and technology classes, and leadership and management seminars. My great-grandfather always said, "La educación no ocupa sitio." Literally, education does not take up space; practically, learning is never a waste of time. Demonstrate a real interest in learning how to be a leader and manager. For example, request leave-time to attend leadership programs and seminars, and offer to pay some or all of the costs if the library cannot do so. After all, this is an investment in your future.

When I started working in the foreign and international unit, I learned that we have a very important German law collection so I asked for permission to audit a graduate level German-for-Reading class. The following year I took a freshman German class. Combined, the two classes gave me sufficient German knowledge to be able to perform basic surveys of German legal material and databases, and assist researchers in locating relevant material.

Publish!

Finally, start to publish. If you are not a natural, as most of us are not, find a mentor within your library who already has a publishing track record and who would be willing to co-write an article with you. Another approach might be to author something independently. Always enlist the aid

of an experienced colleague to review your work and offer suggestions for improvement. This might be your supervisor or someone outside of your immediate unit. Start small, with a familiar topic, novel experience, or effective committee outcome. My first substantive publication as a librarian was a refined version of a paper I wrote in library school.³ Along these lines, keep up with the literature in your field. It will help inspire you to contribute your own ideas and experiences to the growing body of library literature.

Time, Effort, and Patience

If you ask ten other managers for advice on how to position yourself for a management position, I have no doubt you will get ten different answers. However, I think there would be agreement that above all, one needs to work hard, be open to learning and advice, and be patient. It takes time and effort to climb the proverbial ladder, to progressively assume more responsibility, and to eventually take on a management role.



Brian Leaf is the Instructional Design Librarian as part of the 2011-2013 Mary P. Key Diversity Residency Program at The Ohio State University. He graduated from the University of North Carolina at Chapel Hill with a Master of Science in Library Science in 2011.

What is Experience? Five Months in the Life of a Freshman Librarian

I work with a fantastic group of people and under a visionary administration. I have an especially supportive supervisor whose amazing trust encourages and motivates me to keep going above and beyond the call of duty every day. This has made all the difference in every aspect of my work. As I reflect on the past five months at The Ohio State University (OSU), I am not sure I can offer the new library graduate bullet points of advice. I leave that to the two authors in

Endnotes

- 1 Leader: a person who guides or directs a group. "Leader." *Dictionary.com*. 2012. <http://dictionary.reference.com/browse/leader>; Manager: a person who has control or direction of an institution, business, etc., or of a part, division, or phase of it. "Manager." *Dictionary.com*. 2012. <http://dictionary.reference.com/browse/manager>.
- 2 Eiseman, Jason, and Teresa Miguel. "Planning for the 21st Century: Creating a Strategic Plan at the Yale Law Library." *Trends in Law Library Management* (2012). Forthcoming.
- 3 Miguel, Teresa. "Exchanging Books in Western Europe: A Brief History of International Interlibrary Loan." *International Journal of Legal Information* 35, no. 3 (2007): 499-513.



this issue who have already proven themselves in the field and to numerous resources available online on professional development. However, I think I can answer the experience question by sharing some of my own lessons and observations.

First, I must acknowledge ARL's Career Enhancement Program (CEP) for opening up a world to me that I would not have been aware of otherwise. My CEP internship at the University of Kentucky helped expose me to an area of librarianship about which I knew very little. The ARL Leadership Symposium brought issues like scholarly communication, information literacy, and emerging roles in the academic research library to my attention. This not only gave me a big picture view of the profession, but forced me to examine and learn more about my own strengths and challenges. Finally, the perspectives of others in my ARL cohort helped me think through ideas while providing a support network that I continue to utilize and value. Together, these opportunities helped inspire and motivate me when I felt discouraged in library school, and the connections I made helped me land my current position at OSU. Thus, I never feel alone in my success or frustration, and I am deeply appreciative of everyone who has lent wisdom to me and advocated for me.

When I first began working at OSU, I received two seemingly conflicting pieces of advice. One was to take chances and run



with my ideas. As a resident librarian I am, perhaps, encouraged to be creative but am afforded a buffer for any errors I might commit. The second was to stand back, listen, and *learn* the organization. The academic library can be complex and understanding it is important before taking on ambitious projects. Like many young librarians, I am eager to make my mark on the profession. I have an attitude of “why not?” and seizing opportunities served me well as a student. Guess which piece of advice sounded more attractive to me? The former, naturally.

There’s a TED talk about the online gaming generation by Jane McGonigal. She describes a trait possessed by online gamers called *urgent optimism*, or the belief that problems can be immediately tackled and solved. As a game designer, she would like to leverage the untapped resource of the dedicated gamers who tackle virtual scenarios and redirect them towards real-life problems. As a former gamer, I think I was an unknowing convert because I entered graduate school, and now my work with that same urgent optimism.

I enjoy writing, and as a result, my contributions to projects have been marked by comprehensive research and lengthy documentation. With colleagues, both in and out of the library, I worked on at least six different conference proposals. Nonetheless, it was initially surprising to me how often I sit at my desk staring at a blank document and thinking about what to produce. Aside from research, coming up with some sort of report or presentation is roughly what a good portion of my real work entails as an instructional designer. It is, generally, a creative process that I cannot put a timeline on, and it often ends up coming home with me.¹

At the same time, in addition to my formal orientation sessions to the library, I also met individually with as many people as possible—documenting insights from each one—in attempt to quickly cultivate relationships and familiarize myself with institutional knowledge and culture. My extra activities were ambitious as well. I co-developed an internal blog, created an online learning community for a class I taught, started training as a volunteer docent to learn more about arts education, and attended numerous campus workshops to continue my professional development. Some of these activities proved helpful, others extraneous or even problematic.

As time went on, I felt increasingly frustrated. Doing any of my work was a luxury with all the various meetings, pro-

grams, and committees that I was compelled to attend. Current projects or ideas I wanted to pursue seemed to be constantly displaced on my to-do list. Few things ever went as perfectly as I had hoped. Many things were out of my control and everything seemed to take longer than it should have. I also found that I was constantly wondering about relationships with my new colleagues and wondered if I had inadvertently burnt any bridges by my own frankness or idiosyncrasies. I then reached out to peers and mentors about how to navigate the organization given the limited amount of time. It took me some time to realize that all the projects and meetings I felt burdened by were actually an honor and served as recognition that I had a place in the organization and that my contributions were valued.

A friend offered an observation regarding my trajectory over the last few months and characterized me as having been idealistic and fired up at the start. That initial excitement turned into frustration. At some point, I believe my frustration turned into dissatisfaction followed by determination. Now she describes me as being “realistic, calm, responsible, and consistent.” If that is the end goal, I’m not sure I can trace a clear path for anyone to follow. To try to proffer one is reminiscent of career panels in graduate school in which information professionals would talk about how they moved from one position to another. Biographical information or bits of insight aren’t how-to guides to winning at life. They don’t teach you how inefficient some organizational processes can seem, how to deal with situations that make you feel like your time is being wasted, and how to exercise patience through it all—or that you might just be naïve needing a little more time to sort everything out for your own situation.

I return to the advice tendered to me in those first weeks about learning the organization and running with ideas (which I should add were never actually mutually exclusive tasks). I still don’t have a conclusive answer. Has my time here taught me how to strike a balance between the two? Perhaps. It’s hard to consider now; those early reactions and concerns seem so insignificant. These days I feel content and effective in the work I do while still maintaining my urgent optimism. Conversely, there has been no real change in my daily activities or some delineated process that can explain my transformation—it is my attitude that has shifted. And I suspect that is what experience is.

Endnote

- 1 To those who feel that library school doesn't prepare one for professional work: Some of it is very much like all those ill-defined writing assignments in graduate school. The difference is that a professor who can only vaguely explain the parameters of an assignment is the exception, not the rule. No one, in a professional context, tells you how to format your materials or gives you a detailed list of what to include. There's not an internal publications guide that you can readily follow. You are expected to know how to write and develop your own professional style.



Acknowledgements

This issue of Synergy was published with the assistance of ARL's Visiting Program Officer for Diversity and Leadership, **Jolie Graybill**. Ms. Graybill is the Image and Multimedia Collections Coordinator and Assistant Professor at the University of Nebraska, Lincoln Libraries.

Additional editorial assistance was provided by:

Teresa Miguel
ARL Diversity Scholar, 2004

and

Harrison Inefuku
ARL Career Enhancement Program Fellow, 2010



Call for Applications

ARL/Music Library Association Diversity and Inclusion Initiative

Overview

Librarians from racial and ethnic minority backgrounds are underrepresented within the field of music and performing arts librarianship.

With funding from the Institute of Museum and Library Services (IMLS), the Association of Research Libraries (ARL)/Music Library Association (MLA) Diversity and Inclusion Initiative (DII) seeks to address the growing need for professional staff in music and performing arts libraries who better reflect evolving demographics of students and faculty in music and performing arts higher education.

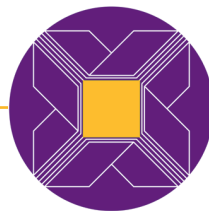
ARL and MLA—along with partner libraries including the University at Buffalo, SUNY; University of California, Los Angeles; University of Illinois at Urbana-Champaign; University of North Texas; and University of Pittsburgh—seek to recruit students from traditionally underrepresented racial and ethnic minority groups to participate in this three-year program. The goal of the ARL/MLA DII is to create a diverse and well-qualified cohort of new LIS professionals equipped with skills, knowledge, and abilities to address the transformative professional roles in music and performing arts libraries in the 21st century.

The ARL/MLA DII provides generous financial support for minority candidates to pursue the master's in library and information science degree while gaining valuable, "hands-on" experience in a large academic music library environment. Through programmatic activity, participants will receive additional support to ensure a successful transition into the professional LIS workforce. As Marianne I. Gaunt, Vice President for Information Services and University Librarian, Rutgers University, and member of the ARL Committee on Diversity and Leadership, noted, "It's a great collaboration in an important area. There is so much creative work happening in music and the performing arts that we need a well-prepared, diverse cadre of librarians ready to enhance library services for this community!"

For additional information about the DII and links to the application form, please see:

<http://www.arl.org/diversity/arl-mla-dii/index.shtml>





SYNERGY: NEWS FROM THE ARL DIVERSITY PROGRAMS

ISSUES AND TRENDS IN DIVERSITY, LEADERSHIP, AND CAREER DEVELOPMENT

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EDITOR: MARK A. PUENTE, DIRECTOR OF DIVERSITY PROGRAMS

GRAPHIC DESIGN: YOLANDA GLASS

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3:30 p.m.–5:00 p.m.
Marriott Ballroom, 4th floor

Open Scholarship: The Impact on Research, Teaching, and Learning

Open scholarship enables the discovery and dissemination of scholarship and creative works to be freely and easily available to the world community. It incorporates multiple elements of data, educational resources, and access. It requires a commitment of change at all levels—from higher education, to faculty, to publishers, to all consumers of information—to ensure that this evolution continues. The speakers will address the impact of “open” and how this is contributing to the creation and sharing of scholarly knowledge.

Convener:

Brian E. C. Schottlaender, Audrey Geisel University Librarian,
University of California, San Diego

Speakers:

Trevor Muñoz, Assistant Dean for Digital Humanities Research (Libraries) and Associate Director of the Maryland Institute for Technology in the Humanities (MITH), University of Maryland

Parminder Raina, Professor, Department of Clinical Epidemiology and Biostatistics, McMaster University

Charles M. Schweik, Associate Professor, Department of Natural Resources Conservation and Center for Public Policy and Administration, University of Massachusetts, Amherst

6:00 p.m.–8:00 p.m.

Reception at the Newberry Library, Ruggles Hall

The Center for Research Libraries, the University of Illinois at Chicago Library, the University of Illinois at Urbana-Champaign Library, the Northwestern University Library, the Purdue University Libraries and the University of Wisconsin–Madison Libraries are our hosts for a reception at the Newberry Library.

Members may choose a 15-minute walk (map and directions enclosed) to the library or take one of the trolleys provided. The trolleys will be staged at the corner of Grand and Rush Streets. They will begin departing the hotel at 5:45 p.m. with continuous service to the reception venue. The trolleys will begin returning to the hotel at 7:45 p.m.

Guests may self-tour the two exhibits on the first floor of the library. For information on the exhibits, please see:
<http://www.newberry.org/exhibitions>.

A substantial reception is being planned by our hosts. Members and guests planning to dine after the reception may find this list of neighborhood restaurants helpful:
<http://www.newberry.org/accommodations-and-dining>.

Friday, May 4

7:30 a.m.–8:30 a.m.
Halsted, 4th floor

REGISTRATION AND CONTINENTAL BREAKFAST

8:30 a.m.–9:30 a.m.

CONCURRENT SESSIONS

Addison, 4th floor

Transforming the Research Library Workforce: A “Scenarios” Approach

✓
ARL libraries must dramatically transform their workforce to meet the needs of the 21st century research enterprise. The alternative futures in the ARL 2030 Scenarios provide a framework for discussing workforce transformation. Alarming demographic trends—retirement of large proportions of staff, intergenerational conflict, introduction of new kinds of professionals into the workplace, and gaps in core competencies—are creating challenges for libraries. In addition, the ever-increasing global competition in the world of higher education and research calls for a new research library workforce that is agile, multicultural, and interdisciplinary. Research Library Leadership Fellows, Jon Cawthorne, Vivian Lewis, and Xuemao Wang, will present the preliminary findings of their research project of using the ARL 2030 Scenarios as a lens through which to explore workforce transformation.

Convener:

H. Carton Rogers, Chair, Transforming Research Libraries Steering Committee and Vice Provost and Director of Libraries, University of Pennsylvania

Speakers:

Jon Cawthorne, Associate University Librarian, Public Services, Boston College

Vivian Lewis, Associate University Librarian, Organizational Development, McMaster University

Xuemao Wang, Associate Vice Provost, Libraries, Emory University

Belmont, 4th floor

Strategies for Successful Balanced Scorecard Implementation

The Balanced Scorecard (BSC), originally designed for the for-profit sector, has been adopted for use in libraries. What began in 2009 as an ARL pilot project with four libraries to use the Balanced Scorecard as a tool for measuring performance and leading change, has now grown to include ten additional libraries. These libraries are using the BSC management framework to create strategic objectives, metrics and targets to measure progress, and initiatives for meeting the targets. This session will highlight BSC activities in four libraries and some of the challenges and successes in their implementation steps.

Convener:

Carol A. Mandel, Dean of the Division of Libraries, New York University and ARL Past President

Speakers:

H. Thomas Hickerson, Vice Provost (Libraries and Cultural Resources) and University Librarian, University of Calgary

Arnold Hirshon, Associate Provost and University Librarian, Case Western Reserve University

Diane Parr Walker, Edward H. Arnold University Librarian, Hesburgh Libraries of the University of Notre Dame

Clark, 4th floor

University Models for Research Identifiers

ORCID (Open Researcher & Contributor ID) is establishing a registry that will assign unique identifiers linkable to an individual's research output that will enhance the scientific discovery process and improve the efficiency of funding and collaboration. ITHAKA S+R was retained by ORCID to determine if the proposed business model would be acceptable to the university community or if there were other models that would be more desirable. This presentation will highlight these findings.

Convener:

Lorraine J. Haricombe, Dean of Libraries, University of Kansas

Speaker:

Deanna Marcum, Managing Director, ITHAKA S+R

9:30 a.m.–9:45 a.m.

Break

9:45 a.m.–11:00 a.m.

Marriott Ballroom, 4th floor

Scholarly Identity: Issues and Developments

New generations of systems for research management and for faculty profile and interests sharing are being developed and deployed, often using community sourced or commercial software to replace older locally developed ad hoc systems. At the same time discussions about standards and infrastructure for coordination of previously siloed activities such as the management of authorial identity, publication histories, and other elements of academic biography are underway. Clifford Lynch will provide a review of the latest developments and the role of research libraries in this enterprise, which spans a wide range of interests, both within and beyond the university.

Convener:

Martha Whitehead, University Librarian, Queen's University

Speaker:

Clifford A. Lynch, Executive Director, Coalition for Networked Information (CNI)

11:00 a.m.–12:15 p.m.

Marriott Ballroom, 4th floor

21st Century Research Library Collections

To imagine the future of research library collections, we must collectively embrace the shift to new methods of creating, disseminating, and preserving scholarly content. The Task Force on 21st Century Research Library Collections has written a paper summarizing the emerging issues and challenges of building 21st century collections and emphasizing new models of networked collections, teamwork and collaboration. Our speakers will respond to key points in the paper and the audience will have an opportunity to engage in a discussion about their ideas and priorities for developing opportunities for innovative collaborations and partnerships for ARL members.

Convener:

Deborah Jakubs, Rita DiGiallorardo Holloway University Librarian and Vice Provost for Library Affairs, Duke University

Speakers:

Barbara Dewey, Dean of University Libraries and Scholarly Communication, Pennsylvania State University

Thomas C. Leonard, Kenneth and Dorothy Hill University Librarian, University of California, Berkeley

Wendy Pradt Lougee, University Librarian and McKnight Presidential Professor, University of Minnesota

12:15 p.m.

Membership Meeting Adjourns

12:30 p.m.–2:00 p.m.
Sheffield, 4th floor

ARL BOARD OF DIRECTORS MEETING

Future ARL Membership Meeting dates

October 9 – 12, 2012 • Washington, DC

April 30 – May 3, 2013 • Chapel Hill/Raleigh-Durham, NC

October 8 – 11, 2013 • Washington, DC

<http://www.arl.org/events/futuremms/index.shtml>



**ARL Committee on Diversity and Leadership
Meeting – October 9, 2012
6:30 – 8:30 pm EDT
Renaissance Mayflower Hotel – South Carolina Room
1127 Connecticut Avenue, NW
Washington, DC 20036**

AGENDA

- I. Welcome, Introductions, and Dinner
- II. Review of Activities, Projects, and Priorities (attachments)
- III. ARL Diversity Programs Fund Development
 - a. Discussion of revised strategy for soliciting member contributions (attachment)
 - b. Other fund-raising efforts
- IV. Leadership and Career Development Program
 - a. Selection committee assignments
 - b. Career Coaching recruitment
- V. Future offering of National Diversity in Libraries Conference (NDLC)
- VI. Discussion of possible planning meeting (retreat) with new ED
- VII. Future meeting times
- VIII. Acknowledgment of Committee Members rotating off
- IX. Other Business

Important Dates

- 9th Annual ARL Leadership Symposium (Seattle, WA) January 24-27, 2013
 - Hotel 1000, Seattle 1000 1st Ave. 98104
 - a. Lunch with ARL Directors –Saturday, January 26, 2013 12:00 p.m. (Room TBD)
 - b. Diversity and Leadership Programs Reception – Saturday, January 26, 2013 6:30-8:30 p.m. (Room TBD)

ARL Diversity Leadership Programs Review of Activities, Projects and Priorities as of September 2012

<i>Areas of Activity</i>	UNDERWAY AND PLANNED	<i>2012 Accomplishments Summary</i>
<p>Program area and goals – Diversity/Recruitment Support and recruit MLIS students from traditionally underrepresented racial and ethnic minority groups into careers in research libraries.</p>		
<p><u>INITIATIVE TO RECRUIT A DIVERSE WORKFORCE</u></p>		
<p>1. Recruit Diversity Scholars, MLIS students from underrepresented groups, into careers in ARL libraries.</p>	<ul style="list-style-type: none"> • Developing a fund-raising strategy that includes soliciting voluntary member donations, gifts from corporate donors, securing grants from regional foundations, and possible collaborations with other library associations. • Seeking opportunities to disseminate results of past IRDW participants study in appropriate publications and conferences. • Cultivating relationships with professional organizations focusing on minorities in STEM education. 	<ul style="list-style-type: none"> • Released call for 2012-2014 IRDW applications; received 50 applications for program. • Presented at two ALA programs on residency programs and recruitment of Latinos into research library workforce and presented formal study results of former Diversity Scholars during LCDP Closing ceremonies at ALA Annual, June 2012. • <u>Directed the 2012-2014 Diversity Scholar selection process.</u> Class announced July 26, 2012. • Prepared and submitted IMLS annual narrative and financial reports, July 31, 2012. • Presented posters on diversity recruitment in STEM disciplines at IFLA, August 2012, and Joint Conference of Librarians of Color, September 2012. • Completed grant-required administrative tasks for 2010, 2011, & 2012 Diversity Scholars.
<p>2. Introduce Diversity Scholars to current issues and trends in research libraries and provide advice on successful strategies for seeking employment.</p>	<ul style="list-style-type: none"> • Alerting Diversity Scholars to free Webcast and e-learning opportunities sponsored by ARL, RLLF, SPARC, and CNI, as well as developing opportunities for a future ARL sponsored webcasts. 	<ul style="list-style-type: none"> • Planned and held <u>Eight Annual Leadership Symposium</u>, Dallas, TX, January 19 to 22, 2012. Curriculum included "Job Search Skills Workshop."

Accomplishments since the July 2012 ARL Board Meeting noted in color.

**ARL Diversity and Leadership Programs
Review of Activities, Projects and Priorities as of September 2012**

<i>Areas of Activity</i>	UNDERWAY AND PLANNED	<i>2012 Accomplishments Summary</i>
<p>2. Introduce Diversity Scholars to current issues and trends..., continued.</p>	<ul style="list-style-type: none"> • Assembled planning committee for 2013 ARL Leadership Symposium. • Revising curriculum and programs based on evaluations from previous events. • Creating improved processes to ensure that information on employment and professional development opportunities are distributed to current Scholars and former program participants. 	<ul style="list-style-type: none"> • Directed eighth annual "Research Libraries visit" with Purdue University Libraries. • With assistance of VPO Jolie Graybill (Nebraska-Lincoln) created an online review process for résumés and curriculum vitas for Diversity Scholars.
<p>3. Create a mentoring relationship between the Diversity Scholars, LCDP alumni, or other ARL librarians.</p>	<ul style="list-style-type: none"> • Communicating quarterly with program mentors; sharing resources and providing guidance and counsel as appropriate. • Recruiting 14 mentors for 2012-2014 Diversity Scholars. • Planning Scholar mentor training Webinar with assistance of VPO. 	<ul style="list-style-type: none"> • VPO developed Scholar questionnaire for mentor recruitment for 2012-2014 Diversity Scholars.
<p><u>CAREER ENHANCEMENT PROGRAM (CEP)</u></p>		
<p>4. The Career Enhancement Program: Provide a robust fellowship experience for diverse MLIS students. (Key component is a paid internship in an ARL member library.)</p>	<ul style="list-style-type: none"> • Seeking opportunities to market program accomplishments to the broader community, including enhancements to Website and program proposals. • Regularly distribute information on employment and professional development opportunities to Fellows. • Collecting data/feedback for final IMLS reports for 2008 grant. 	<ul style="list-style-type: none"> • Directed development and submission of program proposals for the second Joint Conference of Librarians of Color (JCLC). • Hired program assistant to support CEP and other ARL diversity and leadership programs. • Planned and held Eighth Annual Leadership Symposium, Dallas, TX, January 19 to 22, 2012.

**ARL Diversity and Leadership Programs
Review of Activities, Projects and Priorities as of September 2012**

<i>Areas of Activity</i>	UNDERWAY AND PLANNED	<i>2012 Accomplishments Summary</i>
<p>4. The Career Enhancement Program..., continued.</p>	<ul style="list-style-type: none"> • Providing career placement services (résumé/c.v. review) for all former fellows as well as regularly distributing job notifications and news regarding other professional development opportunities. • Launching second iteration of CEP, implementing program enhancements informed by previous evaluations. Marketing the opportunity to potential students and allied programs. 	<ul style="list-style-type: none"> • Managed internships of eight CEP Fellows at five partner ARL libraries (Arizona, Columbia, Michigan, NLM, and Washington). • Directed program evaluations and assessment by collecting feedback from CEP fellows, internship supervisors, and program coordinators at partner institutions. • <u>Awarded IMLS grant</u> for second iteration of CEP. • Revised Website and application materials in preparation for recruitment campaign. <u>Call for applications released</u>, August 15, 2012. • Presented on CEP at the Joint Conference of Librarians of Color (JCLC), September 2012.
<p><u>ARL/MUSIC LIBRARY ASSOCIATION DIVERSITY AND INCLUSION INITIATIVE</u></p>		
<p>5. Develop minority recruitment program in collaboration with Music Library Association to recruit traditionally underrepresented students into careers in music and performing arts librarianship.</p>	<ul style="list-style-type: none"> • Project planning underway with partner institutions: Buffalo, SUNY; UCLA; Illinois at Urbana-Champaign; University of North Texas; and Pittsburgh. • Working with MLA Publicity officer to further develop marketing and outreach strategy in support of grant. • Guiding partner institutions in the development and management of internships for two DII fellows. • Exploring additional venues and strategies for recruitment. 	<ul style="list-style-type: none"> • <u>Two ARL/MLA DII participants selected</u> for year one of program. • Granted a one-year, no-cost extension for program by IMLS. • Established an MLA task force to assist with marketing and promotion of the program.

**ARL Diversity and Leadership Programs
Review of Activities, Projects and Priorities as of September 2012**

<i>Areas of Activity</i>	UNDERWAY AND PLANNED	<i>2012 Accomplishments Summary</i>
<p>Program area and goals – Diversity/Leadership Development Prepare midcareer librarians from underrepresented racial and ethnic groups to take on increasingly demanding leadership roles in ARL libraries and support their retention.</p>		
<p><u>LEADERSHIP AND CAREER DEVELOPMENT PROGRAM (LCDP)</u></p>		
<p>6. Offer the ARL Leadership and Career Development Program (LCDP).</p>	<ul style="list-style-type: none"> • Developing program evaluations for distribution to 2010-2012 cohort to guide program design for future iterations. • Recruiting former LCDP fellows to conduct comprehensive assessment of program and its components. • Preparing for next iteration of LCDP beginning January 2013. • Exploring ways to engage LCDP fellows with other ARL initiatives. • Seeking opportunities to disseminate outcomes of Fellows' research projects to a wider audience. 	<ul style="list-style-type: none"> • Planned and offered LCDP <u>Institute on Scholarly Communication and Transforming Research Library Roles</u> in Houston, TX March 2012. • Planned and held final Institute for 2011-2012 LCDP class and held LCDP Closing Ceremonies and Poster session during ALA Annual June 2012. • <u>Call for applications released</u> September 14, 2012.
<p>7. Develop programs and curricula to reflect the major strategic directions of ARL.</p>	<ul style="list-style-type: none"> • Alerting LCDP fellows to free Webcast and e-learning opportunities sponsored by ARL, RLLF, SPARC, and CNI, as well as developing future ARL sponsored webcasts. • Actively working to identify and nominate appropriate candidates for senior leadership positions in ARL libraries, particularly focusing on possible candidates from past LCDP program participants. 	<ul style="list-style-type: none"> • Recruited current and past LCDP fellows employed in ARL member libraries to serve as résumé reviewers and faculty for the ARL Leadership Symposium at ALA Midwinter in Dallas, January 2012.

**ARL Diversity and Leadership Programs
Review of Activities, Projects and Priorities as of September 2012**

Areas of Activity	UNDERWAY AND PLANNED 2012 Accomplishments Summary	
<p>Program area and goals – Diversity/Leadership Development/Issue Awareness Offer programs that support the recruitment and retention of professionals into the research library workforce and raise awareness of issues distinctive to research institutions.</p>		
<p><u>CLIMATEQUAL®</u></p>		
<p>8. ClimateQUAL®: Build on experience of ClimateQUAL® findings to identify best practices.</p>	<ul style="list-style-type: none"> • With Statistics and Assessment program, monitor results of the ARL libraries implementing ClimateQUAL® in 2012. • Exploring further collaboration with Statistics and Assessment by attending ClimateQUAL® monthly planning meetings and partner meetings held during ALA national conferences. 	<ul style="list-style-type: none"> • Attended ClimateQUAL® partners’ meeting at ALA Midwinter, January 2012. • Coordinated presentation on ClimateQUAL® for the RLLF Institute at University of Miami, February 2012. • Attended Diversity Officers Discussion Group, held during ALA Annual conference June 2012. • Presented on ClimateQUAL® at the Joint Conference of Librarians of Color (JCLC), September 2012.
<p><u>ARL CAREER RESOURCES</u></p>		
<p>9. Promote career opportunities in research libraries via the ARL Career Resources Web site.</p>	<ul style="list-style-type: none"> • Seeking to develop other career services programs, e.g. résumé review service, interviewing workshop, etc. • Monitoring ARL Member Library job postings and ensuring that all positions are added to the ARL Career Resources website. • Monitoring electronic mailing lists and distributing job announcements to Diversity Scholars, CEP fellows, and LCDP alumni to alert participants to ARL library employment opportunities. • Guiding RLLF research projects on workforce trends in ARL libraries. 	<ul style="list-style-type: none"> • Hosted “Job Search Skills Workshop” as part of 2012 ARL Leadership Symposium. • With VPO, created an online review process for résumés and curriculum vitas for Diversity Scholars and CEP Fellows. • With VPO, created online questionnaires to gather feedback about current ARL Career Resources Website to inform enhancements to web site; results shared with ARL Web redesign group and PICnet.

**ARL Diversity and Leadership Programs
Review of Activities, Projects and Priorities as of September 2012**

<i>Areas of Activity</i>	UNDERWAY AND PLANNED	<i>2012 Accomplishments Summary</i>
<p>9. Promote career opportunities in research libraries via the ARL Career Resources Web site, continued.</p>	<ul style="list-style-type: none"> • Providing résumé/c.v. and cover letter review for ARL Diversity Programs participants, as well as coaching on interview techniques. • With ARL staff and ACRL Library Personnel Administrators Group, offering "Human Resources Symposium," November 2012. • Assisting with coordination of keynotes, presentations, and all meeting logistics for HR Symposium. 	
OTHER PRIORITIES		
<p>10. Ensure that Diversity Programs remain aligned with ARL Strategic Directions.</p>	<ul style="list-style-type: none"> • Continue to explore opportunities to expose program participants to strategic areas of Association. • With Diversity and Leadership VPO, developing a long-term marketing/communication/publications plan. 	<ul style="list-style-type: none"> • Consult with ARL program officers for three major strategic areas to develop program curricula for e-learning and Leadership Symposium (ongoing). • Released Issue Nine of <i>Synergy: News from ARL Diversity Programs</i> on diversity and science librarianship in August 2012.
<p>11. Promote ARL Diversity Programs and their participants.</p>	<ul style="list-style-type: none"> • Continue to promote the success of ARL Diversity Programs and participants and attract potential MLIS candidates. • Visiting ARL libraries to spread awareness of ARL's agenda and opportunities in the diversity arena. • Puente co-writing article on a recent study of former Diversity Scholars. 	<ul style="list-style-type: none"> • Coordinated program and poster session proposal submissions for IFLA, ALA Annual, Joint Conference of Librarians of Color (JCLC) and other events. • Presented at ACRL discussion forum "Let's Talk Trends..." during ALA Midwinter. • Presented poster session at April 2012 "Living the Future" conference at the University of Arizona.

**ARL Diversity and Leadership Programs
Review of Activities, Projects and Priorities as of September 2012**

<i>Areas of Activity</i>	UNDERWAY AND PLANNED	<i>2012 Accomplishments Summary</i>
11. Promote ARL... continued.	<ul style="list-style-type: none"> • Planning occasional paper or special edition <i>RLI</i> for 2012. 	<ul style="list-style-type: none"> • Poster presented at ALA annual on a recent study of IRDW past participants.
<p>Program area and goals – Leadership/Succession Planning Provide executive leadership development to support succession planning for ARL member libraries.</p>		
<p>12. Prepare next generation of library directors by offering Research Library Leadership Fellows Program. To date 11 former RLLF Fellows have moved into director positions in ARL member libraries; an additional nine to direct non-ARL libraries.</p>	<ul style="list-style-type: none"> • Participate in RLLF Sponsor director conference calls and monitor progress of program. • ARL Committee on Diversity and Leadership and ARL staff to direct implementation of recommendations for RLLF. • Monitoring Dartmouth site visit preparations. • Planning the next iteration of RLLF beginning in 2013 with appropriate personnel transitions. 	<ul style="list-style-type: none"> • Offered third “Strategic Issues Institute” hosted by the University of Miami (February 2012). • Attended combined site visits to Northwestern University and UIC Libraries.
<p>Program area and goals – Diversity/Leadership Development Facilitate Coordination between Diversity Programs and Leadership Initiatives.</p>		
13. Prepare senior library administrators to take on the challenges of the transformed research library.	<ul style="list-style-type: none"> • Developing a proposal for a training program (institute) for new ARL member representatives. 	
14. Board Committee on Diversity and Leadership.	<ul style="list-style-type: none"> • Seeking opportunities to share resources and programming between RLLF and LCDP. • Recruiting current and former RLLF fellows to participate in LCDP programs and the Leadership Symposium. • Recruiting diverse candidates to participate in next iteration of RLLF (particularly from former LCDP Fellows). 	<ul style="list-style-type: none"> • Recruited RLLF fellows to participate as faculty for LCDP Institute on Scholarly Communication and Transforming Research Library Roles in Houston, TX, March 2012.



Addendum to *Review of Activities, Projects, and Priorities*, October 2012

I. ARL Initiative to Recruit a Diverse Workforce
Selection of 2012-2014 Diversity Scholars: The selection committee chose 14 Scholars to participate in the IRDW. This is the final cohort that will be funded by our third IMLS grant.

<http://www.arl.org/news/pr/IRDW-26july12.shtml>

Mentors are currently being recruited by the program VPO and Director.

Discussion items:

a. Revised and board approved strategy for soliciting member contributions to continue the program. (attachment)

b. Discussion of other strategies for fund development

- Consultant
- Development personnel of member libraries in DC area

II. Career Enhancement Program

a. We have successfully completed this four-year IMLS-funded program with great success.

- To date, 31% of former fellows have been placed in professional positions in ARL libraries (16.4% remain enrolled in MLIS programs)
- We exceeded our anticipated deliverables (outputs) offering the program to 61 students (budgeted for 45)
- ARL was awarded an IMLS grant in support of a second iteration of the program

<http://www.arl.org/news/pr/cep-imls-19june12.shtml>

- A call for applications was released for the 2013 class of CEP fellows

III. ARL/MLA Diversity and Inclusion Initiative

Recruitment for the ARL/MLA Diversity and Inclusion Initiative began in 2012. Five applications were received for 2012 and two were accepted into the program.

<http://www.arl.org/news/pr/arl-mla-diversity-inclusion-initiative-participants-13sept12.shtml>

- MLA has established a task force that will assist with recruitment
- ARL/MLA are considering bringing on additional partners to ensure that program outputs are met

IV. Leadership and Career Development Program

A call for applications was released for the 9th iteration of the LCDP. The program schedule will begin in January of 2013 during the ARL Leadership Symposium. The deadline for applications is October 19, 2012.

<http://www.arl.org/diversity/lcdp/lcdp-call.shtml>

A program evaluation is in progress that will inform changes to the curriculum in 2013-2014. Plans are in the works for a comprehensive program assessment to take place in 2013.

Discussion items:

- a. We are in need of two to three reviewers (selectors) for the program
- b. We will need ARL directors to serve as career coaches for the next class of LCDP fellows

V. National Diversity in Libraries Conference

The National Diversity in Libraries Conference is a biennial event that serves as a regional meeting for library staff members to discuss diversity issues, especially issues common to the host region's culture. The last program was at Princeton University in 2010. The 2012 event was postponed due to the Joint Conference of Librarians of Color (JCLC). We have had several offers to host the next event, perhaps in 2014.

Discussion items:

- a. Charge and scope of meeting and appropriate timing for next offering.
- b. Possible locations:
 - i. Raleigh-Durham, NC
 - ii. Champaign, IL
 - iii. Phoenix, AZ

VI. RLLF.

A transition plan for the RLLF has been reviewed and approved by the ARL Executive Committee. (attached) The goal will be to issue a call for applications for the next iteration in February/March of 2013. Many details are to be determined regarding Elliott Shore's contribution to the program and other staffing issues. A review of the 2011-2012 program will begin following the membership meeting. A Working Group will be established to guide the selection of future RLLF sponsors.

****Please note:** This committee will be drawn upon to populate and oversee the Working Group. The main charge of the Working Group will be to assist with the selection of the sponsor directors for the next and future iterations.

Discussion item:

Further discussion will be tabled in favor of other agenda items. A conference call will be scheduled once the new ARL Executive Director has been fully briefed on the program.

VII. New Director's Institute

Marianne Gaunt and Sarah Pritchard will be working with Paula Kaufmann to further develop and refine the proposal for the "New Director's Institute". A revised proposal will be shared with the committee and presented to the board. Kaufmann will serve as the VPO.

VIII. The ARL/ACRL Human Resources Symposium will be held on November 14-15, 2012 in Washington D.C. To date over 70 HR, organizational development, and other staff have registered for the event. This is a collaborative project with the ACRL Personnel & Staff Development Officers Discussion Group including:

- Tiffany Allen (UNC)
- Kathleen Delong (Alberta)
- Brian Keith (Florida)
- Melissa Laning (Louisville)

and ARL staff:

- Sue Baughman
- Mark A. Puente
- Judy Ruttenberg

IX. ARL/SAA Mosaic Program

An IMLS 21st Century Librarian grant application was submitted to IMLS on September 24th. This program will fund 15 diverse students studying archival science or in MLIS programs with a focus on special collections. This is a collaborative project with the Society of American Archivists. Notifications will be made in late March.

Submitted: October 5, 2012

**Association of Research Libraries
Diversity Programs Fund Development Prospectus**

ARL Diversity Programs recruit library and information science (LIS) professionals from traditionally underrepresented racial and ethnic minority groups into careers in research and academic libraries as well as develop and advance mid-career LIS professionals into leadership positions in member libraries. The diversity recruitment and leadership development programs are the only efforts in the United States and Canada that specifically focus on the academic and research library community.

Impact of the ARL Diversity Recruitment Programs

Since 2000, these programs have been funded by voluntary contributions of ARL member libraries as well as significant foundation and federal grants. In 2000, 52 member libraries contributed \$10,000 each to establish a fund in support of these efforts. In addition ARL has been awarded \$3,092,346 in federal grants in support of minority recruitment programs since 2003. To date, 170 students from targeted groups have been supported through the ARL's Initiative to Recruit a Diverse Workforce (IRDW) and an additional 61 through the ARL Career Enhancement Program (CEP). Currently, over 47% of all former IRDW Diversity Scholars are employed in ARL member libraries, and over 30% of former CEP fellows. Retention of these alumni in the LIS profession is over 95%.

IMLS funding for the ARL IRDW will expire in June of 2013. In order for these efforts to continue and to help meet future diversity recruitment needs for the Association, voluntary contributions from member libraries are being solicited to support the IRDW for the next three years.

Fundraising Goal

A fund target of \$689,000 will provide support for up to 15 Diversity Scholars per year through 2015. In order to reach this fund-raising goal, we hope that at least 65 ARL membership institutions will pledge \$10,600 to the fund. Members who wish to make a commitment to support diversity recruitment efforts may do so in one of three ways:

- One-time invoiced payment of \$10,600
- Annually invoiced payment of \$3,533 for three years
- Annual increment to base dues of \$3,533 for three years

For institutions unable to make direct contributions to the fund, it would also be possible to invoice members for specific components of the program.

ARL Diversity Programs include the ARL Initiative to Recruit a Diverse Workforce, the Career Enhancement Program, and the ARL/Music Library Association Diversity and Inclusion Initiative. ARL also administers the Leadership and Career Development Program, a leadership development program for mid-career librarians from traditionally underrepresented racial and ethnic minority groups.

Contact: Mark Puente, *Director of Diversity and Leadership Programs*, mpuente@arl.org

The 161st

Association of Research Libraries

MEMBERSHIP MEETING

Renaissance Mayflower Hotel
1127 Connecticut Avenue, NW
Washington, DC 20036
October 9-11, 2012
Twitter hashtag: #ARL12DC

Tuesday, October 9

8:30 a.m.–11:30 a.m.
ARL Conference Room

ARL Executive Committee Meeting

12:00 p.m.–5:30 p.m.
ARL Conference Room

ARL Board of Directors Meeting

6:30 p.m.–8:30 p.m.
South Carolina Room

Diversity and Leadership Committee Meeting

Discussions will include upcoming fund-raising efforts for ARL diversity programs as well as preparations for the next offering of the Leadership and Career Development Program (LCDP) in 2013.

Wednesday, October 10

7:00 a.m.–8:00 a.m.
Second Floor Foyer

REGISTRATION AND CONTINENTAL BREAKFAST

Note: By policy, all ARL committee, task force, and working group meetings are open for observation by other ARL member representatives or by member alternates who are attending the Membership Meeting in place of member representatives.

8:00 a.m.–10:00 a.m.
Pennsylvania Room

**ARL Committees, Task Forces, and Working Groups
Working Sessions**

- **E-Science Working Group**

Discussion topics will include a briefing by the authors of a forthcoming 2013 SPEC Survey on Research Data Services, which the working group will support in lieu of its prior plans to update the 2009 ARL E-Science and Repository Survey. The working group will have an open discussion of the 2013 change in scope and charge to the E-Research Working Group. The group will begin to outline a new agenda more inclusive of the digital humanities and e-social sciences, and will review progress and status of the new ARL/DLF/DuraSpace E-Science Institute of 2012–13.

New Jersey Room

- **Membership Committee**
Group meets in confidence.

Rhode Island Room

- **Regional Federal Depository Libraries Working Group**

Davita Vance-Cooks, Acting Public Printer of the United States, and Mary Alice Baish, Superintendent of Documents, will join the working group from 9:00 a.m. to 10:00 a.m. Discussions with the Acting Public Printer and Superintendent of Documents will focus on results of the FDLP survey, possible legislative initiatives concerning Title 44 reform, and new strategic directions for the FDLP. Prior to this session, members will discuss current digitization initiatives and ongoing collaborative strategies relating to the FDLP.

Georgia Room

- **Statistics and Assessment Committee**

The meeting will include a discussion of the revised ARL annual statistical surveys and a conversation to determine level of interest in pursuing future work on describing the value of library facilities.

New York Room

- **Transforming Special Collections in the Digital Age Working Group**

Discussion topics will include a briefing from Nancy Maron, Program Director, Sustainability and Scholarly Communications at Ithaca S+R, on the survey findings from the ARL-Ithaca study on sustaining digitized special collections. The group will also discuss the forthcoming collection of case studies on mainstreaming and mission alignment of special collections, a partnership with the Society of American Archivists (SAA) to bring digital archives training to ARL member libraries, and revisions to the ARL Statistics to capture data on special collections.

10:00 a.m.–10:30 a.m.

Break

10:30 a.m.–1:00 p.m.

Working Sessions with Lunch

New Jersey Room

- **Advancing Scholarly Communication Steering Committee**

The committee's agenda will include a presentation about business cases in support of new service development, an update on implementation plans for SCOAP³, a discussion about current and future strategic partnerships, and recommendations regarding next steps for licensing activities.

Rhode Island Room

- **Influencing Public Policies Steering Committee**

The committee will discuss and provide input for the upcoming Library Copyright Alliance (LCA) strategic retreat concerning legislative strategies for the 113th Congress with a special focus on section 108 reform, orphan works, and first-sale legislative opportunities. The recently submitted LCA amicus briefs in court cases concerning first sale, Google Book Search, and HathiTrust and the status of those court cases will be reviewed and updates provided. In addition, LCA's international work concerning limitations and exceptions for libraries and archives and an international instrument for the print disabled will be discussed. Related to that work, there will be a joint session with members of the Transforming Research Libraries Steering Committee on the draft report of the Joint Task Force on Services to Patrons with Print Disabilities. Many ARL institutions are participating in MOOCs; legal and related public policy issues associated with MOOCs will be explored. Finally, recent initiatives in the legislative and executive branches concerning public access to federally funded research and data stemming from such research will be reviewed and considered.

Pennsylvania Room

- **Transforming Research Libraries Steering Committee**

In 2012, TRL has been focused on the 21st-century library workforce. The committee will review desired and expected outcomes from its programming during the ARL Fall Forum and the ARL-ACRL Human Resources Symposium in November, focusing on strategies to aid the membership in workforce transformation. The committee will review feedback from campuses and the community on the ARL Issue Brief, "21st-Century Collections: Calibration of Investment and Collaborative Action," and will consider a similar

approach for prioritizing shared services. There will be a joint briefing session with the Influencing Public Policies Steering Committee on the report from the Joint Task Force on Services to Patrons with Print Disabilities.

11:30 a.m.–1:00 p.m.
New York Room

Box Lunches Available—No Speaker

1:00 p.m.–1:30 p.m.

Break

ARL MEMBERSHIP MEETING CONVENES

1:30 p.m.–2:00 p.m.
Grand Ballroom

WELCOME AND INTRODUCTIONS

Winston Tabb, ARL President, and Sheridan Dean of University Libraries and Museums, Johns Hopkins University

2:00 p.m.–3:30 p.m.
Grand Ballroom

Report from the Joint Task Force on Services to the Print Disabled

Print disabilities include visual, physical, perceptual, developmental, cognitive, or learning disabilities that render print inaccessible. The task force will present key findings and recommendations from its six-month investigation into technological, legal, and service challenges for the research library community in providing access to the print disabled. This program will outline a framework, identify critical partners, and raise awareness in the community around inclusive design of technology and services.

Convener:

Mary Case, University Librarian, University of Illinois at Chicago, and Chair, Joint Task Force on Services to the Print Disabled

Speakers:

Cynthia Archer, University Librarian, York University

Nancy Baker, University Librarian, University of Iowa

John T. Harwood, Associate Vice Provost for Information Technology Services, Pennsylvania State University

Nancy E. Weiss, General Counsel, Institute of Museum and Library Services (IMLS)

3:30 p.m.–4:00 p.m.

Break

4:00 p.m.–5:30 p.m.
Grand Ballroom

21st-Century Scholar and Researcher Services

Transformative scholarship, particularly scholarship enabled by high-performance networked computing, has profound implications for research, teaching, and learning. This panel will feature a conversation among leaders and researchers in the digital humanities and social sciences about the new service opportunities for research libraries engendered by these new forms of scholarship and scholarly communication.

Convener:

Harriette Hemmasi, Joukowsky Family University Librarian, Brown University

Speakers:

Kathleen Fitzpatrick, Director of Scholarly Communication, Modern Language Association, and Professor of Media Studies (on leave), Pomona College

Myron Gutmann, Assistant Director, National Science Foundation Directorate for Social, Behavioral & Economic Sciences (SBE)

John Unsworth, Vice Provost for Library and Technology Services and Chief Information Officer, Brandeis University

5:30 p.m.–6:00 p.m.

Break

6:00 p.m.–7:30 p.m.
State Room

Reception at the Renaissance Mayflower Hotel

Thursday, October 11

7:00 a.m.–8:00 a.m.
Grand Ballroom Foyer

CONTINENTAL BREAKFAST

7:45 a.m.–8:15 a.m.
Grand Ballroom

BREAKFAST BRIEFINGS

BioOne's Open-Access Journal

Building on its mission to maximize access to critical research, BioOne is funding the creation of a unique, open access/open data campus-based publishing collaboration. The program's knowledge domains comprise a holistic approach to the study of anthropogenic influence on the global environment; its publishing model is focused on sustainable scholarly communications in an emerging digital age.

Speaker:

Susi Skomal, Executive Director and Chief Operating Officer, BioOne

Ithaka S+R Digital Collections Sustainability Project

Findings from the ARL-Ithaka survey on sustaining digitized special collections will be summarized along with next steps for the project.

Speaker:

Nancy L. Maron, Program Director, Sustainability and Scholarly Communications, Ithaka S+R

8:30 a.m.–10:15 a.m.
Grand Ballroom

ARL BUSINESS MEETING
(ARL Member Representatives Only)

10:15 a.m.–10:35 a.m.

Break

10:35 a.m.–11:00 a.m.

Grand Ballroom

**Salute to Departing ARL Member Representatives and
Acknowledgement of ARL's Research Library Leadership Fellows**

11:00 a.m.–12:15 p.m.

Grand Ballroom

**ARL RESEARCH LIBRARY LEADERSHIP FELLOWS' (RLLF) RESEARCH
PROJECTS**

Convener:

William D. Walker, Dean and University Librarian, University of
Miami

Data Governance in the Scholarly Communication Ecosystem

Data rights and ownership of digital research data can impact how data is used, shared with others, and how rights are determined in collaborative research. Copyright rules governing data vary from one country to the next, making data ownership in international collaborations particularly murky. Licensing the use of data sets from the start is one way to address these issues early and provide a means for easily sharing data sets that can be cited and properly attributed. Libraries can be key partners in working with researchers to make them aware of issues around data governance and providing services that facilitate working with research data. This session will introduce issues associated with digital research data governance and will explore enabling services that can heighten awareness among researchers on your campus.

Speakers:

Geneva Henry, Executive Director, Center for Digital Scholarship,
Rice University

Joy Kirchner, Librarian for Collections, Licensing, and Digital
Scholarship, University of British Columbia

Ann Champion Riley, Associate Director for Access, Collections, and
Technical Services, University of Missouri–Columbia

MacKenzie Smith, University Librarian, University of California,
Davis

Data-Mining Partnership for Library Operations

A University of Miami research team comprised of librarians, a computer science faculty member, and the Center for Computational Science combined resources to research library operational issues using data-mining techniques. By combining data gathered from library systems, Human Resources, Student Affairs, and the Registrar, the team was able to explore patterns of library use, database use, collections life cycle, and the libraries' impact on student learning.

Speakers:

Scott Britton, Director of Access, Information, and Research
Services, University of Miami

John Renaud, Director of Collection Strategies and Scholarly
Communication, University of Miami

12:15 p.m.–1:30 p.m.
East Room

**Luncheon with Program—Penn State Public Broadcasting’s
“Treasures of the Special Collections”**

Penn State Public Broadcasting is developing “Treasures of the Special Collections,” an exciting public television and web series celebrating libraries as the guardians of collective memory and keepers of the human story. The series will reach out to audiences with engaging stories originating from the remarkably diverse and rich materials found in special collections throughout North America: artifacts, artwork, books, manuscripts, audio recordings, motion pictures, and digital works representing the whole of history—from the earliest cuneiform Sumerian Laws to the Twitter-fueled protests of the Arab Spring. Led by a passionate and inquisitive host and brought to life through minimalist reenactments, theatrical interpretations, and graphic techniques, the series seeks to champion the mission of research libraries and to demonstrate that it is the use of special collections that makes them truly special.

Convener:

Anne Kenney, Carl A. Kroch University Librarian, Cornell University

Speakers:

Kristian Berg, Series Producer, Penn State Public Broadcasting
Melanie Doebler, Director, Project Development & Public Service Media, Penn State Public Broadcasting

Other Project Members:

Elaine Brzycki, Manager, Project Development, Penn State Public Broadcasting
Joe Myers, Creative Director, Penn State Public Broadcasting

1:30 p.m.

Membership Meeting Adjourns

2:00 p.m.
Grand Ballroom

ARL Fall Forum, “Library Workforce for 21st-Century Research Libraries,” convenes

Future ARL Membership Meeting dates

April 30–May 3, 2013 • Chapel Hill/Raleigh-Durham, NC
October 8–11, 2013 • Washington, DC
April 29–May 2 or May 6–9, 2014 • Columbus, OH
<http://www.arl.org/events/futuremms/index.shtml>

Teresa Silva
345 Bayridge Parkway #3A
Brooklyn, NY 11209

NEW YORK

Dear Jolie,

I realize this is very late,
but I wanted to say THANK YOU!
for being there when my laptop
was stolen, and for being on
the phone with me while I must
have been frantic and emotional.
Having somebody there to speak to
was comforting and much appreciated.
Wish you well in Nebraska, maybe
we'll bump into each other again!

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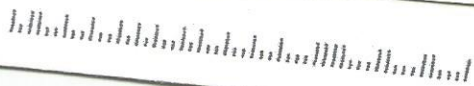


at the ALA conference, or
perhaps another midwinter.

Thanks again,
JL

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APPENDIX THREE
Professional Service and Outreach
National

Brief Description:

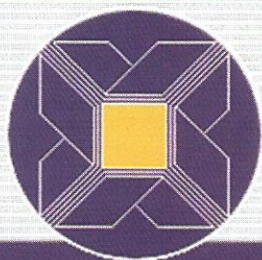
ARL Visiting Program Officer for Diversity and Leadership, Fall 2011-Fall 2012

My Role:

As Visiting Program Officer for ARL Diversity and Leadership, I work closely with the Director of Diversity Programs at ARL. Specifically, projects I am currently working on include: enhancing ARL's diversity recruitment efforts through assisting with the ARL Initiative to Recruit a Diverse Workforce (IRDW); providing guidance and curriculum development and programming for such programs as the ARL Leadership Symposium held during ALA MidWinter each year as well as the mentor component of the IRDW program; further develop ARL's career placement services and tools; contribute to marketing and communications for ARL Diversity and Leadership programs and overall support of student recruitment and development; assessment of programming and web resources.

Significance/Impact:

Some of the projects I've been responsible for include the following: I created a survey to assess the Career Resources page of the ARL website – we are trying to determine who uses the tool, how it's used or what pieces are visited, what users think of the navigation features, and what pieces are considered effective or not effective and why; collaborated with ARL Diversity Director to plan, develop, coordinate, and implement the 8th annual ARL Leadership Symposium at ALA MidWinter Meeting, by far one of the best groups of participants to date; revamped presentation and co-conducted a webinar training for the IRDW participants on the mentor component and completed the recruitment for mentors; presented an update to the ARL Diversity and Leadership Committee; and assisted with fund development for the Diversity and Leadership programming.



ARL ASSOCIATION OF RESEARCH LIBRARIES

www.arl.org

Jolie Graybill Appointed ARL Visiting Program Officer

August 24, 2011

For more information, contact:

Mark A. Puente
Association of Research Libraries
202-296-2296
mpuente@arl.org



Jolie Graybill Appointed ARL Visiting Program Officer

Washington, DC—The Association of Research Libraries (ARL) has appointed Jolie Ogg Graybill a Visiting Program Officer (VPO), assisting with ARL Diversity Programs and Leadership Initiatives effective September 2011. Graybill currently serves as Image & Multimedia Collections Coordinator and Assistant Professor at the University of Nebraska–Lincoln (UNL) Libraries.

In her role as VPO, Graybill will enhance ARL's diversity recruitment efforts by assisting with the ARL Initiative to Recruit a Diverse Workforce (IRDW). She will further develop ARL's career placement services and the mentor component of the IRDW. She will also contribute to marketing and communications for ARL Diversity and Leadership programs. Additionally, Graybill will provide guidance in curriculum development and programming for the annual ARL Leadership Symposium and other events in support of student recruitment and development. Her contributions will allow ARL to more fully develop services and strategies that will serve as a model for recruitment and development of new research library professionals.

Throughout her career in academic libraries, Graybill has gained significant experience with diversity programs and has developed her strengths in leadership and communications. She first

served at UNL Libraries in 2005 as a Multicultural Services Librarian, where she supported faculty and students in ethnic and multicultural studies. From 2006 to 2008, she worked with Northern Arizona University's Cline Library as Academic Programs Librarian/Social and Behavioral Sciences Team Leader. Graybill rejoined the UNL Libraries in 2008. In her current position at UNL, she promotes, supports, and coordinates the Image & Multimedia Collections, provides general reference services, and acts as the liaison for communication studies.

Graybill earned her MLIS from the University of Arizona and was a participant in ARL's Initiative to Recruit a Diverse Workforce scholarship program and the University of Arizona's Knowledge River Program. She holds a master's in education in youth development leadership from the University of Minnesota and a bachelor's of science in journalism from the University of Kansas. She is currently working on her PhD through Simmons College in managerial leadership in the information professions.

Graybill can be contacted at UNL Libraries at jgraybill3@unl.edu.

The Association of Research Libraries (ARL) is a nonprofit organization of 126 research libraries in the US and Canada. Its mission is to influence the changing environment of scholarly communication and the public policies that affect research libraries and the diverse communities they serve. ARL pursues this mission by advancing the goals of its member research libraries, providing leadership in public and information policy to the scholarly and higher education communities, fostering the exchange of ideas and expertise, facilitating the emergence of new roles for research libraries, and shaping a future environment that leverages its interests with those of allied organizations. ARL is on the web at <http://www.arl.org/>.

Association of Research Libraries

21 Dupont Circle NW, Suite 800 | Washington DC 20036 | 202-296-2296

www.arl.org



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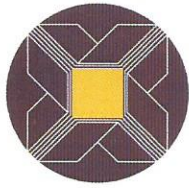
This email was sent to mpuente@arl.org. To ensure that you continue receiving our emails, please add us to your address book or safe list.

[manage](#) your preferences | [opt out](#) using TrueRemove®.

Got this as a forward? [Sign up](#) to receive our future emails.

ARL Diversity Scholar Mentors 2011-2013

Scholar	Mentor	Institution/Position
1. Sierra (Regina) Carter carter10@illinois.edu DONE	Joyce Wright icwright@uiuc.edu	University of Illinois, U-C – Development Associate
2. Amber D'Ambrosio ad572391@albany.edu	Yu-Hui Chen ychen@albany.edu	University at Albany, SUNY – Librarian for Education and East Asian Studies
3. Carlos Duarte duarte295@gmail.com	Margot Gutierrez mgutierrez@mail.utexas.edu	University of Texas Benson Library– Librarian for US Latino/a Studies
4. Jennifer Garrett DONE jennifer.irene.garrett@gmail.com	Aleteia Greenwood aleteia.greenwood@ubc.ca	University of British Columbia – Health Sciences and Engineering Librarian
5. Jennifer Gibson jenh.gibson@gmail.com	Anita Colby acolby@library.ucla.edu	UCLA , Coor of Science Libraries
6. Don Jason DONE djason@kent.edu	Wanda Whitney whitneyw@mail.nlm.nih.gov	NLM – Reference and Web Services Librarian
7. Nabil Kashyap bil@umich.edu	Martin Knott amuro@umich.edu	University of Michigan – Head, Electronic Resources and Database Management Section
8. Arthur Lui art.liu@gmail.com	Tracy Gabridge tag@mit.edu	MIT , Head of Liaisons for Depts/Labs/Centers
9. Yumi Ohira yohira@emporia.edu	Letha Johnson ljohnson18@ku.edu	University of Kansas – Archives Librarian
10. Brandon Taylor bctaylor.work@gmail.com	Steve Adams smadams@northwestern.edu	Northwestern University – Life Sciences Librarian
11. Megan Threats meganthreats@gmail.com	Alysse Jordan aj204@columbia.edu	Columbia University – Head, Social Work Library
12. Sarah Velasquez svelasqu@emporia.edu	Scott McEathron macmap68@ku.edu	University of Kansas – Map and Environmental Studies Librarian
13. Kimberly Yang yangkimb@gmail.com	Dianne Babski BabskiD@mail.nlm.nih.gov ,	NLM – Head, MEDLARS Management Section



ARL EIGHTH ANNUAL LEADERSHIP SYMPOSIUM

*Aloft Hotel
1033 Young St., Dallas, TX 75202
January 21-22, 2012*

Saturday, January 21, 2012 - Tactic Room

- 7:30 a.m. **Continental Breakfast**
- 8:30 a.m. **Welcome & Introductions**
- 8:50 a.m. **Current Trends in Information Policy**
*Brandon Butler, Director, Public Policy Initiatives
Association of Research Libraries*
- 9:55 a.m. **The Future of Open Access**
*Heather Joseph, Executive Director
The Scholarly Publishing and Academic Resources Coalition (SPARC)*
- 10:55 a.m. **Break**
- 11:10 a.m. **Current Trends in Scholarly Communication**
*Julia Blixrud, Assistant Executive Director, Scholarly Communication
Association of Research Libraries*
- 12:10 p.m. **Boxed Lunches Available**
- 1:30 p.m. **"My Information:" Academic Libraries and the User Experience**
*Joan Lippincott, Associate Executive Director
Coalition for Networked Information (CNI)*
- 2:35 p.m. **Measuring Library Services and The Role of Assessment in Research Libraries**
*Martha Kyrillidou, Director, Statistics and Service Quality Programs
Association of Research Libraries*

*Shaneka Morris, Statistics Editorial Assistant
Association of Research Libraries*
- 3:35 p.m. **Break**
- 3:45 p.m. **Emerging Professional Roles in Research Libraries**
*Judy Ruttenger, Program Director, Transforming Research Library Roles
Association of Research Libraries*

*Ameet Doshi, User Experience Librarian and Assessment Coordinator
Georgia Institute of Technology Library*

*Marianne Stowell, Bracke Agricultural Sciences Information Specialist
Purdue University Libraries*

*Sarah Shreeves, IDEALS/Scholarly Commons Coordinator
University of Illinois at Urbana Champaign Library*

*Alison Regan, Head of Education Services and Interim Head of the Digital Scholarship Lab
University of Utah Library*

5:00 p.m. **Adjourn**

Sunday, January 22, 2012 - *Tactic Room*

Job Search Skills Workshop

7:30 a.m. **Continental Breakfast**

8:30 a.m. **The Art and Science of Securing a Job in an ARL Library**
*Brian W. Keith, Assistant Dean, Human and Financial Resources
University of Florida, George A. Smathers Libraries*

10:00 a.m. **Résumé review**
ARL library personnel

12:00 p.m. **Adjourn**

Funding for the ARL Leadership Symposium is provided, in part, by:



ARL Career Resources Website Survey

In 2012 ARL will undergo significant revisions of its website/presence. Analytics indicate that the Career Resources web pages (CRW), consistently, are the most visited pages for ARL. We would like your feedback on the design and functions of the CRW to inform changes in the design and function of these resources to ensure that we are meeting user needs. If you have any questions, please don't hesitate to contact the Visiting Program Officer for Diversity and Leadership, Jolie Graybill at:

jgraybill3@unlnotes.unl.edu

The ARL Career Resources website can be found at:

<http://www.arl.org/resources/careers/index.shtml>

1. For what purposes do you regularly visit the CRW?
 - General
 - Post a job announcement
 - Post a job to the database
 - Look for a Graduate Student in the Resume Database
 - Other
2. How frequently do you visit Career Resources?
 - First Time
 - Once a year
 - Few times a year
 - Monthly
 - Weekly
 - Daily
3. Which resources do you utilize?
 - Job Announcements
 - Post a Job Listing
 - LIS Graduate Student Resume Database
 - a. Perhaps a follow up (using logic): For what purposes have you used the Graduate Student Resume Database? [Open ended response]
 - Research Library Residency and Internship Programs
 - Recruiting to the Profession Video
 - ARL Diversity Programs
4. How would you rate the navigation of the Career Resources "Job Announcements"?
 - Poor
 - Fair
 - Average
 - Good
 - Excellent

5. How would you rate the navigation of the Career Resources “Post a Job Listing”?
 - Poor
 - Fair
 - Average
 - Good
 - Excellent
6. Which resources do you view as least effective?
 - Job Announcements
 - Post an ARL Job
 - LIS Graduate Student Resume Database
 - Research Library Residency Programs Database
 - Recruiting to the Profession Video
 - ARL Diversity Programs
7. On the “Jobs Announcements” page, how useful is the sequence of information displayed across the table?
 - a. Very useful
 - b. Useful
 - c. Not very useful
 - d. Not useful at all
8. Were you aware that there are sorting options according to library, institution, location, and closing date? Yes/No
9. What additional information would you like to see added to the table?
10. What additional functions would you like to see added to the “Jobs Announcements” page?
11. Are there similar resources (web pages) at other agencies/associations/organizations that you feel would be good models for the ARL CRW? (Please provide URLs)
12. What changes would you like to see made to the Career Resources overall?
Open-ended box



ARL Career Resources Web page(s) assessment
Mark Puente to: Brian W Keith
Cc: Jolie Graybill

01/26/2012 04:13 PM

1 attachment



ARL Career Resources Website Survey.docx

Dear Brian,

A million thanks again for doing your presentation at the ARL Leadership Symposium. We are just now starting to collect feedback (formally) but informal feedback about your presentation was the usual - very informative and useful to all program participants...not to mention enjoyable and downright entertaining at points!

So, to follow up on something that we started discussing before Midwinter, our Visiting Program Officer, Jolie Graybill (copied here), is working on gathering some feedback about the ARL Career Resources website, particularly about our databases: the Jobs Announcements, the LIS Graduate Student Database, and Residencies Database (which is hardly used).

Our focus here is on the Jobs Announcements service, but we'll gladly take any feedback about any of the pages.

Would you (or the person responsible for posting any jobs announcements) be willing to look at this draft of our questionnaire and provide some feedback about these questions? Are we gathering the type of information that might be helpful as we transition to a newly designed website? Are there things that might be missing (in the questionnaire), as in other things we should be asking?

Any feedback you can provide would be very helpful. We are not proud, so be brutal! We are also checking with our IT folks to see if they have suggestions for information we should be collecting.

Once the document is done, we'll build the questionnaire on Survey Monkey and connect with other, select HR personnel to participate.

Thanks, in advance, for any help you can provide. I'm also anxious to hear about your group's reaction to the HR Symposium.

All best to you (and the working document is attached).

Mark

Mark A. Puente
Director of Diversity and Leadership Programs
Association of Research Libraries
21 Dupont Circle NW, Suite 800
Washington, D.C. 20036
phone: (202)296-2296
fax: (202)872-0884
mpuente@arl.org
<http://www.arl.org/diversity/>



ARL Leadership Symposium: Yumi
Yumi Ohira to: jgraybill3
Cc: "Yumi Ohira"

01/24/2012 08:44 PM

History: This message has been replied to.

Dear Jolie:

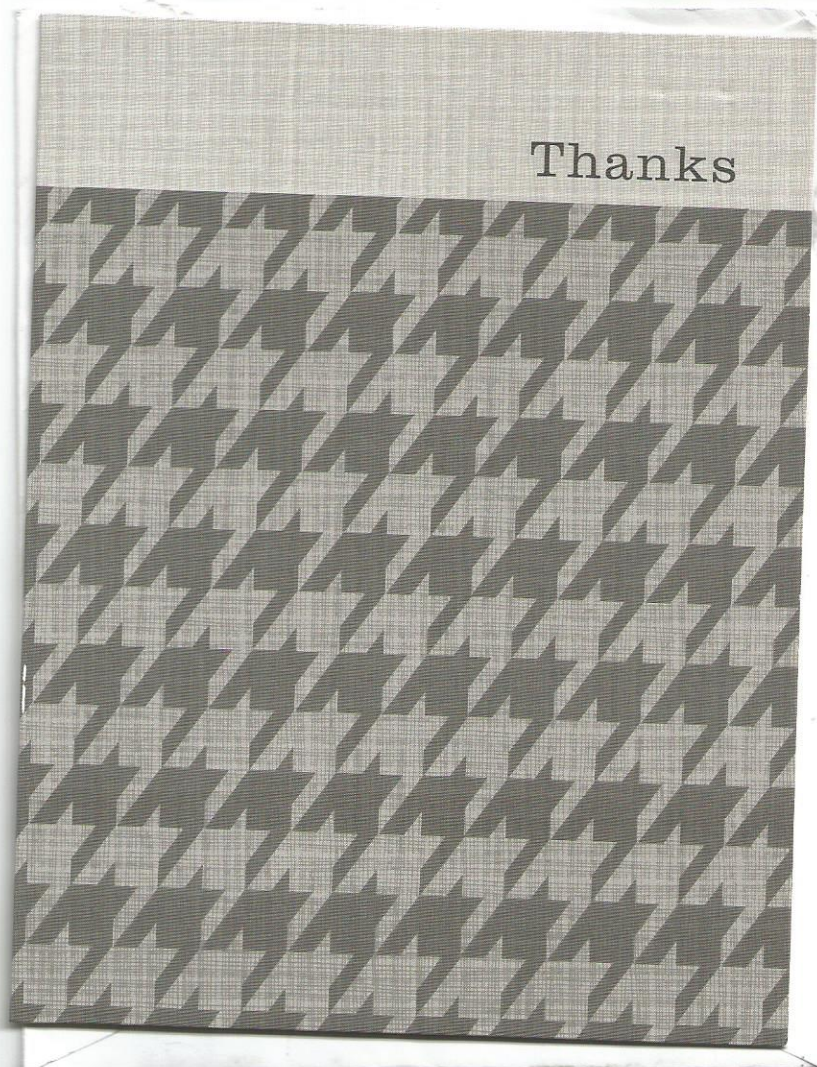
I would like to express my gratitude for the opportunity to be able to be among such honored and prestigious colleagues and meet with many extremely important people who encourage and support us. This valuable experience is a major highlight so far in my career, and it inspires me to build and gain self-confidence for success. As a minority, I may meet with difficulty or unexpected obstacle in my future, but I will overcome them and keep pushing forward toward my goal of developing my ability.

Thank you very much for your support, and I am looking forward to meeting with you in April.

Best regards,

Yumi

Thanks



THANK
YOU





UN
31
LI
PH
:C
DE
IN



Thanks For everything
Jolie! You made Dallas
Even better with your help
and Kindness! AZL IRDW
Scholars 2011-13

RIES:
ERY.





Robin M. Deadrick
Human Resources Administrator
Administrative Services
Room 14S-324

Phone 617.253.9322
Email rmdead@mit.edu

January 26, 2012

Dear ARL Symposium Participant,

I am writing on behalf of my MIT colleagues to thank you for sharing your time with us on Friday evening. We know that the leadership symposium is an intense experience for you and we were pleased to provide you with the opportunity to get out of the hotel setting and to enjoy a more casual venue. This was the third consecutive year that we have participated in the symposium in this way and it is a tradition that has become the highlight of ALA-midwinter for us.

All of us who were in attendance want to be available to you if you want to talk further, need some advice, or just want to stay in touch. And, unfortunately, I know that not all of us were able to meet all of you. To that end I have attached a contact list of the MIT library staff who attended the dinner. We invite you to contact us.

I am enclosing a copy of our MIT Libraries 2012 Calendar, "Special Collections, Revealed". We hope this will serve as a reminder to you of your time with us in Dallas. It was truly our honor and pleasure to get to know a little bit about you, about your interest in librarianship, and your career aspirations.

We wish you the very best.

Sincerely,

Robin Deadrick
Human Resources Administrator

/rd
Enclosure

Cc: Mark Puento
Jolie Graybill ✓
Jennifer Champagne

It was great to meet you Jolie!
Reh

APPENDIX THREE
Professional Service and Outreach
National

Brief Description:

ALA Spectrum Scholarship Jury Selection Committee, member 2009-2011

My Role:

As a member of the ALA Spectrum Scholarship Jury Selection Committee, I worked with the committee to review and score the applicants applying for the Spectrum scholarship. This scholarship assists students from diverse backgrounds in obtaining an MLS. Specifically, it is the national diversity and recruitment effort of ALA designed to address the issue of under-representation of critically needed ethnic librarians within the profession while serving as a model for ways to bring attention to larger diversity issues in the future.

I reviewed approximately 50 applications, worked with another committee member to score our 50, and then reported our results to the group with final selection made by the chair and the ALA Diversity Office.

Significance/Impact:

Each year, the Spectrum Scholarship makes it possible for nearly 50 students to receive financial assistance towards their MLS degree. A total of 608 scholarships have been awarded and nearly 70 percent of past Scholars remain active in ALA.

2010-2011 Spectrum Scholarship Evaluation Tool

Please score each applicant on the following criteria with 5 being the highest and 1 being the lowest. An explanation of

Application significantly demonstrates an intent to enter into and contribute to the profession.

*Understanding of and interest in librarianship beyond a love of books.

*Articulates the value of libraries for individuals, communities and society at large.

Commitment to Field (1-5, 5 highest) 25% of total score

*Work or volunteer experience in libraries, or a clear translation of how other educational/work/volunteer experiences have prepared them for librarianship.

*Membership or involvement in library organizations.

*References include library professionals.

Transcript and application significantly demonstrate an ability to succeed in a graduate program.

*Undergraduate GPA (and current GPA in an MLIS program if applicable).

*Completion of a master's degree in another discipline.

*Membership in honor societies, academic awards, scholarships, prizes and honors.

*References from professors.

Academic Achievement (1-5, 5 highest) 25% of total score

*Writing ability as shown by personal statement.

librarianship.

Commitment to Diversity (1-5, 5 highest) 15% of total score

*Understanding of equity of access as a value of the profession and evidenced commitment to improving library services for all people.

*Community, civic, volunteer experiences targeting the underserved.

*Education or work experience indicates appreciation of multiculturalism or social justice bend.

Application significantly demonstrates potential for leadership.

*Familiarity with core values of librarianship.

*Leadership roles and advocacy evident in work, education and volunteer experiences.

*Stated desire to positively impact the future of library and information services.

*Intention to be active and influential rather than passive participant in professional discourse.

*References mention motivation, initiative, and leadership abilities.

*Networking as shown through memberships and references selected.

Leadership Potential (1-5, 5 highest) 15% of total score

*Acknowledges underserved communities and recognizes libraries' potential to serve them.

Outreach & Community Connection (1-5, 5 highest) 15% of total score

*Actively contributed to campus or local community through involvement in student groups, volunteer organizations or employment.

*Awards, honors or prizes recognizing service to community.

*Reference letters from community leaders.

Application demonstrates a high level of professionalism (please do not penalize applicants for typos in Quality of Application (1-5, application form)).

5 highest) 5% of total score *Applicant answers questions fully, provides complete information, and information provided is relevant to the question asked.

IMPORTANT: Please be sure to enter scores (1-5, 5 highest) in the correct columns. You must provide a score for each criteria. The final score is

Application Status	Juror	Named Award	Applicant Last Name	Applicant First Name	Score	Time	Score	Time	Score	Time
Complete	Jolie Graybill		Salazar	Ann-Elizabeth	4		4		5	
Complete	Karen Lemmons		Salazar	Ann-Elizabeth	3.5		4		4	
Complete	Jolie Graybill		Sankey	Diamond	3		3		4	
Complete	Karen Lemmons		Sankey	Diamond	3.5		3		4	
Complete	Jolie Graybill		Saunders	Brinna	3		3		3	
Complete	Karen Lemmons		Saunders	Brinna	3.5		3		4	
Complete	Jolie Graybill		Scott	Glenn Walter	3		4		3	
Complete	Karen Lemmons		Scott	Glenn Walter	4		4		4	
Complete	Jolie Graybill		Scott	Sarah	5		5		4	
Complete	Karen Lemmons		Scott	Sarah	5		5		4	
Incomplete			Shipley	Alvin						
Complete	Jolie Graybill		Shitanishi	Sandy	5		4		3	
Complete	Karen Lemmons		Shitanishi	Sandy	4		4		4	
Complete	Jolie Graybill		Silva	Marian	4		4		3	
Complete	Karen Lemmons		Silva	Marian	4		4		4	
Complete	Jolie Graybill		Solis	William	4		4		4	
Complete	Karen Lemmons		Solis	William	3.5		4		4	
Complete	Jolie Graybill		Soriano	Dania	4		4		5	
Complete	Karen Lemmons		Soriano	Dania	4		3		4	
Complete	Jolie Graybill		Sotomayor	Desiree	4		4		4	
Complete	Karen Lemmons		Sotomayor	Desiree	4		4		4	
Complete	Jolie Graybill		Spearing	Mishalla	4		5		4	
Complete	Karen Lemmons		Spearing	Mishalla	4		5		4	
Incomplete			Spiller	Laura						
Incomplete			Stancil	Carlotta						
Complete	Jolie Graybill		Stark	Rachel	4		4		4	
Complete	Karen Lemmons		Stark	Rachel	4		4		4	