Legal information professionals are essential partners in the legal system and play a major role in the provision of that information to all citizens. Dr. Chandler discusses demographic changes in the U.S. population that must be addressed by law librarians when designing information resources, programs, and services for what is now a multiculturally diverse population of users. She also identifies strategies that library and information science educators, professionals, and associations might use to recruit a more diverse information work force.

The “Information Age” (or Revolution) is in full swing. The importance of information to our society today is equal to that of the “Machine Revolution” or the “Computer Revolution.” Changes in our society and in the information world are just as dramatic. The information age gives librarians a unique advantage as professionals who understand how information is organized and can be retrieved. Because of the unique knowledge that library and information science professionals possess, we must accept the role of “gatekeepers” and “stewards” to this vast network of information resources, services, and systems. Providing access to legal information for all members of today’s culturally diverse society is, and rightly should be, a major concern and responsibility of the law library profession. Legal information specialists are essential partners in the legal system and play a major role in the provision of that information to all citizens.

Diversifying the profession of librarianship has been an issue since the 1970s.¹ Why is it important to discuss the issue of diversity in libraries? Why is it important to have a diverse population of legal information professionals? It is important because meeting the historical mission that defines the profession—providing services and resources to information users—now, more than ever, requires addressing the information needs of a multicultural population. And in order to do this, there must be a diverse population of information professionals.

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What Does Diversity Mean?

R. Roosevelt Thomas, president of the American Institute for Managing Diversity and an author on diversity issues, notes that the simple definition of diversity refers to any mixture of items characterized by differences and similarities. He feels that to truly understand diversity, both the similarities and differences must be understood and addressed, both perspectives at the same time. His definition of diversity is "the collective (all-inclusive) mixture of differences and similarities along a given dimension. . . . When you are dealing with diversity, you are focusing on the collective picture, not just pieces of it." Thomas amplifies this definition of diversity with the following illustration:

"[V]isualize a jar of red jelly beans; now imagine adding some green and purple jelly beans. Many would believe that the green and purple jelly beans represent diversity. I suggest that the diversity instead is represented by the resultant mixture of red, green, and purple jelly beans."

Thomas' scenario agrees with the definition of diversity from the University of Maryland Diversity Database where diversity is defined as "a situation that includes representation of multiple (ideally all) groups within a prescribed environment, such as a university or a workplace."

One America—The President's Initiative

The importance of diversity has been identified as a critical issue needing to be addressed by the entire nation. On June 14, 1997, during a commencement address at the University of California at San Diego, President Clinton announced the creation of One America in the 21st Century: The President's Initiative on Race. The initiative is a critical element in the president's effort to prepare the country for the twenty-first century and to fulfill his vision of an America based on opportunity for all, responsibility from all, and one community of all Americans. The president believes this initiative is important because, even though America will become the first multiracial democracy, race relations remains an issue dividing the nation. He stated:

"We must build one American community based on respect for one another and our shared values. We must begin with a candid conversation on the state of race relations today and the implications of Americans of so many different races living and working together as we approach a new century. We must be honest with each other. We have talked at each..."
other and about each other for a long time. It's high time we all began talking with each other.\textsuperscript{5}

The goal of this initiative, according to President Clinton, is

\[T]\text{o bring all Americans together in a national effort to find common round within our different racial backgrounds. Through thoughtful study, constructive dialogue, and positive action, the Initiative addresses the continuing challenge of how to live and work more productively as One America in the 21st century. Our culture, our science, our technology promise unimagined advances and exciting new careers. . . . Our diversity will enrich our lives in non-material ways—deepening our understanding of human nature and human differences, making our communities more exciting, more enjoyable, more meaningful.}\textsuperscript{6}

The president convened and charged an advisory panel of politicians, business persons, and community leaders, chaired by John Hope Franklin, a noted historian and scholar, to:

\[H]\text{elp educate Americans about the facts surrounding issues of race, to promote a dialog in every community of the land to confront and work through these issues, to recruit and encourage leadership at all levels to help breach racial divides, and to find, develop and recommend how to implement concrete solutions to our problems—solutions that will involve all of us in Government, business, communities, and as individual citizens.}\textsuperscript{7}

The advisory panel will study critical substantive areas in which racial disparities are significant, including education, economic opportunity, housing, health care, and the administration of justice. The president intends to use the findings and report of the panel as a blueprint for improving race relations in the twenty-first century. Legal information professionals can play a major role in helping to fulfill this agenda. It, in turn, eloquently explains why issues of diversity must continue to be addressed and discussed by library and information science professionals, educators, and professional associations.

**AALL and Diversity**

The question of diversity affects each law librarian as a legal information professional, employer, colleague, and professional association member. The American Association of Law Libraries has addressed the need for recruiting and fostering

\textsuperscript{5}President's Remarks at the University of California--San Diego Commencement Ceremony in La Jolla, California, June 14, 1997, 33 WEEKLY COMP. PRES. DOC. 880 (June 23, 1997) (hereinafter President's Remarks).


\textsuperscript{7}President's Remarks, supra note 5, at 881. Membership on the advisory panel includes former governors Thomas Kean of New Jersey and William Winter of Mississippi; Linda Chavez-Thompson, executive vice president of the AFL-CIO; Reverend Suzan Johnson Cook, a minister from the Bronx and former White House Fellow; Angela Oh, an attorney and Los Angeles community leader, and Robert Thompson, the CEO of Nissan U.S.A. Id. at 880<196>81. The One American Web Site is found on the World Wide Web at <http://www.whitehouse.gov/Initiatives/OneAmerica/america.html>.
the preparation of ethnic and minority law librarians. Ethnic diversity in law librarianship has been discussed in the literature, in programs conducted at the AALL annual meetings, and in association documents such as its first Strategic Plan. The association's commitment to developing a diverse law library work force was stated in the sixth goal of the Strategic Plan: "to foster diversity in the profession by increasing minority membership and participation with the following objectives:

A. Increase the Association's minority membership as a percentage of total membership.
B. Support the professional development of minority law librarians
C. Increase minority participation in AALL leadership."8

Steps have been taken toward achieving these goals and objectives through the development of a revised AALL committee volunteer form, the use of an annual meeting program proposal form that is submitted to an Annual Meeting Program Selection Committee, and the awarding of minority scholarships. Both forms encourage the appointment of minorities to association committees and the selection of programs for the annual meeting that utilize minority speakers and presenters. The Committee on Diversity, originally created as the Special Committee on Minorities in 1985,9 has sponsored a "Diversity Summit" during the AALL Annual Meeting for the past three years. The Diversity Summit was begun by the Committee on Diversity in 1996 to provide a forum where AALL members could discuss the critical issues connected with the increasing importance of diversity for law librarians as employers, legal information providers, colleagues, and as association members.10 Through the presentations made at the Diversity Summit, AALL members have heard from many experts and leaders in the diversity field from other disciplines, the courts, the government, and other types of libraries.

Demographics and Diversity

One trend that will affect the delivery of information services by all librarians and information scientists and will impact the diversification of the information profession is the shift in demographic patterns in the nation. Data from the U.S. Census Bureau reports that today the four major cultural minority groups as

9. The Special Committee on Minorities, created in 1985, became a standing committee in 1989. Its name was changed to the Committee on Diversity in 1994. The committee has developed a recruiting brochure, a recruitment program, and a newsletter (The Codicil). It has also sponsored educational programs at the annual meeting.
10. The inaugural Diversity Summit was conducted at the 1996 AALL Annual Meeting in Indianapolis, Indiana. See Committee on Diversity Symposium, CODICIL, Summer 1996, at 4.
defined by the U.S. Department of Labor comprise approximately 26 percent of the total U.S. resident population. Current populations for each ethnic group are: black or African-American, 12.3 percent of the resident population; Hispanic, 10.8 percent; Asian and Pacific Islander 3 percent; and American Indian or Alaskan Native .9 percent.11

Articles in American Demographics magazine have predicted dramatic population shifts between 1980 and 2000.12 These have been seen with population gains and shifts in the Southwest and West where many cities are now dominated by cultural and ethnic groups. Demographic forecasters predict that by the year 2000, these four minority groups will comprise almost 30 percent of the population.

Population projections by the Census Bureau report that by 2020 minority citizens will comprise more than 30 percent of the population with black or African-American comprising 14 percent of the resident population; Hispanic, 16.3 percent; Asian and Pacific Islander, 6.1 percent; and American Indian or Alaskan Native, 1 percent.13 These trends indicate that by the year 2050, the U.S. population will be comprised of an even higher proportion of these populations, approximately 48 percent.

The implications for providing information services to these minority groups are obvious. Given these changing demographic patterns, the participation of minorities in the delivery of information services is imperative if librarianship is to maintain its historical mission of providing access to information to all persons. These statistics indicate a critical need for making a national commitment to the recruitment, professional education, and continued training of qualified underrepresented racial and ethnic groups.

Developing a Diverse Work Force of Information Professionals

In the information profession, the underrepresentation of racial and ethnic groups in all specializations continues to be one of the most pressing concerns facing both information professionals and educators. A primary goal of the library profession should be to develop a diverse work force that can serve a diverse customer base. Access to information for many minority communities and citizens will improve only when there is an increase in the number of minority librarians and information professionals. This fact is particularly true for specialized information, such as the law. Current membership statistics from the American Association of Law Libraries indicate that only 9.1 percent of AALL members are persons of color.

Graduate library and information science programs must respond to the coming demographic changes by developing multicultural student populations and training them to provide adequate access to all users. In order to offer that access, it is important that information personnel are representative of our culturally diverse society. The identification of a pool of minority students available for recruitment and admission to graduate library schools should represent one of the basic components in an effective multicultural enrollment program for the information profession.

Recruitment efforts by library schools, professional associations, and information professionals have achieved enrollment increases, but the student population of graduate programs is still not culturally diverse. Data from the latest statistical report of the Association of Library and Information Science Education (ALISE) indicates that the current ethnic distribution of students pursuing master's degrees is not adequate—of 12,649 students enrolled during the 1996 academic year, only 1,306, or 10.3 percent, were members of the four minority groups.14

The total number of graduates of library and information science programs has increased, but the percentage of the total pool has remained relatively the same. While this country's major minority populations make up 26 percent of the population, only 10.5 percent of library school graduates between 1992 and 1995 were minorities. Brown reported that minority enrollment in all graduate programs increased significantly from 1978 to 1988, from 142,000 to 205,000. The number of students receiving master's degrees from accredited library schools, however, did not increase at a comparable pace. During this same time period, the number of minorities entering the information profession was actually cut in half, going from 451 librarians to 226. The 1988 ALISE statistics indicate that of 3,160 graduates, only 226 (7.2 percent) were members of a minority group.15

Statistics for the 1997 academic year reported by ALISE show only minimal increases in both the number of minority graduates of programs and the percentage of total graduates. Of 5,271 graduates in 1996, 454 or 8.6 percent were minority graduates.16 While the total number of minority entrants to the profession has increased during the past ten years, it has not kept pace with the growth in the number of minorities in the country. Analyses of the ALISE reports and findings demonstrate that Hispanic, American Indian, and black students remain grossly underrepresented among library and information science students and graduates when compared to the national census figures for these ethnic groups.17

14. See Jerry D. Saye, Students, in LIBRARY AND INFORMATION SCIENCE EDUCATION STATISTICAL REPORT 71, 142 (Evelyn H. Daniel & Jerry D. Saye eds., 1997) [hereinafter STATISTICAL REPORT]. Out of a total enrollment of 12,649, 519 students or 4.1 percent were black, 112 or .8 percent American Indian, 336 or 2.7 percent Asian-Pacific Islander, and 336 or 2.7 percent Hispanic.


16. See Saye, supra note 14, at 129.

Graduation rates for law school graduates also demonstrate an underrepresentation of minority entrants to the legal profession. The number of minority law school graduates has been increasing slightly over the past five years. Statistics from the Digest of Education Statistics show that since 1991 the percentage of minority law school graduates compared to the total number of graduates has increased from 12.31 percent in 1991 to 17.41 percent in 1995.\textsuperscript{18} This data bears careful scrutiny by educators and future employers of legal information specialists as both seek to diversify their applicant pool. The data clearly indicates the crucial need to modify recruitment and retention strategies if librarianship hopes to recruit a racially and ethnically diverse group of the best and brightest, high-caliber persons.

\textit{Problems And Difficulties in Recruiting Minority Students}

Leaders in higher education and the professions uniformly recognize the importance of recruiting and retaining minority students, but are concerned about what strategies to follow. To develop a diverse student body, recruitment must be done at both the national and local levels. Brown found that local recruitment of a diverse population of students can be achieved by looking at demographic patterns of population and enrollment in educational institutions in each state. States such as California, New York, Illinois, and New Jersey have large minority student populations, particularly of Asian and Pacific Islander, black, and Hispanic students. The southern states also have high concentrations of African-American students. Brown recommended that library schools, particularly those located in states with low minority populations, should concentrate their recruitment efforts in those states where minority students are clustered.\textsuperscript{19}

One major problem whose solution has been identified as key to successfully recruiting minority students is the underrepresentation of minorities on faculties.\textsuperscript{20} This should be considered in light of the fact that according to the ALISE report, in 1997 only 78 out of 533 (14.6 percent) of faculty in accredited library schools were members of one of the four minority groups.\textsuperscript{21} Representation and active leadership of minority faculty on campuses is particularly attractive to minority students. Due to the unavailability of faculty on many campuses, there are few role models to share knowledge about careers and to encourage students to pursue graduate or professional school. The problem of recruiting students from diverse cultural backgrounds is exacerbated by the problem of retention of students. At all

\begin{itemize}
\item \textsuperscript{19} Brown, supra note 15, at 114–19.
\item \textsuperscript{21} See Timothy Sineath, \textit{Faculty, in STATISTICAL REPORT}, supra note 14, at 1, 25.
\end{itemize}
educational levels, minority students are recruited and enter undergraduate and graduate degree programs, but fail to complete their degrees. Research has shown that having minority representation on faculties increases the chance of retaining these students. Josey notes that the presence of minority faculty is key to successfully attracting students of color who look for these faculty members on campuses.22 These faculty members not only can serve as role models for minority students, but also can be sources of mentoring relationships, financial aid and scholarship information, and assistance in career development. Mentoring helps with recruitment and retention because it provides a support system that stands in the place of the crucial family support system that students leave behind when they come to school.23

A second factor affecting the number of minorities recruited to library and information science schools is that the profession is competing with other programs that are more attractive fields to these students. Improved access to education and training for minority group members has increased vocational ambitions and expanded professional options. There are more opportunities for good students to pursue degrees in other fields such as law, the hard sciences, and engineering.

A third factor in the difficulty of recruiting minority students is the remoteness of professional schools in which to pursue library and information science degrees. Moen and Heim documented in the LISSADA study that the majority of library school students attend programs in their own states; unfortunately, many states do not offer programs of study at their universities.24 The application of distance education has been crucial to improving the diversity of the library and information science student enrollment over the last decade by improving the delivery of master’s programs to underserved areas. Distance learning technologies are being used by most schools to offer programs in creative formats to students who may not be able to attend traditional campus-based graduate education program. ALISE reports that 66 percent of the accredited graduate schools offer distance education courses at distant sites.25 Schools are now bringing information education to students in remote areas via distance education programs that include the use of formal classes, satellite, television or videotape, two-way interactive or compressed video, the Internet at desktops with CuSeeMe technology-based classes, for Web-based classes, Internet conferencing, or independent studies. Some schools, such as the University of Illinois and Syracuse University, even offer the complete master’s degree via the Internet.

Why is Diversity Important for Law Librarianship?

A fourth factor that affects recruitment is funding for financial assistance. A General Accounting Office study found that financial aid was especially important to minority families in which the child represents the first generation within the family to go to college. The study demonstrated that the availability of minority scholarships on campus had a multiplier effect by sending a positive message to students who did not receive scholarships.\(^\text{26}\)

One of the most successful methods for recruiting minorities to library and information science has been the use of such programs as fellowships through Title II-B. With the help of Title II-B fellowship funds, which offer both full tuition support and a stipend for personal support, graduate library programs dramatically increased the number of minorities enrolled during the late seventies and early eighties. Refunded in 1991, the program is still being used quite successfully to attract and guide qualified minority students into the information profession rather than into other fields. This type of program offers schools one of the best tools they have to recruit highly qualified and motivated minority students by providing financial resources sufficient to ensure that minority students are given the opportunity to complete their education.

What Library Schools Are Doing

Schools are using a number of strategies to recruit minorities to the profession, a major goal of all library and information science programs. These strategies include developing effective recruitment materials illustrating the career opportunities and challenges in the information profession; targeting recruitment site visits and mailings to libraries, minority colleges or universities, and professional association caucuses or special interest sections; forging partnerships and creating networks of relationships with deans, department chairs, and faculty in other departments or schools (i.e., business, criminal justice, public administration, or law) where their graduates may be interested in pursuing information-related careers; and developing relationships with directors of libraries who may help identify minority students. Graduate programs also use alumni and personal contacts to refer potential students to schools.

How Information Professionals and Associations Can Help Schools Attract Minority Students

Partnerships for recruiting minority students have proven to be the best method for both schools and professional associations to achieve the goal of a diverse profession. Participation by professionals in the education of minority students is also crucial to increasing diversity in the information profession. The majority of students enter graduate programs with very little or no idea as to an area of specialization for their careers. Although core courses and electives in the school’s

\(^{26}\) See Alger & Carrasco, supra note 20.
curriculum expose students to the various career avenues open to them, involvement by professionals is often the most effective way to introduce them to the various specializations in the field.

The Moen and Heim study of the attitudes, demographics, and aspirations of library science students found that many students were attracted to librarianship because of prior work experience in an information environment. Over 40 percent of all minority students in the LISSADA study decided to enter the profession after working in a library setting. This was also demonstrated by King, Ballard, Lai, and Mills in their survey of minority law librarians. They reported that many minority law librarians were attracted to the profession before commencing studies in the field because of work experience in libraries during high school, college, graduate, or law school. King and his colleagues found that of the responding minority law librarians, 22 percent had worked in libraries during high school and 42 percent during college. Of respondents with a J.D. degree, 50 percent had worked in the law library during their law school matriculation. Over half (57 percent) of the minority law librarians also had prior professional experience in a nonlaw library before working in the legal information environment. These findings support the view that the assistance of working information professionals can be an important avenue for improving recruitment to the field of law librarianship by attracting students even before they enter graduate or professional school.

The LISSADA national survey also found that many library and information science graduate students attributed their interest in the profession to a relationship with a professional librarian, a finding supported by the King study. Again, this confirms the importance of involving library professionals in recruitment. As King and his colleagues concluded, “the role of mentoring could further aid recruitment efforts; individual law librarians can play an important part in guiding and encouraging others to enter law librarianship.”

Professionals can be involved in minority recruitment through a number of modes that will broaden the educational experience of students and introduce them to specializations in the field, such as law librarianship. These might include participating in colloquiums, demonstrations, panel discussions, class lectures, and workshops; encouraging paraprofessional employees to attend graduate schools; proposing and instituting programs for libraries to provide funding for scholarships or tuition reimbursement for library employees attending school; inviting individual students or classes to work environments for tours

27. Heim & Moen, supra note 24, at 97–98.
28. Id. at 98.
30. Id. at 262–63.
31. Heim & Moen, supra note 24, at 101.
32. King et al., supra note 29, at 263.
or "A Day in the Library" experiences; hosting internships that provide an environment for students to engage in practical applications to support the theoretical concepts embodied in the professional program; serving as a representative for library schools at graduate recruitment fairs and professional days in high schools, community colleges, and other universities; assisting library schools with the development of information packets, brochures, presentations, and computerized graphic presentations for use in recruitment efforts; communicating with other professionals to identify potential students; and supporting professional association scholarship funds such as AALL's George A. Strait Minority Scholarship.

Professional associations must also continue to develop strategies in cooperation with graduate programs to increase and nurture a multicultural work force of information professionals. A collaborative effort by national and state library associations and individual professionals could go a long way toward achieving greater diversity. Associations should develop long-term strategies to recruit and support students from diverse racial and ethnic backgrounds, such as funding scholarships to support educational initiatives for students. For example, the American Library Association is sponsoring the Twenty-First Century Spectrum Initiative with the intent to fund fifty scholarships for minority students per year for three years. The initiative will also develop recruiting materials and a financial base to support the scholarship fund. The goal of this program is to take advantage of the potential for an all-inclusive, all-color professional cadre of expert "knowledge navigators" to provide new communities of new populations with quality library and information services. E. J. Josey called this program "a great... bold move to use $1.5 million to educate a new cadre of people who will reflect the majority population in the 21st century."

Associations should also continue to support special interest groups, ethnic caucuses, and committees—for example, the AALL Committee on Diversity, African American Law Librarians Caucus, Asian American Law Librarians Caucus, Black Caucus of ALA, Library Administration and Management Association's Cultural Diversity Committee, and REFORMA (the National Association to Promote Library Services to the Spanish Speaking)—in their efforts to increase the number of minority students. With the assistance of these groups, associations can work with library schools to develop mentoring programs and continuing education opportunities that serve not only new professionals but also midcareer librarians. An existing program is the strategy developed by Margaret Myers and the ALA Office for Library Personnel Resources: "Each One

Similarly, the Special Libraries Association (SLA) sponsors the Diversity Leadership Development Program and a mentoring program. One way AALL might emulate these programs is to have the Professional Development Committee continue working with other groups such as the ALA, SLA, and Medical Library Association to cosponsor programs as they have in the past. Roy Mersky wrote that "it is to our advantage as an association, to commit ourselves to developing more professional role models for minorities... it is necessary to support scholarships, internships, and trainee programs that provide financial assistance and encourage minorities to enter the profession of law librarianship."

Creating Multicultural Curriculums

Library and information science education programs must meet the challenge of creating and sustaining a curriculum that will ensure that present and future students gain the knowledge, skills, abilities, and attitudes necessary to serve diverse populations now and in the future. Not only do libraries need a multicultural work force which reflects the general population, but they also need librarians who have studied and experienced multicultural resources, tools, and materials. Today's librarians need the skills to develop programs, collections, and services that meet the needs of a multicultural user population. But Welburn notes that graduate programs seeking to give their students these skills must go beyond teaching the use of resources and developing programs. Schools must face three important considerations when teaching cultural diversity: "the need for rethinking the curriculum at large; the trifold concept of linkages between the multi-cultural contexts of information, its users, and information providers; and the necessary distinction between diversity as a workplace issue and diversity as a service issue."

Library education curricula must include courses, lectures, colloquiums, and other educational experiences that reflect a multicultural and multilingual perspective. Some ideas for doing this include hosting guest lectures, internationalizing lectures, assigning gender and racially inclusive practice reference questions, and presenting information on ethnic and area studies. As the gatekeepers and dispensers of culture, knowledge, and information, librarians need to be educated in a multivocal and multicultural environment.

Managing Diverse Library Organizations

Not only are demographic changes forcing significant changes in the composition of library user populations, but also in the management of professional staffs,

35. McCook & Lippincott, supra note 17, at 32.
services, and collections. Clearly, libraries and other information organizations that do not have librarians, collections, and services that offer a welcoming atmosphere to more than one-third of this nation will be hard pressed to serve the information needs of their clientele. All libraries need to strengthen their resolve to benefit from the emerging character of a multiracial and multicultural society. Information institutions must begin by creating an organizational atmosphere that is welcoming to a diverse population. Kriza Jennings, former program officer for diversity and minority recruitment for the Association of Research Libraries, states that

> What do we have to do to create and foster a workplace climate where everyone feels welcomed, valued, and respected? This is a central question in the diversity discussions. . . . The response centers on becoming more aware that each individual's behavior towards others contributes to the climate or atmosphere. . . . To implement a successful diversity program, however, these three practices—welcoming, valuing, and respecting—must receive regular and deliberate attention.39

Administrators and top leadership must articulate and implement a vision for their libraries as warm and responsive environments for the new populations that they are and will be serving. Library managers must actively listen to and effectively respond to the concerns of the diverse populations who use their facilities and services. This in addition to the need to address issues that will arise with managing increasingly diverse professional staffs.

Not only must the multicultural organization reflect the contributions and interests of diverse cultural and social groups in its mission, operations, products, and services, it must also be sensitive to all cultural and social groups represented in the organization itself. Diversity management is defined by Okrent as "creating and maintaining an environment in which each person is respected because of his or her differences and where all can contribute and be rewarded on the basis of their accomplishments."40 Thomas argues that affirmative action is not managing diversity, but is a "way of thinking toward the objective of creating an environment that will enable all employees to reach their full potential in pursuit of organizational objectives. . . ." He argues that

> managing diversity views the mixture of yellow, green, and red jelly beans to be "diversity." It recognizes further that the beans can differ in ways other than color; such as taste, age, weight, and time in the jar. Even among all red beans there can be substantial diversity.41

Managers and supervisors in libraries must address diversity issues in the workplace because organizational goals will be hampered if problems are

unaddressed and remain unresolved. They must identify ways to create a culturally sensitive staff that coexists in the organization. Carla J. Stoffle has written that "a diversified workforce cannot be sustained and nurtured unless an organization, in this case a library, becomes multicultural," noting that this workforce must reflect "the contributions and interests of diverse cultural and social groups in its mission, operations, and products or services; and must include members of diverse cultural and social groups who are full participants at all levels of the organization, especially in those areas where decisions are made that shape the organization." Libraries that truly understand how to manage a diverse work force will have an edge in attracting the best talent for their professional staffs.

To achieve the goal of a diversified workforce, libraries have instituted training programs to increase staff awareness of cultural diversity and to improve cross-cultural communication with staff members and users. These programs are needed to better prepare all employees to work in a culturally diverse work environment. Diversity training is offered for employees in order that they might work most effectively with each other and with a progressively diverse customer base. Some libraries have created diversity committees where staff can engage in self-education and where issues can be discussed openly among their colleagues. Other libraries have developed professional positions with responsibility for designing and coordinating multicultural programming. Internship and mentoring programs have also been instituted by libraries to increase the number of potential candidates for professional positions in the pipeline. These programs are especially valuable for people of color, providing an opportunity for them to work with experienced professionals.

Professional associations have developed programs to support libraries in their attempts to enhance diversity in their workplaces. Examples include two by the Association of Research Libraries: the Partnerships Program, and the Leadership and Career Development Program (LCDP). The Partnerships Program has created materials containing compilations of diversity materials and program ideas, while LCDP is designed to increase the number of minorities in positions of leadership and to prepare racial minority librarians for top leadership positions in academic and research libraries.

Marilyn Okrent identified measurable outcomes that will result from integrating diversity strategies into management practices of libraries. They included increased organizational effectiveness, increased performance levels, reduced conflict, improved morale, improved recruitment and retention, more effective job

42. Carla J. Stoffle, Moving to Diversity: Institutional Philosophy and Role, in CULTURAL DIVERSITY IN LIBRARIES 11, 16 (Donald E. Riggs & Patricia A. Tarin eds., 1994).
43. See Ass'n Res. Libr., ARL Diversity Program Launches Career and Leadership Development Initiative (last modified Nov. 11, 1997) <http://arlic.org/diversity/lcdp.html>. Funded from a Department of Education grant, the LCDP is operated by the ARL Diversity Program which is charged with defining and addressing diversity issues in ARL libraries while supporting activities that encourage broad participation in the field.
Why is Diversity Important for Law Librarianship?

Assignments and evaluations, better client relations and improved customer loyalty, better access to facts, and improved problem solving. To make a commitment for a diverse law library work force, issues of managing multicultural information professionals must be addressed and given unique attention.

Designing Collections and Services for Diverse Populations

Librarians must also build collections with changing populations in mind so that users can be well served today and in the future. Collection development should reflect the philosophy inherent in Article II of the Library Bill of Rights:

Libraries should provide materials and information presenting all points of view on current and historical issues. Materials should not be proscribed or removed because of partisan or doctrinal disapproval.

A balanced collection reflects a diversity of materials, not an equality of numbers. This pertains to electronic resources no less than it does to the more traditional sources of information in libraries. Electronic resources provide unprecedented opportunities to expand the scope of information available to users. Collecting for a diverse population may require acquisitions and collection development librarians to know the sometimes marginalized publishing world central to the acquisition of multicultural and ethnic materials just as they learn the specialized market for a subject discipline.

Public services professionals must shift their philosophy of information provision when working with multicultural patrons. These information gatekeepers and guides for culturally diverse user populations must increase their understanding of the information-seeking behaviors of multicultural groups. They must create and provide new tools, such as signs in multiple languages and development of multicultural bibliographies, and incorporate a diversity of approaches into bibliographic instruction and reference interviewing.

A major issue in the information age is ensuring equal access to library services for all groups within society. There is a real concern that the increasing dependence on technology will result in a society of “information haves and have nots.” ALA has addressed the issue in its Access to Electronic Information, Services, and Networks statement: “In making decisions on how to offer access to electronic information, each library should consider its mission, goals, objectives, cooperative agreements, and the needs of all the people it serves. The library should address the rights of users, the equity of access, and information resources and access issues.” Information professionals must be vigilant in this area,

44. Okrent, supra note 40, at 97.
designing programs, services, and facilities that respond to technological inequities within society. They must also be advocates for increasing the amount of information in both traditional and electronic formats related to diversity concerns.

Librarians may seek to address the unique information needs of diverse users through collection development and information services by using many strategies including, but not limited to, developing innovative multicultural programs, exhibits, lectures, videos, films, and performances to serve diverse user populations as well as reflect their diverse voices and faces; utilizing technology to highlight information in their collections; publicizing collections, services, and programs to all populations by forming strategic alliances with other groups of professionals or organizations within their communities; and providing funding and compensated time to allow staff to attend association meetings, continuing education programs, or workshops addressing the development of diverse collections and services.

Professional associations should also assist libraries in their efforts to develop collections and services to meet the needs of multicultural populations. Mechanisms for support from the associations include: designing and funding programs to help libraries understand issues of diversity and multiculturalism, supporting educational programming efforts that will help libraries manage a culturally diverse organization, and creating listservs and Web sites that address diversity issues and concerns so that libraries can share information about multicultural and diversity programs and services.

Conclusion

Demographic changes will significantly influence libraries and information organizations of all types, including law libraries. Information professionals will be challenged not only by demographic trends, however, but also by the diversity of information resources (particularly in electronic formats) that will be available to their clientele. Cultural differences will add to the complexity of meeting the information needs of multicultural populations.

To meet these challenges, libraries must become vital, inclusive institutions embodying the needs of America's emerging minority populations. People of color need to see their presence in information resources as well as hear their voices articulated in an agenda of change manifested by diversity in library personnel, programs, exhibits, services, and collections. The creation of a truly culturally diverse information workplace will aid in the recruitment and retention of minorities to the profession and will promote better service to the public at large.

Why is diversity important for law librarianship? Without it, the profession will no longer be able to adequately serve the legal information needs of our nation. As the caretakers of legal information resources, law librarians should welcome diversity and take a leadership role in bringing it to the library work force, the library environment, and the information resources and services of the library.