The following text was taken from the 2006-2007 ALA CD#17, Item #3, Policy Monitoring Committee Report.

Item 3. At the Midwinter Meeting in 2005, the Policy Monitoring Committee informally requested that the Committee on Diversity review Section 60, Minority Concerns, as portions of it have not been revised since 1986. The Committee on Diversity drafted a complete replacement for the current Section 60, and the Policy Monitoring Committee recommends that these policies be added to the Policy Manual, replacing the ~~exising~~ existing Section 60, as :

60. Diversity

The American Library Association (ALA) promotes equal access to information for all persons and recognizes the ongoing need to increase awareness of and responsiveness to the diversity of the communities we serve. ALA recognizes the critical need for access to library and information resources, services, and technologies by all people, especially those who may experience language or literacy-related barriers; economic distress; cultural or social isolation; physical or attitudinal barriers; racism; discrimination on the basis of appearance, ethnicity, immigrant status, religious background, sexual orientation, gender identity, gender expression; or barriers to equal education, employment, and housing.

Libraries can and should play a crucial role in empowering diverse populations for full participation in a democratic society. In order to accomplish this, however, libraries must utilize multivariate resources and strategies. In the library workforce, concrete programs of recruitment, training, development, advancement and promotion are needed in order to increase and retain diverse library personnel who are reflective of the society we serve. Within the American Library Association and in the services and operations of libraries, efforts to include diversity in programs, activities, services, professional literature, products and continuing education must be ongoing and encouraged.

At the 1998 ALA Annual Conference, on recommendation by the Council Policy Monitoring Committee (1997-98 CD#17.2, Item #5), the ALA Council amended Policy 60 (Minority Concerns) as follows:

> **"The American Library Association promotes equal access to information for all persons and recognizes the urgent need to respond to the increasing awareness of diversity among Americans. African Americans, Hispanic Americans, Latinos, Asian Americans, Pacific Americans, Native Americans, individuals with disabilities, and other minorities have critical and increasing needs for information and library access. They are affected by a combination of limitations including illiteracy, language barriers, economic distress, cultural isolation, physical and attitudinal barriers, and discrimination in education, employment, and housing."**

NOTE TO READER: The following statement was taken from the Policy Monitoring Committee Report, 1997-98 CD#17.2, Item #5: To express the ALA's commitment to ensuring equal access for people with disabilities, the Committee recommends inserting the phrase "Americans with disabilities" after the term "Native American." In the third sentence of the policy, PMC recommends adding the phrase "physical and attitudinal barriers" after the term "cultural isolation." The revised would then read as noted above.

NOTE TO READER: There were no changes made to the **Policy 60.1 Policy Objectives**.

At the 1995 ALA Midwinter Meeting, on recommendation by the Council Policy Monitoring Committee, Council created a new Section 57 Research and Statistics. The following ALA policies 57 International Relations, 58 Public Relations, 59 Minority Concerns, and 60 Library Services for the Poor were renumbered to 58 International Relations, 59 Public Relations, **60 Minority Concerns**, 61 Library Services for the Poor, respectively.

59. MINORITY CONCERNS

The American Library Association promotes equal access to information for all persons and recognizes the urgent need to respond to the increasing racial and ethnic diversity among Americans. African-Americans, Hispanic Americans, Asian Americans, Native Americans, and other minorities have critical and increasing needs for information and library access. They are affected by a combination of limitations including illiteracy, language barriers, economic distress, cultural isolation, and discrimination in education, employment, and housing. Therefore, the role played by libraries to enable minorities to participate fully in a democratic society is crucial. Libraries must utilize multivariate resources and strategies to empower minority people. Concrete programs of recruitment, training, development, and upward mobility are needed in order to increase and retain minority personnel within librarianship. Within the American Library Association, the coordinating mechanisms for programs and activities dealing with minorities in various ALA divisions, offices, and units should be strengthened, and support for minority liaison activities should be enhanced.

59.1 Policy Objectives

The American Library Association shall implement these objectives by:

1) Promoting the removal of all barriers to library and information services, particularly fee charges and language barriers.
2) Promoting the publication, production, and purchase of print and nonprint materials that present positive role models of cultural minorities.
3) Promoting full funding for existing legislative programs in support of minority education and training, and to explore alternative funding sources for scholarships, fellowships, and assistantships to encourage minority recruitment into librarianship.
4) Promoting training opportunities for librarians, including minorities, in order to teach effective techniques for generating tripartite public funding for upgrading library services to minorities.
5) Promoting the incorporation of minority programs and services into the regular library budgets in all types of libraries, rather than the tendency to support these activities solely from "soft monies" such as private grants or federal monies.
6) Promoting equity in funding adequate library services for minority populations, in terms of professional and nonprofessional personnel, materials, resources, facilities, and equipment.
7) Promoting supplemental support for library resources on cultural minorities by urging local, state, and federal government, and the private sector, to provide adequate funding.
8) Promoting increased public awareness of the importance of library resources and services in all segments of society, especially in minority communities.
9) Promoting the determination of output measures through the encouragement of community needs assessments, giving special emphasis to assessing the needs of cultural minorities.
10) Promoting increased staff development opportunities and upward mobility for minority librarians.

(*See* 1.3 A and "Current Reference File": *Equity at Issue* [1985–86 CD #30] adopted by Council June 1986.)

The following information was taken from the ALA Strategic Long Range Plan, adopted by the ALA Council, July 1, 1986.

1.3 Priority Areas and Goals

Priority Area A. Access to Information

ALA will promote efforts to ensure that every individual has access to needed information at the time needed and in a format the individual can utilize, through provision of library and information services.

Goals:

1) All individuals have equal access to libraries and information services.
2) Instruction in information is widely and easily available to all.
3) Government information is widely and easily available.
4) Library collections are developed, managed, and preserved to provide access for users to the full range of available knowledge and information.
5) Access to information is facilitated by bibliographic organization.
6) Library use is high.
7) Fees are not a barrier to library access and service.

60

6) CD#57 Information on National Security in the Nuclear Age
PMC recommends replacing section 50.13 with the following statement in which language of CD#57 has been incorporated into the current section 50.13 on page 231 in the Policy Manual:

50.13 Nuclear Freeze, The Arms Race and National Security

The American Library Association supports the concept of a nuclear freeze on the development and deployment of nuclear weapons. It urges libraries to establish balanced up-to-date collections of library materials on national national security in the nuclear age, on nuclear arms, and the movements for disarmament and a nuclear moratorium. The Association further urges librarians to stimulate public interest in these issues and make information available about the various courses of action concerned individuals may take.
(See "Current Reference File")

7) CD#58 Abridgement of Human Rights in South Africa
PMC recommends that this document be cited at the end of policy 57.3 on page 239 as part of the information pertaining to the Current Reference File.

* 8) CD#30 Equity at Issue: Library Services to the Nation's Four Major Minority Groups
In light of the length of this report which was accepted by Council and in which the 22 resolutions were adopted and endorsed, PMC would have requested "an abstract statement or the exact language for the Policy Manual" from the issuing committee in accordance with policy 5.7. However, since that special body has been dissolved, PMC is referring the report to the Minority Concerns Committee. The PMC will review the the abstract and report back to Council at the 1987 Annual Conference.

9) Policy 52.4 School Libraries
This item appeared in PMC report #5 (CD#13 1984-85), #6 (CD#39 1984-85), and #6 (CD#12 1985-86) when PMC reported that it was following up this matter with AASL. A response is expected from AASL prior to the 1987 Annual Conference.

60 5/11

1985-86 CD #30

EQUITY AT ISSUE:
LIBRARY SERVICES TO THE NATION'S FOUR MAJOR MINORITY GROUPS

1985-86

Report of the President's Committee on Library Services to Minorities

Presented to the Council of the
American Library Association
June 1986

CONTENTS

Mission Statement 1

The Committee 2

1. Foreword by E. J. Josey 4

2. Background 5
   A. Historical
   B. NCLIS Report
   C. President's Committee

3. Summary and Conclusions 9

4. The Findings 10

5 Personnel 11

6. Materials and Services 19

7. Twenty-two Recommendations of the President's Committee on Library Services to Minorities 22

Appendix 1 25
ALA Council Resolution on the Needs of Ethnic Groups, June 1979

Appendix 2 26
NCLIS Task Force Recommendations

Appendix 3 30
Academic Libraries and the NCLIS Report, Subcommittee on Academic Libraries

Appendix 4 38
Groups Contacted by and/or Responding to the President's Committee

Appendix 5 39
Selected Response Letters

Appendix 6 48
Lorene B. Brown, A Crisis in Librarianship: the Decline in the Number of Minorities Entering the Profession Since 1979, Summary Statistics.

Selected Bibliography 53

MISSION STATEMENT

In response to various resolutions of the 1979 White House Conference, the National Commission on Libraries and Information Science (NCLIS) established the Task Force on Library and Information Services to Cultural Minorities in 1980. The Task Force's charge was "to explore the status of library and information services, resources, and programs, concentrating on the four major minority groups...and to produce a final report with recommendations for improvements..." The Task Force presented its Report, which included 42 recommendations, to NCLIS in 1982. Because the recommendations have special implications for the American Library Association, 1984-85 President E. J. Josey appointed a President's Committee on Library and Information Services to Minorities to review the NCLIS Task Force Report and to produce an action document for ALA based on the elements of the NCLIS Report.

The Committee was specifically charged to:

1. Review the [NCLIS] Task Force report and other selected literature and [to] assess ALA activities and policies on ethnocultural minorities as background for the Committee's work;

2. Suggest by May 1985, specific measures for ALA implementation of the [NCLIS] Task Force's recommendations;

3. Recommend specific activities for encouraging NCLIS to endorse all of the recommendations of the Task Force;

4. Recommend further ALA action for an ongoing program in the area of library and information services to minorities and to reaffirm ALA's commitment to cultural minorities; and

5. Set forth positive aspects of minority participation in forging coalitions for the public good as an outgrowth of effecting the Task Force's recommendations.

This report, "Equity at Issue: Library Services to the Nation's Four Major Minority Groups," fulfills the mission of the ALA President's Committee on Library Services to Minorities.

Acceptance of the 1985-86 Council Document #30 will be a first step in the process of implementing more tangible improvements in library and information services to ethnocultural minorities, the most rapidly growing segment of the nation's population. Adoption of "Equity at Issue" will indicate support of the document in spirit and intent, a reaffirmation of ALA's goal of social responsibilities and of its commitment to quality library and information services for all individuals.

THE COMMITTEE

MARY BIBLO, Laboratory Schools Librarian, University of Chicago, IL. ALA Councilor; served on and chaired many ALA, Black Caucus of ALA (BCALA) and National Caucus of Black Librarians: Chicago Chapter committees; staunch advocate for minority concerns; former chair ALA Council Committee on Minority Concerns.

HENRY C. CHANG, Director and Territorial Librarian, Division of Libraries, Museums and Archaeological Services, St. Thomas, VI. Former ALA Councilor; former President of the Asian Pacific American Library Association (APALA); former President of the Chinese American Library Association (CALA); member of the NCLIS Task Force on Library and Information Services to Cultural Minorities.

WAYNE CROCKER, Director of Library Services, Petersburg Public Library Petersburg, VA. BCALA member; former member of PLA membership committee; and involved in outreach services.

MALIKA DADA, Library Media Specialist, Nichols Middle School, Mt. Vernon, NY. Member of BCALA and AASL; and former Head, Young Adult Department, Mt. Vernon Public Library.

**MARVA L. DE LOACH, Head, Cataloging and Record Maintenance Division, Milner Library, Illinois State University, Normal, IL. Vice Chair/Chair-elect, BCALA; member, ALA Publishing Committee, chair, grants subcommittee; former chairs, OLPR's Minority Recruitment Subcommittee, ALA's Louise Giles Minority Scholarship Jury, and BCALA's Awards Committee; served on other BCALA, ALA, ACRL, LAMA, LITA and SRRT Committees; has written and spoken widely on minority recruitment and social responsibilities in libraries, including her dissertation, several chapters in books, co-editing Ethnic Collections in Libraries and writing essays in the ALA Yearbook.

ADELE S. DENDY, Head, Media Services, Indiana University Libraries, Bloomington, IN. Member of ACRL's Activity Sections Council and the Appointments and Nominations, the 1986 Conference Planning, and the EBSS Executive Committees, and former chair of the Problems of Access and Control of Education Materials; and member of BCALA, RASD and LITA.

BERNARD V. FINNEY, Institutional Library Consultant, New York State Library Albany, NY. Served on many committees in ASCLA; member of BCALA; and champion for the delivery of quality library services to the institutionalized, especially to minorities.

HARDY R. FRANKLIN, Director, D.C. Public Library, Washington, DC. Member of PLA, ASCLA, LAMA, RASD, ALTA, LRRT and BCALA. Pioneered in the establishment of community-based information programs and has published widely in the field.

LUIS HERRERA, Associate Director for Branch Services, Long Beach Public Library Long Beach, CA. Former President of REFORMA; member of the EMIERT, PLA and JMRT.

BARBARA WILLIAMS JENKINS, Library Director and Professor, South Carolina State College, Orangeburg, SC. Chair BCALA; former ALA Councilor; served on numerous ALA, BCALA, SELA and SCLA committees addressing the concerns of minorities.

DONNARAE MAC CANN, Author, Iowa City, IA. Chair, SRRT Task Force on Racism/Sexism Awareness; member of ALSC, EMIERT and SRRT: and children's literature author

**ALBERT MILO, Assistant Director, Commerce Public Library, Commerce, CA. Former President of REFORMA; RASD Committee on Library Services to the Spanish-speaking; member of PLA, EMIERT, SRRT and the ALA nominating Committee.

DENNIS REED, Library Director, Ft. Peck Community College, Popular, MT. Former Vice-President of the American Indian Library Association (AILA); former member OLOS Subcommittee on Library Services to American Indian People.

*ELIZABETH MARTINEZ-SMITH, County Librarian, Orange County Public Library Orange, CA. Member of the NCLIS Task Force on Library and Information Services to Cultural Minorities; former member of the Editorial Advisory Committee for American Libraries; former member of Committee on Accreditation; and has published several articles on library services to Hispanic people.

LOTSEE P. SMITH, Director, TRAILS Project, SLIS, University of Oklahoma, Normal, OK. ALA Councilor; Vice-President of the American Indian Library Asssociation (AILA); former chair, Louise Giles Minority Scholarship Jury; former member of the ALA Council Committee on Minority Concerns; member of the NCLIS Task Force on Library and Information Services to Cultural Minorities; and member of the OLOS Subcommittee on Library Services for American Indian People.

ELENA TSHERNY, Public Information Officer, D.C. Public Library, Washington, DC. REFORMA President; chair, PLA Service Development Committee; and very involved in outreach and community information service to minorities.

COLETTE WAGNER, Librarian, LaGuardia Community College, Long Island, NY. Member of ACRL Professional Education Committee; and ACRL CJCLS Planning and Programs Committee.

*BINNIE TATE WILKIN, Lecturer, SLIS, University of California, Berkeley, CA. Published widely and teaches in the area of library services to cultural minorities; served as a member of various committees and held several positions emphasizing minority concerns, including Minority Services Coordinator at the LA County Library, and member of BCALA, PLA, YASD, LITA, and SRRT.

ALA STAFF LIAISON, JEAN E. COLEMAN, Director ALA Office for Library Outreach Services (OLOS); member NCLIS Task Force on Library and Information Services to Cultural Minorities; Coordinator, Coalition for Literacy; and staff liasion to the ALA Council Committtee on Minority Concern, SRRT and EMIERT.

* 1984-85 Co-chairs
** 1985-86 Co-chairs

1

FOREWORD

During my presidency of ALA, I requested the establishment of two Ad Hoc Committees to address two issues that continue to plague our profession: Pay Equity and Library Service to Minorities. "Equity at Issue: Library Services to the Nation's Four Major Minority Groups" is a report on the status of library service to minorities in the United States. The members of the President's Committee on Library Services to Minorities, the officers and members of the ALA, its Divisions, Round Tables, and other units are to be congratulated for grappling with the important issue of inequality which has resulted from the lack of adequate access to library and information services for minorities. The truth of the matter is that minorities, unfortunately, in 1986 are not yet freed from the bonds of injustice and discrimination.

The American Library Association, since 1936, a period of 50 years, has been on record opposing inequity and discrimination. While we applaude the Association for its forthright policy, nevertheless, the time now has come for the Association to use its national influence to fulfill its promise to "...promote efforts to assure every individual access to needed information at the time needed...through provision of library and information services" equally for minorities. In addition, greater efforts must be undertaken not only by the Association but also by the profession to a firm commitment to the active recruitment and education of minorities for careers in the field of librarianship.

The President's Committee has outlined recommendations that constitute a blueprint, which will aid in the eradication of the barriers and the inadequacies in library and information services for minorities in our nation. It is my hope that the Council will approve this document, for it represents the unfinished business that the Association began 50 years ago.

E. J. Josey
Immediate Past President

BACKGROUND

HISTORICAL

Gerald R. Gill's Meanness Mania: the Changed Mood provides an important commentary on developments in the social, political, cultural and economic affairs of the United States. He shows that there has in fact been a changed mood toward minorities in this country which has expressed itself through fiscal and social conservatism. Fiscal and social conservatism are further expressed in trends such as indifference and antipathy to the plight of oppressed groups; a preoccupation with self; and fear of economic uncertainty, i.e. bills such as Gramm, Rudman, Hollins Deficit Reduction Bill. These forementioned trends manifest themselves through opposition to affirmative action and retrenchment from efforts to improve life for the disadvantaged or deprived. Gill dubbed this phenomenon "meanness mania".

Historically, libraries have been inhospitable to minorities. As a microcosim of the larger society, librarianship has also exhibited signs of "meanness mania". Retrenchment in quality library and information programs and services for minorities, a decline in the recruitment of minorities to the profession and the existence of other barriers are examples of "meanness mania". But like Gill, the President's Committee believes that discussion of discrimination will result in a positive, rational response from ALA and the profession in general. It is our belief that this report will greatly facilitate such discussion. A little demographic perspective will enhance the importance of discussing and improving the plight of minorities in this country.

The 1980 United States Census reveals that the four major cultural minority groups in the United States comprise one-fifth of the nation's population, 46,012,932. This number is expected to increase to 77,942,000 or 29 percent of the total American population by the year 2,000. By 2025 the minority population is projected to be 35 percent of the total population or 104,862,000. These projections indicate that the minority population is growing at a faster rate than the population as a whole, and during the next three decades, the proportion of the U.S. population of white anglo-saxon ancestry will decline at a rapid rate. Concomitant with the rapid increase in the minority population has been an erosion of quality library and information services for minorities. This erosion, when compared with services in the sixties and early seventies, is particularly alarming.

These factors have serious implications for the nation's library and information service professionals. Since minorities will constitute a major segment of the work force and will contribute substantially to the economic well-being of the nation, we must be certain that this population can avail themselves of the best education possible, including guaranteed access to quality library and information services. With the prevalence of newer technologies in our daily lives, we can no longer afford to ignore the education, training and library needs of minorities. It is imperative that the nation's libraries be prepared to support minority needs. The time to shed the veil of "benign neglect" toward minorities is now. "Equality at Issue" provides an opportunity for ALA, the oldest and largest library professional association, to provide leadership in addressing the library and

information needs of minorities and in a broader sense, attending to the needs of the entire nation.

"Equity at Issue" can serve as a blueprint for the present and future of ALA. Further, the "Report" can serve as a springboard for ALA to use its influence and/or redirect funds to make implementation of the goals and recommendations of the report a priority of the entire organization, its members and related professional groups.

NCLIS REPORT:

In 1980 the National Commission for Library and Information Science established the Task Force on Library and Information Services to Cultural Minorities. The impetus for appointing the NCLIS Task Force was the general feeling among minorities that the 1979 White House Conference on Library and Information Services (WHCLIS) did not adequately address the library and information needs of this large segment of the American population. The 1979 WHCLIS not only saw an underrepresentation of minorities among the conference delegates, but it also voted down many of the resolutions promoting library services to minorities. "Meanness mania" was alive and well during the 1979 WHCLIS.

NCLIS charged its Task Force "to explore the status of library and information services, resources, and programs, concentrating on four minority groups [American Indians, Asian Americans, Black Americans and Hispanic Americans] and to produce a final report with recommendations for improvements...". The Task Force completed its assignment and went beyond the immediate concerns for library and information services to cultural minorities into the arena of other major issues such as whether to assess fees for certain public library services.

In November 1982, the Task Force presented its Report to NCLIS. The Report outlined 42 recommendations under five broad headings: Library and Information Needs; Library Personnel; Services and Programs: Materials and Resources; and Financing Library Programs for Cultural Minorities. This last category covered the financing of activities under the four preceding headings. While NCLIS strongly supported the fundamental philosophy of the report, it chose to support only 34 of the Task Force's recommendations. The possibility of future support was implied, however.

In declining to support eight of the Task Force's recommendations, NCLIS noted that it felt that those recommendations were not within the scope of NCLIS's charge. Those eight recommendations are:

Recommendations #7 and #8 under Library Personnel:

7. Urge the American Library Association to conduct a study of the racial, ethnic, and sexual composition of library personnel resources in school libraries.

8. Urge the Special Libraries Association to conduct a study of the racial, ethnic and sexual composition of special libraries.

Recommendations #30 and #31 under Materials and Resources:

30 Urge publishers and producers to remove the negative and sterotypical images of cultural minorities which are in print and nonprint materials. [This recommendation has been revised by the chair of the Task Force to read "Urge publisher and producers to encourage the publishing and production of materials that foster positive images of cultural minorities in print and nonprint materials"]

31 Urge publishers to produce and to market works by minority authors. A marketing study by an independent agency should be developed under the auspices of NCLIS.

Recommendation #38 under Financing Minority Programs:

38 States should specify that, in the block grants allocations to libraries, certain percentages of monies be used to meet cultural minority library and information needs.

Recommendations #5, #25, #37 on Removing Financial Barriers:

5 Benefits of the new technologies in libraries must be distributed equitably among patrons from all walks of life and all strata of society. User fees for such benefits must be avoided.

25 Urge libraries to remove the various barriers to information and services which exist. Funds should be made available to prevent barriers which are the result of insufficient numbers of staff, cost of automated services which cultural minorities are unable to absorb, and denial of access to information in the native tongue of some minorities.

37 Tax supported libraries should avoid charging fees which might create barriers to minorities and minority communities.

The Task Force recommendations have received much attention by the profession. A program highlighting the NCLIS Task Force Report, and in particular, focusing upon the eight rejected recommendations was held at the California Library Association Conference in December 1983. Two other programs, sponsored separately by the OLOS Advisory Committee and the Ethnic Materials Information Exchange Round Table, were held at the American Library Association Conference in Dallas in June 1984. Similar programs have been sponsored by other groups since then.

At least one spin-off study from the NCLIS Task Force Report entitled "The Role of Fees in Supporting Library and Information Services in Public and Academic Libraries," was released by NCLIS in April 1985. Another related NCLIS document by the Community Information and Referral Task Force was released in 1983. These reports and related documents have been widely disseminated by NCLIS.

ALA PRESIDENT'S COMMITTEE:

Having chaired the NCLIS Task Force on Library and Information Services to Cultural Minorities and recognizing the special implications of the NCLIS Report for ALA, E. J. Josey, then Vice-President/President Elect of ALA, appointed the President's Committee on Library Services to Minorities in 1984. Although only a few of the Task Force recommendations are directed to the American Library Association for implementation, all 42 have special importance for ALA policies, practices, strategic long range plans and members. Like the NCLIS Task Force, the President's Committee focused its efforts on the four major ethnocultural minority groups: American Indians, Asian Americans, Black Americans and Hispanic Americans. The Committee hastens to point out that the recommendations are equally appropriate for all groups, however.

The President's Committee was comprised of people who have been active in the area of minority concerns. Most of the Committee were members of the four major minority groups, but included were non-minority members. Many of these individuals are active members of REFORMA, the Black Caucus of ALA, the American Indian Library Association, the Asian/Pacific American Librarians Association and the ALA Council Committee on Minority Concerns. Several ALA Councilors were also on the Committee.

In July 1984, the Committee held an organizational and strategy meeting during the ALA Annual Conference in Dallas, TX. Subsequent meeting dates of the Committee including open hearings were as follows: November 1984; January 1985; July 1985 and January 1986. Subcommittees met outside of these regular Committee meetings. Minutes of the Committee meetings and supporting documentation are on file in the OLOS office. This "Report" is the result of the Committee's work.

Activities of the President's Committee included formation of subcommittees (based on the five broad areas of the NCLIS Report), a review of pertinent background literature and ALA's minority activities, an analysis of the information gathered and the development of a list of preliminary recommendations. The Committee also conducted open hearings at the 1984 California Library Association Conference and the 1986 ALA Midwinter Meeting.

Initial drafts of the Committee's "Report" underwent careful scrutiny by the full Committee. Subsequent drafts were shared with a broad cross section of ALA, including the ALA Executive Board, Council, divisions, round tables and groups specifically mentioned in the "Report", e.g. minority caucuses. The document was also featured in professional journals like American Libraries and Library Journal and BCALA and REFORMA newsletters. Of special concern to the Committee was the presentation of information that would not be offensive to the groups addressed and that the work of the Committee be fully understood by the Association. In general, the Committee's "Report" (1984-85 Council Document #40) was very favorably received by the library community and generated an exceptionally high response rate. Based on imput from all these constituencies, this "Report" (renumbered 1985-86 Council Document #30) was formalized.

SUMMARY and CONCLUSIONS

The U.S. population is quite diverse. Diversity in race, religion, national origin and cultural heritage are readily evident throughout the country. At least 106 ethnic groups were identified by the editors of The Harvard Encyclopedia of American Ethnic Groups. Library and information service to four of these groups--American Indians, Asian Americans, Hispanic Americans and Black Americans--is the subject of this report.

Ethnic groups in this country have always fought to preserve their cultural heritage, but with limited access to library and information services to assist them in preserving their cultural roots and to provide basic information, the lifeblood of a democratic society. These fights will not be reiterated here because they have been well documented in other studies. The inadequacy of nonexistence of multicultural and multilingual materials in libraries have been documented also.

This summary is designed to provide an overview of the report of the President's Committee. Readers should examine the entire report for a fuller view of the important ramifications and implications of the critical issues which are presented in the report.

The 1980 U.S. Census reveals that the four major cultural minority groups comprise one-fifth of the nation's population, approximately 46,000,000. This number is expected to increase to 104,862,000 or 35 percent of the population by 2025. These projections have serious implications for the nation's library and information service providers over the next few decades.

Cognizant of these data and the weak response of the 1979 White House Conference on Libraries and Information Science (WHCLIS) to minority needs, the National Commission on Libraries and Information Science (NCLIS) established the Task Force on Library and Information Services to cultural Minorities in 1980. The Task Force explored the status of library and information services, resources and programs for this nation's four major cultural minority groups. Its Report, presented to NCLIS in 1982, outlined forty-two recommendations under 5 categories: Library and Information Needs, Library Personnel, Services and Programs, Materials and REsources, and Financing Library Programs. NCLIS strongly supported only thirty-four of the Task Force's recommendations. In declining to support the remaining 8 recommendations, NCLIS noted that it felt that the recommendations did not fall within the scope of the NCLIS charge.

Concerned about the implications of the NCLIS Task Force Report for ALA and the profession, E.J. Josey appointed the President's Committee on Library SErvices to Minorities in 1984. The Committee examined the NCLIS document, the library and information science literature and the ALA's policies relative to cultural minorities; provided a draft action agenda for ALA; shared the draft with a broad cross section of ALA for reactions and further input; and prepared "Equity at Issue" for consideration by Council at the 1986 Annual Conference.

Like the Task Force, the Committee confined its investigation to the four major ethnocultural minorities in the United States. The Committee also agreed with the Task Force on the following broad concepts regarding libraries and multicultural society;

1. That the concept of a multicultural and multilingual society is desirable and should be reaffirmed;

2. That the library and information needs of cultural minorities differ in fundamental ways from those of the majority population and particularly from those of the middle and upper class library user;

3. That, in general, the special needs of ethnocultural minorities are not being sufficiently met by library and information service providers;

4. That libraries play an important and unique role in the integration of cultural differences within the community, therefore, libraries should improve both quantatively and qualitatively the services which they provide to cultural minorities in order to further assist in the this integration;

5. That all libraries can assist cultural minorities, the fastest growing segments of the U.S. population, to become equal participants in society through full access to information;

6. That role models and others who are sensitive or responsive to the needs of cultural minorities are needed at all levels of the profession;

7. That libraries are essential to all segments of society in providing basic education and the democratic process and in preserving our cultural heritage;

8. That funding of library services is a tripartite obligation of local, state, and federal agencies, both public and private.

The Committee's findings support the need for a national commitment to the recruitment and training of minority personnel for careers in library and information science. Recent studies by Lorene B. Brown, Dean of the School of Library and information Studies at Atlanta University and OLPR's 1985 library personnel survey point to a crisis in the recruitment and education of cultural minorities. Brown found that minority graduates with masters degrees declined 40 percent over six years, from 369 in 1979 to 221 in 1984. The percentage drops by minority groups are 50 percent for American Indians, 44 percent for Asian Americans, 43 percent for Black Americans and 22 percent for Hispanic Americans. American Indians received .13 percent of the degrees' Asian Americans, 1.80 percent; Black American, 2.70 percent and Hispanic Americans, 1.38 percent (SEE APPENDIX 6). OLPR's survey indicate that less than 12 percent of the personnel in academic and public libraries are minorities, although they represent a much greater share of the applicant pool. Minorities continue to be concentrated at beginning professional and low paying paraprofessional jobs in libraries with little chance for upward mobility and promotion. Funding sources for removing financial barriers for cultural minorities have collasped in recent years. But the Committee contends that new sources of support must be found in order to recruit minorities in proportion to their availability in the applicant pool.

To reverse the deterioration in library and information services to ethnocultural minorities, the Committee has formulated twenty-two recommendations. Recommendations in this Report have been divided into two broad categories: Personnel, and Materials and Services. They support existing ALA Policies and the recommendations made in the NCLIS Task Force Report.

Additionally, the President's Committee on Library Services to Minorities strongly recommends that ALA use its influence to persuade NCLIS to support the eight rejected recommendations by revising them as suggested below:

NCLIS Combine #5, 25, 37 and Revise to read: Urge libraries to support the concept of "free" basic library service to promote efforts to assure every individual access to needed information.

7. Revise to read: Encourage NCLIS to use its influence and reputation in working with ALA, SLA, ALISE, NEA, the Center for Statistics and other organizations in periodically determining and publicizing the racial, ethnic, and sexual composition of library personnel in the library and information science professions.

8. Because the sense of the original recommendation has been met by the Special Library Association's Triennial Salary Survey, the recommendation should be deleted and considered to be a part of recommendation 7 above.

25. Combine with # 5.

30. Revise to: Urge publishers and producers to encourage the publishing and production of materials that foster positive images of cultural minorities in print and non-print materials.

31. Revise to read: Urge information producers and providers to agressively publicize the availability of resources by and about minorities and to make such resources readily accessible to the public.

37. Combine with #5 above.

38. Revise to read: Urge libraries, government and the private sector to provide adequate financial support to meet the information needs of cultural minorities. Funding such as block grants might be considered as a source of supplemental support.

The Committee recognizes fully that in these times of budgetary constraints and fiscal and political conservatism, it is unrealistic to expect a large infusion of funds for library and information services, particularly services to the marginally or underserved minority populations. However, we strongly feel that there is an immediate need for the library profession, ALA in particular, and its concerned partners in higher education and the private sector to develop a concrete program of recruitment, training, development and

upward mobility for cultural minority personnel. We further believe that the library and information needs of ethnocultural minorities, the fastest growing segments of the nation's population, must be adequately met in order for them to share equally in governing our society and in the rewards of economy. Equal access to information is imperative for cultural minorities.

The President's Committee realizes that the foregoing recommendations may be difficult to achieve immediately and that a number of constituencies will be required to respond with concrete actions over the next few years. Similarly, we feel that it is crucial that ALA acknowledges that the severe decline in minority personnel and services represents a crisis in the library and information science professions. We further urge ALA to reaffirm its commitment to minorities by providing responsive leadership in eradicating inequity in the profession. Although this commitment requires fiscal responsibilities, it should be made top priority for the association.

Finally, we believe that ALA in cooperation with other concerned allies such as NCLIS should give continuing attention to the library and information needs of cultural minorities.

THE FINDINGS

Major Findings

1. Disparity in Library Services

There is a disparity which exists and continues to grow in the provision of library services to minority and low-income communities versus the white dominant and more affluent communities in the United States. This inequity is most reprehensible in communities in which the white population represents a numerical minority but still control the library decision-making process in such areas as library budgets, library planning, and library personnel.

2. Personnel Recruitment

A major crisis exists in the recruitment of minorities to the library profession. Two recent studies published in 1981 and 1986 by the ALA Office for Library Personnel Resources and entitled "The Racial, Ethnic, and Sexual Composition of Library Staff in Academic and Public Libraries: clearly documents that very little progress has been made during the last five years to improve upon the shortage of minority librarians.

	Percentage of Total Work Force	
	1980	1985
American Indian/Alaskan Native	0.2	0.2
Asian/Pacific Islander	4.0	3.4
Black	5.8	6.1
Hispanic	1.8	1.8
White	88.2	88.5
Total	100.0	100.0

Although the figures show little or no change in five years, when viewed in the context that cultural minorities show dramatic population increases in 1980 and projected 1990 U.S. Census, the figures actually represent a major set back in minority librarian recruitment.

A paper presented by Dr. Lorene Brown at the 1986 ALA Midwinter Conference illustrates further the severity of the minority librarian recruitment process. (See Appendix 6) The responsibility for addressing this major problem must be a shared one by all sectors of the profession--library educators, practioners and minority librarian caucuses.

Additional Findings

3. Fees

The controversy of charging library fees directly impacts the minority communities, especially those in the low-income levels. It represents a serious new barrier to access to information by these groups. Fees threaten to create two classes of library users: an elite group of information users who can afford to pay the price of information at whatever costs and a second class group of users who will be denied access to information solely because they cannot affort to pay for it.

4. Planning

Very few libraries in the United States indicate any serious or thorough planning to serve the unique information needs of minority communities. Rarely are effective community analysis techniques employed or minorities themselves involved in the planning process. Increased minority representation on library boards and in top administrative positions is not a long-range goal for most libraries.

5. Awareness

Most of the general public, especially in minority communities, remains uninformed of available library resources and services. Library personnel are largely unfamiliar with the specialized needs of minority groups and the methods for responding to those needs. Library marketing techniques often cater to the needs of the white general public and neglect the cultural and linguistic needs of minorities.

6. Upward Mobility

The vast number of minorities in the library profession tend to be largely concentrated in the entry and middle management levels of all types of libraries. Only a very small percentage of minority librarians have attained top positions of library administration via directorships and library school deanships.

7. Collections

Often the existing minority collections in libraries and resource centers are viewed as serving local jurisdictional needs only. Efforts to promote them as national and regional library resources or as candidates for library resource sharing are rarely encouraged administratively or financially. Bibliographic access control, shared collection development, and preservation of these materials are not given the importance and priority they merit, particularly non-English and oral tradition materials.

8. Stereotypical Literature

A large selection of materials published continue to include negative and stereotypical presentations of minority groups. There is a great need for the publication of more library materials containing positive portrayals and role models for minorities, especially with respect to children's literature. Book selection librarians need to be particularly sensitive to the portrayal of minorities in literature.

9. Funding

The funding of library service to minorities remains a critical issue. Even libraries that say they are committed to providing such service often will not support their commitment with adequate funding. Administratively the funding of minority library services are not perceived as basic or as a priority. Often such services are viewed as supplemental or special services and rely heavily upon the funding of soft monies. During periods of budget constraints, library services to minorities are often the main target for budget cuts.

While the 1960s and 1970s were primarily concerned with the passage of legislation in support of minority library services and recruitment, viz Library Services and Construction Act and Title II-B of the Higher Education Act, the appropriation of funding for those pieces of legislation have become the issue of the 1980s.

PERSONNEL

The recruitment, training, development and upward mobility of minorities are ideas whose time have come! This is the tenor of thought among various segments of the profession. If the pattern of low recruitment continues as it has in recent years, minority library workers face becoming extinct or at least being placed on the endangered species list.

NCLIS, ALISE, OLPR. OLOS, library educators, minority caucuses and minority concerns committees and round tables have all expresses alarm at the low representation of minorities in all areas of the library and information science profession. This low representation is largely a reflection of the many barriers and disparities minorities face in obtaining the necessary educational and occupational experiences to achieve equal opportunity.

Recent studies by Lorene B. Brown, Dean of the School of Library and Information Studies in Atlanta University and OLPR'S 1985 library personnel survey point to a crisis in the recruitment and education of cultural minorities. Brown found that minority graduates with masters degrees declined 40 percent over six years, from 369 in 1979 to 221 in 1984. The percentage drops by minority groups are 50 percent for American Indians, 44 percent for Asian Americans, 43 percent for Black Americans and 22 percent for Hispanic Americans. American Indians received...13 percent of the degrees; Asian Americans, 1.80 percent; Black Americans, 2.70 percent and Hispanic Americans, 1.38 percent (SEE APPENDIX 6). OLPR's survey indicates that less than 12 percent of the personnel in academic and public libraries are minorities, although they represent a much greater share of the population pool.

Minority participation in the profession gained widespread attention during the 1960s and 1970s. Positive results were obtained in improving the opportunities for minorities through increased recruitment, legislation, funding of training programs and increased employment of minorities. Unfortunately, less national attention has been devoted to the issue in the 1980s. Minorities continue to be concentrated at beginning professional and low paying paraprofessional jobs in libraries with little chance for upward mobility and promotion. Low salaries and an ill-conceived negative image have also been detrimental in attracting and retaining minorities in the profession.

Library schools play a crucial role in the recruitment process. Developing programs offering courses and recruiting and training students for the professional or specialist degrees as well as continuing education demands are primary responsibilities for library and information science trainers. They must respond positively to the societal demands for minority personnel.

Support after recruitment is also important for minorities. The inclusion of minorities in regular programs of schools and the commitment of administrators, fellow students and faculty to minorities foster positive attitudes about library school and the profession. Increased mentoring, role modeling and other nuturing efforts should be encouraged. Barriers such as languages and stereotyping should be eliminated.

Funding sources for removing financial barriers for cultural minorities have collapsed in recent years. While the ALA Washington Office and others have remained vigilent over the years, the major funding legislation for training, i.e. HEA IIB and LSCA, have been sorely underfunded over the past decade. Alternate funding from library school is marginal at best and reflect the sad state of funding for higher education generally. Few scholarships such as ALA's Louise Giles Minority Scholarship are readily available to minorities. Smaller grants are available through minority caucuses and groups or private sources.

The President's Committee believes that new sources of support must be found in order to recruit minorities in proportion to their availability in the applicant pool. Efforts such as the minority intern programs of OLOS, REFORMA and other; proposals by NCLIS and ALISE and OLPR; and special programs by minority caucuses, library schools, libraries and other groups must be encouraged and expanded.

Beyond recruitment and initial training and hiring, the profession has a responsibility for the continued development, education, upward mobility and promotion of minorities. Institutional support and administrative release time for these activities are critical in fostering professionalism.

EMMIERT, CLENERT, LAMA, OLPR, OLOS, SCOLE and indeed all ALA units must be encouraged to continue and expand their programs in support of library personnel, especially for minorities.

RECOMMENDATIONS

1. Data on the racial, ethnic and sexual composition of library personnel in school and special libraries should be compiled. Where this information is not readily available or has not been gathered in recent years, studies patterned after similar studies conducted by OLPR for academic and public libraries should be conducted. These studies could build upon the ground work that OLPR has done on school libraries and the Triennial Salary Survey of the Special Library Association. [ALA Policy 54.2] (NCLIS # 7 & 8).

2. OLPR should be encouraged to continue to survey recruitment policies of library schools for the purpose of identifying and publicizing successful recruitment techniques through brochures and other appropriate ALA publications. Ideally, these surveys should be conducted regularly at five year intervals. If possible, this information should be combined with the OLOS course survey. [ALA Policy 56.2] (NCLIS #10)

3. Staff development opportunities, especially promotions and upward mobility for all minority librarians should be provided by libraries. ALA can provide leadership by example and advocacy to ALA members. [ALA Policy 1.2, priority 5; 54] (NCLIS # 11 & 15).

4. OLOS should continue to request and disseminate information from ALA accredited library schools about courses which focus on services and materials for cultural minorities. This survey should be completed

regularly at five year intervals. If possible information could be combined with OLPR recruitment surveys.
[ALA Policy 52.2; 56] (NCLIS #12).

5. Existing continuing education guidelines should be reviewed for the inclusion of components dealing with library service to cultural minorities. Because of our nation's demographics and our multicultural society, continuing education opportunities dealing with staff sensitivity to cultural minority communities should be made available to all library personnel, students and trustees.
[ALA Policy 56.3] (NCLIS #14).

6. Library and information service providers and trainers should be urged to explore alternative funding sources for scholarships, fellowships and assistantships for recruiting more minorities to the profession and for supporting the upward mobility of minorities. Furthermore, trainers and information providers should be encouraged to network with and support the activities of the ALA Washington Office with regard to full funding support for existing legislation, viz HEA Title IIB and LSCA.
[ALA Policy 54.2; 56.2] (NCLIS # 9, 17, 40, 41, 42).

7. Information providers, especially those serving minority populations, should be urged to support equity in funding adequate personnel (professional and paraprofessional), materials, resources, facilities and equipment. [ALA Policy 1.2, priority 2; 54.1] (NCLIS # 3, 36).

8. Librarians, including minorities, should be taught effective techniques for generating tripartite public funding to provide adequate quality services to minorities. Workshops and legislative updates should continue to be sponsored by units such as the ALA Washington Office and the Legislative Committee. Successful campaigns by state associations and related legislative activities should be more widely publicized through professional journals and ALA publications.
[ALA Policy 1.2, priority 2; 56.3] (NCLIS # 34, 36)

MATERIALS and SERVICES

In the area of library services and programs, declining budgets have placed fresh restraints on outreach and other services to indigenous minorities. Thus, the gap between the information poor and the information rich is widening at an accelerated rate. If librariies are to reverse this trend, cultural minorities must be involved the planning of library programs. Materials and resources by and about cultural minorities must be collected, disseminated an preserved if libraries are to attract minority groups. Barriers to library and information services must be removed or at least minimized.

ALA's "overarching objective [is] promoting and improving library service and librarianship". In achieving this goal, ALA recognizes its broad responsiblilities in solving critical problems and concerns of society, informing and educating people of such problems and encouraging people to critically examine societal concerns. Furthermore, ALA expressed willingness to take positions on current issues as they relate to libraries and library services. In view of ALA's stated objective of promoting and improving library service, the President's Committee on Library Services to Cultural Minorities presents the current sad state of affairs of library services to cultural minorities as a critical societal concern which demands ALA's attention.

The library and information needs of cultural minorities enjoyed a place of honor when monies flowed freely for this purpose. However as budgets tightened, services and programs to ethnocultural minorities took a noticeable backseat and in many cases were eliminated altogether. This is most unfortunate since minorities make up the masses of unserved or underserved populations. As these groups increase in numbers, it becomes even more cruical that their needs are recognized and adequately met so that minorities can intelligently and responsibly participate in the governance and economic rewards of our nation. It is a well informed society that will ensure our continued democratic society. Therefore, all barriers to library and information services must be removed or at least minimized.

A first step in the process of removing barriers is the realistic formulation of the existing library and information needs of indigenous groups. Needs assessments involving output measures are the most effective means of identifying such needs. The formulation of realistic needs requires representation of all segments of the population, particularly minorities, in the planning process. Results of needs assessments should then be translated into collecting and disseminating materials resources to meet expressed needs of the community.

Collecting materials which provide positive images of minorities involves vigilance and sensitivity to minorities by selectors, as well as the establishment of ongoing cooperative relationships with publishers and other information providers to produce and make such materials readily available to the public. To ensure full utilization, disseminating information about materials and services must involve making the community aware of the rich resources of libraries. Preserving the rich reservoir of materials by and about minorities completes the triad. Successful programs and services and

resources for cultural minorities should be aggressively publicized in professional journals, locally produced brochures and similar publications.

Many units in ALA recognize the need for library and information services for cultural minorities and provide some measure of service, however, there is some hesitancy to commit limited resources to this important issue. The Committee urges ALA to exert leadership in coordinating efforts in this area. The Committee also urges ALA to commend and encourage units such as American Libraries, the ALA Legislative Committee, AASL, ACRL, ALSC, ALTA, CLENERT, The Council Committee on Minority Concerns, EMIERT, LAMA, OLOS, OLPR, RASD, RTSD and minority caucuses to continue and expand their efforts in the area of minority library services.

To strengthen programs and services to cultural minorities, the Committee makes the following:

RECOMMENDATIONS

9. As part of determining output measures, libraries should conduct community needs assessments giving special emphasis to assessing the needs of cultural minorities. Results of these output measures should be utilized in collection development. Successful techniques in assessing the information needs of minorities should be publicized by ALA.
[ALA Policy 1.2, priority 1; 50.7, 52] (NCLIS # 1, 2, 4, 19 33).

10. Libraries must increase public awareness of their resources and services as well as promote the importance of libraries to all segments of society, especially targeting minority communities. [ALA Policy 1.2, priority 4] (NCLIS # 5, 6, 10, 22).

11. Libraries are urged to include minority representation on library boards of trustees and other policy and advisory boards to ensure that the information needs of ethnocultural minorities are considered when developing programs. [ALA Policy 3.2] (NCLIS # 18, 21).

12. The OLOS Advisory Committee should continue to survey, identify and publicize existing minority community library programs that might assist library policy makers in providing relevant minority programs and services. (NCLIS #20).

13. The ALA Administration should exercise its influence in working with organizations such as the Library of Congress to develop and implement a national, comprehensive system of bibliographical control for cultural minority resources (NCLIS # 23).

14. ALA should encourage broader resource sharing among libraries at the local, state, regional and national levels in order to strengthen local collections and increase the availability of resources by and about cultural minorities. (NCLIS #24).

15. ALA should urge libraries to remove all barriers, particularly fee charges and language barriers, to library and information services. Resolutions could also be presented at the 1989 WHCLIS, thus providing a broader forum for discussion of this issue. [ALA Policy 1.2, priority 1; 50.4; 53.1] (NCLIS #5, 25, 30, 37).

16. Where appropriate, libraries should periodically review their collection development guideline with emphasis on opportunities for including materials on the four major cultural minorities. ALA units with expertise in this area, e.g. RTSD and EMIERT, could assist in this effort by widely disseminating existing guidelines and/or serving as consultants. (NCLIS #27).

17. ALA should assist libraries in developing effectivee programs on the acquisition and preservation of minority archival materials by publicizing successful efforts, such as the cooperative microfilming project by RTSD, the Society of American Archivist and the National Preservation Office at the Library of Congress (Fisk, HI, etc.). (NCLIS #29).

18. ALA should urge libraries to preserve the rich oral tradition among cultural minorities by publicizing resources on developing successful oral history projects and disseminating information about such projects. (NCLIS #29)

19. ALA should promote the publication, production and purchase of print and non-print materials which present positive role models of cultural minorities. ALA can accomplish this by more vigorously publicizing the availability of such resources, forging coalitions with similar organizations and soliciting materials from cultural minority people and groups (e.g. EMIERT). (NCLIS # 26, 30, 31).

20. ALA should urge local, state and federal governments and the private sector to provide supplemental support for local funds used in strengthening library resources on cultural minorities, especially from funding sources such as block grants. (NCLIS # 32, 33, 35, 36, 38, 39).

21. ALA should encourage all types of libraries to incorporate funding for minority programs and services in their regular budgets, rather than financing them solely by "soft monies" such as private grants or federal monies. (NCLIS # 33, 36).

22. Whereas the charging of fees and levies for information services, including those services utilizing the latest information technologies tends to be discriminatory, particularly in publicly supported institutions, a concerted effort should be made to "...promote efforts to assure every individual access to needed information..." [ALA Policy 1.2, priority 1; 50.4] (NCLIS #37).

TWENTY-TWO RECOMMENDATIONS
of the
THE PRESIDENT'S COMMITTEE ON LIBRARY SERVICES TO MINORITIES

1. Data on the racial, ethnic and sexual composition of library personnel in school and special libraries should be compiled. Where this information is not readily available or has not been gathered in recent years, studies patterned after similar studies conducted by OLPR for academic and public libraries should be conducted. These studies could build upon the ground work that OLPR has done on school libraries and the Triennial Salary Survey of the Special Library Association [ALA Policy 54.2] (NCLIS #7,8)

2. OLPR should be encouraged to continue to survey recruitment policies of library schools for the purpose of identifying and publicizing successful recruitment techniques through brochures and other appropriate ALA publications. Ideally, these surveys should be conducted regularly at five year intervals. If possible, this information should be combined with the OLOS course survey. [ALA Policy 56.2] (NCLIS #10)

3. Staff development opportunities, especially promotions and upward mobility for all minority librarians should be provided by libraries. ALA can provide leadership by example and advocacy to ALA members. [ALA Policy 1.2, priority 5; 54] (NCLIS #11, 15)

4. OLOS should continue to request and disseminate information from ALA accredited library schools about courses which focus on services and materials for cultural minorities. This survey should be completed regularly at five year intervals. If possible information could be combined with OLPR recruitment surveys. [ALA Policy 52.2, 56] (NCLIS #12)

5. Existing continuing education guidelines should be reviewed for the inclusion of components dealing with library service to cultural minorities. Because of our nation's rapidly changing demographics and our multicultural society, continuing education opportunities dealing with staff sensitivity to cultural minority communities should be made available to all library personnel, students and trustees. [ALA Policy 56.3] (NCLIS #14)

6. Library and information service providers and trainers should be urged to explore alternative funding sources for scholarships, fellowships and assistantships for recruiting more minorities to the profession and for supporting the upward mobility of minorities. Furthermore, trainers and information providers should be encouraged to network with and support the activities of the ALA WAshington Office with regard to full funding support for existing legislation, viz. HEA Title 11-B and LSCA.
[ALA Policy 54.2, 56.2] (NCLIS #9, 17, 40, 41, 42)

7. Information providers, especially those serving minority populations, should be urged to support equity in funding adequate personnel (professional and paraprofessional), materials, resources, facilities and equipment. [ALA Policy 1.2, priority 2; 54.1] (NCLIS #3, 36)

8. Librarians, including minorities, should be taught effective techniques for generating tripartite public funding to provide adequate quality services to minorities. Workshops and legislative updates should continue to be sponsored by units such as the ALA Washington Office and the Legislative Committee. Successful campaigns by state associations and related legislative activities should be more widely publicized through professional journals and ALA publications. [ALA Policy 1.2, priority 2; 56.3] (NCLIS #34, 36)

9. As part of determining output measures, libraries should conduct community needs assessments giving special emphasis to assessing the needs of cultural minorities. Results of these output measures should be utilized in collection development. Successful techniques in assessing the information needs of minorities should be publicized by ALA.
[ALA Policy 1.2, priority 4] (NCLIS #1, 2, 4,19, 33)

10. Libraries must increase public awareness of their resources and services as well as promote the importance of libraries to all segments of society, especially targeting minority communities.
[ALA Policy 1.2, priority 4] (NCLIS #5,6, 10, 22)

11. Libraries are urged to include minority representation on library boards of trustees and other policy and advisory boards to ensure that the information needs of ethnocultural minorities are considered when developing programs. [ALA Policy 3.2] (NCLIS # 18, 21)

12. The OLOS Advisory Committee should continue to survey, identify and publicize existing minority community library programs that might assist library policy makers in providing relevant minority programs and services. (NCLIS #20)

13. The ALA Administration should exercise its influence in working with organizations such as the Library of Congress to develop and implement a national, comprehensive system of bibliographical control for cultural minority resources. (NCLIS #23)

14. ALA should encourage broader resource sharing among libraries at the local, state, regional and national levels in order to strengthen local collections and increase the availability of resources by and about cultural minorities. (NCLIS # 24)

15. ALA should urge libraries to remove all barriers, particularly fee charges and language barriers, to library and information services. Resolutions could also be presented at the 1989 WHCLIS, thus providing a broader forum for discussion of this issue.
[ALA Policy 1.2, priority 1; 50.4; 53.1 #5] (NCLIS # 5, 25,30, 37)

16. Where appropriate libraries should periodically review their collection development guidelines with emphasis on opportunities for including materials on the four major cultural minorities. ALA units with expertise in this area, e.g. RTSD and EMIERT, could assist in this effort by widely disseminating existing guidelines and/or serving as consultants. (NCLIS #27)

17. ALA should assist libraries in developing effective programs on the acquisition and preservation of minority archival materials by publicizing successful efforts, such as the cooperative microfilming project by RTSD, the Society of American Archivist and the National Preservation Office at the Library of Congress (Fisk, HI etc.) (NCLIS #28)

18. ALA should urge libraries to preserve the rich oral tradition among cultural minorities by publicizing resources on developing successful oral history projects and disseminating information about such projects. (NCLIS #29)

19. ALA should promote the publication, production and purchase of print and non-print materials which present positive role models of cultural minorities. ALA can accomplish this by more vigorously publicizing the availability of such resources, forging coalitions with similar organizations, and soliciting materials from cultural minority people and groups (e.g.EMIERT). (NCLIS 3 26,30,31)

20. ALA should urge local, state and federal governments and the private sector to provide supplemental support for local, funds used in strengthening library resources on cultural minorities, especially from funding sources such as block grants.
(NCLIS # 32, 33, 35, 36, 38 39)

21. ALA should encourage all types of libraries to incorporate funding for minority programs and services in their regular budgets, rather than financing them solely by "soft monies" such as private grants or federal monies. (NCLIS # 33, 36)

22. Whereas the charging of fees and levies for information services, including those services utilizing the latest information technologies, tends to be discriminatory, particularly in publicly supported institutions, a concerted effort should be made to "...promote efforts to assure every individual access to needed information..."
[ALA Policy 1.2, priority 1; 50.4] (NCLIS #37).

APPENDIX 1

ALA Council Resolution on the Needs of Ethnic Groups (June 25, 1979)

WHEREAS, the ethnic populations in America represent an enormous potential source for library patronage, age and

WHEREAS, there is no Federal library legislation addressed specifically and directly to the need for library services to ethnic populations, and

WHEREAS, libraries have much to offer by way of servicing and programming which could contribute to the recognition of these diverse groups and to the concept of ethnic pluralism, and

WHEREAS, these ethnic groups should be brought into the library orbit as library users so that they may in turn come to the support of libraries around budget time, and

WHEREAS, it is necessary to develop cooperation among community-based ethnic groups, private libraries, schools and institutions of higher learning,

THEREFORE BE IT RESOLVED, that Congress consider and approve legislation directed to library services which meet the needs of ethnic groups in America.

APPENDIX 2—

NATIONAL COMMISSION ON LIBRARIES AND INFORMATION SCIENCE

Task Force on Library and Information Services to Cultural Minorities

Report

RECOMMENDATIONS

LIBRARY AND INFORMATION NEEDS OF CULTURAL MINORITIES

1. Community needs assessment studies should be conducted from the library user's point of view as well as from that of the library service provider. Particular emphasis should be given to assessing the needs of cultural minorities.

2. Library and information service providers must set new goals and establish new priorities for meeting the library and information needs of cultural minorities. Further, such goals and priorities should be constantly measured and modified to satisfy the needs which they were intended to address.

3. Library and information service providers should devote some of their fundings and efforts to promoting actively specific services for cultural minorities within the community and to make sure that the library's resources and services are known.

4. Libraries must improve both qualitatively and quantitatively the services that they provide to cultural minorities and initiate services to such groups where none exist.

*5. Benefits of the new technologies in libraries must be distributed equitably among patrons from all walks of life and all strata society. Users fees for such benefits must be avoided.

6. As noted in the WHCLIS report, libraries must increase the public's awareness of their resources and/or services, and they must prepare library and information services professionals to use marketing techniques to promote public use of the library.

LIBRARY PERSONNEL

*7. Urge the American Library Association (ALA) to conduct a study of the racial, ethnic, and sexual composition of library personnel resources in school libraries.

*8. Urge the Special Libraries Association (SLA) to conduct a study of the racial, ethnic, and sexual composition of library personnel resources in special libraries.

9. Urge library schools and the profession to accelerate the recruitment of minorities. Such action carries out the intent of the WHCLIS resolution on addressing the needs of minorities in the profession.

10. Urge ALA-accredited library schools to prepare, publish, and distribute widely policies and procedures for recruiting cultural minorities in their programs.

11. Urge libraries to provide an opportunity for promotion and upward mobility for minorities who are already in the profession or who will be recruited to the profession.

12. To carry out the WHCLIS resolution further, encourage the Association of American Library Schools to direct its members to examine curricula in their schools and reevaluate their programs for courses on services and materials for cultural minorities. Where such courses do not exist, they should be added. If needed, existing courses should be expanded.

13. Urge the National Council for Accreditation of Teacher Education to include in its standards for accreditation a requirement that students have a basic understanding of multicultural, multiethnic society.

14. Urge libraries to adopt a continuing education policy and to provide opportunities for minorities to participate. Eliminate barriers to participation in such programs, such as lack of release time. Affirmative action programs should be strengthened. A program of continuing education for trustees should also be established.

15. Encourage libraries to ensure growth through staff development programs for professional and for support personnel.

16. Urge libraries and library schools to provide opportunities for minority librarians to obtain specialized skills to serve in specialist positions in libraries.

17. Seek funding from private sources and from state and federal agencies as a means of removing financial barriers for cultural minorities who wish to enter the profession. Priority funding should be for:

    a) continuing and expanding funding for professionals in ALA-accredited schools.

    b) training of staff at differentiated levels for which credit can be earned (the emphasis here is to categorize levels of funding according to career ladders and to give the highest priority to the highest level of education.)

    c) providing scholarships and fellowships which are no less than the current economic level (e.g. in 1982, $12,000 each for professionals and $6,000 each for support staff levels.)

SERVICES AND PROGRAMS

18. Urge political jurisdictions and public libraries to include minority representation on library boards of trustees and other policy-making or advisory boards to guide libraries in developing programs that address the needs of cultural minorities in the community.

19. Urge library administrators to base decisions for planning library services on the ethnic, linguistic, and cultural representation of the population (s) within the community.

20. Urge library policymakers to provide relevant library programs and services, such as basic literacy, learners' advisory programs, and community information and referral services based on the educational, cultural, social, and linguistic needs of the community.

21. Urge libraries to recruit cultural minority people as trustees, librarians, and support service employees who are representative of the population(s) within the community.

MATERIALS AND RESOURCES

22. Urge libraries to disseminate information on their resources that service the needs of cultural minorities.

23. Urge the Library of Congress to develop a national, comprehensive system of bibliographical control of cultural minority resources.

24. Urge state library agencies to establish networks and to implement other programs of resource sharing to strengthen collections of materials on cultural minorities.

*25. Urge libraries to remove the various barriers to information and services. Funds should be made available to remove/prevent those barriers that are a result of insufficient numbers of staff, cost of automated services that cultural minorities are unable to absorb, and to reverse the effects of the denial of access to information in the native tongues of some cultural minorities.

26. Urge libraries to strengthen the collections of non-print materials and to acquire a generous supply of information on the four cultural minority groups discussed in this report.

27. Urge libraries to review their materials selection policies and to access their appropriateness for building collections that include information on the four cultural minority groups.

28. Urge libraries to develop an effective program of acquisition and preservation of minority archival material. It follows also that such programs require facilities with space for archival storage, appropriate environmental control, and adequate staff with professional training in archival processing and preservation.

29. Urge libraries to provide for the preservation of the oral tradition among cultural minorities and to ensure that projects involve audio and video taping.

*30. Urge publishers and producers to encourage the publishing and production of materials that foster positive images of cultural minorities in print and non-print materials.

*31. Urge publishers to produce and market works by minority authors. A marketing study by an independent agency should be developed under the auspices of NCLIS.

FINANCING LIBRARY PROGRAMS FOR MINORITIES

33. All types of libraries should include the funding of programs and services for cultural minorities as part of their regular budget rather than rely solely on support from outside ancillary sources.

34. Public funding should be tripartite: from local, state, and federal sources.

35. Additional funding for library and information services for cultural minorities should be energetically solicited from other than governmental sources, such as from business and industry, trusts and foundations, and endowments.

36. Funding for libraries serving minority communities should provide for adequate personnel, materials, supplies, services, facilities, and equipment.

*37. Tax supported libraries should avoid changing fees that might create barriers to minorities and minority communities.

*38. States should specify that, in the block grant allocation to libraries, certain percentages of the monies be used to meet cultural minority library and information needs.

39. Libraries should also explore funding sources from the private sector for cultural minority library and information needs.

40. Library schools, ALA, and state library associations should seek from state and federal levels priority funding for scholarships and fellowships to be granted at the 1982 economic level: $12,000 for professional and $6,000 for support staff.

41. Library schools, ALA, AALS, and school media specialist training institutions should explore obtaining scholarship funds from the private sector to provide minority teachers with a professional librarianship training program.

42. ALA, Chief Officers of State Library Agencies (COSLA), and other national library and professional associations are urged to continue to work with the Congress to extend and strengthen LSCA including the new proposed Title, Library Service for American Indians, and work toward other provisions that will ensure quality library service for the other three cultural minority groups. In addition, vigorous efforts should be made to include libraries and the information infrastructure in any legislation designed to rebuild the economic and educational infrastructure of the nation.

*The eight Task Force recommendations which NCLIS declined to support.

APPENDIX 3

Academic Libraries and the NCLIS Report of the Task Force on Library and Information Services to Cultural Minorities

Prepared by the Committee on Academic Libraries
of the ALA President's Committee on Library Services to Cultural Minorities
Edith Maureen Fisher, Chair

The Committee on Academic Libraries (CAL) to the ALA President's Committee on Library Service to Minorities was created to examine the extent college and university library issues were addressed in the report of the NCLIS (National Commission on Library and Information Science) Task Force on Library and Information Services to Cultural Minorities, and to recommend a plan for action.

According to the NCLIS Task Force report's foreword "For the purpose of consistency, unless a specific type of library was indicated, (it was) assumed that each of the recommendations referred to public libraries." College and university libraries are specifically identified as a type of library only under "Funding Status" in the report's section on "Financing Library Programs for Cultural Minorities." There are five sections to the report: 1. Library and Information Needs, 2. Library Personnel, 3. Services and Programs, 4. Materials and Resources, and 5. Financing Library Programs for Cultural Minorities.

College and university libraries

The college and university library and information needs of minorities identified during the 1960 student demonstration era demanded that colleges and universities establish ethnic studies departments and library collections to support those department's programs. Since that time, the needs of minorities have been assessed haphazardly, if at all. Many of the library collections created during the demonstartion era as separate collections or as collections integrated into general library collections have either not survived or become insignificant. The 1980s technological era in college and university libraries suggests that current needs assessment of minorities is both necessary and appropriate.

Committee members:
Adele S. Dendy, Indiana University
Edith M. Fisher, University of California, San Diego (Chair)
Forrest A. Hall, California State University, Dominguez Hills
Barbara A. Jenkins, South Carolina State College
Mary H. Moreno, University of California, Davis
Anne Powers, Santa Monica City College
Colette Wagner, LaGuardia Community College

The status of minority professionals in college and university libraries is unknown, except for quantitative measures in certain catagories. Any lack of minority librarians in college and university libraries is the fault of library schools as well as the library profession. The former are not admitting enough and the latter does not recruit effectively. Both need their consciousness repeatedly raised. This has seldom happened, and as a result no real commitment to library services for minorities in college and university libraries can be expected.

Various services and programs for cultural minorities have taken place over the years in college and university libraries nationally, but they have yet to be concisely documented and collectively evaluated for effectiveness.

Materials and resources in college and university libraries on cultural minorities have, with some exceptions, primarily been studied when they were collected by Black academic libraries or when organized into separate collections. Without a national survey on the status of materials and resouces on cultural minorities in other college and university libraries, not necessarily as separate collections, it is difficult to make an accurate assessment.

Little is documented about financing for staff, services, programs, materials and resources focusing on cultural minorities in academic libraries. Much further study is needed in this area.

Initiating an Investigation:

The CAL recommends that the American Library Association (ALA) charge its division the Association of College and Research Libraries (ACRL) to initiate an investigation of college and university libraries in each of the five sections of NCLIS Task Force report. ACRL could appoint a Task Force on Academic Library and Information Services to Cultural Minorities to conduct the investigation. ACRL groups suggested for inclusion in the investigation follow.

1. Library and Information Needs of Cultural Minorities.

   Executive Committee.

   Sections
   Bibliographic Instruction Section (BIS).
   College Library Section (CLS)
   Community and Junior College Libraries Section (CJCLS).
   Education and Behavioral Sciences Section (EBSS).
   University Libraries Section (ULS).

2. Library Personnel.

Committees
Academic and Research Library Personnel Study Group (Ad Hoc Committee).
Academic Status Committee.
Continuing Education Committee.
Continuing Education Courses (Advisory Committee).
Membership Committee.
Research Development (Ad Hoc Committee).
Standards and Accreditation Committee.

3. Services and Programs.

Committees
Performance Measures for Academic Libraries (Ad Hoc Committee).
Standards and Accreditation Committee.

Sections
Bibliographic Instruction Section (BIS)
College Libraries Section (CLS)
Community and Junior College Libraries Section (CJCLS) -
Services to Disadvantaged Students Committee.

4. Materials and Resources.

Committees
ACRL Nonprint Media Publications - Editorial Board.
ACRL Publications in Librarianship - Editorial Board.
Audiovisual Committee.
"Books for College Libraries", Third Edition (Ad Hoc Committee).
"Choice" - Editorial Board.
"College and Research Libraries" - Editorial Board.
"College and Research Libraries News" - Editorial Board.

5. Financing Library Programs.

Executive Committee.

Committees
Legislation Committee.
Planning Committee.

Chapters
Legislative groups of state chapters.

A Selective Bibliography on Academic Libraries and Cultural Minorities

1. Library and Information Needs of Cultural Minorities:

Josey, E. "The role of the academic library in serving the disadvantaged student." Library Trends 20: 432-444, 1971.

2. Library Personnel:

Employment

American Library Association. Office for Library Personnel Resources. The Racial, Ethnic, and Sexual Composition of Library Staff in Academic and Public Libraries. Chicago: American Library Association, 1981.

Cabello-Argandona, R. "Academic Librarianship and the Chicano." In Josey, E. Opportunities for Minorities in Librarianship. Metuchen: Scarecrow, 1977. p. 42-56.

Johnson, R. "Academic libraries - affirmative action." In Wedgeworth, R., ed. ALA Yearbook Chicago: American Library Association, 1981.

Kawakami, T. "Asian American Academic Librarians." In Josey, E. Opportunities for Minorities in Librarianship. Metuchen: Scarecrow, 1977. p. 146-154.

Luethe, M. Status of Women and Ethnic Minorities Employed in Libraries of California State University and College System. Master's thesis, California State University at Hayward, 1974. ED 127 984.

Mapp, E. "From My Perspective: A Social Responsibility." In Josey E. The Black Librarian in America Metuchen: Scarecrow, 1970. p. 184-190.

Marshall, A. "The Search For Identity." In Josey, E. The Black Librarian in America . Metuchen: Scarecrow, 1970. p. 173-183.

Quarterman, P. "The Black Librarian and Academia." In Josey, E. Opportunities for Minorities in Librarianship. Metuchen: Scarecrow, 1977. p. 87-94.

Shockley, A. "A Soul Cry For Reading." In Josey, E. The Black Librarian In America. Metuchen: Scarecrow, 1970. p. 2250233.

Smith, J. "The Four Cultures." In Josey, E. The Black Librarian in America. Metuchen: Scarecrow, 1970. p. 191-204.

Totten, H. "Put Sinews in the Wings of the Eagle." In Josey E. The Black Librarian in America. Metuchen: Scarecrow, 1970. p. 216-2224.

Townley, C. "Native American Academic Librarians." In Josey, E. Opportunities for Minorities in Librarianship. Metuchen: Scarecrow, 1977. p. 19-27.

University of California, San Diego. "Job Group L: Librarians." Academic Affirmative Action Plan. University of Californai, San Diego, 1984. p. 103-104.

Walters, M. "A Black Library in a White University." In Josey, E. What Black Librarians Are Saying. Metuchen: Scarecrow, 1972. p. 96-106.

Webster, D. and Putnam, W. A Survey of the Recruitment, Staff Development and Minority Employment Practices of Research Libraries. Washington: Association of Research Libraries, 1972.

3. Services and Programs:

Cabello-Argandona, R. and Haro, R. Systems Analysis of Library and Information Services to the Spanish-Speaking Community of the United States. Los Angeles: University of California, 1977. ED 143 368. Also published in Urzua, R. Library services To Mexican Americans: Policies, Practices and Prospects. Austin: National Educational Laboratory Publishers, 1977. ED 151 110. P. 1-36.

Dudley, M. Chicano Library Program. Based on the "Research Skills in the Library Context" Program Developed for Chicano High Potential Students in the Department of Special Educational Programs. Los Angeles: University of California, 1970. ED 045 105.

Fisher, E. "Libraries: an ethnic approach." Melus 3(4): 10-11, 1976.

Fisher, E., Lindvall, K., and Tong, B. "Ethnic and Area Studies Collections: Patterns, Decisions, and Rationales for Establishing, Maintianing, and Providing Access." Unpublished report. San Diego: Librarians Association of the University of California, 1982.

Haro, R. "Academic library services for Mexican Americans." College and Research Libraries 33(6): 454-462, 1972.

Henry J. "Organizing and maintaining a Native American reference library." In Henry, J. American Indian Reader: Education. San Francisco: Indian Historian Press, 1972. ED 058 982. p. 275-291.

Knowles, E. "A Study of the History, Development, and Status of Ethnic Studies Collections in Ten California Academic Research Libraries." Unpublished Concept Paper for Field Research. Simmons College Graduate School of Library and Information Science, 1984.

Nakanishi, D. and Leong, R. "Toward the second decade: A national survey of Asian American studies programs in 1978." Amerasia 51(1): 1-19, 1978.

Narrative Evaluation Report on the Institute for a Multi-media Approach to Library Services for the Spanish-Surnamed at Colorado State College, Greeley. Greeley: Colorado State College, 1970. ED 089 752.

National Education Resources Institute. A Systems Analysis of Southwestern Spanish-speaking Users and Nonusers of Library and Information Services Developing Criteria to Design an Optimal Model Concept Final Report. Washington: Bureau of Libraries and Educational Technology, 1972. ED 066 173.

Padilla, R. Providing Library Services for the Chicano Studies Program at the University of California, Berkeley. Policy Issues and Recommendations. Berkeley: University of California, 1973. ED 164 147.

Paul J. "Changing Library Services in Response to Chicano Student Needs: The Chicano Library REsource Center at San Jose State University." California Media and Library Educators Association Journal 6: 22, Spring 1983.

Pearson, R.C. and Frandsen, R. "Library Instruction in the Multi-Cultural Setting." Hawaii Library Association Journal 40: 33-36, 1983.

Smith, J. "Impact of Black Studies programs on the academic library." College and Research Libraries 30: 87-96, 1972.

Suter, J. Responses of Academic Librarians in the Southwest to Mexican American Undergraduates. Unpublished dissertation, Indiana University, 1972.

Taylor, C. Contributions of Black Academic Libraries in Providing Service to the Black Communities. Unpublished dissertation, Florida State University, 1980.

Townley, C. A Preliminary Study of Library Programs Related to American Indian Studies Programs in Colleges and Universities. Santa Barbara: University of California, 1971. ED 060 982.

Wynar, L. "Ethnicity and librarianship: Special issues and current problems." Ethnic Forum: Bulletin of Ethnic Studies and Ethnic Bibliography 1(1): 8-12, 1980.

Standards

Josey, E. "Negro college libraries and ACRL standards." Library Journal 88: 2989-2996, 1963.

Stevenson, R. "Standards for Library Resources in Black Studies Accreditation." Unpublished report. National Council for Black Studies, Accreditation Committee, 1983.

4. Materials and Resources:

Bullock, E. "The Democratization of the Urban University Library." In Josey C. What Black Librarians Are Saying . Metuchen: Scarecrow, 1972. p. 90-95.

Cunningham, W. "Black Materials: Time for a National Plan". In Josey, E. What Black Librarians Are Saying. Metuchen: Scarecrow, 1972. p. 96-106.

Fisher, E. "Academic Library Collection Development in Ethnic Studies: Issues for Concern." Bookmark 41(1): 32-36, Fall 1982.

Fisher, E. "Investigating Special Problems in the Acquisition of Ethnic Resources Collections." Unpublished paper. International Federation of Library Associations Pre-Conference, 1984.

Greenberg, M. and Tarin, P. "Ethnic Services Task Force Collection Evaluation Project." A report submitted to the California State Library, 1982.

Jordan, C. "Black academic libraries - state of affairs, and selected annotated bibliography of black academe and its libraries." In Smith, J., ed. Library and Information Services for Special Groups. New York: Scientific Associates/International, 1974.

Jordan,C. "Black Rage and Black Academic Libraries." In Josey, E. What Black Librarians Are Saying. Metuchen: Scarecrow, 1972. p. 107-112.

Josey, E. "The Future of the Black College Library." In Josey. and Shockley, A Handbook of Black Librarianship. Littleton: Libraries Unlimited, 1977. p. 127-133.

Josey, E. and DeLoach, M. Ethnic Collections in Libraries. New York: Neal-Schuman, 1983.

Josey, E. And Shockley, A. "Black Academic Libraries." In Josey, E. and Shockley, A. Handbook of Black Librarianship. Littleton: Libraries Unlimited, 1977. p. 245-252.

Kaiser, E. "Library Holdings on Afro-Americans." Includes section on "United States University Library Holdings on the American Blacks." In Josey, E. and Shockley, A. Handbook of Black Librarianship. Littleton: Libraries Unlimited, 1977. p 228-245.

Perry, M. "Pinhead Libraries and Librarians, In Praise of." In Josey, E. What Black Librarians Are Saying. Metuchen: Scarescrow, 1972. p. 113-119.

Randall, A. African American Resources in American Libraries: Collection Development, Reader Services, and Administrative Factors. Unpublished dissertation, Columbia University, 1977.

Smith, J. Black Academic Libraries and Research Collections: A Historical Survey. Westport: Greenwood Press, 1977.

Smith, J. Narrative Evaluation Report on the Institute on the Selection, Organization, and Use of Materials By and About the Negro at Fisk University. Nashville: Fisk University, 1970. ED 088- 483.

Networks

Craft, G. Communications Network Systems in Selected Negro State Supported College and University Libraries. Ph.D. dissertation, Southjern Illinois University at Carbondale, 1976.

Florida Agricultural and Mechanical University; Urban Resource Systems. A National Network for the Acquisition, Organization, Processing and Dissemination of Materials By and About Blacks. Washington: Bureauu of Libraries and Educational Technology, 1974. ED 089 784.

5. Financing Library Programs:

National Commission on Libraries and Information Science. "Financing Library Programs for Cultural Minorities, Funding Status - College and University Libraries." In National Commission on Libraries and Information Science, Report of the Task Force on Library and Information Services to Cultural Minorities. Washington: National Commission on Libraries and Information Science, 1983. p. 70

APPENDIX 4

Groups Contacted and/or Responding to the President's Committee

ALA Administration

American Libraries
Office for Intellectual Freedom (OIF)
Office for Library Outreach Services (OLOS)
Office for Library Personnel Resources (OLPR)
Public Information Office (PIO)
Washington Office

ALA Divisions

American Association of School Librarians (AASL)
Association of College & Research Libraries (ACRL)
Association for Library Service to Children(ALSC)
American Library Trustee Association (ALTA)
Association of Specialized & Cooperative Library Agencies (ASCLA)
Library Administration & Management Association (LAMA)
Public Library Association (PLA)
Reference & Adult Services Division (RASD)
Resources & Technical Services Division (RTSD)
Young Adult Services Division (YASD)

ALA Round Tables:

Continuing Library Education Network & Exchange Round Table (CLENERT)
Ethnic Materials Information Exchange Round Table (EMIERT)

ALA Affiliates/Minority Caucuses:

American Indian Library Association (AILA)
Asian/Pacific American Librarians Association (APALA)
Black Caucus of ALA (BCALA)
Chinese-American Librarians Association (CALA)
REFORMA (National Association to Promote Library Services to the Spanish Speaking)

Other:

ALA Legislative Committee
Committee on Accreditation (COA)
Council Committee on Minority Concerns
Standing Committee on Library Education (SCOLE)

Chief Officers of State Library Agencies (COSLA)

Committee on the Status of Women in Librarianship (COSWL)

Several individual also responded

Appendix 5

Selected Response Letters

December 20, 1985

Ms. Marva L. DeLoach
Mr. Albert Milo
Co-chairpersons
ALA President's Committee on
Library Services to Minorities
American Library Association
50 East Huron Street
Chicago, IL 60611

Dear Ms. DeLoach and Mr. Milo:

During its fall meeting in Washington, D.C., December 1-3, 1985, the Committee on Legislation gave thoughtful consideration to the special report, "Equity At Issue," (CD #40) prepared by the ALA President's Committee on Library Services to Minorities. Since several of the report's findings and recommendations dealt either with the federal legislative program in support of libraries or with the work of the ALA Washington Office, the Committee on Legislation members would like to share with you their comments concerning the following items in the document:

Finding #5 (p. 10)

The Legislation Committee is aware that the express purpose of the current Higher Education Act II-B program is aimed toward the recruitment of students who are considered underrepresented, either because they are members of a cultural and ethnic minority or because of a physical handicap. We do not believe that the nation's library schools are applying for federal aid for any students other than those of the underrepresented groups, as defined by federal regulations. What is more to the point in the decrease of minority scholarships is the decrease of actual dollars made available for HEA II B scholarship aid. In 1967, funding for II-B, including both training and research, amounted to $7.4 million; in 1969, II-B received $8.25 million, a figure which ten years later dropped to $2 million; and was only $667,000 in FY 1985.

The Legislation Committee has been long cognizant of the efforts of the ALA Washington Office to increase the funding in this program to a more substantive level. Given that the priority for federal funding is still underrepresented groups, the program needs only fiscal vitality to make it more effective.

One sugestion made by our members in urging Congress to fund the program more generously is a more effective reporting program from the nation's library schools detailing the success of students recruited from minority backgrounds. Who were the beneficiaries of the program; what are they now doing in their professed careers? Letters, even informal memoranda, addressed to their respective Congressmen from the nation's deans and directors could do much to enhance the efforts of the Washington Office in seeking increased appropriations for this program.

Finding #9 (p.14) and Finding #10 (p. 15)

The Legislation Committee shares the concerns of the President's Committee over the limited resources available to minority groups. The Legislation Committee has been responsible for making clear our case concerning funds administered under the Library Services and Construction Act (LSCA), the principal federal program in support of public libraries. During the first term of President Reagan's administration and continuing in the second, no funds for this program have been requested in the Administration budget. In each of these budget years, however, Congress has made its own appropriations for public library services and in many states sizeable portions of the funds have been used for such purposes as library programs for readers of limited ability or else for non-English speaking Americans, for the reading enhancement of children, young people, and adults who are economically disadvantaged, and for other purposes of a similar nature. The current wording of LSCA specifically designates Indian tribes, including Alaskan and Hawaiian natives. Elsewhere the statute calls attention to the needs of the disadvantaged and other groups needing special remedial service.

In addition, the committee on Legislation has supported HEA Title II, and the Title III program for developing institutions, both of which include provisions to aid minorities.

Recommendation 27 (p. 20)

During the Annual Conference in New York City, the Committee on Legislation, in cooperation with the Chapter Relations Committee, plans to sponsor a workshop featuring the legislative activities of the New York Library Association (NYLA). A part of that program will be devoted to consideration of the role of fiscal federalism in involving support for minorities. It should be added that in certain states like New York, aid was made available to disadvantaged state residents some years before the economically disadvantaged were specifically cited in the federal legislation.

Recommendation 32 (p. 20)

The ALA Washington Office will continue to request aid from Congress for the support of federally funded scholarships for students from underrepresented groups. It is our hope that the deans and directors of the nation's library schools will, in writing to their respective Congressmen, make available copies of their information letters to the ALA Washington Office.

The Committee on Legislation wishes to express its thanks to the President's Committee for its work in preparing an important and useful report. It is our hope that our comments and suggestions may aid in the amplification of the report and in the circulation of its fingings.

Respectfully submitted for the Committee.

Sincerely,

R. Kathleen Molz
Chairperson
ALA Legislation Committee

TO: Marva DeLoach and Al Milo
Co-Chairs, President's Committee on
Library Services to Minorities

FROM: Ann Randall, Chair
Council Committee on Minority Concerns

RE:

DATE: January 21, 1986

At the Midwinter meeting the Council reaffirmed its endorsement of CD 40 "Equity At Issue", in principle, subject to our consideration of the final action document.

Recommendations addressed to the Committee on Minority Concerns will be accepted as feasible. The following suggestions are offered to facilitate implementation:

1. that recommendations be grouped by the ALA unit responsible for action;

2. that the wording be changed to reflect the responses after negotiation has occurred with the responsible units;

3. that your committee consider order of priority;

4. that jurisdictional questions be investigated;

5. that financial implications be noted or referred for action, based upon the data available.

Members of the committee are enthusiastic about the intent, and we will be available to comment on further drafts. In your update on the report, you will need to modify the request that CMC report on progress by June 1986.

Best regards.

REFORMA

National Association to Promote Library Services to the Spanish Speaking

Feb 3, 1986

President's Committee on Library Services on Library to Minorities
Committee Chairs
c/o O.L.O.S.
American Library Association
50 E. Huron St.
Chicago, IL 60611

Dear Committee Chairs,

This letter is in responce to your request for feedback on the document entitled "Equity at Issue: Library Services to the Nation's Major Minority Groups, 1985". The finding sections of the report is excellent as it verifys our experiences in working with Latino communities across the nation. One of the major strengths of the report is that it identifies the parties responsible for specific areas of concern. This is absolutely critical in clarifying for the minority community who the appropriate person, committee or agency is that can bring about positive change.

The general recommendations provide for the Minority Concerns Committee to review and monitor ALA's progress in responding to the recommendations when the document is approved by Council. Although we support the concept, we are wondering how feasible it is for the Committee on Minority Concerns to really pressure groups to comply with the specific recommendations? Perhaps only time will tell how effective they will be in this regard.

REFORMA has had adequate input in the development of the document through committee members and we are pleased with the results. "Equity at Issue" is a solid document that we can use as a reference point for establishing library policy in servicing minority communities. Therefore, REFORMA strongly supports the thirty-three specific recommendations outlined in the document. We encourage the committee to contact us if we can be of any futher assistance in presenting the document to the ALA Council.

Sincerely,

Susan C. Luevano

Susan C. Luevano
President

cc: Executive Board

SL/ra

An affiliate of the American Library Association

TO: President's Committee on Library Services to Minorities

FROM: Kathleen Heim, OLPR Advisory Committee Chair;
Margaret Myers, OLPR Director

RE: "Equity at Issue: Library Services to the Nations's Major Minority Groups"

DATE: April 23, 1986

The Office for Library Personnel Resources (OLPR) Advisory Committee and staff have reviewed your Council report (1984-85 CD #40), particularly in relation to the recommendations to ALA units (pp. 18-21). At this time, we are reporting on OLPR activities which address specific recommendations.

1. Recommendation no. 6: Study of racial/ethnic composition in school libraries.

As you know, OLPR published a report on the racial/ethnic/sexual composition of professional library staff in academic and public libraries in 1981. We have just updated this study with a new survey; the report should be available by late spring. We will send you a copy when published. We plan to submit a summary article to American Libraries. Last fall when we were preparing to do the survey, we considered the feasibility of including school and special librarians. The problems involved in sampling these populations and the additional costs involved caused us to keep the academic and public library focus. We did, however, call a number of education associations and groups to determine if anyone is collecting minority librarian data along with other teacher information. None appear to be doing this. Several state school library supervisors indicated it might be possible to pull out this data from EEO reports. We will follow-up to see if some information can be assembled from these sources.

2. Recommendation no. 7: Review of OLPR 1983 minority recruitment survey.

The OLPR Advisory Committee submitted a proposal to carry out an "Each One, Reach One" minority recruitment campaign to the 1985 ALA World-Book Goal Award jury. This was not funded, but OLPR resubmitted a revised proposal to the 1986 jury. Enclosed is a copy. We should know by May if this is funded. Changes were made in the proposal based on the minority recruitment hearing sponsored by OLPR at the 1986 Midwinter Meeting. You will receive a summary of that session. If the project is not funded, we will determine if alternative funds can be obtained to implement the activities outlined in the proposal.

3. Recommendation no. 8: Library school minority policies and procedures.

Although COA is asked to carry out a survey of library school minority recruitment policies and procedures, we feel that the 1983 OLPR survey did address this to an extent. The survey was noted in American Libraries and distributed to a large number of individuals and groups who requested this. As part of the proposed Goal Award project, we would be identifying and publicizing library school minority recruitment scholarship monies, specific contact persons for minority referrals, and other school efforts in this area.

4. Recommendation no. 9: LAMA workshops on promotion and upward mobility for minority librarians, and Recommendation no. 13: Staff development workshop.

OLPR has an ongoing liaison with LAMA Personnel Administration Section and will be discussing coordination of personnel-related workshops with the PAS Executive Committee at the Annual Conference this summer. OLPR is also considering expanding career development activities to include a career planning pamphlet series, possible career planning workshops, and a peer career resource network. While they would be available to all librarians, these activities can be publicized through the minority caucuses in a special effort to reach minority librarians.

The OLPR Advisory Committee expressed support for the concept of a minority intern program at ALA as outlined by Jean Coleman at the Midwinter Meeting. If funded, OLPR would be interested in having an intern in its office.

5. Recommendation no. 12: Monitoring ALA policy #56.3 on continuing education.

OLPR staff provides liaison services to the ALA Standing Committee on Library Education which is the group monitoring Policy #56.3. SCOLE has a position paper on CE which will be distributed to units for discussion later this spring.

6. Recommendations no. 14 and 32: Increased funding for minority scholarships.

Although these recommendations are directed to the Committee on Minority Concerns, and Washington Office, OLPR would be identifying available scholarship funding as part of its Goal Award proposal. The SCOLE annual Financial Assistance for Library Education director currently identifies sources of minority scholarships. Perhaps more discussion can be held on how additional funding can be developed for minority scholarships. OLPR acts as

staff liaison to the Louise Giles Scholarship jury; generally two $3,000 scholarships are awarded each year through this program. President Beverly Lynch has designated that proceeds from the 1986 President's Dance go to the Clift and Giles Scholarship fund which may result in more scholarship awards being available through the ALA Scholarship program.

At the 1986 Midwinter Meeting, the Giles Scholarship jury developed a number of recommendations to provide support to applicants not chosen. The OLPR Advisory Committee will assess these for possible action and recommendations to the Awards Committee.

Appendix 6

A Crisis In Librarianship: The Decline in the Number of Minorities Entering the Profession Since 1979, Summary Statistics

by

Lorene B. Brown
Scohho of Library and Information Studies
Atlanta University
Atlanta, Georgia

Presented At the meeting of
the Black Caucus of the American Library Association
January 19, 1986
Chicago, Illinois

TABLE I

THE DECREASE IN MINORITY LIBRARY SCHOOL
GRADUATES HOLDING MASTER'S DEGREES
FROM 1979 to 1984

Year	Number of Minority Graduates	Percentages	Decrease in Numbers Since 1979	Decrease in Percentages Since 1979	* Total Number of Graduates
1979	369	9.63	---	---	3829
1980	363	9.65	- 6	- 0.08	3758
1981	349	9.16	- 20	- 5.70	3795
1982	217	5.38	-152	-41.00	4028
1983	220	5.84	-149	-40.00	3784
1984	221	6.01	-148	-40.00	3674

* Includes students not identified by ethnic origin.

TABLE 2

NUMBER OF MINORITY GRADUATES HOLDING
THE MASTER'S DEGREES BY ETHNIC
ORIGIN FROM 1979 TO 1984

Year	BLACK		ASICAN & PACIFIC ISLANDER		HISPANIC		AMERICAN INDIAN & ALASKAN NATIVE		* Total
	Number	Percentage	Number	Percentage	Number	Percentage	Number	Percentage	Number
1979	175	4.57	118	3.08	66	1.72	10	.26	3829
1980	170	4.52	125	3.32	53	1.41	15	.39	3758
1981	161	4.21	117	3.08	62	1.63	9	.23	3795
1982	120	2.97	55	1.36	37	.09	5	.12	4028
1983	121	3.19	54	1.45	38	1.00	7	.18	3784
1983	99	2.70	66	1.80	51	1.38	5	.13	3674

* Includes students not identified by ethnic origin.

TABLE 3

THE INCREASE AND/OR DECREASE OF MINORITY
LIBRARY SCHOOL GRADUATES BY ETHNIC ORIGIN
HOLDING THE MASTER'S DEGREES FROM 1979 TO 1984

	BLACK			ASIAN & PACIFIC ISLANDER			HISPANIC			AMERICAN INDIAN & ALASKAN NATIVE		
ear	Number	+ or - Number	+ or - Percentage	Number	+ or - Number	+ or - Percentage	Number	+ or - Number	+ or - Percentage	Number	+ or - Number	+ or - Percentage
979	175	--	--	118	--	--	66	--	--	10	--	--
980	170	- 5	- .28	125	+ 7	+ .59	53	-12	-18.00	15	+5	+50.00
981	161	-15	- .85	117	- 1	- .08	62	- 4	- 6.00	9	-1	-10.00
982	120	-55	-31.00	55	-63	-53.00	37	-29	-43.00	5	-5	-50.00
983	121	-54	-30.00	55	-63	-53.00	38	-28	-42.00	7	-3	-30.00
984	99	-76	-43.00	66	-52	-44.00	51	-15	-22.00	5	-5	-50.00

TABLE 4

HEA TITLE II-B FUNDING
AND THE NUMBER OF FELLOWSHIPS
AWARDED FROM 1979 TO 1984

Year	Funds	*Number of Fellowships Awarded to Minorities	Number of Minority Graduates
1979	$1,054,550	105	416
1980	667,000	72	384
1981	667,000	51	384
1982	639,050	46	234
1983	640,000	47	241
1984	638,800	45	253

* Total Fellowship Awards to Bachelor's, Master's, Post-Master's and Doctoral

TABLE 5

NUMBER OF BLACK LIBRARY SCHOOL GRADUATES
AND NUMBER OF TITLE II-B FELLOWSHIPS
AWARDED TO THEM FROM 1979 TO 1984

Year	Number of Graduates *B	M	PM	D	Total Number of Graduates	Fellowships Awarded
1979	13	175	16	1	205	73
1980	4	170	5	3	182	49
1981	4	161	9	8	182	41
1982	4	120	4	3	131	29
1983	3	121	2	10	136	35
1984	12	99	3	10	124	29

* Bachelor's = B Post Master's = PM
Master's = M Doctoral = D

A SELECTED BIBLIOGRAPHY

American Library Association. Asian American Librarians Caucus. "A Survey Report of the Public Library Services to Asian Americans." Journal of Library and Information Science. 3 (2) (1977): 177-91.

American Library Associaton. Office for Library Personnel Resources. Minority Recruitment Survey of ALA Accredited Library Education Programs: Summary Report. Chicago, IL: ALA, 1983.

American Library Association. Office for Library Personnel Resources. The Racial, Ethnic, and Sexual Composition of Library Staff in Academic and Public Libraries. Chicago, IL: ALA, 1981.

American Library Association. Office for Library Outreach Services. "Library Courses on the Disadvantaged." unpublished paper, Chicago, IL: ALA 1980. A survey of librray education courses offered during the 1980-81 school year.

American Library Association. President's Committee on Library Services to Cultural Minorities. Subcommittee on Academic Libraries. "Academic Libraries and the NCLIS Report of the Task Force on Library and Information Services to Cultural Minorities." 1985. (For text of this report see Appendix 3).

Berry,John. "ALA's Midwinter Honeymoon" Library Journal (December 1985):8. Mentions the ALA Council's consideration of the report of the President's Committee on Library Services to Minorities.

"Boyle Heights and Beyond." New Yorker Magazine, September 14, 1981, pp. 116-54.

Brown, Lorene B. "A Crisis in Librarianship: The Decline in the number of Minorities Entering the Profession since 1979." Chicago, IL, January 19, 1986. An unpublished paper presented at the program of the Black Caucus of the Americn Library Association in conjunction with the 1986 ALA Midwinter Conference held in Chicago.

Cabello-Argandona, Roberto and Haro, Roberto P. System Analysis of Library and Information Services to the Spanish Speaking Community of the United States. (Pamphlet Series No.3). Los Angeles, CA: UCLA, Chicano Studies Center, 1977. Low enrollment of Spanish speakers in library schools directly affects the amount of information resources available to U.S. Hispanics. Investigates the situation faced by professionals in library science who are attempting to build public and academic library services.

Chang, Henry C. and Har-Nicolescu, Suzine. Needs Assessment Study of Library Service for Asian American Community Members in the United States. Washington, DC: National Commission on Library Information Services, 1983. Describes (1) the library and information needs of Asian Americans, and how they differ from the needs of the majority population,(2) whether these needs are being met, and (3) how librarians are preparing for the anticipated growth of these needs.

Chabran, Richard. Hispanic Bibliographic Projects: A Survey. Ann Arbor, MI: National Chicano Research Network.

34 Hispanic bibliographic projects were surveyed to determine possible members of a consortium that could establsih an Hispanic database. 65% of the projects focus on Hispanics in the United States, thus filling a need not met by traditional bibliographic institutions.

Cohen, David. Multi-Ethnic Media: Selected Bibliographies in Print. Chicago, IL: ALA. Office of Library Service to the Disadvantaged, 1976. Includes an annotated bibliography of bibliographic essays covering such subjects an minorities in children's books, racism, minority literature and cultures, minority self-concept, sexism, minority authors, library service, intercultural understanding, and textbooks. American Blacks, Spanish-speaking, Asians, Indians, and Jews are heavily emphasized.

"A Disparity Exists..." Library Journal (August 1985): 43. Brief summary of "Equity at Issue", the report of the ALA President's Committee on Library Services to Minorities.

Dyer, Esther and Robertson-Kozan, Concha. "Hispanics in the U.S.: Implications for Library Service." School Library Journal 29(8) (April 1983): 27-9. Focuses on the socio-economic, cultural, and informational needs of Hispanic Americans based on 1980 Census. The development of bilingual education and the role of the library in developing programs which best serve the Spanish-speaking and its youth are also covered. 4 refs.

Falciano, Kathleen and Guymup, Polly. "U.S. Population Characteristics: Implications for Libraries." Wilson Library Bulletin, 59 (1) (September 1984): 23-6. Examines several population trends important to the library community suggested by "1980 United States Census of Population."

Garcia-Ayvens, Francisco and Chabran, Richard F. Chicano Perspectives on Library Service in the United States. Berkeley, CA: University of California, Chicano Studies Library Publications Unit, 1984. The proceedings of the National Symposium for Academic Library Services for Chicanos held in conjunction with the 1981 ALA Annual Conference in San Francisco. Includes public and academic library services, database services, library instruction, and professional organizations. Extensive bibliography.

Gill, Gerald R. Meanness Mania: the Changed Mood. Washington, DC: Institute for the Study fo Educational Policy, Howard University, 1980. An important commentary on developments in the social, political, cultural and economic affairs of the United States.

Haro, Roberto P. and Smith, Elizabeth Martinez. "Si Se Puede! Yes, It can be Done." Wilson Library Bulletin. 53(3) (November 1978): 228-59. A special issue of articles describing library services for the Spanish-speaking. Libraries in El Paso, Miami, and the Chicago suburbs are included.

Heyser, Richard G. and Smith, Lotsee. "Public Library Service to Native Americans in Canada and the Continental United States." Library Trends. (Fall 1980):

Hirschfelder, Arlene B. American Indian Stereotypes in the World of Children: A Reader and Bibliography. Methuchen, NJ: Scarecrow Press, 1982.

Josey, E.J. and Peeples, Kenneth E. Opportunities for Minorities in Librarianship. Metuchen, NJ: Scarecrow Press, 1977. A collection of 20 articles dealing with such topics as recruitment as well as minority librarians working in public, academic, special, and school libraries.

"Library Services for the Spanish Speaking." Catholic Library World. 53(8) (March 1982): A brief review of the increased need for library services to Hispanics. Library schools and the ALA can play a crucial role in providing quality library services for the Spanish-speaking. Programs at several library schools are mentioned. 2 refs.

McIsaac, Marina Stock et al. "Native American School Library Professionals: An Unmet Need." School Library Journal. 30 (5) (January 1984): 38-41. Suggestions for improving school library services to Native Americans. Examines 3 areas: important events in library development since the 1950's; Native American needs for information; roles of reservation-based media specialist. 14 refs.

"Minority Librarianship Research: A State-of-the-Art Review." Library and Information Science Research. 5(1) (Spring 1983): 5-65. Review of research on Afro-American, American Indian, Asian American, and Mexican American Librarianship. Provides an overview of early developments, the civil rights era, contemporary developments, and professional organizations. 242 refs.

National Commission on Libraries and Information Science. Report of the Task Force on Library and Information Services to Cultural Minorities. Washington, DC: NCLIS, 1983.

National Commission on Libraries and Information Science. The Role of Fees in Supporting Library and Information Services in Public and Academic Libraries. Washington, DC: NCLIS, 19856.

National Commission on Student Financial Assistance. Signs of Trouble and Erosion: A report on Graduate Education in America. New York, NY: New York University, Office of External Affairs, Graduate Education Report, 1984.

Sims, Rudine. Shadow and Substance: Afro-American Experience in Contemporary Children's Fiction. Urbana, IL: National Council of Teachers of English, 1982. (ED 215 369) A survey of 150 books of contemporary realistic fiction about Afro-Americans in children's literature. Provides the foundation for better informed selections of literature for and about the Black community.

United States. House of Representatives. Committee on Education and Labor. Oversight Hearings on the Reauthorization of the Library Services and Construction Act. Hearings before the Subcommittee on Postsecondary Education of the Committee on Education and Labor. Washington, DC: March 15-17,1983.

Urzua, Roberta: Cotera, Martha P.; and Stupp, Emma Gonzalez. Library Services to Mexican Americans: Policies, Practices and Prospects. Las Cruces, NM: New Mexico State University, 1984. A collection of 12 articles dealing with library boards, bilingual education, and periodicals.

Williams, Benjamin R. The Black Child, the World of Sports, and the Public Library: A Personal Observation. Bethesda, MD: ERIC Document Reproduction Service, 1981. (ED) Argues that the media causes Black youths to indulge in school athletics as the key to fame and financial security. Public libraries offer Blacks resources to supplement their education.

1) To receive notices. 2) To attend meetings. 3) To speak. 4) To vote. 5) To present motions, resolutions, or other business. 6) To nominate. 7) To be a candidate for office. 8) To resign, if all obligations to the organization have been fulfilled. 9) To have a hearing before expulsion or other penalties are applied. 10) To inspect official records of the organization. 11) To insist on the enforcement of the rules of parliamentary law. 12) To exercise any other rights given by the constitution or rules of the organization.

b. Require chapters to certify that they are meeting these requirements. Chapters may request of the Council postponement of application of this provision for a period of time not to exceed three years. If they are unable to do so, or the Council is not satisfied that they are following the policies prescribed, such chapters shall be asked to withdraw until the provisions can be complied with.

3. Concerning Institutional Membership, the Council shall--

a. Pursue with diligence the study of access to libraries so that factual data on this subject are collected.

b. Make public promptly the results of this study.

c. Urge libraries which are institutional members not to discriminate among users on the basis of race, religion, or personal belief, and if such discrimination now exists to bring it to an end as speedily as possible.

d. Advise libraries applying henceforth for institutional membership of the Association's attitude toward and general policies relating to access to libraries and that in accepting institutional membership they are also accepting the responsibility for working toward free and ready access to libraries by all persons regardless of race, religion, or personal belief.

AMERICAN LIBRARY ASSOCIATION

Item: CIVIL RIGHTS *Item Number:* 101.1

Approved by: ALA Council *Page:* 1 *of* 2

Issue Date: June, 1962 *Supersedes:*

Discrimination - racial

Upon recommendation of the Executive Board and the Committee on Intellectual Freedom the following statement was adopted by the Council and later amended by the Membership:

In a free society, a library is one of the primary instruments through which citizens gain understanding and enlightenment. The institution, the people who work for it, and the professional associations with which they identify themselves should be worthy examples of the high principles which libraries endeavor to promote.

The American Library Association holds that so long as one librarian is unable to make his full contribution to the library profession by reason of racial, religious, or personal belief, and so long as one individual citizen cannot realize this full potential as a useful member of society because of such artificial barriers, the welfare of the nation is diminished. The Association cannot fulfill its obligations until it obtains the same rights and privileges for all its members and gains the same freedom of access to all libraries for all citizens.

THEREFORE:

1. Concerning Individual Membership.

   The Council calls on each and every member of the American Library Association as a citizen and a librarian, by vigorous personal example, to work in libraries and in chapters so that discrimination for reasons of race, religion, or personal belief may cease and that all people may have equal access to the tools of learning. Thus the educational process will contribute in an increasing way to the national good and purpose, undiminished and unrestrained by the frictions of prejudice and misunderstanding.

2. Concerning Chapter Status, The Council shall--

   a. Inform the chapters of the basic rights and privileges of membership as stated here and request the chapters to make every immediate effort to secure and grant these rights to each member, with special emphasis on the requirements of Article III of the American Library Association Constitution. These rights are:

End of Section

Item 3. At the Midwinter Meeting in 2005, the Policy Monitoring Committee informally requested that the Committee on Diversity review Section 60, Minority Concerns, as portions of it have not been revised since 1986. The Committee on Diversity drafted a complete replacement for the current Section 60, and the Policy Monitoring Committee recommends that these policies be added to the Policy Manual, replacing the exising Section 60, as :

60. Diversity

The American Library Association (ALA) promotes equal access to information for all persons and recognizes the ongoing need to increase awareness of and responsiveness to the diversity of the communities we serve. ALA recognizes the critical need for access to library and information resources, services, and technologies by all people, especially those who may experience language or literacy-related barriers; economic distress; cultural or social isolation; physical or attitudinal barriers; racism; discrimination on the basis of appearance, ethnicity, immigrant status, religious background, sexual orientation, gender identity, gender expression; or barriers to equal education, employment, and housing.

Libraries can and should play a crucial role in empowering diverse populations for full participation in a democratic society. In order to accomplish this, however, libraries must utilize multivariate resources and strategies. In the library workforce, concrete programs of recruitment, training, development, advancement and promotion are needed in order to increase and retain diverse library personnel who are reflective of the society we serve. Within the American Library Association and in the services and operations of libraries, efforts to include diversity in programs, activities, services, professional literature, products and continuing education must be ongoing and encouraged.

60.1 Policy Objectives

The American Library Association will implement these objectives by:

1. Promoting the removal of all barriers to library and information services.
2. Promoting the publication, development, and purchase of materials, resources and exhibits that present positive role models from diverse populations.
3. Promoting full funding for existing legislative programs in support of equal education and employment, and exploring alternative funding sources for scholarships, fellowships, and assistantships in order to attract individuals from diverse backgrounds into librarianship.
4. Promoting training opportunities for library personnel that will give them the skills needed to both provide effective services to diverse populations and to raise funds to enhance library services for diverse communities.
5. Promoting the incorporation of programs and services designed for diverse populations into the budgets of all types of libraries, rather than supporting these activities solely from "soft monies" such as private grants or federal monies.
6. Promoting adequate funding of library personnel, resources, facilities and equipment for the provision of equitable library services to diverse populations.
7. Promoting supplemental support for library resources for diverse communities by urging local, state, and federal government, and the private sector, to provide adequate funding.
8. Promoting public awareness of the importance of library resources and

Report to Council
Policy Monitoring Committee
January 2007

In accordance with Policy 5.6 of the ALA Policy Manual, the Policy Monitoring Committee (PMC) has reviewed all actions taken by the ALA Council during the 2006 Annual Meeting for possible incorporation into, addition to, or changes to the ALA Policy Manual. Based on Council action at the Annual Meeting in New Orleans, the following additions and changes are recommended:

ACTION ITEMS

Item 1. At ALA Annual 2006 Council added Policy 1.4, Key Action Areas, based on the ALA Ahead to 2010 Strategic Plan (ALA CD#17.1). The former Policy 1.4, ALA Organizational Support Goals, was moved to Policy 1.6. The Policy Monitoring Committee recommends that Policy 1.6, ALA Organizational Support Goals, be removed, as it is a legacy of the former strategic plan.

Item 2: Based on CD #19.3 (Annual Meeting 2006), submitted by the Intellectual Freedom Committee, approved by the consent of Council, the PMC recommends that this policy be added to the Policy Manual as

52.4.4 Retention of Library Records

ALA urges all libraries to (a) limit the degree to which personally identifiable information is collected, monitored, disclosed, and distributed; (b) avoid creating unnecessary records; (c) limit access to personally identifiable information to staff performing authorized functions; (d) dispose of library usage records containing personally identifiable information unless they are needed for the efficient and lawful operation of the library, including, but not limited to data-related logs, digital records, vendor-collected data, and system backups; (e) ensure that the library work with its organization's information technology unit to ensure that library usage records processed or held by the IT unit are treated in accordance with library records policies; (f) ensure that those records that must be retained are secure; (g) avoid library practices and procedures that place personally identifiable information on public view; (h) assure that vendor agreements guarantee library control of all data and records; and (i) conduct an annual privacy audit to ensure that information processing procedures meet privacy requirements by examining how information about library users and employees is collected, stored, shared, used, and destroyed.

ALA also urges all libraries and the library community to (a) adopt or update a privacy policy protecting users' personally identifiable information; (b) communicate to library users how their information is used; (c) explain the limited circumstances under which personally identifiable information could be disclosed; and (d) advocate that records retention laws and regulations limit retention of library usage records containing personally identifiable information to the time needed for efficient operation of the library.

services among all segments of society, especially in diverse communities.

9. Promoting the creation of output measures through the encouragement of community needs assessment.
10. Promoting the career advancement of diverse personnel by providing increased professional and leadership development opportunities.

(*See* 1.3-A and "Current Reference File": *Equity at Issue* [1985–86 CD #30] adopted by Council June 1986.)

60.2 Combating Racism

Since 1936, the American Library Association has been actively engaged in combating any and all attitudes, behavior, services or programs which amount to the exclusion or restriction of a targeted group of people based on a designation of race, skin color, ethnic origin or descent.

ALA also recognizes that institutionalized inequities based on race are embedded into our society and are reinforced through social institutions and further perpetuated by policies, practices, behaviors, traditions, and structures. And, since libraries are a microcosm of the larger society and play an important and unique role in the communities they serve, they must seek to provide an environment free of racism, where all are treated with respect and dignity.

60.3 Combating Prejudice, Stereotyping, and Discrimination

The American Library Association actively commits its programs and resources to those efforts that combat prejudice, stereotyping, and discrimination against individuals and groups in the library profession and in library user populations on the basis of race, age, sex, sexual orientation, gender identity, gender expression, creed, color, religious background, national origin, language of origin or disability. Nothing in the Resolution on Prejudice, Stereotyping, and Discrimination authorizes censoring, expurgation, or restrictive labeling of materials. Actions and programs to raise the awareness of library users to any problem or condition would not be in conflict with the *Library Bill of Rights* when they are free of any element of advocacy. Both documents respect the rights of all who use libraries to do so freely and without being subjected to pressure or censorship from within the institution.

Furthermore, ALA believes that the struggle against racism, prejudice, stereotyping, and discrimination is a continuous effort and must extend throughout its membership.

Specifically, the American Library Association and libraries will:

1. Seek to facilitate equitable participation of all people within decision-making processes in the Association and will strive to create an environment where all are welcome and where diversity is a collective goal.
2. Encourage its membership, libraries, vendors and stakeholders to implement anti-racism policies that outline the organization's expectations of its participants, staff and members.
3. Support anti-racism work within the broader society by monitoring, evaluating and advocating for human rights and equity legislation, regulations, policy and practice.

Thus, the American Library Association will endeavor to ensure full representation of all racial groups and have this reflected in its policies, procedures, and programs, as well as in its relations

with staff, members, stakeholders, and the community at large, thereby reaffirming its commitment to diversity, inclusiveness, and mutual respect for all human beings.

(*See* "Current Reference File" for full Resolution on Prejudice, Stereotyping, and Discrimination, a revision of the Resolution on Racism and Sexism Awareness.)

60.4 Goals for Inclusive and Culturally Competent Library and Information Services

Cultural competency is defined as the acceptance and respect for diversity, continuing self-assessment regarding culture, and the ongoing development of knowledge, resources, and service models that work towards effectively meeting the needs of diverse populations. Cultural competence is critical to the equitable provision of library and information services; therefore, the American Library Association urges library personnel to commit themselves to the following guidelines.

1. To ensure equitable services to every community member or group, training and ongoing education that promote awareness of and sensitivity to diversity must be stressed for all library personnel.
2. Care must be taken to acquire and provide materials that meet the educational, informational, and recreational needs of diverse communities.
3. Efforts to identify and eliminate cultural, economic, literacy-related, linguistic, physical, technological, or perceptional barriers that limit access to library and information resources must be prioritized and ongoing.
4. The creation of library services and delivery operations, which will ensure rapid access to information in a manner reflective of the communities they serve.
5. A diverse workforce is essential to the provision of competent library services. A concerted effort must be undertaken to recruit and retain diverse personnel at every level of the library workforce. Opportunities for career advancement must also be available to these individuals.
6. To ensure the development and enhancement of library services to diverse populations, library personnel from diverse and underrepresented backgrounds must be encouraged to take active roles in the American Library Association and other professional library organizations.

60.5 Library Education to Meet the Needs of a Diverse Society

The American Library Association, through the Committee on Accreditation, will encourage graduate library and information science programs seeking accreditation or re- accreditation to ensure that their student bodies, faculties, and curricula reflect the diverse histories and information needs of all people in the United States. Collaboration between these programs and local libraries and community-based organizations serving diverse populations is to be particularly encouraged.

60.6 Recruitment and Retention of Diverse Personnel

In order to ensure that libraries are both reflective of and relevant to the communities they serve, the American Library Association encourages and supports recruitment and continuing education initiatives that facilitate the hiring and promotion of a diverse workforce in libraries of all types and at all organizational levels.

60.7 Leadership Development and Advancement

The American Library Association encourages libraries and library professional organizations to develop internal and collaborative initiatives that will assist library personnel from diverse backgrounds in identifying and preparing for career advancement and management opportunities. Such continuing education programs and learning modules may promote the development of skills necessary for leadership in 21st century information environments.

1. Libraries will be encouraged to provide information, training, and skill development activities to enhance leadership capabilities for diverse populations in the library profession.
2. ALA will assist in identifying proven leaders willing to participate as mentors to provide feedback, encouragement, and advice regarding continuing education, professional development, and career advancement opportunities for interested members.
3. Opportunities for learning and strengthening leadership skills will be available as workshops and conference programs in all sectors of the Association. Program developers will acknowledge the concerns of diverse populations and take this into consideration when developing these programs, by involving the appropriate representation in program planning and advertising.
4. Diversity initiatives will include leadership development components to prepare the leaders of tomorrow.

Discrimination - racial

Upon recommendation of the Executive Board and the Committee on Intellectual Freedom the following statement was adopted by the Council and later amended by the Membership:

In a free society, a library is one of the primary instruments through which citizens gain understanding and enlightenment. The institution, the people who work for it, and the professional associations with which they identify themselves should be worthy examples of the high principles which libraries endeavor to promote.

The American Library Association holds that so long as one librarian is unable to make his full contribution to the library profession by reason of racial, religious, or personal belief, and so long as one individual citizen cannot realize this full potential as a useful member of society because of such artificial barriers, the welfare of the nation is diminished. The Association cannot fulfill its obligations until it obtains the same rights and privileges for all its members and gains the same freedom of access to all libraries for all citizens.

THEREFORE:

1. Concerning Individual Membership.

   The Council calls on each and every member of the American Library Association as a citizen and a librarian, by vigorous personal example, to work in libraries and in chapters so that discrimination for reasons of race, religion, or personal belief may cease and that all people may have equal access to the tools of learning. Thus the educational process will contribute in an increasing way to the national good and purpose, undiminished and unrestrained by the frictions of prejudice and misunderstanding.

2. Concerning Chapter Status, The Council shall--

   a. Inform the chapters of the basic rights and privileges of membership as stated here and request the chapters to make every immediate effort to secure and grant these rights to each member, with special emphasis on the requirements of Article III of the American Library Association Constitution. These rights are:

1) To receive notices. 2) To attend meetings. 3) To speak. 4) To vote. 5) To present motions, resolutions, or other business. 6) To nominate. 7) To be a candidate for office. 8) To resign, if all obligations to the organization have been fulfilled. 9) To have a hearing before expulsion or other penalties are applied. 10) To inspect official records of the organization. 11) To insist on the enforcement of the rules of parliamentary law. 12) To exercise any other rights given by the constitution or rules of the organization.

b. Require chapters to certify that they are meeting these requirements. Chapters may request of the Council postponement of application of this provision for a period of time not to exceed three years. If they are unable to do so, or the Council is not satisfied that they are following the policies prescribed, such chapters shall be asked to withdraw until the provisions can be complied with.

3. Concerning Institutional Membership, the Council shall--

a. Pursue with diligence the study of access to libraries so that factual data on this subject are collected.

b. Make public promptly the results of this study.

c. Urge libraries which are institutional members not to discriminate among users on the basis of race, religion, or personal belief, and if such discrimination now exists to bring it to an end as speedily as possible.

d. Advise libraries applying henceforth for institutional membership of the Association's attitude toward and general policies relating to access to libraries and that in accepting institutional membership they are also accepting the responsibility for working toward free and ready access to libraries by all persons regardless of race, religion, or personal belief.

End of Section

The following text was taken from the 2006-2007 ALA CD#17, Item #3, Policy Monitoring Committee Report.

Item 3. At the Midwinter Meeting in 2005, the Policy Monitoring Committee informally requested that the Committee on Diversity review Section 60, Minority Concerns, as portions of it have not been revised since 1986. The Committee on Diversity drafted a complete replacement for the current Section 60, and the Policy Monitoring Committee recommends that these policies be added to the Policy Manual, replacing the exising Section 60, as :

60.2 Combating Racism

Since 1936, the American Library Association has been actively engaged in combating any and all attitudes, behavior, services or programs which amount to the exclusion or restriction of a targeted group of people based on a designation of race, skin color, ethnic origin or descent.

ALA also recognizes that institutionalized inequities based on race are embedded into our society and are reinforced through social institutions and further perpetuated by policies, practices, behaviors, traditions, and structures. And, since libraries are a microcosm of the larger society and play an important and unique role in the communities they serve, they must seek to provide an environment free of racism, where all are treated with respect and dignity.

End of Section

The following text was taken from the 2006-2007 ALA CD#17, Item #3, Policy Monitoring Committee Report.

Item 3. At the Midwinter Meeting in 2005, the Policy Monitoring Committee informally requested that the Committee on Diversity review Section 60, Minority Concerns, as portions of it have not been revised since 1986. The Committee on Diversity drafted a complete replacement for the current Section 60, and the Policy Monitoring Committee recommends that these policies be added to the Policy Manual, replacing the ~~exising~~ existing Section 60, as

60.3 Combating Prejudice, Stereotyping, and Discrimination

The American Library Association actively commits its programs and resources to those efforts that combat prejudice, stereotyping, and discrimination against individuals and groups in the library profession and in library user populations on the basis of race, age, sex, sexual orientation, gender identity, gender expression, creed, color, religious background, national origin, language of origin or disability. Nothing in the Resolution on Prejudice, Stereotyping, and Discrimination authorizes censoring, expurgation, or restrictive labeling of materials. Actions and programs to raise the awareness of library users to any problem or condition would not be in conflict with the *Library Bill of Rights* when they are free of any element of advocacy. Both documents respect the rights of all who use libraries to do so freely and without being subjected to pressure or censorship from within the institution.

Furthermore, ALA believes that the struggle against racism, prejudice, stereotyping, and discrimination is a continuous effort and must extend throughout its membership.

Specifically, the American Library Association and libraries will:

1. Seek to facilitate equitable participation of all people within decision-making processes in the Association and will strive to create an environment where all are welcome and where diversity is a collective goal.
2. Encourage its membership, libraries, vendors and stakeholders to implement anti-racism policies that outline the organization's expectations of its participants, staff and members.
3. Support anti-racism work within the broader society by monitoring, evaluating and advocating for human rights and equity legislation, regulations, policy and practice.

Thus, the American Library Association will endeavor to ensure full representation of all racial groups and have this reflected in its policies, procedures, and programs, as well as in its relations with staff, members, stakeholders, and the community at large, thereby reaffirming its commitment to diversity, inclusiveness, and mutual respect for all human beings.

(*See* "Current Reference File" for full Resolution on Prejudice, Stereotyping, and Discrimination, a revision of the Resolution on Racism and Sexism Awareness.)

~~60.2~~ 60.3

At the 1998 ALA Annual Conference, on recommendation by the Council Policy Monitoring Committee (1997-98 CD#17.2, Item #6), the ALA Council amended Policy 60.2 (Combating Prejudice, Stereotyping, and Discrimination) as follows:

> **The American Library Association actively commits its prestige and resources to a coordinated action program that will combat prejudice, stereotyping, and discrimination against individuals and groups in the library profession and library service because of race, sex, sexual orientation, creed, color, national origin, or disability."**

NOTE TO READER: The following statement was taken from the Policy Monitoring Committee Report, 1997-98 CD#17.2, Item #6: To extend coverage under this policy to people with disabilities, the PMC recommends adding the term "disability" to the list of covered groups. The PMC also recommends adding the phrase "sexual orientation" to this list. The revised policy would then read as stated above.

~~60.2~~ 60.3 3

RESOLUTION ON PREJUDICE, STEREOTYPING AND DISCRIMINATION
(Revision of Resolution on Racism and Sexism Awareness)

WHEREAS, the Due Process and Equal Protection" clause of the 14th Amendment and of the American Library Association's Bill of Rights provides that no individual or group shall suffer prejudice, stereotyping and discrimination because of race, sex, creed, color and national origin, and

WHEREAS, ours is a multicultural society, with people from European, Asian, African, Central and South American, Caribbean and Native American origins: all of whom have contributed to the cultural fabric of our society, and

WHEREAS, our laws, music, art, language and literature reflect the values of this diversity, and our schools and libraries should also reflect this reality, and

WHEREAS the American Library Association's Resolution on Racism and Sexism Awareness (Policy 107.11) does not include the broad spectrum of categories of persons and groups mentioned above,

THEREFORE BE IT RESOLVED, that the American Library Association's Resolution on Racism and Sexism Awareness be extended to read: (Underlined words are changes to the above resolution) That the American Library Association actively commit its prestige and resources to a coordinated action program that will combat prejudice, stereotyping and discrimination against individuals and groups because of race, sex, creed, color and national origin in the library profession and in library service by taking the following steps:

60.2 Combating Prejudice, Stereotyping, and Discrimination

The American Library Association actively commits its prestige and resources to a coordinated action program that will combat prejudice, stereotyping, and discrimination against individuals and groups in the library profession and in library service because of race, sex, creed, color, or national origin.

Nothing in the Resolution on Prejudice, Stereotyping, and Discrimination authorizes censoring, expurgation, or labeling of materials. Actions and programs to raise the awareness of library users to any problem or condition would not be in conflict with the *Library Bill of Rights* when they are free of any element of advocacy. Both documents respect the rights of all who use libraries to do so freely and without being subjected to any pressures from any sources within the institution.

(*See* "Current Reference File" for full Resolution on Prejudice, Stereotyping, and Discrimination, a revision of the Resolution on Racism and Sexism Awareness.)

(1) The ALA will survey library schools to determine the extent to which awareness training against prejudice, stereotyping and discrimination because of race, sex, creed, color and national origin form a part of the curricula and urge that such training be added to the curricula in every library school where it is not now included.

(2) That the Library Administration - Personnel Administration Section will develop a model in-service program providing training for library personnel to develop sensitivity to combat prejudice, stereotyping and discrimination against individuals and groups because of race, creed, color and national origin.

(3) The Public Library Association, the American Association of School Librarians, the Children's Services Division, the Young Adult Services Division, the Reference and Adult Services Division, and the Association of College and Research Libraries will be urged to develop a program to raise the awareness of library users to the pressing problem of prejudice, stereotyping and discrimination because of race, sex, creed, color and national origin.

(4) The Resources and Technical Services Division will develop a coordinated plan for the reform of cataloging practices that now perpetuate prejudice, stereotyping and discrimination because of race, sex, creed, color and national origin.

BE IT FURTHER RESOLVED, That the President and Executive Board assess the extent of implementation of these steps and report on progress by the 1978 Annual Conference.

Adopted by Council June 22, 1977

Library Resources and Responsibilities Council Je 1977

603 107.11.1

ALA COUNCIL 1977
Council Document #55

RESOLUTION ON PREJUDICE , STEREOTYPING AND DISCRIMINATION

WHEREAS, the "Due Process and Equal Protection" clause of the 14th Amendment and of the American Library Association's Bill of Rights provide that no individual or group shall suffer prejudice, stereotyping and discrimination because of race, sex, creed, color and national origin, and

WHEREAS, ours is a multicultural society, with people from European, Asian, African, Central and South American, Caribean and Native American origins: all of whom have contributed to the cultural fabric of our society, and

WHEREAS, our laws, music, art, language and literature reflect the values of this diversity, and our schools and libraries should also reflect this reality, and

WHEREAS, the American Library Association's Resolution on Racism and Sexism Awareness (Policy 107.11) does not include the broad spectrum of categories of persons and groups mentioned above,

THEREFORE BE IT RESOLVED, that the American Library Association's Resolution on Racism and Sexism Awareness be extended to read: (underlined words are changes to the above resolution)

That the American Library Association actively commit its prestige and resources to a coordinated action program that will combat prejudice, stereotyping and discrimination against individuals and groups because of race, sex, creed, color and national origin in the library profession and in

library service by taking the following steps:

(1) The ALA will survey library schools to determine the extent to which awareness training against prejudice, stereotyping and discrimination because of race, sex, creed, color and national origin form a part of the curricula and urge that such training be added to the curricula in every library school where it is not now included.

(2) That the Library Administration-Personnel Administration Section will develop a model in-service program providing training for library personnel to develop sensitivity to combat prejudice, stereotyping and descrimination against individuals and groups because of race, sex, creed, color and national origin.

(3) The Public Library Association, the American Association of School Librarians, the Children's Services Division, the Young Adult Services Division, the Reference and Adult Services Division, and the Association of College and Research Libraries will be urged to develop a program to raise the awareness of library users to the pressing problem of prejudice, stereotyping and descrimination because of race, sex, creed, color and national origin.

(4) The Resources and Technical Services Division will develop a coordinated plan for the reform of cataloging practices that now perpetuate prejudice, stereotyping and discrimination because of race, sex, creed, color and national origin.

BE IT FURTHER RESOLVED, That the President and Executive Board assess the extent of implementation of these steps and report on progress by the 1978 Annual Conference.

By: Clara Jones
Submitted by David Cohen SPRT TF EMIE Coordinator
Corrine Pickett IALC Chairperson

REVIEWED FOR CONFORMANCE WITH GUIDELINES by Council Resolutions Committee

60.3

Library Resources & Responsibilities
ALA Course
Jl 1976

EXHIBIT 20 107.11

RESOLUTION ON RACISM & SEXISM AWARENESS
Adopted by the ALA Membership in Meeting
Friday, July 23, 1976

— amended as attached - Jl 197

WHEREAS, during the last 200 years the United States has failed to equalize the status of racial minorities and of women, and

WHEREAS, the American Library Association has professed belief in the principle of equality yet has failed to aggressively address the racism and sexism within its own professional province;

THEREFORE, BE IT RESOLVED, That the American Library Association actively commit its prestige and resources to a coordinated action program that will combat racism and sexism in the library profession and in library service by taking the following steps:

THE ALA WILL SURVEY LIBRARY SCHOOLS TO DETERMINE THE EXTENT TO WHICH RACISM AND SEXISM AWARENESS TRAINING FORM A PART OF THE CURRICULA AND URGE THAT SUCH TRAINING BE ADDED TO THE CURRICULA IN EVERY LIBRARY SCHOOL WHERE IT IS NOT NOW INCLUDED.

THE LIBRARY ADMINISTRATION-PERSONNEL ADMINISTRATION SECTION WILL DEVELOP A MODEL IN-SERVICE PROGRAM PROVIDING RACISM AND SEXISM AWARENESS TRAINING FOR LIBRARY PERSONNEL.

THE PUBLIC LIBRARY ASSOCIATION, THE AMERICAN ASSOCIATION OF SCHOOL LIBRARIANS, THE CHILDREN'S SERVICES DIVISION, THE YOUNG ADULT SERVICES DIVISION, THE REFERENCE AND ADULT SERVICES DIVISION, AND THE ASSOCIATION OF COLLEGE AND RESEARCH LIBRARIES WILL BE URGED TO DEVELOP A PROGRAM TO RAISE THE AWARENESS OF LIBRARY USERS TO THE PRESSING PROBLEM OF RACISM AND SEXISM.

THE RESOURCES AND TECHNICAL SERVICES DIVISION WILL DEVELOP A COORDINATED PLAN FOR THE REFORM OF CATALOGING PRACTICES THAT NOW PERPETUATE RACISM AND SEXISM.

BE IT FURTHER RESOLVED, That the President and Executive Board assess the extent of implementation of these steps and report on progress by the 1977 Annual Conference.

IIS RESOLUTION was placed before the Membership as MR#4; it was subsequently amended d adopted in the above form. Original version was endorsed by: Asian American Caucus; Black Caucus; Board of Directors of REFORMA; Social Responsibilities Round Table Action Council; SRRT Chicano Task Force.

End of Section

The following text was taken from the 2006-2007 ALA CD#17, Item #3, Policy Monitoring Committee Report.

60.4 Goals for Inclusive and Culturally Competent Library and Information Services

Cultural competency is defined as the acceptance and respect for diversity, continuing self-assessment regarding culture, and the ongoing development of knowledge, resources, and service models that work towards effectively meeting the needs of diverse populations. Cultural competence is critical to the equitable provision of library and information services; therefore, the American Library Association urges library personnel to commit themselves to the following guidelines.

1. To ensure equitable services to every community member or group, training and ongoing education that promote awareness of and sensitivity to diversity must be stressed for all library personnel.
2. Care must be taken to acquire and provide materials that meet the educational, informational, and recreational needs of diverse communities.
3. Efforts to identify and eliminate cultural, economic, literacy-related, linguistic, physical, technological, or perceptional barriers that limit access to library and information resources must be prioritized and ongoing.
4. The creation of library services and delivery operations, which will ensure rapid access to information in a manner reflective of the communities they serve.
5. A diverse workforce is essential to the provision of competent library services. A concerted effort must be undertaken to recruit and retain diverse personnel at every level of the library workforce. Opportunities for career advancement must also be available to these individuals.
6. To ensure the development and enhancement of library services to diverse populations, library personnel from diverse and underrepresented backgrounds must be encouraged to take active roles in the American Library Association and other professional library organizations.

60.3

1972-73 ALA COUNCIL
DOCUMENT #46

EXHIBIT 15

60.4

GOALS FOR INDIAN LIBRARY AND INFORMATION SERVICE

In order to meet informational needs of American Indians and to purvey and promote the rich cultural heritage of American Indians, the following goals are presented as guidelines for programs of library and information service serving American Indians.

GOAL

ALL LIBRARY AND INFORMATION SERVICE MUST SHOW SENSITIVITY TO CULTURAL AND SOCIAL COMPONENTS EXISTENT IN INDIVIDUAL INDIAN COMMUNITIES.

Justification

American Indian People comprise a continuing and unique society resident in the United States. The cultural and social components of this society do not share common origins with western society. All forms of library service will require the application of bi-lingual and bi-cultural principles to insure success.

GOAL

INDIAN REPRESENTATION, THROUGH APPOINTMENT TO LOCAL BOARDS AND CREATION OF LOCAL ADVISORY COMMITTEES CONCERNING SERVICE TO AND ABOUT AMERICAN INDIANS, IS ESSENTIAL FOR HEALTHY, VIABLE PROGRAMS.

Justification

Library and information service should have input from those persons it attempts to serve. By creating a board or committee of Indian persons accepted by the Indian community which will be served, the library can insure programs and materials which will truly meet informational and other needs. This goal applies to libraries on reservations as well as urban and rural libraries in areas where Indian people live.

GOAL

MATERIALS WHICH MEET INFORMATIONAL AND EDUCATIONAL NEEDS AND WHICH PRESENT A BI-CULTURAL VIEW OF HISTORY AND CULTURE, MUST BE PROVIDED IN APPROPRIATE FORMATS, QUALITY, AND QUANTITY TO MEET CURRENT AND FUTURE NEEDS.

Statement adopted by the ALA Council at the 1973 Annual Conference

- more -

GOALS FOR INDIAN LIBRARY AND INFORMATION SERVICE--2

Justification

In addition to materials of universal interest, materials of specific interest to Indian people, must be provided. The library will produce its own materials, if not available in a language or format used by most of the community.

GOAL

LIBRARY PROGRAMS, OUTREACH, AND DELIVERY SYSTEMS MUST BE CREATED WHICH WILL INSURE RAPID ACCESS TO INFORMATION IN A MANNER COMPATIBLE WITH THE COMMUNITY'S CULTURAL MILIEU.

Justification

Library programs in Indian communities must take into account that local community's cultural life style. Insistence on a foreign programming philosophy will frustrate those for whom it is intended.

GOAL

AMERICAN INDIAN PERSONNEL TRAINED FOR POSITIONS OF RESPONSIBILITY ARE ESSENTIAL TO THE SUCCESS OF ANY PROGRAM.

Justification

Until such time as sufficient numbers of American Indian people are trained to occupy professional and para-professional positions, compensatory recruitment and training programs must be devised and implemented.

GOAL

CONTINUING FUNDING SOURCES FOR LIBRARY AND INFORMATION SERVICE MUST BE DEVELOPED.

Justification

Library service, as a function of education, is a treaty right of American Indians.

ADOPTED BY

National Indian Education Association
February 23, 1973

Library Education to Meet the
Needs of Spanish-Speaking People

The American Library Association will take steps through its Committee on Accreditation to encourage graduate library schools seeking accreditation or reaccreditation to assure that course content reflects the cultural heritage and needs of the Spanish-speaking people of the United States and will encourage such schools to include bilingual/bicultural persons on their faculties.

EXHIBIT 17

60.4

AMERICAN LIBRARY ASSOCIATION

50 EAST HURON STREET · CHICAGO, ILLINOIS 60611 · (312) 944-6780

RESOLUTION ON LIBRARY EDUCATION TO MEET THE NEEDS OF SPANISH-SPEAKING PEOPLE

Adopted by ALA Council
February 4, 1977

WHEREAS there were at least 10.6 million persons of Spanish-origin residing in the United States, as counted by the 1970 census; and

WHEREAS there has been a considerable increase in this number since the last census; and

WHEREAS the 1970 census records 4.6 million persons of Spanish-surname in the five southwestern states; and

WHEREAS there are 1.5 to 2.5 million persons of Spanish-surname in the New York City area; and

WHEREAS there are approximately one-half million persons of Spanish-surname in Florida; and

WHEREAS one of the provisions of the 1972 standards for accrediation requires that library schools be responsive to the needs of the constituency which they serve; and

WHEREAS the curricula of graduate library schools has largely neglected the library needs of these Spanish-heritage people,

THEREFORE be it resolved that the American Library Asaociation take immediate steps through its Committee on Accrediation to encourage graduate library schools seeking accreditation or reaccreditation to enrich their curricula to assure that course content reflect the cultural heritage and needs of the Spanish-speaking people of the United States and that schools also be encouraged to include bilingual/bicultural individuals on their faculties.

Transmitted by:

Robert Wedgeworth

Robert Wedgeworth
Secretary of the Council

table services to Asian residents in the community.

4) Asian Americans who are bilingual must be recruited to the library profession in order to better serve new Asian immigrants.

5) Asian American librarians should be encouraged to take an active role in the American Library Association and other professional organizations in order to ensure the development and enhancement of library services to Asian Americans.

Library and Information Services to Asian Americans

The American Library Association urges libraries serving Asian Americans to commit themselves to the following guidelines.

1) Asian-language materials must be provided to meet the educational, informational, and recreational needs of Asian Americans and Asian immigrants.

2) English-language materials and programs that promote an understanding of Asian culture among English-speaking Americans should be an important part of library services.

3) Awareness of Asian culture must be stressed among library staff in order to ensure equi-

1991-92 CD# 29.1

6006

ALA POLICY MANUAL

Section Two: Paragraph 59

Library and Information Services to Asian Americans

The American Library Association urges libraries serving Asian Americans to commit themselves to the following guidelines.

1) Asian language materials must be provided to meet the educational, informational and recreational needs of Asian Americans and Asian immigrants.

2) English language materials and programs that promote an understanding of Asian culture among English speaking Americans should be an important part of library services.

3) Awareness of Asian culture must be stressed among library staff in order to ensure equitable services to Asian residents in the community.

4) Asian Americans who are bilingual must be recruited to the library profession in order to better serve new Asian immigrants.

5) Asian American librarians should be encouraged to take an active role in the American Library Association and other professional organizations in order to ensure the development and enhancement of library services to Asian Americans.

Adopted by the ALA Council at the 1992 ALA Annual Conference

~~60.5~~ 60.4

At the 1998 ALA Annual Conference, on recommendation by the Council Policy Monitoring Committee (1997-1998 CD#17.2, Item #7), the ALA Council amended Policy 60.2 (Ethnic and Cultural Minorities in State, Municipal, and County Agencies), which read:

> **The American Library Association urges and supports the recruiting, hiring, and promotion of minorities and persons which disabilities within the state, municipal, and county library structure, especially in the areas of administration and consultation.**

NOTE TO READER: The following statement was taken from the Policy Monitoring Committee Report, 1997-98 CD#17.2, Item #7: To support the inclusion of all minorities in the library workforce, as well as ethnic and cultural minorities, it is recommended that the title and the text of Policy 60.5 be revised as stated above.

: and Cultural Minorities in State,
.icipal, and County Agencies

The American Library Association urges and supports the recruiting, hiring, and promotion of ethnic and cultural minorities within the state, municipal, and county library structure, especially in the areas of administration and consultation.

(*See* "Current Reference File": 1989–90 CD#98. *See also* 53.1.11, 54.3, 54.3.1, 56.2.)

~~59.3~~ ~~60.5~~ 60.4

1989-90 CD#98

ALA COMMITTEE ON MINORITY CONCERNS

REPORT TO COUNCIL

ANNUAL CONFERENCE 1990

The Committee on Minority Concerns provides Council and ALA membership with reports and information needed for the establishment of policies and actions related to the interests and concerns of ethnic minority librarians. The committee is charged specifically with the implementation of CD #30, 1985-86, "Equity at Issue: Library Services to the Nations Four Major Minority Groups."

This report summarizes the major activities of the Council Committee on Minority Concerns since the 1990 Midwinter Meeting. Activities of the Committee on Minority Concerns, grouped according to the ALA Mission, Priority Areas and Goals Statement, are as follows:

PRIORITY AREA A: ACCESS TO INFORMATION

Issues and Challenges for America's Libraries (Prepared for the Second White House Conference on Library and Information Services): To promote equal access to information, the importance of libraries and information services to all citizens, and the library's response to the increasing racial and ethnic diversity among Americans, the Committee on Minority Concerns recommended the inclusion of the ALA Minority Concerns Policy in the compilation of the position papers prepared by the American Library Association for use by states with their delegates in the Pre-White House Conference on Library and Information Services activities. The policy is included in that document.

OLOS Program on Access to Libraries and Information Services, Empowering the Disenfranchised: Issues and Strategies: Conscious of the need to promote access to information for every sector of the population, the Committee on Minority Concerns cosponsored the program by the Advisory Committee to the Office for Library Outreach Services entitled "Access to Libraries and Information Services, Empowering the Disenfranchised: Issues and Strategies.

Coordinating Committee on Freedom and Equality of Access to Information: The Minority Concerns Committee representative to the Coordinating Committee on Freedom and Equality of Access to Information attended the June meeting of this committee.

PRIORITY AREA E: PERSONNEL RESOURCES

OLPR Recruitment Discussion Group: A representative from the Committee on Minority Concerns attended the June, 1990 Office for Library Personnel Resources' Recruitment Discussion Group meeting.

Preliminary Report: Survey of ALA Members Holding Elected and/or Appointed Positions: The Committee on Minority Concerns undertook two major activities to assess minority participation throughout the association, and to determine the involvement of ALA units in activities associated with programs and services to minorities.

Part I of the project, the report on ALA unit involvement in programs and services to minorities, was completed in January 1990. (See Addressing Ethnic and Cultural Diversity: Report on the Activities of the American Library Association, 1986-89). A preliminary report on Part II, the Survey of ALA Members Holding Elected and/or Appointed Positions, was completed by the Committee on Minority Concerns, in cooperation with OLOS and OFR. The final report will be issued in the Fall of 1990. After a review of the findings, the committee will make recommendations. (The Preliminary Report is attached).

Enhancement of ALA's Minority Concerns Policy 59.4 and 59.5: The Committee on Minority Concerns constantly monitors ALA's policies, and provides Council and ALA members with information needed for the establishment and revision of policies and actions related to: (a) library and information services to ethnic and cultural minorities and (b) to the interests of ethnic minority librarians.

> Minority Concerns Policy 59.4 "Library Education to Meet the Needs of Spanish Speaking:" The committee considered an enhancement to Minority Concerns Policy 59.4 "Library Education to Meet the Needs of Spanish-Speaking People." The committee recommended the postponement of action on 59.4 until the draft, Standards for Accreditation have moved into the final stage. The committee will correlate the enhanced policy with the revised standards.
>
> Minority Concerns Policy 59.5: Latinos in State Agencies." The Committee on Minority Concerns recommends an amendment to ALA Policy 59.5 "Latinos in State Agencies." The recommended language is "Ethnic and Cultural Minorities in State Agencies." The intent of the amendment is to broaden the language to encompass the four groups addressed in Equity at Issue. (ACTION ITEM). **The Committee brings this recommendation to Council with the request that Council authorize this change for the next edition of the ALA Policy Manual.**

ALA Minority Fellowship Program: The Committee on Minority Concerns participated in the recruitment and selection of the first ALA Minority Fellow. A member of the committee serves on the ALA Minority Fellowship Advisory Board.

LAMA Program on Cultural Diversity: Strategies for Overcoming Institutional Barriers: To train managers to better meet the needs of our growing pluralistic society, the Committee on Minority Concerns cosponsored the Library Administration and Management Association's program "Cultural Diversity: Strategies for Overcoming Institutional Barriers." The committee participated in the planning for this program and provided three facilitators.

Draft, Standards for Accreditation, 199X: To urge that library and information science education reflect the changing library and information needs of our diverse society, the Committee on Minority Concerns submitted written testimony to the Committee on Accreditation in response to their Draft, Standards for Accreditation, 199X.

Respectfully submitted,

Robert Caban

Robert Caban
Lydia Maria Acosta
Clarence Chisholm
Marva L. DeLoach
Salvador Guerena
Willie Hardin
Carla Hayden
Lotsee Patterson
Henrietta M. Smith
Christina Carr Young

Attachment to
1989-90 CD# 98

PRELIMINARY REPORT:
SURVEY OF ALA MEMBERS HOLDING ELECTED AND/OR APPOINTED POSITIONS

by
Sibyl E. Moses, Director, ALA Office for Library Outreach Services
and
Mary Jo Lynch, Director, ALA Office for Research
June 1990

I. Background

II. Introduction

III. Preliminary Results

A. Demographics

B. Involvement in Minority Concerns

C. Involvement in ALA

IV. Acknowledgements

Attachment A: Survey Form

I. Background

At the 1988 Annual Conference, Ann K. Randall, chair of the Minority Concerns Committee, appointed the ALA Minority Concerns Membership Survey Advisory Group and charged it to develop plans for assessing: (a) the participation of minority librarians in the activities of ALA; (b) the involvement of ALA units in activities associated with programs and services to minorities; and (c) the degree to which the ethnic-related priorities recommended in Equity at Issue are being addressed. The Advisory Group, chaired by Ann K. Randall, was comprised of the following members representing two ALA Committees and five ethnic library associations and caucuses: Martha Hale, OLOS Advisory Committee; Adele Dendy, Black Caucus of ALA; Albert J. Milo, REFORMA, the National Association to Promote Library Services to the Spanish Speaking; Lotsee Patterson, American Indian Library Association; and Norma Yueh, Chinese American Librarians Association and the Asian/Pacific American Librarians Association. The Advisory Group also included the following ALA staff: Sibyl E. Moses, Director, ALA Office for Library Outreach Services (OLOS); Mary Jo Lynch, Director, ALA Office for Research (OFR); and Margaret Myers, Director, ALA Office for Library Personnel Resources (OLPR).

The Advisory Group met in November 1988, and decided to undertake two major activities: (a) a report on the involvement of ALA units in activities associated with programs and services to minorities, and (b) a survey of members holding elected and/or appointed positions. That survey would enable the association to obtain baseline data on ALA leadership, the involvement of minority librarians in ALA leadership, and the involvement of ALA leaders in ALA's minority activities and concerns. The report on ALA unit involvement has been completed (see Addressing Ethnic and Cultural Diversity: A Report on Activities of the American Library Association, 1986-1989. Chicago, ALA/OLOS, 1990. OLOS Report #1). The survey of ALA members holding elected and/or appointed positions is almost completed. This preliminary report explains what was done and presents some of the results. A final report will be issued in Fall 1990.

II. Introduction

Responsibility for conducting the survey was assigned to an ALA staff team chaired by Sibyl E. Moses (OLOS). Also serving on the staff team were: Mary Jo Lynch, (OFR) and Margaret Myers (OLPR). The staff developed several drafts of the questionnaire which were reviewed by members of the Advisory Group and the Committee on Minority Concerns. The questionnaire was pre-tested in the Spring of 1989. Members of the Committee on Research, Office for Library Outreach Services Advisory Committee, Committee on Minority Concerns, and ethnic library associations responded to the pre-test.

In Part I of the questionnaire (see Attachment A), ALA members holding elected and/or appointed positions were asked six questions about themselves and their professional activities. Respondents were asked to indicate:

- type of library institution or environment in which they were currently employed. If not employed, respondents were asked to indicate the category that most accurately described their current activity or position.
- number of years they had been employed in a library or information science environment
- race or ethnic background
- sex
- age group

Nine ways to become appointed, elected, or otherwise more active in ALA were listed and respondents were asked to select the five they believed to be most important, and rank them in order of importance.

In Part II, member leaders were asked about their involvement in ALA's minority activities and concerns. Involvement in minority concerns was defined to include "any participation in programs, services, or activities that addressed the information needs of minorities, the recruitment, development and retention of minorities in librarianship, or the education of minorities in the field of library and information science." In question 7, respondents were asked about their involvement in minority concerns and activities within ALA by checking several options. Space was provided for comments and for activities not listed.

In question 8, respondents were asked to indicate their opinions regarding the current level of ALA programs and services related to Minority Concerns by checking one of the following: Excessive, Sufficient, Insufficient, No Opinion.

Question 9 asked respondents to select from a list of five ALA documents, ones to which they refer in connection with their involvement with minority concerns/activities. Space for comments was provided.

In question 10, respondents were asked to indicate if they were members of an ethnic/minority library caucus or association, and if yes, to indicate those associations in which they had membership: Black Caucus of ALA, REFORMA, American Indian Library Association, Chinese American Librarians Association, Asian/Pacific Librarians Association, or Other.

Finally, in Part III, respondents were asked to check those ALA units in which they had served in an elected or appointed capacity during July 1988 through July 1989. At the end of the questionnaire, respondents were invited to use additional sheets if they wished to send more comments.

On August 30, 1989, the questionnaire was mailed to 4,496 individuals holding elected and appointed positions within the American Library Association with a business reply envelope and a cover letter from F. William Summers, President of ALA, 1988-89. Two reminder notices were sent to non-respondents. By April 1990, usable responses had been received from 2,920 member leaders - 76.0% percent of those who received questionnaires.

Survey and Mailing

This was a survey of the universe of ALA members serving in an elected and/or appointed capacity during July 1988 through June 1989. The mailing was done by the Library Research Center of the School of Library and Information Science at the University of Illinois. Returns came to the ALA Office for Library Outreach Services where comments were read and where the information on the questionnaires, regarding member leader involvement in ALA , was verified using the ALA membership database. The returns were sent to the Library Research Center for data entry and analysis.

III. Preliminary Results

A. Demographics

Tables 1-5 show basic demographics of ALA members holding elected and/or appointed positions.

Tables 1-1.2: ALA Member Leaders By Employment Status

Table 1 ALA Member Leaders By Employment Status

EMPLOYED	NUMBER	PERCENT
Yes	2,786	95.4
No	133	4.6
No Response	1	0
TOTAL	2,920	100.0

Table 1.1 ALA Member Leaders, By Type of Institution

INSTITUTION	NUMBER	PERCENT
Public Library	725	24.8
Academic Library	1,231	42.2
School Library Media	163	5.6
Special Library	44	1.5
Library or Info. Sci.	155	5.3
Government Agency	181	6.2
Vendor/Publisher	77	2.6
Freelance or Consultant	59	2.0
Other	146	5.0
No Response	139	4.8
TOTAL	2,920	100.0

Table 1.2 Member Leaders Not Employed in Library or Information Science Environment, By Type of Activity.

ACTIVITY	NUMBER	PERCENT
Public Library Trustee	68	2.3
Member of a Friends Group	5	.2
Other	59	2.0
No Response	1	.1
TOTAL	133	4.6

Table 2 Member Leaders By Years Employed In Library Science

YEARS EMPLOYED	NUMBER	PERCENT
Less than 5 years	86	2.9
5-10 years	350	12.0
11-19 years	1,260	43.2
20-29 years	868	29.7
30 years or over	214	7.3
No Response	10	.3
Not Employed in Lib. Sci.	132	4.5
TOTAL	2,920	100.0

Table 3 Member Leaders By Race or Ethnic Group

RACE OR ETHNIC GROUP	NUMBER	PERCENT
American Indian/Alaskan	8	.3
Asian/Pacific Island	62	2.1
Hispanic	30	1.0
Black	131	4.5
White	2,673	91.5
Reported more than one	6	.2
No Response	10	.3
TOTAL	2,920	100.0

Table 4 Member Leaders By Gender

GENDER	NUMBER	PERCENT
Male	846	29.0
Female	2,073	71.0
No Response	1	.0
TOTAL	2,920	100.0

Table 5 Member Leaders By Age Group

AGE GROUP	NUMBER	PERCENT
Under 25	1	.0
26-35	269	9.2
36-45	1,350	46.2
46-55	856	29.3
56-65	374	12.8
Over 65	65	2.2
No Response	5	.2
TOTAL	2,920	100.0

B. Involvement in Minority Concerns

Table 6 Member Leaders' Involvement in Minority Concerns and Activities

ACTIVITY	NUMBER
Attendance at Conference Program Mtgs	1,451
Discussion with Colleagues	1,393
Attendance at Social Gatherings	863
Committee Work	621
Dev. of Conference Program Meetings	328
Other	204
Participation in Publication Activities	199

Table 6 shows the ways in which member leaders are involved in minority concerns and activities. The types of involvement are ranked according to the number of times each alternative was chosen. Respondents reporting no involvement in minority concerns numbered 891; individuals not responding to the question totaled 37.

Table 7 Current Level of ALA Programs and Services Related to Minority Concerns

LEVEL OF ALA PROGRAMS AND SERVICES RELATED TO MINORITY CONCERNS	NUMBER	PERCENT
Excessive	64	2.2
Sufficient	1,163	39.8
Insufficient	669	22.9
No Opinion	984	33.7
No Response	40	1.4
TOTAL	2,920	100.00

Table 7 shows the opinions of member leaders regarding the current level of ALA programs and services related to minority concerns.

Table 8 Reference to ALA Documents

ALA DOCUMENT	NUMBER
ALA Handbook of Organization	1,134
ALA Minority Concerns Policy	423
Strategic Long-Range Plan	324
Equity at Issue, 1985-86	196
Other	186
ALA Action Inventory	87

Table 8 shows the ALA documents referred to by member leaders in connection with their involvement in minority concerns or activities. The sources are ranked according to the number of times each document was selected. The no-response rate to this question totaled 1,115.

Table 9 ALA Member Leaders Holding Membership in an Ethnic/Minority Library Caucus or Association

MEMBERSHIP	NUMBER	PERCENT
Yes	248	8.5
No	2,598	89.9
No Response	73	2.5
TOTAL	2,920	100.0

C. Involvement in ALA

The results for this part of the survey are still being coded and analyzed.

IV. Acknowledgements

The Minority Concerns Committee is pleased to present these preliminary results and believes that the final report will be a useful source of information on ALA leadership, the involvement of minority librarians in ALA leadership, and the involvement of ALA leaders in ALA's minority activities and concerns. The committee thanks the ALA staff and membership who helped with this survey. Herbert Goldhor offered advice on the development of the questionnaire. The University of Illinois Research Center managed the mailing, data entry and analysis. At ALA headquarters, several units were involved in the process: Data Processing, Membership Services, and the directors of several offices and divisions. OLOS Administrative Assistant Jerry Shirley typed the report. The Committee on Minority Concerns is grateful to all of them, and is grateful most of all, to the respondents, the ALA elected and appointed members.

Survey of ALA Members Holding Elected and/or Appointed Positions

Part I. Information About You and Your Professional Activity

1a. Are you currently employed in one of the following types of institutions or environments?

- ☐ Yes *(If yes, please indicate which type by checking the list below and then skip to #2)*
- ☐ No *(If no, please skip to #1b)*

- ☐ a. Public Library
- ☐ b. Academic Library
- ☐ c. School Library Media Center
- ☐ d. Special Library
- ☐ e. Library and/or Information Science Education Program
- ☐ f. Federal, State, or Local Government Agency Library
- ☐ g. Vendor/Publisher
- ☐ h. Freelance or Consultant
- ☐ i. Other (please specify) _____

NOTE: Answer this question only if you are **not** employed in one of the institutions or environments listed in #1a.

1b. Please indicate on the list below which category most accurately describes your current activity/position and *then skip to #3.*

- ☐ a. Public Library Trustee
- ☐ b. Member of a Friends group
- ☐ c. Other (please specify) _____

Go to #3.

2. How many years have you been employed in the library or information science environment?

- ☐ a. Less than 5 years
- ☐ b. 5-10 years
- ☐ c. 11-19 years
- ☐ d. 20-29 years
- ☐ e. 30 years or over

3. What is your race or ethnic background? Please consult the definitions on the last page of this survey. *Please check only one response.*

- ☐ a. American Indian/Alaskan Native
- ☐ b. Asian/Pacific Islander
- ☐ c. Hispanic
- ☐ d. Black (Not of Hispanic origin)
- ☐ e. White (Not of Hispanic origin)

4. What is your sex?

- ☐ a. Male
- ☐ b. Female

5. What is your age group?

- ☐ a. Under 25
- ☐ b. 26-35
- ☐ c. 36-45
- ☐ d. 46-55
- ☐ e. 56-65
- ☐ f. Over 65

6. **Listed below are some common ways to become appointed, elected, or otherwise more active in ALA. In your opinion which are the five most important and how do they rank?** ***(Select 5 only, rank highest = 5 through lowest = 1)***

____ a. Know someone in a leadership position
____ b. Nominate yourself
____ c. Request nomination by a colleague
____ d. Attend ALA unit meetings as a guest
____ e. Contact the chair of the ALA unit(s) of interest
____ f. Support a candidate for office
____ g. Build upon prior ALA committee membership or activity
____ h. Develop professional expertise in one or more area(s)
____ i. Become active in state or regional library/information science associations
____ j. Other (please specify)_____

Part II. Involvement In Minority Concerns

Note: Involvement in minority concerns may include any participation in programs, services, or activities that address the information needs of minorities, the recruitment, development and retention of minorities in librarianship, or the education of minorities in the field of library/information science.

7. What has been your involvement in minority concerns/activities within ALA? *Check all that apply.*

☐ a. Attendance at conference program meetings
☐ b. Development of conference program meetings
☐ c. Committee work
☐ d. Discussion with colleagues
☐ e. Participation in publication activities
☐ f. Attendance at social gatherings
☐ g. Other (please specify) _____
☐ h. None

8. How would you describe the current level of ALA programs and services related to minority concerns? *Please check only one response.*

☐ a. Excessive
☐ b. Sufficient
☐ c. Insufficient
☐ d. No opinion

9. In connection with any involvement that you have had with minority concerns/activities, have you had occasion to refer to or use any or all of the following ALA documents? *Check all that apply.*

☐ a. ALA Handbook of Organization
☐ b. Strategic Long Range Plan (SLRP)
☐ c. ALA Action Inventory
☐ d. Equity at Issue, 1985–86, Council Document #30
☐ e. ALA Minority Concerns Policy Statement
☐ f. Other (please specify) _____

10. Are you now a member of an ethnic/minority library caucus or association?

- ☐ **Yes** ***(If yes, please indicate which on the list below, by checking all that apply)***
- ☐ **No** ***(If no, please skip to #11)***

- ☐ **a. ALA Black Caucus**
- ☐ **b. REFORMA: National Association to Promote Library Services to the Spanish Speaking**
- ☐ **c. American Indian Library Association**
- ☐ **d. Chinese American Librarians Association**
- ☐ **e. Asian/Pacific American Librarians Association**
- ☐ **f. Other (please specify)** _____

Part III. Information About Your Involvement in ALA

11. Please place a check mark before all of the following on which you served in an elected or appointed capacity during July 1988 through June 1989. (Be sure to see all categories, A-E.)

☐ **A. Council**

B. ALA Committees
(Council Committees)

- ☐ Committee on Council Orientation
- ☐ Committee on Intellectual Freedom
- ☐ Committee on International Relations
- ☐ Committee on Legislation
- ☐ Committee on Library Education
- ☐ Committee on Minority Concerns
- ☐ Committee on Organization
- ☐ Committee on Pay Equity
- ☐ Committee on Planning
- ☐ Committee on Policy Monitoring
- ☐ Committee on Professional Ethics
- ☐ Committee on Program Evaluation and Support
- ☐ Committee on Publishing
- ☐ Committee on Resolutions
- ☐ Committee on the Status of Women in Librarianship

(Advisory, Standing, Special, and Interdivisional Committees)

- ☐ Committee on Accreditation
- ☐ Committee on American Libraries, Advisory
- ☐ Committee on Appointments
- ☐ Committee on Awards
- ☐ Committee on Chapter Relations
- ☐ Committee on Conference Program
- ☐ Committee on Constitution and Bylaws
- ☐ Committee on Election
- ☐ Committee on Endowment Campaign, to Develop
- ☐ Committee on Information Literacy
- ☐ Committee on Instruction in the Use of Libraries
- ☐ Committee on Library Outreach Services, Office for
- ☐ Committee on Library Personnel Resources, Office for
- ☐ Committee on Membership
- ☐ Committee on National Library Week
- ☐ Committee on Nomination–1989 Election
- ☐ Committee on Research
- ☐ Committee on Standards
- ☐ Committee on Visionary Leaders for 2020

(Joint Committees)

- ☐ American Correctional Association—ASCLA Committee on Institution Libraries
- ☐ American Federation of Labor/Congress of Industrial Organizations—ALA, Library Service to Labor Groups, RASD
- ☐ Anglo-American Cataloguing Rules, Joint Steering Committee for Revision of
- ☐ Association for Educational Communications and Technology—AASL
- ☐ Association for Educational Communications and Technology—ACRL
- ☐ Association of American Publishers—ALA
- ☐ Association of American Publishers—RTSD
- ☐ Children's Book Council—ALA
- ☐ Society of American Archivists—ALA

C. Divisions

(Please check the division(s) and sub-unit(s) in which you served in an elected or appointed capacity during July 1988 through June 1989)

- ☐ American Association of School Librarians (AASL)
  - ☐ Board of Directors
  - ☐ Committees, Affiliate Assembly, etc.
- ☐ American Library Trustee Association (ALTA)
  - ☐ Board of Directors
  - ☐ Committees
- ☐ Association for Library Service to Children (ALSC)
  - ☐ Board of Directors
  - ☐ Priority Consultants, Committees, etc.
- ☐ Association of College and Research Libraries (ACRL)
  - ☐ Board of Directors
  - ☐ Committees, Sections, etc.

- ☐ Association of Specialized and Cooperative Library Agencies (ASCLA)
  - ☐ Board of Directors
  - ☐ Committees, Sections, etc.
- ☐ Library Administration and Management Association (LAMA)
  - ☐ Board of Directors
  - ☐ Committees, Task Forces, etc.
- ☐ Library and Information Technology Association (LITA)
  - ☐ Board of Directors
  - ☐ Committees, Interest Groups, etc.
- ☐ Public Library Association (PLA)
  - ☐ Board of Directors
  - ☐ Committees, Sections, etc.
- ☐ Reference and Adult Services Division (RASD)
  - ☐ Board of Directors
  - ☐ Committees, Sections, etc.
- ☐ Resources and Technical Services Division (RTSD)
  - ☐ Board of Directors
  - ☐ Committees, Sections, etc.
- ☐ Young Adult Services Division (YASD)
  - ☐ Board of Directors
  - ☐ Committees, Discussion Groups, etc.

D. Round Tables

- ☐ Continuing Library Education Network and Exchange Round Table (CLENERT)
  - ☐ Executive Board
- ☐ Ethnic Materials and Information Exchange Round Table (EMIERT)
  - ☐ Executive Board
- ☐ Exhibits Round Table (ERT)
  - ☐ Executive Board
- ☐ Federal Librarians Round Table (FLRT)
  - ☐ Executive Board
- ☐ Government Documents Round Table (GODORT)
  - ☐ Executive Officers
- ☐ Independent Librarians Exchange Round Table (ILERT)
  - ☐ Steering Committee
- ☐ Intellectual Freedom Round Table (IFRT)
  - ☐ Executive Committee
- ☐ International Relations Round Table (IRRT)
  - ☐ Executive Board
- ☐ Junior Members Round Table (JMRT)
  - ☐ Executive Committee
- ☐ Library History Round Table (LHRT)
  - ☐ Executive Committee
- ☐ Library Instruction Round Table (LIRT)
  - ☐ Executive Committee
- ☐ Library Research Round Table (LRRT)
  - ☐ Steering Committee
- ☐ Map and Geography Round Table (MAGERT)
  - ☐ Executive Committee
- ☐ Social Responsibilities Round Table (SRRT)
  - ☐ Action Council
- ☐ Staff Organizations Round Table (SORT)
  - ☐ Steering Committee

☐ E. Official ALA Representatives to Outside Organizations

Comments (please feel free to attach your comments on additional sheets):

Thank you very much for your participation in this survey. Your response will help provide ALA with basic information about its leadership, and will assist ALA to respond more effectively to the concerns of the membership.

Definitions of Racial/Ethnic Group

(From U.S. Equal Employment Opportunity Commission)

American Indian or Alaskan Native—All persons having origins in any of the original peoples of North America, and who maintain cultural identification through tribal affiliation or community recognition.
Asian or Pacific Islander—All persons having origins in any of the original peoples of the Far East, Southeast Asia, the Indian Subcontinent, or the Pacific Islands. This area includes, for example, China, Japan, Korea, the Phillippine Islands, and Samoa.
Black *(Not of Hispanic origin)*—All persons having origins in any of the Black racial groups of Africa.
Hispanic—All persons of Mexican, Puerto Rican, Cuban, Central or South American, or other Spanish culture or origin, regardless of race.
White *(Not of Hispanic origin)*—All persons having origins in any of the original peoples of Europe, North Africa, or the Middle East.

Return by September 29, 1989, to:

American Library Association
Office for Library Outreach Services
50 E. Huron St.
Chicago, IL 60611

Place label here.

End of Section

The following text was taken from the 2006-2007 ALA CD#17, Item #3, Policy Monitoring Committee Report.

Item 3. At the Midwinter Meeting in 2005; the Policy Monitoring Committee informally requested that the Committee on Diversity review Section 60, Minority Concerns, as portions of it have not been revised since 1986. The Committee on Diversity drafted a complete replacement for the current Section 60, and the Policy Monitoring Committee recommends that these policies be added to the Policy Manual, replacing the exising Section 60, as

60.5 Library Education to Meet the Needs of a Diverse Society

The American Library Association, through the Committee on Accreditation, will encourage graduate library and information science programs seeking accreditation or re- accreditation to ensure that their student bodies, faculties, and curricula reflect the diverse histories and information needs of all people in the United States. Collaboration between these programs and local libraries and community-based organizations serving diverse populations is to be particularly encouraged.

End of Section

The following text was taken from the 2006-2007 ALA CD#17, Item #3, Policy Monitoring Committee Report.

Item 3. At the Midwinter Meeting in 2005, the Policy Monitoring Committee informally requested that the Committee on Diversity review Section 60, Minority Concerns, as portions of it have not been revised since 1986. The Committee on Diversity drafted a complete replacement for the current Section 60, and the Policy Monitoring Committee recommends that these policies be added to the Policy Manual, replacing the ~~exising~~ existing Section 60, as :

60.6 Recruitment and Retention of Diverse Personnel

In order to ensure that libraries are both reflective of and relevant to the communities they serve, the American Library Association encourages and supports recruitment and continuing education initiatives that facilitate the hiring and promotion of a diverse workforce in libraries of all types and at all organizational levels.

End of Section

The following text was taken from the 2006-2007 ALA CD#17, Item #3, Policy Monitoring Committee Report.

Item 3. At the Midwinter Meeting in 2005, the Policy Monitoring Committee informally requested that the Committee on Diversity review Section 60, Minority Concerns, as portions of it have not been revised since 1986. The Committee on Diversity drafted a complete replacement for the current Section 60, and the Policy Monitoring Committee recommends that these policies be added to the Policy Manual, replacing the ~~exising~~ existing Section 60, as :

60.7 Leadership Development and Advancement

The American Library Association encourages libraries and library professional organizations to develop internal and collaborative initiatives that will assist library personnel from diverse backgrounds in identifying and preparing for career advancement and management opportunities. Such continuing education programs and learning modules may promote the development of skills necessary for leadership in 21st century information environments.

1. Libraries will be encouraged to provide information, training, and skill development activities to enhance leadership capabilities for diverse populations in the library profession.
2. ALA will assist in identifying proven leaders willing to participate as mentors to provide feedback, encouragement, and advice regarding continuing education, professional development, and career advancement opportunities for interested members.
3. Opportunities for learning and strengthening leadership skills will be available as workshops and conference programs in all sectors of the Association. Program developers will acknowledge the concerns of diverse populations and take this into consideration when developing these programs, by involving the appropriate representation in program planning and advertising.
4. Diversity initiatives will include leadership development components to prepare the leaders of tomorrow.