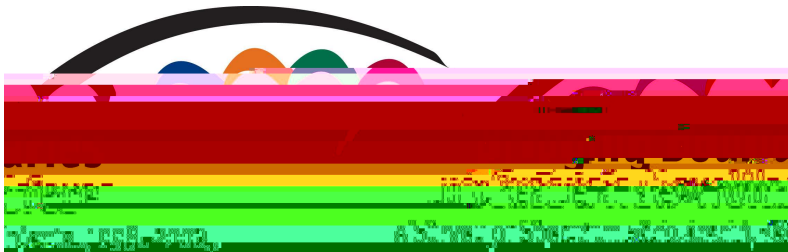


Bridging Boundaries to Create a New Workforce:

A Survey of Spectrum Scholarship Recipients, 1998-2003

Commissioned by the American Library Association



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Survey Methodology

Survey questions are organized into three sections: (1) Questions for all Spectrum Scholarship recipients; (2) Questions for those who have completed their graduate degree or library media certification; and (3) Questions for those who did not complete their degree plan and are not currently enrolled as students. The instrument was developed in cooperation with the ALA Office for Diversity and pretested by selected LIS faculty and students who shared demographic characteristics with Spectrum Scholars.

The survey instrument was housed on the ALA Office for Diversity Web site with a non-fillable version of the instrument posted on a Web site hosted by the School of Information at the University of Texas at Austin. Scholars were invited to complete the form in early May 2004 Scholarship recipients by ALA's Office for Diversity. A separate contact list was also compiled and invitations sent to each scholar for whom there was available contact information. Copies of the instrument were forwarded via e-mail as plain text, as MS Word attachments, or in paper format as needed. Four follow-up reminders were issued to increase the response rate.

Bridging Boundaries to Create a New Workforce Survey Responses

Respondents

This survey sought responses from the first six cohorts of Spectrum Scholarship recipients. 164 of 257 scholars responded, for a response rate of 64 percent. Responses were received from students within each of the six cohorts. Table 1 shows the number and percentage of responses from each cohort as well as the percentage of total surveys contributed per cohort from 1998-1999 to 2003-2004. Since a balanced number of surveys were received from each Spectrum class, responses should reflect experiences shared across Spectrum cohorts.

| Table 1. Surveys Received by Spectrum Scholarship Year | | | | |
|--|-----------------|--------------------------|------------------------------|-----------------------------------|
| Spectrum Year | Number Received | Total Number of Scholars | Percent of Cohort Responding | Percent of Total Surveys Received |
| 1998-1999 | 31 | 50 | 62 | 19 |
| 1999-2000 | 30 | 50 | 60 | 18 |
| 2000-2001 | 26 | 50 | 52 | 16 |
| 2001-2002 | 33 | 52 | 63 | 20 |
| 2002-2003 | 22 | 27 | 81 | 13 |
| 2003-2004 | 22 | 28 | 79 | 13 |
| Total | 164 | 257 | | 100 |

In presenting the findings to key ques

| Table 3. Race/Ethnicity and Mixed/Blended Ancestry Cross Tabulation (n=151) | | | | |
|---|---------|----------------|------|-------|
| Race or Ethnicity | | Mixed Ancestry | | Total |
| | | No | Yes | |
| Asian | Number | 25 | 11 | 36 |
| | Percent | 69.4 | 30.6 | 100.0 |
| Black | Number | 40 | 26 | 66 |
| | Percent | 60.6 | 39.4 | 100.0 |
| | Number | 15 | | |

Developing Interest in Librarianship as a Career

These data provide rich information that helps us understand more fully the recruitment of people of color into LIS professions. Whether students had prior experience working in libraries, at what point in their lives they decided to enroll in a LIS program, what criteria influenced this decision, how they learned about the Spectrum Scholarship Program, and whether they felt it influenced their decision to pursue further education were also key areas of interest raised in this survey.

A majority (62 percent, n=101) of respondents had degrees in social sciences disciplines such as education, psychology, or history. Thirty-two percent (n=53) of respondents had a humanities related degree with only five percent (n=8) with prior degrees in the sciences. In addition to completing an undergraduate degree, 15 percent (n=25) of the respondents had completed another master's degree prior to starting their LIS programs.

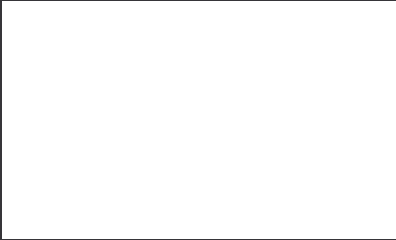
Over half (57 percent, n=93) of the respondents first made their decision to enroll in a LIS program after completing their undergraduate degree, 18 percent (n=29) made this decision while still undergraduates and another 15 percent (n=25) did so after completing another graduate program. The most productive recruitment programs might be those that are tailored for individuals at these points in their lives. Table five illustrates these results. One respondent did not answer this question.

| Time Span | Number | Percent |
|--|--------|---------|
| Before completing high school | 2 | 1 |
| After completing high school | 2 | 1 |
| While completing an undergraduate degree | 29 | 18 |
| After completing an undergraduate degree | 93 | 57 |
| While enrolled in another graduate program | 12 | 7 |
| After completing another graduate program | 25 | 15 |
| Total | 163 | 100* |

prior paid positions, with twelve percent (n=19) working both in paid and in volunteer positions and only two percent (n=4) having worked solely as library volunteers.

Over half (59 percent, n=96) of the respondents were working in a library at the time they made the decision to attend an LIS program. There were no significant differences between Spectrum Cohorts 1998-99 through 2003-2004, indicating that this is a consistent finding. As a result, recruiters might find the most promising prospective LIS students of color to be individuals with prior experience in paid library positions who have just completed their undergraduate degrees.

| Table 6. Library Work Prior to Receiving Spectrum Scholarship** | | |
|---|--------|---------|
| Work Experience | Number | Percent |
| No | 35 | 21 |
| Yes, only in a paid position | 106 | 65 |
| Yes, only as volunteer | 4 | 2 |
| Yes, both in a paid position and as a volunteer | 19 | 12 |
| Total | 164 | 100 |
| Yes, in a paid position | 125* | 76 |
| Paid, during high school | 17 | 10 |
| Paid, while an undergraduate | 73 | 45 |
| Paid, after completing undergraduate degree | 67 | 41 |
| Paid, while enrolled in another graduate program | 26 | 16 |
| Paid, after completing another graduate program | 18 | 11 |
| Yes, as a volunteer | 23* | 14 |
| Volunteer, during high school | 9 | 6 |
| Volunteer, while an undergraduate | 5 | 3 |
| Volunteer, after completing , ad | | |



| | | |
|---|----|----|
| I desired a career change | 73 | 27 |
| Someone suggested that I would be successful in the field | 73 | 27 |
| I thought I would earn a good income | 64 | 36 |
| I always wanted to work in libraries | 43 | 57 |

Geographically, respondents were residing in 38 states at the time they decided to apply to a LIS school. Of those states, ten or more respondents were residing in five states: California, Illinois, Maryland, New York, and Texas. Nearly 50 percent (47 percent, n=75) of respondents were living in these five states at the time they made their decision to return to school. Almost one out of three (29 percent, n=47) respondents moved from 65 to 5000 miles to attend a LIS program. The average relocation distance was nearly 1000 (957) miles.

Applying to the Spectrum Scholarship Program

Results indicate that the most effective means for marketing Spectrum was the ALA Web site; a third of respondents (35 percent, n=57) learned about the Spectrum Scholarship Program by visiting www.ala.org. Among respondents who used the Web site to learn about Spectrum, those who were already ALA members used the ala.org Web site at roughly the same rate as those who were not ALA members. Respondents also learned about Spectrum from co-workers in a library (21 percent, n=34), from a university librarian (10 percent, n=17), from the LIS program to which they applied (10 percent, n=17), or from a university professor (9 percent, n=15). One out of four respondents (29 percent, n=47) said that they would not have pursued their education without a Spectrum Scholarship.

Two thirds (68 percent, n=111) of respondents were working in a library or information center at the time they applied for their Spectrum Scholarship with two thirds (68 percent, n=75) of these working full-time. Half of the respondents were employed in two types of library settings: 26 percent (n=43) of respondents were working in college or university libraries and 24 percent (n=39) respondents were in mid-sized to large public libraries.

Choosing a LIS Program

Spectrum Scholarships are awarded to individuals who have completed up to one third of their LIS program coursework. Four out of ten respondents (41 percent, n=67) were enrolled in a LIS program at the time they applied for their scholarships. A greater number of scholarships were awarded to students newly recruited into LIS programs. Respondents attended forty-one different LIS programs including forty programs with ALA accredited master's programs and one nationally recognized NCATE-AASL reviewed/approved program in school library media education.

There were no significant differences between how respondents enrolled in LIS programs and those not enrolled learned about the Spectrum Scholarship Program.

Table 9 shows th

living of the community (45 percent, n=73) where the program was located, a visit to the campus (42 percent, n=67), or the availability of a distance education program (36 percent, n=58).

percent (n=127) indicated this contributed to their decision to attend a particular school. A high percentage (83 percent, n=134) were also satisfied with the quality of their interactions with classmates. Cost of attending a program was a key factor in choosing a program: 81 percent (n=132) of respondents were satisfied with these expenses.

A majority (71 percent, n=92) of those respondents enrolled in distance education were satisfied with their distance education program.

Respondents were least satisfied with two environmental features of student life: extra-curricular experiences and opportunities and diversity. Some degree of the dissatisfaction with events outside of class may be explained by the low degree of involvement of respondents in their LIS program student organization. One of three (31 percent, n=51) respondents reported that they were not involved in their student organization. Involvement in the student .6450140 Td (n)Tj 6.67264 0 Td (v)Tj 6.01139 0 Td (o)Tj 6.672

Nearly all respondents (95 percent, n=5

time or part-time students: predictably, a significantly greater number ($p < .01$) of full-time students were involved with their student organization.

Along with the scholarship, students received one year's membership in ALA. Over half of all respondents (56 percent, $n=91$) indicated that they also joined a Division of ALA. The Divisions with the largest number of Spectrum Scholar student members were ACRL (16 percent, $n=26$), PLA (10 percent, $n=17$), RUSA (9 percent, $n=15$), and YALSA (10 percent, $n=16$). One out of four (27 percent, $n=44$) respondents joined an ALA Round Table during their years as a student. This membership was most often with the New Members Round Table (15 percent, $n=24$).

Half of the respondents (52 percent, $n=86$) also joined an ethnic library association affiliated with ALA. Higher percentages of respondents indicated they had joined the Black Caucus of ALA (18 percent, $n=29$), REFORMA: The National Association to Promote Library and Information Services to Latinos and the Spanish Speaking (16 percent, $n=27$), and APALA, the Asian/Pacific American Librarians Association (12 percent, $n=20$). A third (37 percent, $n=61$) also joined a statewide library association.

Over half (64 percent, $n=105$) of the respondents attended an ALA Midwinter Meeting or Annual Conference while they were a student. They funded their attendance through various sources—from a grant or scholarship (42 percent, $n=44$), their own funding (22 percent, $n=23$), or their employer (17 percent, $n=18$). Nearly a quarter (24 percent, $n=39$) of respondents participated in some way at ALA through serving on a committee, giving a presentation, or assisting at a conference event such as the Diversity Fair or the Scholarship Bash.

A third (34 percent, $n=56$) of the respondents attended a statewide or regional library conference, with 41 percent ($n=22$) of the respondents funding their own attendance and 24 percent ($n=13$) receiving funding from their employer. A significantly greater percentage of respondents ($p < .005$) enrolled in distance programs attended a statewide conference when compared with respondents enrolled in residence programs.

Over half of respondents (69 percent, $n=113$) reported that they received formal or informal mentoring while they were a student. The top four mentoring sources were library practitioners (34 percent, $n=56$), faculty advisors (24 percent, $n=40$), professors or course instructors (18 percent, $n=29$) or co-workers (15 percent, $n=24$). Only 15 percent ($n=24$) of respondents were involved in a mentoring experience through an organization. Half of those who did not receive mentoring through associations (49 percent, $n=60$) simply did not know about any mentoring opportunities. Another quarter of the respondents (27 percent, $n=33$) were unable to participate in organization-based mentoring due to time constraints. There was one statistical difference ($p < .005$)

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Those who did not relocate were possibly unable to add an internship experience due to work and/or family responsibilities. Similarly, a significantly greater number ($p < .005$) of respondents employed part-time also participated in internships. A significantly greater number of respondents involved in their student organization ($p < .005$) also completed an internship. Students involved in their organization might hear of internship opportunities and/or may have more time to devote to experiences outside of formal coursework.

One out of four scholars (23 percent, $n=37$) received an additional honor while they were a student. Most frequently, and for over half of those who received another honor (68 percent, $n=25$), this was induction into Beta Phi Mu. Of those who have completed their programs, 4 percent ($n=5$) planned to pursue a PhD while 42 percent ($n=49$) indicated that they might consider doing so. The remaining respondents indicated that they definitely were not interested in continuing into a doctoral program.

At the time the survey was administered, about three-fourths of the respondents (74 percent, $n=118$) had completed their graduate library degrees or certificates with another 18 percent still enrolled and planning to complete their programs. Spectrum graduates were enrolled in their program of studies from ten to seventy-two months and took an average of twenty-four months to complete their degrees.

Eight percent of the respondents, thirteen individuals, had not completed their programs and were not currently enrolled. Significantly fewer of the respondents who did not complete their degrees ($p < .005$) attended the Spectrum Leadership Institute. This may reflect the importance of the support of the leadership institute in the lives of these respondents. It might also indicate that respondents unable to attend the leadership institute also had difficulties completing their programs due to other responsibilities or to the stresses of health or family issues. All of those who did not complete their degrees expressed satisfaction with the faculty and quality of teaching at their LIS programs, indicating that these factors likely did not contribute to them not receiving their degrees. None of the respondents who did not complete their programs participated in their school's student organization or received honors while they were a scholar, indicating, to some degree, their possible isolation within their programs, inability to spend time on campus, or lack of social connection within their schools. None of those who did not complete their degrees had plans to complete a PhD in the future.

Spectrum graduated and non-graduated respondents differed significantly from each other in another way. When comparing why they selected their particular LIS program, a significantly greater number of those who finished their degrees ($p < .05$) considered the reputation of their school an important criterion for selection. This may indicate that a school's reputation imparts a sense of responsibility on its students or help them frame a greater sense of commitment to their degrees. The 13 non-graduates attended ten different LIS programs..

Half of the non-graduates (54 percent, $n=6$) completed at least one course towards their LIS degree or certificate with two students completing as many as twelve courses. All but one respondent provided one or more reasons why they did not complete their degree. No one reason was predominant as respondents cited financial constraints,

personal health reasons, family needs, uninteresting coursework in their programs, or change in accreditation status of their preferred LIS program. At least three of these students enrolled in and/or completed studies toward a degree in an education field. Five non-graduates were currently working in library or information setting and a majority (73 percent, n=8) indicated that they would re-enter their LIS program if given the opportunity.

About a third (31 percent, n=4) noted that more financial assistance might encourage them to reenter a LIS program. One or two respondents each mentioned other factors that might lead to their readmissions, including the option of enrolling in

| Salary Range | Number | Percent |
|---------------------|---------------|----------------|
| \$20,000 - \$29,000 | 4 | 4 |
| \$30,000 - \$39,000 | 27 | 28 |
| \$40,000 - \$49,000 | 45 | 46 |
| \$50,000 - \$59,000 | 14 | 14 |
| \$60,000 and higher | 7 | 7 |

*Three respondent 4

Three-fourths (74 percent, n=76) of graduated respondents employed full-time indicated that they felt their distinction as a Spectrum Scholar was beneficial. Twenty-six percent (n=27) responded that they felt their Spectrum Scholar status was somewhat or very unbeneficial. There were several significant differences between full-time employed graduates who rated their Spectrum Scholar status as beneficial and those who rated it as unbeneficial. Significantly more of those who rated Spectrum beneficial also indicated that they considered diversity an important factor in accepting their current position ($p < .05$). They also considered more important the reputation of the institution that hired them ($p < .005$) and recommendations from friends or colleagues when they made this decision ($p < .005$). In other words, those respondents that rated Spectrum unbeneficial in their job search were not concerned about recommendations from friends or colleagues, the reputation of their institution, or the degree to which their employer was responsive to diversity.

A strong majority of respondents who had graduated and were employed full-time (89 percent, n=92) would accept their current position and nearly as many (82 percent, n=84) felt somewhat or very satisfied with this position. Most (89 percent, n=90) were confident that they would find a satisfying position in librarianship should they chose to leave their current position.

The scholars hinted at several areas where their work setting could be improved. Nearly one out of four graduates employed full-time (23 percent, n=23) did not feel that they had as many opportunities for advancement as did others in the same work environment. Similarly, 24 percent (n=23) did not think their current institution was supportive of diversity initiatives. Respondents who indicated that their current employer is supportive of diversity initiatives credited residency programs, travel support to conferences, the hiring of diverse staff, diverse collections and programming for library patrons, international diversity, and staff training on diversity topics. Those who did not feel their employment setting supported diversity had lack of diversity among professional and administrative staff, inadequate continuing education about diversity issues, and avoidance of diversity action. Respondents described these environments as “it’s all talk and no action” and “Most institutions talk about diversity, but how many actually know what it is?” Management style could contribute to an environment not conducive to support of diversity. Several respondents explained the lack of attention to diversity by adding statements such as, “Key figures in the library who were instrumental in advancing diversity initiatives have moved on to new responsibilities. Library administration has not hired anyone to serve this function.”

Almost all of the graduated respondents (92 percent, n=94) felt that their employer provided opportunities to attend continuing education programs.

Professional Affiliations

Table 17 provides data on professional involvement both when the graduated respondents were students and after they were employed in their current full-time positions, charting their membership, conference attendance, and conference

involvement during their time as students and once graduated and fully-employed in a
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Fewer than half of the respondents who had graduated and were employed full-time (45 percent, n=44) attended an ALA conference after graduation. A significantly greater number of graduated respondents employed in university libraries ($p < .005$) attended at least one ALA Midwinter Meeting or Annual conference, indicating that these institutions may be more supportive of conference attendance and advocate and/or provide financial support for such activities. In fact, 64 percent (n=30) of those employed in a university library who attended an ALA conference reported that their attendance was funded by their employer. While nearly one out of five (17 percent, n=17) were actively involved while at an ALA conference such involvement dropped (4 percent, n=4) once they graduated and were employed.

Graduated respondents also reported on their membership in an ethnic library association affiliated with ALA. About a third (30 percent, n=30) retained their membership once they were employed full-time, indicating that ethnic library association membership was nearly equivalent to ALA Round Table membership (22 percent, n=22).

The largest drop in membership was in state library association membership: nearly half (46 percent, n=46) of graduated respondents joined a state library association while a student but only 6 percent (n=6) were members once they were fully-employed in a library/information setting. Attendance and participation in state library conferences, though, was relatively stable: those who attended and participated in these events while students continued their engagement when they were employed. A high percentage (88 percent, n=87) found their participation in professional associations beneficial. When asked why they decided to join a professional association, the most common answer (42 percent, n=42) was to gain access to professional tools provided by the organization. Other responses included the opportunity for mentoring and peer support (22 percent, n=22), the availability of complimentary membership (19 percent, n=19), access to new job opportunities (16 percent or 16), and career advancement opportunities (12 percent, n=12).

Along with involvement in professional associations, fully employed graduates were asked to indicate whether they participated in mentoring opportunities. While over half of all graduated respondents reported receiving mentoring while a student, only twelve full-time employed graduates reported receiving mentoring; three-fourths of these worked in a university library. A greater number of these respondents (19 percent, n=19) participated in leadership training with half of those receiving leadership training (50 percent, n=9) employed in university libraries.

Respondents' Recommendations and Reflections on the Spectrum Scholarship Program

The final section of this report presents the respondents' narrative responses to several questions:

- (1) What suggestions do you have for recruiting others into the field of library and information science?
- (2) What do you feel are the strengths of the ALA Scholarship Program?
- (3) What do you feel are the weaknesses of the ALA Scholarship Program?
- (4) Do you believe that the Spectrum Scholarship Program is necessary? Why or why not?
- (5) What impact, if any, has the Spectrum Scholarship Program had on your life?

Recommendations for Recruitment

Neely summarizes what is known about minority student recruitment:

To date, no one solution or method has been proven to be the most effective or successful for recruiting diverse peoples to the profession of librarianship.^y

Respondents were asked to provide suggestions on how to recruit others into the LIS field.

They identified a number of partners who might collaborate to increase recruitment of students of color. These partners included LIS schools, those in specific information settings such as archives and musicology, historically Black Colleges and Universities, two-year colleges and trade schools. They also mentioned working on recruitment with museums, heritage foundations, and school districts and associations such as NABE (National Association for Bilingual Education).

They suggested groups of individuals who might be especially effective in recruiting including representatives of ALA, Spectrum Scholars, university professors, and all librarians, especially librarians of color. Many respondents recommended recruiting at career fairs and targeting young students and library staff without MLS degrees. They mentioned other targeted recruitment audiences including socioeconomically challenged individuals, grocery store baggers, and "disaffected publishing/literary/junior academic types." In addition to presenting at career fairs, other recruitment approaches included a job shadow program with librarians, marketing in various media outlets such as local newspapers and television, scholarships and internships for undergraduate students who promise to pursue MLS degrees.

Respondents warned, "We can't afford to wait until someone expresses interest." And they reminded us that recruitment is continuous and can occur in all locations: "We should show off our passion, values, and overall concern for the greatest good through our quest to contribute to the building of a more information literate and educated society."

Spectrum Strengths

Respondents identified what they felt were Spectrum's strengths. These are grouped into six categories: funding, prestige, socialization, career support, fellow respondents, and the leader

Spectrum Weaknesses

While some twenty respondents felt there were no weaknesses in the Spectrum Scholarship Program, others contributed over 120 comments about perceived weaknesses. A few suggested that additional funding be granted or that scholarships be renewed. Several suggested revisions to the application process to also include a requirement that scholars stay involved or otherwise “give back” to ALA in exchange for the support.

Respondents focused their criticisms on four categories: marketing Spectrum more widely; improving the leadership institute; strengthening the promised mentoring program; and improving communication among scholars, especially after the scholarship

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there alternatives to one-on-one mentoring which will always be subject to the dedication of two individuals at a very personal level? Can mentoring be available to any scholar especially at critical moments?

Communication

Finally, 21 percent (n=34) of respondents recommended that communication be improved. One described this as “a sense of disconnection once you graduate.” They recommended starting local or regional chapters of Spectrum scholars, an online and/or print newsletter, and a discussion board.

Impact of Spectrum on Respondents

When asked what impact Spectrum had on their professional lives, respondents noted psychological impacts such as improved self esteem, pride, and greater confidence: “It changed my life in that I am a librarian and it is a great job.” A focus on diversity prompted some respondents to reflect deeply on their identity:

“I tend to identify myself first as an individual and only second as part of an ethnic or racial group. I also tend to put emphasis on personal responsibility. But the Spectrum [Scholarship Program] has shown me that I need structural support—something bigger than my will and my brain to truly participate, both as a servant and as a leader, in democratic institutions like public libraries.”

Status as a Spectrum Scholar brought career opportunities:

Respondents acknowledged the Spectrum Scholarship Program’s impact on their professional development and professional mobility:

- “Once potential employers hear I am a Spectrum Scholar, they are very impressed. When I finish my two-year residency program my options are wide open should I choose to take them.”
- “I’ve gone from being a disabled, unemployed, pregnant woman/single mother on welfare to being a corporate information worker for a Fortune 500 company. Spectrum certainly helped with that journey.”
- “Spectrum was my transition from para-professional administrative task to the world of professional interactions in library and information science.”
- “I feel like it put me ahead 5 years into the profession!”
- “I am a librarian! I’m happy being a librarian.”
- “Once I got Spectrum it seemed everything was opening. Doors were opening... Spectrum has opened the door and a lot of things are coming my way and I want to take advantage of every opportunity that I can.”

Conclusion and Recommendations

This

- Arrange to meet Scholars Scholarship recipients enrolled in distance programs at state/regional library conferences.
- Encourage and facilitate Spectrum Scholarship recipients' attendance at the Spectrum Leadership Institute.
- Stay in touch with Spectrum Scholarship recipients who might consider entering doctoral programs.
- Consider how to contribute to continued mentoring of Spectrum Scholarship recipients.
- Invite area Spectrum Scholarship recipients to LIS events.
- Explore ways to support gatherings of Spectrum Scholarship recipients.
- Offer recruitment packages to Spectrum Scholarship recipients.
- Ensure that all prospective LIS students are aware of the Spectrum Scholarship Program.

Recommendations for ALA and other professional organizations:

- Identify mentoring opportunities that exist across the ALA and its units.
- Promote mentoring opportunities in conjunction with LIS programs.
- Recognize successful mentor/mentee pairs through such means as published accounts, recognition on the ALA Web site or in ALA conference programs, and/or financial support for conference attendance.
- Provide ample opportunities for prospective employers to post job vacancy announcements directly to Spectrum Scholarship recipients or otherwise assist prospective employers in reaching scholars.
- Support more communication among Spectrum Scholarship recipients, including ongoing events.
- Provide more information about Spectrum Scholarship recipients, including biographies.
- Seek data on the workplace inclusion of people with disabilities.
- Red-flag Spectrum Scholarship recipients who are unable to attend their Spectrum Leadership Institute, as they are more likely to not complete their LIS programs.
- Track Spectrum Scholarship recipients, including those who did not complete their programs, and maintain contact with them.
- Conduct biennial surveys of Spectrum Scholars.

Recommendations for Spectrum Scholars:

- Attend the Spectrum Leadership Institute.
- Participate in LIS program student organizations.
- Stay connected with ALA's Office for Diversity by sharing current contact information and participating in Spectrum's electronic list.
- Consider how to provide support and mentoring services for each other.
- Volunteer for professional service to ALA and other professional organizations.
- Participate in recruiting additional scholars.
- Take a proactive role in personal career development.

Recommendations for employers who desire diverse staff:

- Examine salary and benefits packages.
- Market job vacancies to prospective employees who possess needed skills and interests.
- Provide employees with opportunities to develop new skills.
- Develop recruitment programs targeted for Spectrum Scholarship recipients.
- Provide all staff with opportunities for advancement.
- Support diversity initiatives and make this support known.
- Develop and include new staff members in mentoring opportunities.

Recommendations for practitioners within the field:

- Consider mentoring a Spectrum Scholarship recipient.
- As a mentor, communicate with other mentors.
- Arrange to meet Spectrum Scholarship recipients at professional gatherings, especially state library conferences.

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