Diversity in Academic Librarianship:
A New Zealand Perspective

This paper explores diversity in the context of academic libraries in New Zealand in the 21st century, how the concept of diversity has been addressed in the literature, and discusses how diversity has been understood and implemented. It highlights prominent issues of diversity in libraries, such as: the number of immigrant librarians, issues of diversity in academic libraries such as their changing roles, collection development, library information literacy, and library spaces. The paper concludes by summarising the challenges being faced by the immigrant library profession such as: developing relevant collections to diverse users, the impact of diversity on librarians, library information literacy workshops for diverse users, providing library spaces for diverse users, and makes recommendations to overcome these challenges.

Key words: Diversity, Information technology, librarian, collection development, information literacy, New Zealand

Introduction

According to Burke (2008, p.32) diversity is not defined only by nationality or native language. Immigrants within any given nationality might have different levels of literacy, different legal status…[they] may come from rural or urban settings, and vary in their economic situations..

Diversity in New Zealand

New Zealand is a diverse country with many ethnic groups, religions, and languages. Everyone living in New Zealand needs to live and interact with different cultural groups and be comfortable with their different customs and traditions. These groups include not only the indigenous Māori, but also migrants from the Pasific, Asia, India, Middle East, plus refugees from other countries. Table 1 shows the top 10 countries of birth for immigrants to New Zealand, collected in the 2013 census. These data show that New Zealand is a very ethnically diverse country

Table 1: Top 10 countries of birth of New Zealand residents, 2013 census

Country	Number	%
New Zealand	2,980,827	74.85
United Kingdom	256,164	6.43
China	96,441	2.42
India	67,176	1.69
Australia	62,712	1.57
South Africa	54,279	1.36
Fiji	52,755	1.32
Samoa	50,658	1.27
Philippines	37,299	0.94
South Korea	26,604	0.67

In the 2013 census India overtook Australia as the fourth largest ethnic group in the country's population.

The main reasons immigrants moved to New Zealand varied from country to country, as shown in Table 2.

Legend Table 2:

- Result not available due to low response for the category.

* Result should be used with caution due to high sample error for the category.

From the perspectives of libraries, education is a significant factor for some immigrants, particularly those from Asia and the Pacific.

Table 2: Main reasons for migrants moving to New Zealand by country of previous residence

For overseas born

March 2007 quarter

Country of previous residence	Most common main reasons (ranked)		
	First	Second	Third
Australia	Social	Other	-
Pacific	Social	Employment	Education
UK	Environment	Social	Other
Other Europe	-	-	-
Asia	Education*	Social	Employment
North America	-	-	-
Other	Social	Employment	-

Source: Statistics New Zealand (2007)

Table 3 shows the distribution of New Zealand's international students by university (Auckland University of Technology, 2015).

Table 3: International university students in New Zealand universities

Provider	Number of international students by provider				
	2009	2010	2011	2012	2013
Auckland University of Technology	4038	4382	4281	4453	4680
Lincoln University	1188	1161	1023	876	909
Massey University	3300	3130	3442	3613	4121
University of Auckland	4814	4863	4860	5283	5556
University of Canterbury	2689	2589	1756	1679	1675
University of Otago	2600	2675	2879	2728	2717
University of Waikato	2972	3124	2997	2805	2554
Victoria University of Wellington	2511	2666	2912	2859	2928
Total	23977	24450	23916	24100	24923

Although the number of international students at some universities declined, overall the five years to 2013 saw overall growth in the number of international students studying at New Zealand universities. The drop in numbers at the University of Canterbury and Lincoln University are likely to be consequences of the 2010 and 2011 earthquakes.

Diversity in Libraries

Having a diverse workforce is important for any organisation,

serving. It is especially important for a library to have diverse staff who can build collection materials and offer services to meet the diverse information needs of its community (Mansfield, 2004). Mansfield also argues that a library's commitment to diversity needs to be stated in its formal written plans. Kreitz (2008) explored how academic libraries can apply diversity management best practices and provided a reading list for leaders and humans resource managers to help these leaders to optimise diversity approach within their organisations.

Diversity is one of the key focus areas of the American Library Association (2010) required to fulfil its mission of providing the highest quality of library and information services for all people. The key areas are:

1. promoting equal access to information for all people through libraries;
2. encouraging development of library services for diverse populations;
3. advocating for the recruitment of underrepresented groups and individuals with disabilities to the profession; and
4. fostering a diverse and inclusive work environment for library staff.

The International Federation of Library Associations (IFLA) published a multicultural library manifesto which states that libraries of all types should reflect, support, and promote cultural and linguistic diversity at the international, national, and local levels, and thus work for cross-cultural dialogue and active citizenship (2009). As libraries serve diverse interests and communities, they function as learning, cultural, and information centres. In addressing cultural and linguistic diversity, library services should be driven by their commitment to the principles of fundamental freedom and equity of access to information and knowledge for all, in the respect of cultural identity and values.

The IFLA manifesto identifies key missions for libraries, including:
*   promoting awareness of the positive value of cultural diversity and fostering cultural dialogue
*   safeguarding linguistic and cultural heritage and giving support to expression, creation, and dissemination in all relevant languages
*   encouraging information literacy in the digital age
*   supporting inclusion and participation of persons and groups from all diverse cultural backgrounds

The manifesto further recommends that multicultural services should be made an integral part of any library's services. In addition, it also urges libraries to work together with their community and experts, to develop comprehensive policies to improve those services. The manifesto calls upon academic institutions and library and information studies scholars to carry on further inquiry into best practices for multicultural services, and into the preservation and support of multicultural heritage.

Diversity of Library Professionals in New Zealand

A diverse cultural community will ideally be reflected within the library staff and will embody the attitudes and beliefs of their community; and by their presence, improve recognition of other cultures (Carroll, 1990; International Federation of Library Associations and Institutions, 2014). Stanley (2007) argues when students or library users do not see their culture represented in library staff, they may find it difficult to approach librarians for assistance; and that librarians from diverse cultures need to understand the cultural values of students because the cultural background is equally, if not more, important than their educational qualifications. For example, by understanding cultural differences, librarians will know whether eye contact is appropriate or not for some ethnic groups. By developing cultural awareness, libraries and librarians will maintain and enhance cultural values in many aspects of library services, including access, collection development, and information literacy and marketing their services.

Table 4 shows the birthplace for librarians in New Zealand and Auckland in 2006 and 2013. This shows that the number of librarians born overseas increased from 981 in 2006 to 1065 in 2013. In contrast, the New Zealand born decreased from 3,306 in 2006 to 3,078 in 2013. In 2013 there were six librarians from Tonga, while in 2006 there were none. The same pattern occurs in Auckland. In 2006 there were 372 overseas born librarians, which, which increased to 429 in 2013. Although the total number of librarians in New Zealand decreased between 2006 and 2013, in Auckland the total librarians were 1221 in 2006 which increased to 1284 in 2013. This may be due to migration combined with the economic recession, as many immigrant librarians may settle in Auckland due to its larger education sector, work opportunities, and environmental factors.

Table 4: Area of usual residence and birthplace by Total New Zealand & Auckland librarians

Birthplace	New Zealand 2006 Total	New Zealand 2013 Total	Auckland 2006 Total	Auckland 2013 Total
New Zealand	3,306	3,078	843	852
England	363	384	108	120
China, People's Republic of	36	51	21	39
Australia	75	63	21	12
India	36	42	21	30
South Africa	69	81	36	42
Fiji	36	36	21	21
Samoa	15	15	9	12
Philippines	6	21	C	9
United States of America	42	48	9	12
Scotland	45	36	12	12
Korea, Republic of	3	9	C	C
Tonga	0	6	C	6
Germany	18	9	C	C
Netherlands	21	21	6	C
All Other Countries	216	237	99	105
Total Overseas Born	981	1,065	372	429
Not Elsewhere Included	18	24	C	C
Total	4,299	4,167	1,221	1,284

C denotes less than three immigrant librarians in number

Figures 1 and 2 provide information about immigrant librarians who are working in New Zealand.

NZ Librarians 2006

- New Zealand 77%
- Overseas born 23%

Auckland librarians 2006

- Auckland 69%
- Overseas born 31%
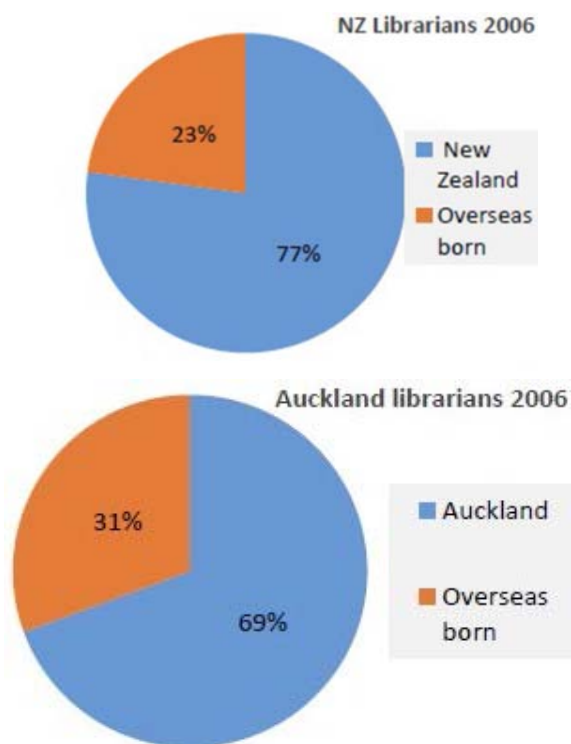
Figures 3 and 4 provide information about immigrant librarians who are working in New Zealand.

NZ librarians 2013

- New Zealand 74%
- Overseas born 26%

Auckland librarians 2013

- Auckland 67%
- Overseas born 33%
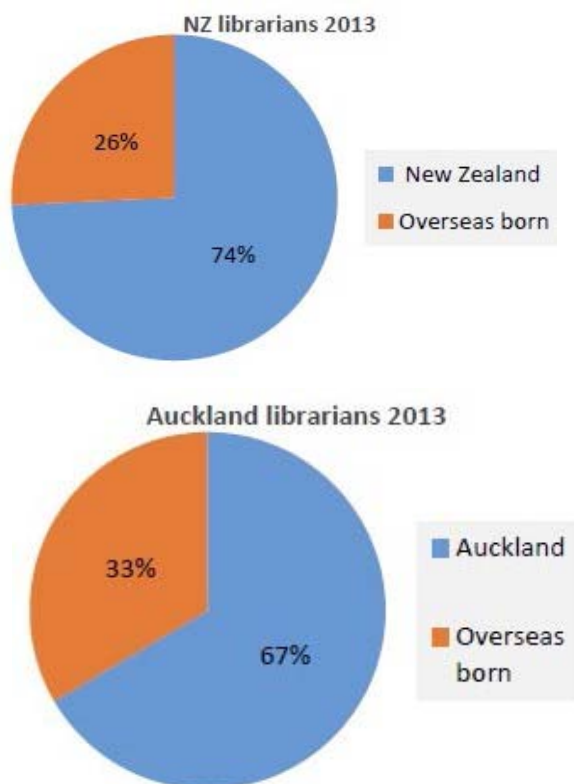
Source: Statistics New Zealand

Though international student numbers have grown in New Zealand during the last five years to 2013, the number of immigrant librarians who are working in New Zealand, has not shown similar growth. Figures 2 and 4 show that there was a 2% increase of immigrant librarians in Auckland in the seven years from 2006 to 2013, while figures 1 and 3 show a 3% increase in New Zealand overall (Statistics New Zealand, 2013). There has been no increase in immigrant librarians working to reflect the increase of international student numbers. This is particularly concerning for Auckland university libraries, where the number of international students increased by 15% between 2009 and 2013.

Diversity in Academic Libraries

A commitment to multiculturalism goes beyond colour and ethnic issues; it also incorporates the world of ideas, something that libraries should be committed to preserving and promoting. Many studies have discussed managing diverse work teams (American Library Association, 2007), organisational assessment and diversity metrics (Balderrama, 2000), diverse group settlement in new country, diversity best practices (Kreitz, 2008), health studies, housing, jobs, but no definitive research has been published on diversity in librarianship in Aotearoa New Zealand.

The goal for diversity in academic libraries is to create an environment in which all students and staff are valued, and where full participation and partnership are the norm. To achieve this, libraries should embrace cultural awareness, and provide spaces and appropriate services such as print and electronic resources databases, library information literacy workshops and tailor these to suit the needs of all diverse student users. Librarians need to change their practices to accommodate changing user behaviour, which can serve as a role model to continue fostering the concept of diversity. Despite a wealth of research into the challenges faced by students, such as strategies for assisting in their information and library experiences, there is still very little published on the diversity in library environment.

The Association of College and Research Libraries (ACRL, 2013) recognises that the changing demographics and the increasing diversity of students are an important trends in tertiary education. Library services need to evolve in response to the diverse and changing student population. Learning environments, demographic trends, digitisation and globalisation all influence tertiary education outcomes.

The literature related to diversity in libraries has focused to varying degrees on four main issues: diversity effects on the roles of the librarians, collection development, library information literacy workshops, and library spaces.

Roles of Academic Librarians

Crowley (1994), Osunkunle (2008) and Fourie (2004) all note that librarians are expected to deal with the needs of the digital divide, the information poor, the illiterate, the rich and the poor, the haves and have-nots, demanding business-related needs and survival needs, wireless access and internet connections and a lack of basic electricity supplies. This means that academic librarians must secure their future role and position within the academic environment by becoming

IT literate. Students entering universities, sometimes referred to as the "Google Generation", expect information to be at their fingertips and often believe all information is (or should be) "free." These young people have never known a world without the Internet and many of them are not aware of the costs of library-sponsored content (Joint Information Systems Committee, 2008).

According to Devine (2014) and St. John (2012), most variance within families is due to income, social class, ethnicity and religion, neighbourhood and region, number of members within extended families, patterns of authority, modes of affection, life-style, happiness/unhappiness balance. (Ina, 2004) suggests that librarians must secure their future role and position by helping all students, including those who could not afford their own personal computers or laptops or internet access at home because of their socioeconomic conditions or their family conditions.

Collection Development

As the library users become more diverse, it is increasingly important to reallocate funds in order to fund resources to support them (Martin, 1994). Most academic libraries have recognised the need to develop collections that support diverse users. This involves increasing diversity in terms of staffing and programming so that users feel they are a part of the community (Martin, 1994). By developing cultural awareness, libraries and librarians will maintain and enhance multicultural values in most aspects of library services, such as access, collection development, information literacy and marketing their services. It is a challenge for librarians to achieve the goal of having a library with a diverse collection and thereby not offending some groups of library users.

Māori, Pasifika and Asian cultures have a tradition of transmitting information from one person to another person orally, rather than in printed format. Maori (indigenous people of New Zealand) and Pasifika people (mainly Samoan, Tongan, Cook Islands, Niuean, Fijian, Tokelauan, and Tuvaluan) (Spiller, 2012) who have immigrated to New Zealand over the last 60 years or so. Development of appropriate collections that recognize and support cultures at academic libraries of non-book collection, particularly suited to the needs of Māori, Pasifika and Asian students in various languages for traditional songs, and stories of their cultures. This encourages them to stay longer in the library environments and engage with library resources.

Changes in the languages and customs of library users together with the increased sophistication of information technology, requires new approaches to the development of library collections and the provision of user-focused services. Librarians therefore need to create opportunities to satisfy user needs that reflect cultural awareness or adapting services to meet the needs of diverse users.

Empirical evidence argued that representation of people of colour in textbooks had increased during the past ten years, but the majority of textbooks are still homogeneously white and most textbooks with representations of people of colour still promoted white characters as the primary heroes (Milne, 2009). Resources and cultural practices will through a colour-blind approach where cultural knowledge, language and practices are limited and everything is perverse from a white colour base

(Milne, 2009). While some libraries and librarians advocated for multicultural education struggled for positive and accurate representations of women and people of colour (Chapman & Grant, 2010). Academic librarians paying concerns to diverse perspectives in the acquisition of collection materials became a focus area (Aryal, 2011; Fourie, 2004).

Building a diverse and multicultural collection is an increasing priority for all types of libraries, and academic libraries need to be particular active in this area. To increase the focus on multiculturalism in education, implies that it is important that librarians focus on developing collections of New Zealand along with focus from across the world.

Information Literacy Workshops

The role of academic librarians has changed significantly with increased teaching roles in the area of information literacy for all students at all levels, and with more liaison roles with the academic staff. The key role of subject librarians in academic libraries has an influence on both technological and pedagogical developments that have transformed the information arena (Arya, 2011; Fourie, 2004; Simmons & Corrall, 2011).

Academic librarians are not constrained by being assigned to specific classrooms; they have the potential to be learning leaders with the ability to make connections with every student in the university environment irrespective of the students' culture, languages and their demographic characteristics (Loertscher, 2006).

Information literacy is aimed at life-long learner capabilities, providing people with the key competencies to learn, manage self, think, participate and organise information. This contributes to student learning and develops responsibilities. Māori, Pasifika, and Asian students learn well in collaborative learning environments, as well as learning independently. European students are generally more comfortable in asking questions in the library information literacy workshops than Māori, Pasifika and Asian students. Non-European students are more inclined to approach the librarian outside the information literacy class, which may be because of their cultural belief that students are not supposed to ask questions of their teacher or librarians, or because they want to obey and show respect to elders by not asking questions in front of the other students in the library information literacy classroom. Māori, Pasifika and Asians want the librarian to have subject expertise, have good teaching strategies, and lead the information literacy workshops (Gazula, 2013). This is same with European and other cultural students too.

Few things became obvious and clearer while delivering and preparing for library information literacy classes for students from other cultures. For example, when dealing with Pasifika students, classes need to be designed and implemented using Pasifika forms of learning styles which involve enforcing and re-enforcing the concepts and ideas in simple ways, dealing with one concept at a time, and going onto the next concept later (Spiller, 2010; Gazula, 2013).

Developing information literacy workshops, embedding these within our learning community, and creating an awareness and appreciation by students is a challenging task for subject liaison librarians. Students learn differently because of their academic levels, and their cultures, so librarians leading information literacy classes need to create a culture of confident and co-

operative learning. Learning experiences, opportunities and connections within the community, and a sense of belonging and understanding are important to student learning. Subject liaison librarians need to ensure that each student has opportunities that suit their preferred way of learning. The focus of these information literacy workshops is to provide a unique and practical learning experience for students of all ethnic groups which links to university policies: that everyone should be treated equally and respectfully.

Spaces

University staff and students come from a variety of backgrounds and to meet the needs of these users, it is important that the library is both easily accessible and aesthetically pleasing. According to Lewis (2007) the library should be a place for cultural, ethnic, generational, multicultural and digitised users. He believes that the aim is to create comfortable, lively, and active spaces where users can interact with each other and where support is available for the use of library resources and relevant technology to access these resources. By offering these socio-cultural spaces (Social interaction with values, norms, the space which discriminates between cultures) the library can act as a campus crossroads, allowing students from different disciplines to mix, discuss, share interests, and work collaboratively in using the library collection and resources. These are my thoughts of a research project which is still under investigation.

Personal Reflections

All academic librarians must ask themselves for whom and on whose behalf they are working. The more conscious and committed to their role, and understand that their role as librarian requires them to take small risks at their work places. After migrating to New Zealand from India, in 1999 I am open to different cultures, and this sense of openness has helped me to learn a great deal as a librarian, and it helped me to think and rethink my opinions, which are necessarily – transferrable to other cultures.

Many things became obvious and clearer while delivering and preparing for library information literacy workshops. I have to design the information literacy workshops and implement Pasifika (their own) forms of learning styles. I tried to help students to the extent that I could by enforce and re-enforce the concepts and ideas in simple ways, by dealing with one concept at a time and going to the other concept later. This is mainly because many of them are returning students, and some of them are mature students. Apart from this many students do not know about technological developments in the libraries. I have learnt that I could only help all users if I began to understand them better. However, I could not understand them better without understanding their culture, values and beliefs.

I started learning about other cultures, so that I could teach the diverse cultural students and interact with them with ease. Small gestures like sharing food with other cultural groups during lunch time are, in fact, very important because they involve cultural values and beliefs. It reminds me and brings out the values of the family and extended family. This is one of the most important and valuable belief among Māori, Pasifika and to Asians. As a migrant to New Zealand, it brings back the memories which I had shared with my family back at home. These gestures have process to be fundamental to me, and the more I experience with them, the more they help me to keep in touch with learning and reflection happens.

Language is one of culture's most immediate, authentic, and concrete expression. There is a need to appreciate language is not only an instrument of communication, but also a structure of thinking for the human beings. From the beginning language will determine historical and scientific formation, penetrating with its ideology into the users. Those in power are the ones who make other people fall in line. Those who do not have power must achieve it before they can begin to incorporate others within their cultural value system. On the other hand cultural forms and ideologies that give rise to the contradictions and struggles define the lived realities of various societies.

Librarians are generally appreciated by library users for providing learning environments and culture that value individual learning styles. Developing the information literacy workshops, embedding these within our learning community, and creating an awareness and appreciation by students is a challenging task for the many librarians. Students learn differently because of their academic levels, and their cultures, so we create a culture of confident learning and co-operative learning.

Information literacy is aimed at life-long learner capabilities and the key competencies to learn, manage self, thinking, participate and organise information. This contributes to the students' learning and developing responsibilities. Māori, Pasifika, and Asian students learn well in collaborative learning environments, as well as learn independently. I have informally observed European students are more comfortable in asking questions in the information literacy workshops, when compared to Māori, Pasifika and Asian students. They are more inclined to approach the librarian outside the information literacy workshops, and this may be because of their cultural belief, that students are not supposed to ask questions their teacher librarians or obeying and giving respect to elders by not asking questions in front of the other users in the information literacy workshops. I believe Māori, Pasifika and Asians want the librarian to have subject expertise, have good teaching strategies, and lead the information literacy workshops (Gazula, 2013) and this is same with European and other cultural students too.

Learning experiences, opportunities and connections within the community, and a sense of belonging and understanding are important to students learning. We, the librarians are committed to ensure that each student has opportunities that suit their preferred way of learning styles. The focus of these information literacy workshops is to provide a unique and practical learning experience for all students for all ethnic groups which links to our university policies. That everyone should be treated equally and respectfully.

Liaison librarians' work together to provide hands-on learning opportunities for all students in the information literacy laboratories. In line with the above argument liaison librarians are looking for more sustainable and manageable pathways for students. Information in this modern age is moving quite rapidly from Desktop computers to Laptops, Tablets, Notebooks and Mobile Devices. We librarians need to keep in mind the students' attributes, and their expectations, while delivering information literacy workshops to the users to suit their diverse

cultural needs. Education is that terrain where power and politics are given a fundamental expression, since it is where meaning, desire, language, and values engage and respond to the deeper beliefs about the very nature of what it means to be human, to dream, and to name and struggle for a particular future and way of life (Freire, 1972).

Academic librarians need to continually work on tailoring the information literacy workshops to meet the needs of users for all levels and for different ethnic groups. Librarians need to work with academic staff in the universities to embed the information literacy workshops in the student's curriculum. At the same time the subject liaison librarians are trying to do collection development which reflect to all the diverse cultures of academic users where they are relevant to university policies and collections.

Conclusion

There is a need for more diverse face of academic librarianship in New Zealand context. New Zealand is a diverse country with many ethnic groups, religions, and languages and this only become more urgent as time passes. It is important that librarians be proactive in cultivating a professional identity as diverse as the users that they serve. It is especially important for a library to have diverse staff who can build collection materials, tailor information literacy workshops, and offer services to meet the diverse information needs of its community.

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