

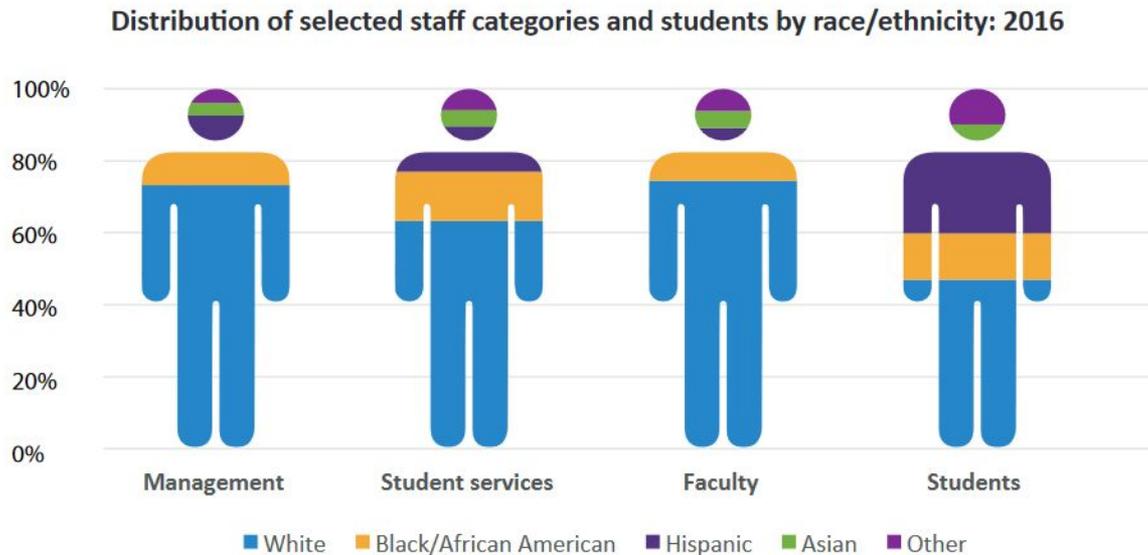
Decolonizing NC Community College Libraries by Identifying Recruitment and Retention Practices

Brittany Champion, Pitt Community College
Retha Hall, Central Piedmont Community College
Gerald Holmes, University of North Carolina at Greensboro

Objectives

- ❑ To identify **historical hiring** practices that have **negatively** impacted **underrepresented ethnic groups** in community college libraries today.
- ❑ To **encourage** committee chairs to **actively recruit** underrepresented ethnic groups, and **partner with LIS programs** to better strengthen **collaborative efforts** that will result in **increased recruitment**.
- ❑ To introduce **long-term hiring practices** that are intended to support **diversity and inclusion**, encourage **high morale**, and **support innovative change** in community college libraries.
- ❑ To identify potential **collaborative opportunities** for community college libraries and **LIS programs** that will support **achievable program outcomes**.

Race Statistics of Faculty, Staff, and Students in American Community Colleges



Source: American Association of Community College, *Distribution of Selected Staff Categories and Students by Race/Ethnicity: 2016, 2016*

Race Statistics of Librarians in America

Table Series A: 2009-2010 American Community Survey Estimates Applied to Institute for Museum and Library Services and National Center for Education Statistics Data

Note: API is used as an abbreviation for Asian and Pacific Islanders, Native Hawaiian and Other Pacific Islanders

Table A-1: Number of Credentialed Librarians by Characteristic, 2009-2010

		Total	White	Non-Latino				Latino
				African American	API	Native American inc. Alaskan	Two or more races	
Total		118,666	104,392	6,160	3,260	185	1,008	3,661
Gender	Male	20,393	18,285	563	787	8	181	522
	Female	98,273	86,107	5,597	2,473	177	827	3,139
Age	Under 35	15,335	13,132	591	390	34	140	1,048
	35-45	25,439	22,215	859	716	63	414	1,172
	45-55	30,326	26,224	1,896	1,171	22	288	724
	55-64	41,343	37,192	2,534	761	58	114	684
	65 or older	6,222	5,629	279	222	8	51	33
Work Disability Status	Limited	4,439	3,867	154	104	18	122	172
	Not limited	114,227	100,524	6,005	3,156	167	885	3,488

Source: *Diversity Counts* was conducted by the [ALA Office for Research & Statistics](#), [ALA Office for Diversity, Literacy and Outreach Services](#) and Decision Demographics, a research firm based in Arlington, Virginia.

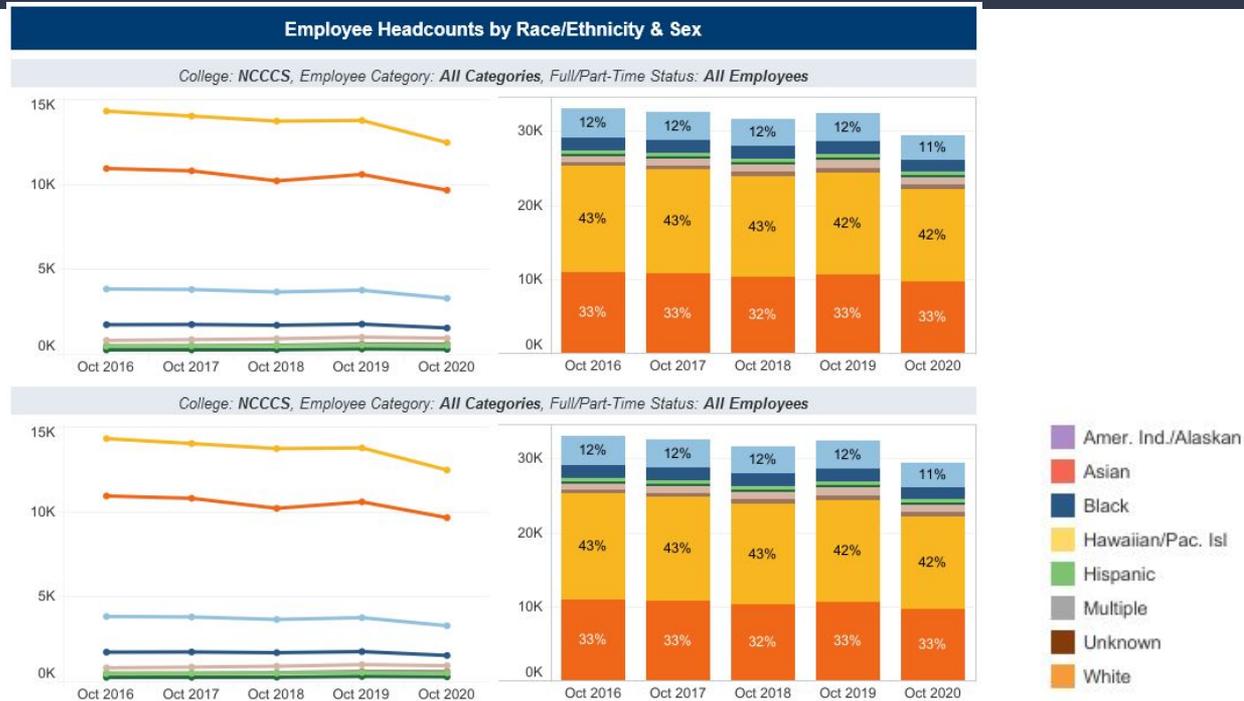
Race Statistics of Library Assistants in America

Table A-2: Number of Library Assistants by Characteristic, 2009-2010

		Total	Non-Latino					Latino
			White	African American	API	Native American inc. Alaskan	Two or more races	
Total		122,768	89,993	11,419	6,745	850	2,738	11,023
Gender	Male	23,451	14,965	2,865	1,981	51	731	2,858
	Female	99,317	75,028	8,554	4,764	799	2,007	8,165
Age	Under 35	52,576	32,957	6,729	4,448	112	1,455	6,875
	35-45	14,885	10,678	1,357	494	62	477	1,811
	45-55	21,189	17,047	1,375	882	328	552	1,005
	55-64	24,190	20,619	1,536	658	94	187	1,096
	65 or older	9,928	8,691	422	263	254	67	231
Work Disability Status	Limited	6,796	4,942	607	273	266	188	520
	Not limited	115,972	85,051	10,812	6,472	584	2,550	10,503

Source: *Diversity Counts* was conducted by the [ALA Office for Research & Statistics](#), [ALA Office for Diversity, Literacy and Outreach Services](#) and Decision Demographics, a research firm based in Arlington, Virginia.

Race and Gender Statistics of Employees in NC Community Colleges



Source: *Employee Headcounts by Race/Ethnicity & Sex* was conducted by the Institutional Staff Information File. 2020

Historical Hiring Practices that Impact Underrepresented Ethnic Groups

- Language in job descriptions cater to white applicants
- Hiring committees are formed of mostly white faculty or staff members who overly scrutinize resumes and cover letters from ethnic minorities
- Committee members haven't always created an inclusive space with appropriate interview questions
- Committee members are fearful of professional consequences if they share their thoughts
- Committee members are biased in their candidate selections

How to Encourage Ethnic Minorities to Apply to Your Community College Library

- Share job descriptions with DEI committees before publishing
- Community college directors should seek traditional and non traditional methods to advertise job vacancies to potential ethnic minority librarians.
- Committee chairs are responsible for creating spaces of inclusion and representing the college in a promising light.
- Remember, location may also be a barrier for ethnic minorities. During negotiations, remember to keep an open mind and truly consider their personal, familiar, and professional needs.

Diversity Equity Inclusion Anti-Racism

The deep racial divides exposed by the 2016 election in the United States and the subsequent rise in hate crimes on campuses illustrate that racism has been and will continue to be a central issue in higher education. It is no longer justifiable for academia to remain racially illiterate.

- Özlem Sensoy and Robin DiAngelo, *“We Are All For Diversity, but...”*
How Faculty Hiring Committees Reproduce Whiteness and Practical Suggestions for How They Can Change

How to Address Your Community College Library's Diversity Initiatives in an Interview

- Seize the opportunity to invite students from the Student Government Association, activism clubs, or groups that focus on marginalized communities to participate in during the interview process.
- Discuss diversity in an intentional manner. Listen to your candidate's answer(s) closely and ask follow up questions.
- Be open to sharing diversity initiatives of the college and the goals you wish your team(s) to accomplish.
- Share your knowledge of diversity literacy in less formalized times of the day. Provide accommodations for your candidate's physical, mental, and religious well being.

HIRED ...

NOW WHAT?

“Honest self-reflection opens your mind to reprogramming, change, success and freedom.” – Unknown

In the last 3 years, have you hired, supervised or worked with someone from an underrepresented ethnic group?

Reflect back, do you think you provided the best experience for that person?

Why? Or Why Not?

As leaders, managers and colleagues, I challenge us to take responsibility in setting the tone of the 'workplace culture' by being aware of our own explicit and implicit biases that affect positive morale and retention.

2019 Experiential Study: Highlights on Library Employee Morale Experiences

Ethnicity:

- ❑ 33% -Asian
- ❑ 30%-African American
- ❑ 25%-Multiracial
- ❑ 20%-Hispanic/Latinix
- ❑ 5%-Native American/American Indian

Gender/Age:

- ❑ 90% Female
- ❑ 26-35 age 48%
- ❑ 36–45 or 46–55 age tied at 24%.

Source: Kendrick, Kaetrena Davis, and Ione T. Damasco. "Low Morale in Ethnic and Racial Minority Academic Librarians: An Experiential Study." *Library Trends*, vol. 68, no. 2, 2019, pp. 174-212. *ProQuest*

2019 Experiential Study: Highlights on Library Employee Morale Experiences

Experience:

- ❑ New librarians - 48%
- ❑ Experienced librarians -43%
- ❑ Mid Career -10%

Institution Type:

- ❑ 57%- four-year colleges or universities
- ❑ 28%- took place at four-year private colleges/universities
- ❑ **10%- occurred at two-year public junior, technical, or community colleges.**

Occurrence:

- ❑ 1- 3 years ago: 48%
- ❑ 4-6 years ago: 24%

2019 Experiential Study: Highlights on Library Employee Morale Experiences

Selected Excerpted Participant Responses

Relationship-building and communication:

"[I want to be able] to give an **honest, professional, tactful perspective on things and not get dinged for it.**"

System Abuse and Negligence (Occupational):

"I feel like as a **new librarian** and as someone who's working indirectly with the director and it's **just us two, I thought that I would be way more engaged than I am now**". I know that it's also a different kind of work environment that I'm in now". but I had no idea that I would be totally—sometimes I'm not communicating. At all."

General Practice:

"Well, I'm kind of on autopilot, which I've been for the past few months. **I've basically minimally involved myself in different things. I don't head as many projects as I used to. Other people do them** instead. I'm just kind of like, stick with my fundamental job and responsibilities and keep it at that."

Respect/Collegiality:

"You know, I'm not perfect—I don't think anybody's perfect, but I just want to come, **do my job, respect my colleagues, be respected by my colleagues, and be here for our students**, and it just doesn't seem like that for everybody else. There's **some folks who want to find drama just to have drama** in their lives, and I don't like that."

How to Build and Maintain High Morale in Library Team Members of Underrepresented Ethnic Groups

- ❑ Integrate **inclusive** onboarding
- ❑ Demonstrate **Trustworthiness**
- ❑ **Ask!** How are you? How can I support you? Get feedback
- ❑ Implement **employee engagement** strategies: collaborations, cultural trainings, team building
- ❑ Balance committees – **offer /extend leadership** opportunities
- ❑ **Exhibit respect** for cultural differences, orientations, religion, customs, etc.
- ❑ **Embrace** employee **differences** in talents, learning styles, previous backgrounds, experiences, perspectives
- ❑ **Acknowledge** everyone's contributions, successes equitably
- ❑ **Model** expectations and behavior you expect
- ❑ Lead with **gratitude**

*“Honest self-reflection opens your mind to reprogramming, change, success and freedom.”
– Unknown*

Think about one situation as a manager or colleague you didn't handle or receive well.

Reflect back: How would you handle the situation now?

Managerial Practices to Avoid

- ❑ Allowing **explicit and implicit biases** to influence hiring and other important decisions
- ❑ Dishonesty
- ❑ Lack of empathy
- ❑ **Microaggressions and incivilities**
- ❑ Avoiding genuine conversations about the effects/impact of diversity, equity and inclusion issues because it's uncomfortable. Have to be **uncomfortable to get comfortable**
- ❑ The "grapevine" and office politics
- ❑ **Excluding** individuals from leading committees, decision making, relevant conversations
- ❑ Being **dismissive**: learn how to 'read' employee moods (COVID 19, social issues), making judgements
- ❑ Inconsistency
- ❑ Resistance to change: new ideas, revamp old

The R.A.V.E.N Approach

A framework for addressing microaggressions
(and other uncomfortable workplace situations)

R- Redirecting the conversation or interaction (intervene to stop further harm)

A- Asking probing questions (I think I heard you..., can you help understand?)

V- Values Clarification (emphasize alignment with core organizational values)

E- Emphasizing your own thoughts (when I..., others may....)

N- Offering concrete Next steps (reflect, how to handle going the *next* time?)

How can Community Colleges Partner with Library Education Programs to Increase the Number of Librarians of Color on their Staff?

- ❑ Champion your paraprofessional staff. Many of the ACE Scholars participants in Cohort 3 were community college library paraprofessionals.
- ❑ If the staff member does not have an undergrad degree, mentor them through a program that emphasizes a broad education. The UNCG Bachelor of Liberal Studies (BLS) program is an example.
- ❑ Also look to staff in adjacent areas such as Information Technology, Tutoring, and Academic Success.

What are the Things that Need to be Considered in Partnering?

- ❑ Support for flexible scheduling - many paraprofessionals work evenings when synchronous classes happen. Is it possible to adjust the staff members work schedule?
- ❑ Provide a willingness to develop in-house work experience opportunities in different areas in a community college library
- ❑ Flexible scheduling for course offerings by LIS programs (online, in person, hybrid)
- ❑ Are there curricular additions that LIS programs should restructure or develop to meet the needs of the workplace?

How can this Partnering Improve Retention Efforts for Librarians of Color in Community Colleges?

- ❑ Retention is difficult for community colleges. Good librarians have options and there is a very flat organizational structure.
- ❑ A Community College may want to consider partnering with another local library (i.e. possibly a Public Library). Both supporting the mission to help the community. Start the discussion and then bring a Library Education program into the conversation.
- ❑ Develop your own staff and keep the staff that you have linking recruitment with retention.

Presenter Contact Information

Brittany Champion, Pitt Community College-
bnchampion711@my.pittcc.edu

Retha Hall, Central Piedmont Community
College- retha.hall@cpcc.edu

Gerald Holmes, University of North Carolina
at Greensboro- gerald_holmes@uncg.edu

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