

2016

Minority Librarians in Higher Education: A Critical Race Theory Analysis

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Minority Librarians in Higher Education: A Critical Race Theory Analysis

A dissertation submitted to
the Graduate College of
Marshall University

In partial fulfillment of
the requirements for the degree of
Doctor of Education
in
Higher Education Leadership
by
Kelli Johnson

Approved by
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Marshall University

December, 2016

DEDICATION

This dissertation is dedicated to my mother, Linda Marie Johnson, who passed away before she could see me complete my degree. Thank you for the years of encouragement and the sense of self-worth that you instilled in me. I love you Mom.

ACKNOWLEDGEMENTS

I would like to thank the members of my dissertation committee for their support and guidance throughout this process. First and foremost, I would like to thank my committee chair, Dr. Linda Spatig. You pushed me to work harder, and write more, than I ever thought I could. And you stuck by me, and your other students, even after you retired. You will always be an inspiration to me and I hope to lead and nurture my students the same way that you have led and nurtured us.

I would also like to thank Dr. Monica Garcia Brooks who has been a friend and mentor to me for many years. Her guidance and respect means the world to me. Without her support and words of wisdom I would not have undertaken this challenge, let alone have completed it.

Dr. Watts was one of my first instructors in the program. I value his enthusiasm and knowledge and thank him for his thoughtfulness and commitment to developing leadership skills in his students.

I would like to thank Dr. Lassiter for his patience with me as a writing student and for his guidance in class. He instilled in me the feeling that I was capable of writing for publication.

I want to thank my daughter, Jamila Jones, and my daughter, son-in-law and grandson, Britny, Jason, and Cameron Maynard, for their love and laughter. Thank you Troy Cochran for your support and for putting up with my "dissertation brain". I want to thank my extended family, friends, and co-workers around the world for their encouragement, enthusiasm, and support. A special thank you goes to Kelli Kerbawy who kept me going through the program, who listened to my whining and who kept me laughing.

ABSTRACT

The library profession as a whole is predominantly white with a large discrepancy between the percentage of minorities in the United States in general and the percentage of professional librarians who are minorities. Despite past recruitment efforts, there remains a dearth of minority librarians in higher education and the reasons for this remain unclear. The purpose of this qualitative study was to investigate minority librarian experiences in higher education and their perceptions of supports and barriers encountered in becoming and being professional librarians. Five themes emerged from the data. The first theme pertained to the spirit of service and activism which was a significant characteristic of all nine interviewees. Theme two showed how mentoring and networking was an important part of the experience of becoming and being an academic librarian. The third theme, microaggressions, showed the prevalence of the daily injustices that minority librarians in higher education often experience. Theme four pertained to the educational and work environments the informants experienced namely predominantly white institutions (PWIs), Historically Black Colleges and Universities (HBCUs), and Tribal College and Universities (TCUs). The fifth theme showed how most of the interviewees were “natural born librarians” characterized by the love of libraries and reading. The findings provide new evidence into the experiences and perceptions of minority librarians and will assist library schools in developing programming and curriculum pertinent to librarians of color, assist administration in higher education, particularly in academic libraries, to create environments more conducive to attracting minority librarians, and assist professional library organizations in developing and improving programming designed to increase the ranks of minority librarians in higher education.

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Chapter One

Introduction to the Study

A 2009-2010 American Library Association (ALA) survey (2011) indicates that only 12.1% of professional credentialed librarians in the United States are ethnic minorities which is in stark contrast to U.S. Census data (2011) which reports that 24.9% of the population is not white. Of the 14,274 non-white librarians who were credentialed (in possession of an earned Master of Library Science, MLS) in 2010, 6,160 were African American, 3,260 were Asian/Pacific Islander, 185 were Native American (including Alaskan), 3,661 were Latino, and 1,008 identified as being of two or more races (see figure 1)(ALA, 2011). Further, women outnumber men 98,273 to 20,393 (ALA, 2011). Librarianship is an overwhelmingly white, female profession.

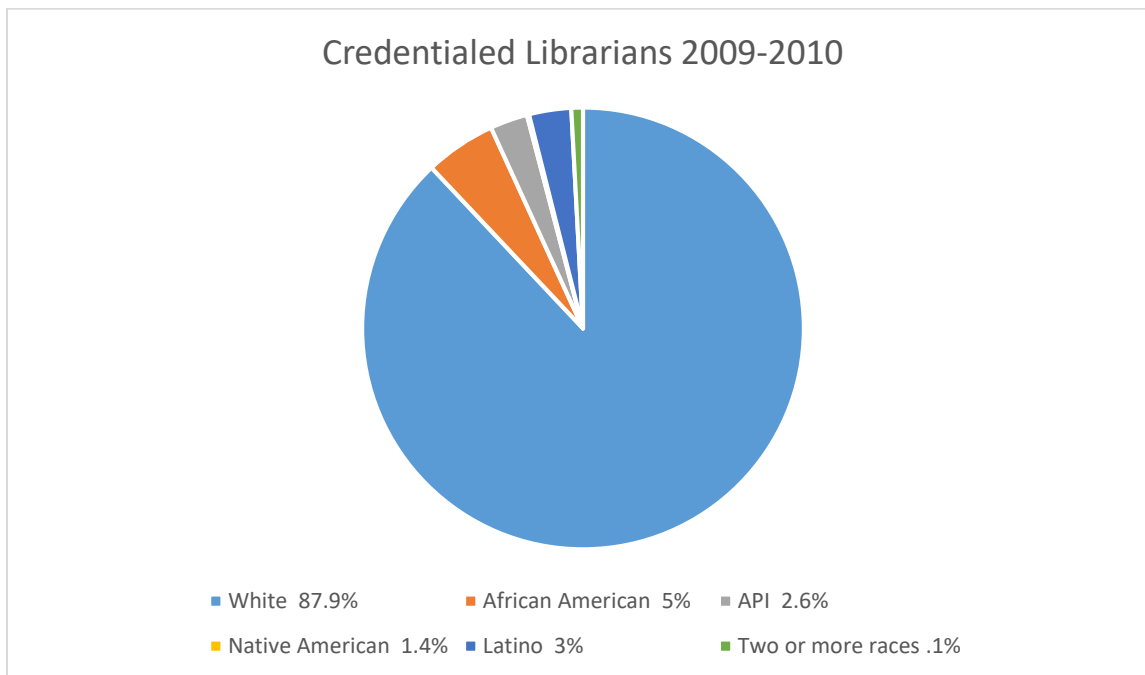


Figure 1 (adapted from ALA Diversity Counts)

Academic libraries in particular fare somewhat worse than other types of libraries. A 2007 study by Davis and Hall for the ALA found that, in 2000, white librarians accounted for 85% of professional academic librarians compared to African Americans, at 5% of the total, and Latinos at 2%. White staff members, non-MLS library employees, in academic libraries made up 71% of total staff while African Americans comprised 11% and Latinos 7%. Proportions of white librarians to white staff as compared to minority librarians and minority staff are skewed reinforcing what Hall (2012) refers to as the “racialized constructions of intellectual superiority and inferiority.” Hall is referring to the long held belief in the intellectual superiority of whites, what Solórzano and Yosso (2009) call biological and cultural deficit models. In essence, the idea is that whites are more suited for a professional capacity in the library while minorities are more suited for support staff positions.

According to the National Center for Educational Statistics (NCES), in 2012 whites accounted for just over 60% of the 20.6 million undergraduate students enrolled in degree granting institutions (2013). NCES also reports that African Americans account for 14.9%, Hispanic 15%, Asian/Pacific Islanders (API) 6.3%, and Native American .9% of total student population. NCES has recently started collecting data about individuals of two or more races: these individuals account for 2.5% of the total number of students enrolled in higher education institutions. Comparing these numbers to the numbers of minority librarians in higher education shows a distinct disparity (see figure 2).

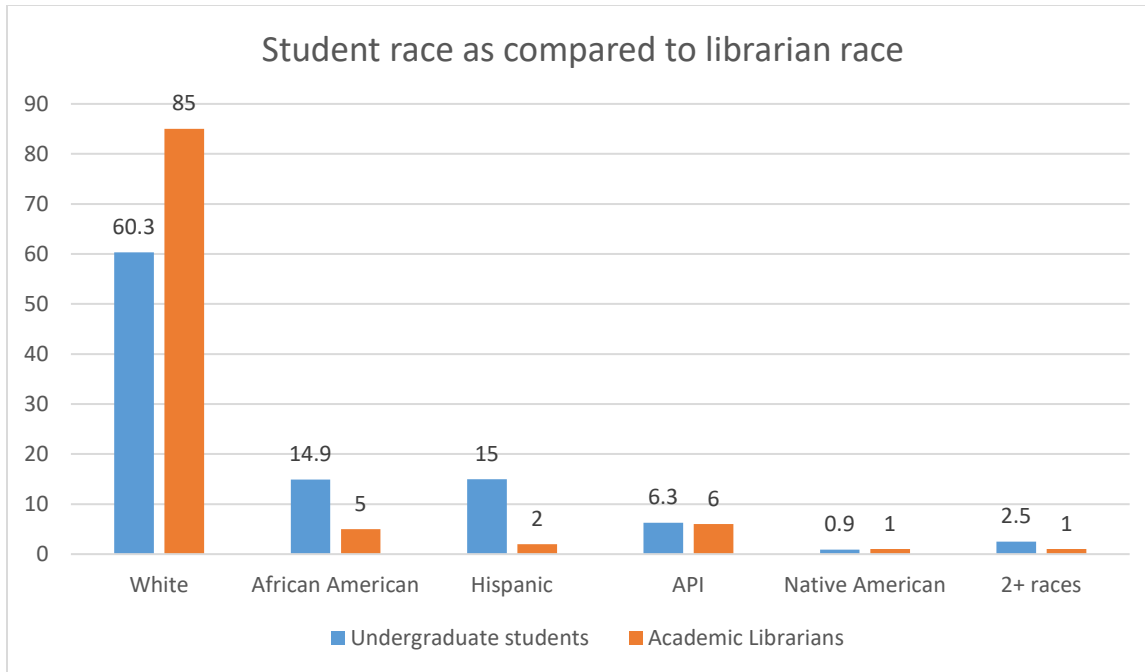


Figure 2 Data taken from ALA and NCES

Librarians and libraries in the United States have a long history of working for social justice. In 1950, Ruth Brown was fired from the Bartlesville, Oklahoma, Public Library as the result of her advocating for integration (Robbins, 2000). In the 1960s, U.S. librarians were at the forefront of the civil rights movement. According to the noted librarian E.J. Josey (1987), black librarians in the South were not only victims of discrimination at work but they were also excluded from state professional organizations. In contrast, the American Library Association (ALA) took a stand on racial discrimination in 1936 when their annual conference was held in Richmond, Virginia. Though the conference venue stressed that blacks were not to be included, ALA formed a Committee on Racial Discrimination that declared that any conference area under ALA's control would be open to attendees impartially. Librarians in the 1960s also worked to end the war, create equal opportunity for women, and champion intellectual freedom. With this

history of advocating against segregation and social injustice, why does the profession remain so monochromatic?

Academic Libraries

In librarianship, libraries are categorized according to mission and population served. Academic libraries are the libraries of higher education which support the research needs of the students, faculty, and staff in colleges and universities. According to the American Library Association (2015) there are 3,793 academic libraries in the United States employing over 24,000 librarians (United States Department of Labor, 2015). The average salary for academic librarians is \$53,000 (American Library Association, 2015).

Academic libraries developed as higher education evolved beginning with John Harvard's donation of over 300 books to Harvard University in 1638 (Weiner, 2005). The first college libraries were just rooms of books in a college building or chapel. Before the implementation of the Dewey Decimal System in 1876, there was no formal classification scheme for books; books were organized by author, by donor, and even by color or size (Weiner, 2005). The focus of these early academic libraries was more on collecting, preserving and protecting books rather than sharing them.

As colleges and universities evolved, as scholarship and publishing evolved, so did libraries. By the end of the nineteenth century, the focus of academic libraries changed from preservation to accessibility and libraries became more integrated into the university. Books and other materials were organized using either the Dewey Decimal or Library of Congress Classification system. Weiner writes that by the 1940s, libraries had reference departments designed to guide and instruct library patrons (2005). The societal changes that occurred after the Second World War also affected academic libraries. Research and publishing opportunities

increased. The student body increased and diversified. And technology evolved at an amazing rate. Academic libraries and librarians met all of these changes head on. These changes, coupled with dwindling economic resources, have led some to “question the role and function of the traditional library,” however academic libraries in the United States have always been able to evolve as the result of “external influences” (Weiner, 2005).

The Function of Academic Libraries

Academic libraries exist to support the research needs of students, faculty, and staff on campus and must therefore continually adapt to external and internal changes. Academic libraries have mission statements that reflect these goals. For example, the mission statement for Marshall University Libraries (n.d.) reads as follows:

The Marshall University Libraries support the teaching, research and public service commitments of the University. To fulfill this responsibility, the libraries acquire, organize, maintain, and preserve materials in all appropriate formats. They also provide access and delivery of information, resources and services.

Marshall University Libraries’ mission statement also aligns with the University’s mission statement as well as with standards set forth by national organizations such as the American Library Association’s Code of Ethics statement. ALA’s Code of Ethics statement urges librarians to provide high level service to all, to “treat co-workers and colleagues with respect, fairness, and good faith,” and to “distinguish between personal convictions and professional duties” (2008). This Code of Ethics, originally adopted at ALA’s 1939 Midwinter Meeting and updated several times over the years, foreshadowed the activism that played a large role in libraries and with librarians in the 1960s.

It is interesting to note that the first principle listed in the Code of Ethics has to do with service. Librarianship is a service profession. The Department of Labor published a comprehensive list of job activities that librarians perform:

Tasks may include selecting, acquiring, cataloguing, classifying, circulating, and maintaining library materials; and furnishing reference, bibliographical, and readers' advisory services. May perform in-depth, strategic research, and synthesize, analyze, edit, and filter information. May set up or work with databases and information systems to catalogue and access information (United States Department of Labor, 2015).

This list is certainly not conclusive and most librarians will not perform all of these functions. Librarians perform a variety of tasks dependent on the type of library they work in and which library department they are located. In general, academic libraries have at least two components—public services and technical services. Many college and university libraries also have Special Collections Departments and Government Documents Departments. Larger universities may have multiple libraries across multiple campuses. Some libraries are specialized and function to support specific disciplines, populations, or areas of interest.

Academic Librarians

To perform the duties required to successfully run college and university libraries in all of their incarnations, academic libraries require trained employees commonly consisting of librarians and library staff members. Library staff members may or may not have higher education degrees but academic librarians hold Masters' in Library Science degrees (MLS) from ALA accredited library schools. There are 50 ALA accredited library schools in the United States (one of which is conditional as of the writing of this paper), one school in Puerto Rico, and seven in Canada, and 2 U.S. schools in candidacy status (seeking ALA accreditation as of the

writing of this paper). In 2009, the American Library Association approved and adopted a statement of “Core Competencies of Librarianship” that address the “basic knowledge” that librarians should have as library school graduates. Librarians should have knowledge in foundations of the profession; knowledge of information resources; organizational and technical knowledge and skills; research, reference and instruction skills; lifelong learning; and, administration and management.

In most cases, academic libraries hire librarians who hold an MLS from an ALA accredited library school. One exception is the hiring of library students as Graduate Assistants. Graduate Assistants perform many of the same duties as a professional librarian while gaining experience in a library setting. Graduate Assistantships are scarce in these lean financial times and are awarded to the most competent and capable students.

Relevant Literature and Key Issues

The focus of this study is racial diversity in education, specifically in higher education librarianship. The push for multicultural sensitivity in education was the byproduct of the social and cultural changes of the 1960s and 1970s. However, while the population of the United States grew increasingly diverse, the teaching profession remained characteristically white (Bireda & Chait, 2011; Cochran-Smith, 1995; Ingersoll & May, 2011; Ingersoll & Merrill, 2012; Villegas, Strom, & Lucas, 2012). As a result, many teacher education programs began to require their students to take a class in multicultural issues and many studies have focused on teaching multicultural awareness and creating “white allies” (Cochran-Smith, 1995). Cochran-Smith (1995) takes the discussion a step further and calls these teachers “uncertain allies” – white teachers who struggle to find the balance between being an ally to their ethnically and culturally diverse students and their uncertainty regarding race and ethnicity. Ten years later, this was still

a concern. As Colombo (2005) noted, “cultural mismatch between teachers and the children they teach can result in uncomfortable classroom experiences” and “teachers who share their students’ cultures can minimize some of the differences between home and school” (p.1).

That is not to say that a teacher of one race cannot connect with students of other races, ethnicities, and cultures and help them succeed; however, research shows that having a teacher who shares a racial, ethnic or cultural background with students is one of several ways to help students succeed (Dee, 2004; Dee, 2005; Hagedorn, Chi, Cepeda, & McLain, 2006; Marin, 2000; Paloma, 2014; Robinson, Byrd, Louis, & Bonner, 2013). Studies also have shown that students feel more comfortable with mentors of the same race or in classrooms where the environment is similar to their cultural background with a teacher of the same race or a preponderance of students of the same race (Crisp, Taggart, & Nora, 2014; Howard, 2001; Irvine & Fenwick, 2011; Johnson, Crosnoe, & Elder, Jr., 2001; Milner, 2006; Moore et al, 2014; Saenz & Ponjuan, 2011; Watson et al, 2002). The literature shows lack of teachers of color in education at all levels. When people of color do pursue careers in education, when they seek faculty positions or advancement in higher education, they must face various barriers (American Council on Education, 2013; Delgado-Romero, Flores, Gloria, Arredondo, & Castellanos, 2003; Pittman, 2012; Sue & Sue, 2003; Sue, Bucci, Lin, Nadal, & Torino, 2007; Verdugo, 2003).

With academic librarians, the picture is quite similar to that of teachers in higher education. Diversity is a desirable quality (Andrade & Rivera, 2011; Bonnet & McAlexander, 2012; Buttlar & Canyon, 1992; Chu, 1999; Jaeger & Franklin, 2007; Jaeger, Sarin, & Peterson, 2015; Josey & Abdullahi, 2002; Morales, Knowles & Bourg, 2014; Ortega & Ramos, 2011; Subramaniam & Jaeger, 2010). However the multicultural, multiethnic staff in higher education librarianship remains elusive (Andrade & Rivera, 2011; Buttlar & Canyon, 1992, Damasco &

Hodges, 2012; Davis & Hall, 2007; Hussey, 2009; Josey & Abdullahi, 2002; Kim, 2009; Love, 2001; Morales, Knowles, E.C., & Bourg, C., 2014; Ortega & Ramos, 2011; Thurston, A., 2012).

Problem Statement and Research Purpose

The library profession as a whole is predominantly white with a large discrepancy between the percentage of minorities in the United States in general and the percentage of professional librarians who are minorities. Despite past recruitment efforts, there remains a dearth of minority librarians in higher education and the reasons for this remain unclear. Further, we know that minority students respond to minority mentors and teachers. Additional minority academic librarians in higher education would benefit students as well as minority librarians. Thus the shortage of minority librarians in higher education is a problem for both minority students and librarians. The purpose of this study is to investigate minority librarian experiences in higher education and their perceptions of supports and barriers encountered in becoming and being professional librarians. Present and future library leaders will be able to use the information gathered in this study to address the issue of the lack of librarians of color in higher education.

Research Questions

1. What supports and barriers have minorities experienced in becoming and working as academic librarians?
2. What perceptions do minority librarians have about being minority librarians and their contributions, if any, to campus diversity?
3. What factors do minority librarians perceive contribute to the small number of minority academic librarians?

Context and Conceptual Framework

Glesne (2011) writes that ethnography means describing a cultural group (p.17). According to Bogdan and Biklen (2007), phenomenological research seeks to find the meanings that people ascribe to the events and interactions in their lives. In this study I concentrate on minority librarians as the cultural group and determine their perceptions of the circumstances they experience as professional minority librarians. I use a phenomenological, ethnographic approach paired with a critical race theoretical framework. This approach can also be termed critical ethnography which, as explained by Madison (2005), “begins with an ethical responsibility to address processes of unfairness or injustice within a particular *lived* domain” (p.5). As Milner writes, from a critical race theory perspective “knowledge can and should be generated through narratives and counter-narratives that emerge from and with people of color” (2012, p.28).

Before describing critical race theory, I will pause to define the terms racism and institutional racism. For the purposes of this paper, racism is defined as the belief that a person or group of persons is inherently superior or inherently inferior because of their culture. Institutional racism refers to oppressive activities and patterns within systems and institutions. For example, when a person of color goes to college then looks around to find that all of the buildings are named after whites. Another example is the increased likelihood of being pulled over by a traffic officer if you have brown skin. According to Nesbit (2015), blacks are “three times more likely to be searched at a traffic stop.”

Delgado and Stefancic (2012) define critical race theory (CRT) as a movement of “a collection of activists and scholars interested in studying and transforming the relationship between race, racism, and power” (p.3). Critical race theory developed in the 1970s in response

to what some legal scholars felt was a stasis in the civil rights movement. In the 40 years since its conception, CRT has spread to the field of education, among others, and has yielded subgroups focused on queer, Asian American, and Latino critical studies.

CRT has, in general, a few basic precepts that guide or shape the theory. First, racism is viewed as a normal occurrence rather than an abnormal one. Second, interest convergence, also called material determinism, exists (Delgado & Stefancic, 2012). This means that whites have little interest in addressing or ending racism because it benefits the white majority both materially and psychologically. Third, race is not a scientific fact but rather a social construct developed to explain human variation (Kosek, 2009; Delgado & Stefancic, 2012; Goodman, Moses, & Jones, 2012) though racism is in fact a reality (Kosek, 2009; Delgado & Stefancic, 2012; Goodman, Moses, & Jones, 2012; Parker, 2015). The fourth tenet is the concept of differentiated racism which occurs when different groups are marginalized at different times as the result of economic factors (Delgado & Stefancic, 2012). Fifth, because each person is an amalgam, CRT recognizes intersectionality—a term introduced by critical legal theorists to refer to the specific conditions that exist when one holds two or more social statuses (Deaux, 2001). For example, someone could be a Hispanic woman Democrat. And finally, due to their own minority status, minorities are inherently able to speak on the subject of race and racism (Delgado & Stefancic, 2012).

Critical race theory is an appropriate lens for this study. It allows for the examination, understanding, and explanation of the lack of minority librarians in higher education through the words and experiences of minority librarians and thus provide a means to disrupt “the causes of structural domination and inequality” (Kumasi, 2012, p.34).

Research Methods

This is a qualitative study. Qualitative methods have been used in educational research for many years and have also been applied to questions in library science (Wildemuth, 2009). The nature of qualitative research – naturalistic, involves descriptive data, concern with process, inductive, and making meaning is of essential concern – lends itself to research in education and information science; further, many qualitative researchers are drawn to the ability of qualitative methods to tell the stories of people who have been voiceless (Bogdan & Biklen, 2007). Qualitative methods are suited to research regarding critical race theory for the same reason.

Inductive reasoning is defined by Glesne (2011) as “reasoning that moves from the specific or concrete to the general or abstract” (p. 281). Maxwell (2013) suggests a five component, interactive model for proposing inductive inquiry. The components are goals, conceptual framework, research questions, methods, and validity. Goals for the study, the conceptual framework, and the research questions were addressed earlier in this chapter. Research methods include researcher/informant relationship, site and subject selection, methods, and data analysis strategies and techniques.

Researcher/Informant Relationships

Establishing good relationships with informants is very important to successful qualitative research and Glesne (2011) suggests several important concepts to remember as researchers. I studied minority librarians in higher education and because I am also a minority librarian, establishing rapport came naturally and hopefully effortlessly. However, as Glesne notes, rapport does not automatically ensure trust. As I interviewed the librarians and as they gained insight into my character, I believe that trust was built in our researcher/informant

relationship. I also believe that I successfully fit in. Having worked in higher education for many years, I am comfortable in that environment.

Participant Selection

Informants for this study are minority librarians in higher education. These informants are soon to be credentialed or already credentialed (holding MLS degrees) minority librarians. I interviewed 9 individuals including 8 librarians and 1 library student. Because none of these librarians were nearby or within reasonable travel distance, I conducted interviews by phone and followed up via email.

I am a member of several professional librarian organizations including the West Virginia Library Association (WVLA), the American Library Association (ALA), the Black Caucus of the American Library Association (BCALA), and the Association of Research and College Libraries (ACRL). I identified informants through these organizations, more specifically, through use of their listservs. Several of these organizations are national which enabled me to contact librarians in multiple geographic areas.

Data Collection

Data were collected through semi-structured, ethnographic, interviews with informants, a method that is widely used in qualitative inquiry. Interviews were conducted by phone. Any follow-up for clarification and/or respondent validation (member checks) were conducted via email due to time and distance constraints. All interviews were audio recorded and transcribed. After transcription, as required by Marshall University's Office of Research Integrity, recordings were destroyed.

As Glesne (2001) reminds us, “interviewing is a complex act” (p.118). And when interviewing with an eye toward critical race theory and giving voice to informants who may have previously felt voiceless, I endeavored to be fully present in the interviews – listening and observing intently with my research purposes in mind.

Analysis Procedures

Due to the need for continual reevaluation that is the norm with qualitative research, analysis begins in some form with the commencement of data collection. Of course analysis is not the main focus of the data collection phase but rather an area of concern that can be addressed in field notes and a reflective journal. Since I was able to be reflective as I collected data it served to “free (my) mind for new thoughts and perspectives” (Glesne, 2011). As data collection ended, I engaged in formal analysis beginning with the assignment of code words, followed by the identification of patterns, categories, or themes (Patton, 2002). Inductive analysis enabled me to identify emergent patterns in the data and included the employment of an open coding technique that allowed me to remain open to the data (Patton, 2002). Glesne (2011) refers to this practice as thematic analysis which she states should not simply identify what is readily apparent or normal but should go further and dig into underlying issues and deviations from the norm.

Validity

In research, validity refers to the trustworthiness of the study, the accuracy of the results, and the assurance that the instrument measures what it was designed to measure (Patton, 2002; Glesne, 2011; Maxwell, 2012). Validity is of utmost importance in establishing research rigor and must be specifically addressed. Qualitative research is no different.

According to Marshall and Rossman, the choice of using qualitative techniques often stems from the researcher's "real-world observations, emerging from the interplay of the researcher's direct experience, tacit theories, political commitments, interests in practice, and growing scholarly interests" (1999, p.25). As a librarian of color in higher education, I was struck by the low numbers of librarians of color in academe. Potential biases could have posed a potential threat to the study. However, prior research into minorities in librarianship has been done by minority librarians without loss of credibility and was no different for me.

Maxwell (2013) identifies two key threats to validity in qualitative research: researcher bias and reactivity. If bias is not controlled during research, we may not be getting the true information. To address potential bias in this study, I incorporated reflexivity, or critical reflection activities, to strengthen the study by allowing me to examine and address personal bias that could be present. Glesne (2011) emphasized self-inquiry to know oneself and one's personal views and perspectives and to acknowledge theoretical and personal attachments. I constantly took the reflexive stance which, according to Glesne, "involves critical reflection on how researcher, research participants, setting and research procedures interact and influence each other" (2011, p. 151).

Whereas addressing bias in research can control for the researcher's subjectivity, addressing reactivity can control for the reactions of research subjects to the researcher. Avoiding leading questions is one way I attended to reactivity. As with addressing personal bias, I was constantly reflexive in order to understand how reactivity may affect the study.

Conclusion

Cornell West, in his bestselling 1994 work *Race Matters*, tells us that "to engage in a serious discussion of race in America, we must begin not with the problems of black people but

with the flaws of American society – flaws rooted in historic inequalities and longstanding cultural stereotypes” (p.6). The same could be said of higher education and academic libraries. This study attempts to get to the root of the reason or reasons why there are so few minority librarians in higher education by exploring not only the impressions that minority librarians have formed as they entered and practiced in the profession but how they perceive the institution of the academic library in the United States. Library leaders and administrators will be able to use the findings to undertake the question of why there is a lack of minority librarians in higher education.

Chapter 2

Literature Review

This chapter presents the literature review for this study. The key issues include racial diversity in education and specifically diversity in higher education and higher education librarianship. There is a long history of racism in education in the United States which cannot be fully addressed here. However, in the 1950s and 1960s in the United States, racial minorities began to demand their equal rights in many areas including education. Several legal actions in those decades, such as *Brown v. Board of Education of Topeka*, 347 U.S. 483 (1954), opened the door to balancing the educational scales for minorities.

Diversity in Education

Despite the desegregation of schools that began in the 1960s as the result of *Brown v. Board of Education of Topeka* in 1954 and other legal battles, school systems in the United States have begun to re-segregate even as the numbers of minority students enrolled steadily increases (Orfield, Frankenberg, & Lee, 2002). Orfield, Frankenberg, and Lee reviewed data from a variety of sources, including the U.S. Census Bureau, to come to this conclusion (2002). And various researchers have stated that there was never a game changing surge in the minority teacher population (Bireda & Chait, 2011; Ingersoll & May, 2011; Ingersoll & Merrill, 2012; Villegas, Strom, & Lucas, 2012). Ingersoll and May (2011) analyzed data from the National Center for Education Statistics. This analysis found that there was an upturn in recruitment of teachers of color, however there remains a gap between the percentage of minority teachers and the percentage of minority students due to the rapidly diversifying population in the United States and, interestingly, the inability to retain teachers of color. In 2012, Ingersoll and Merrill looked at additional data about teacher trends and demographics in the United States. Their

review solidified the findings of Ingersoll and May in 2011. Villegas, Strom and Lucas (2012) also analyzed national teacher demographic data in addition to state policies promoting teacher diversity. Similar to the findings of Ingersoll and May and Ingersoll and Merrill, Villegas, Strom and Lucas found that there was an increase in the diversity of the teaching population but that white teachers continued to be over-represented between the years 1987 and 2007 (2012). The teaching profession, much as the ranks of public and academic librarians, has remained staggeringly white.

At the same time, for many years African American students have been ignored and reprimanded to a greater degree than their white counterparts (Casteel, 1998; Fenning & Rose, 2007; Shirley & Cornell, 2012; U.S. Department of Education, Office of Civil Rights, 2014). Casteel's empirical, observational study of eight 7th grade classrooms found that white teachers directed fewer process question and offered less praise to black students than to white students (1998). White teachers offered white students more clues to correct answers (Casteel, 1998). A review of several qualitative research studies highlights the "general targeting of those who do not fit into the school norms (e.g. poor students of color with academic problems)" (Fenning & Rose, 2007, p. 546).

Shirley and Cornell also studied middle school students (2012). Their analyses of a school climate survey and school discipline records indicated that African American students were more likely to be disciplined and suspended than their white counterparts. Several reports by the United States Department of Education Office for Civil Rights (2014) detail statistics for the 2010-2011 school year that bolster the argument that the majority white ranks of teachers hold negative racial stereotypes. Issue Brief Nos. 1, 2, 3 and 4 (2014) list very telling statistics regarding the schooling experiences of minority students in the U.S. today:

- Blacks are suspended and expelled three times more often than white students;
- Black girls are suspended more than girls of any other race;
- Black students are referred to law enforcement at a proportionately higher rate than white students;
- Native-Hawaiian, Pacific Islander, American Indian and Native-Alaskan kindergarten students are held back almost twice as much as white students;
- Higher percentages of schools serving predominantly minority students offer fewer math and science courses than majority white schools; some offer only one of the core math and science courses;
- Black, Latino, American Indian and Native-Alaskan students are enrolled in schools with a higher percentage of first year teachers than their white counterparts.

Twenty-five years ago, Casteel's (1998) research found that the difference between the way white teachers treated white students and the way they treated African American students was substantial. In addition, white students were more likely to raise their hand in class than were African Americans (Casteel, 1998) indicating that the white students felt more at ease in the environment. Dee asserts that when minority students have a teacher of the same ethnicity, they have not only a role model but that the teachers of color tend to spend more time with the minority students and have higher expectations of their success (2004, p.195). Casteel (1998) and Dee (2004) reinforce the point that students of color feel uncomfortable in a classroom headed by a white teacher. Black students respond better to black teachers because of shared culture and the students' perceptions that white teachers believe in the stereotype of the less

intelligent black student (Dee, 2004; Dee, 2005; Egalite, Kisida, & Winters, 2015; Milner, 2006; Paloma, 2014).

Egalite, Kisida and Winters' research also found that own-race teachers make a positive impact on students and serve as role models and cultural translators (2015). Their quantitative study evaluated a data set gathered over eight years by the Florida Department of Education. Their overall results indicate that there are significant positive influences on reading scores for black and white students who are placed in a class with a same ethnicity instructor and for black, white, and Asian-American students' mathematics score when placed in a same ethnicity instructor environment (2015). And though the authors do not speculate as to why this is so, they do feel that their study has potential policy ramifications. Dee's research examined data collected through Tennessee's Project STAR (2004) and the National Education Longitudinal Study (NELS:88) (2005). Results from each study indicate that race makes an impact in the classroom. Dee's 2004 research found that there were important educational gains to be had when students were placed in a classroom with a teacher of the same race. Dee's analysis of the NELS:88 in 2005 was even more telling. Results showed that students with a teacher of another race were more likely to be seen as disruptive and more likely to be seen as inattentive (Dee, 2005).

Milner's (2006) qualitative study identified several themes from the analysis of interviews with educational experts including the black teacher as role model for black students and black teachers empathizing with rather than pitying their students. His research reinforces the idea of black teachers as role models for black students, stresses the importance of proper education and training for all teachers and removing barriers that stand in the way of black

people entering the teaching profession, and explains how the culturally informed relationship between black teachers and black students allows for a deeper connection (2006).

Diversity in Higher Education

In the face of the historical inherent and institutional racism in the United States and despite legal action, higher education did not begin to truly integrate until the 1960s with President Lyndon Johnson's signing of the Civil Rights Act of 1964. One of the outcomes of years of court battles, protest, and legislation was the legitimizing of a set of ideas called Affirmative Action. Affirmative Action means many things to many people. Mostly however, Affirmative Action is looked at in two ways—as a positive way to ensure diversity or as a handout to people based solely on the color of their skin.

In challenges to Affirmative Action in 1977 (*Regents of the University of California v. Bakke*) and 2002 (*Grutter v. Bollinger*), the United States Supreme Court decisions reinforced the benefits of diversity in education. As Garry (2008) explains, the U.S. Supreme Court decisions indicate that diversity represented a “constitutionally compelling interest” (p.652).

The main theme of this study is diversity, particularly diversity in higher education, which was addressed for many years in the court cases discussed above. According to Smith and Schonfeld (2000),

Diversity remains an important imperative for the United States, its cities, and its communities, and it is one in which higher education has an important role. Our campuses are laboratories for diversity issues that continue to evolve over time (p.17).

Kujovich (1994) tracked the history of higher education for African Americans specifically in Historically Black Colleges and Universities (HBCUs). Although whites

historically used segregated schools as “a vehicle for social oppression” (Kujovich, 1994, p.66), allocating much less money and many fewer resources, they did educate black teachers to teach in the blacks-only schools providing African American youth the opportunity to be taught by people who looked like them. But the poorly funded schools left students ill-prepared for college perpetuating the second rate education provided to blacks, especially in the south. The all African American schools did, however, foster racial pride among the students.

In the HBCUs, blacks were instructed in the trades—plastering, dressmaking, laundering—or prepared to be teachers in all black schools rather than receiving the same well rounded education, including scientific and technical instruction that whites received (Kujovich, 1994). Historically, racial minorities and women have been underrepresented in the science, technology, engineering, and math (STEM) fields. Price analyzed data from public four-year universities in Ohio and found that racial matching has a positive effect on black students’ persistence in STEM courses and black teachers have a positive influence on the persistence of white students as well (2010). Price’s research suggests that increasing the numbers of black instructors in the STEM fields would positively influence the persistence levels of black students in those fields (2010).

Watson et.al. found that the biggest issue for minority students was the fact that they could not relate to university representatives (2002) reinforcing Price’s (2010) assertion that students of color might react more positively to faculty of color to whom they would be more likely to relate. As the result of her ethnographic research with African American nursing students in predominantly white programs, Coleman (2008) found that the minority students felt an absence of cultural and educational support. Coleman suggested increasing the numbers of African American faculty to help with African American student comfort and success (2008).

Coleman also found that the African American students she interviewed felt alienated and perceived as “others” (2008). Student responses reflect the “us versus them” attitude that the students perceived within the program. They mentioned teachers not knowing students’ names (indicating that the group of African American students was not important enough to learn individual names), their inability to join all white study groups (one student’s boldness was described as scary to some students in the group), and that instructors appear ill at ease whenever they addressed minority students (Coleman, 2008). Watson et. al. wrote that minority students they interviewed “lament their role as spokesperson for their racial and ethnic groups, a role they are invariably expected to play in predominantly nonminority settings” and felt that they were not seen as individuals but rather as members of their minority groups (2002, p.67), reinforcing Coleman’s conclusions.

A review of research into academic success outcomes for Latino/a undergraduates found that interactions with supportive individuals led to meaningful impacts on grades and persistence decisions (Crisp, Taggart, & Nora, 2014). When Latino/a students attend a university with a significant Latino/a community and feel a sense of belonging and a positive racial climate on campus, they feel more tied to that institution and are more apt to persevere (Crisp, Taggart, & Nora, 2014). Likewise, Hagedorn, Chi, Cepeda, and McLain (2006) studied the success of Latino/a students and critical mass meaning a “level of representation that brings comfort or familiarity within the education environment” (p.74). They found that critical mass on campus makes a difference to Latino/a students; higher numbers of Latino/a students and faculty led to more satisfaction and success for Latino/a students (Hagedorn, Chi, Cepeda, & McLain, 2006).

As previously discussed, there is a lack of faculty of color in higher education. Verdugo (2003) discusses the reasons that preclude more Latina/os from becoming faculty in higher

education. According to Verdugo, even though not all Hispanic faculty have experienced prejudice, some have felt discriminated against because of their appearance, their research foci, and the perception that Latina/o faculty got where they are because of Affirmative Action (2003). Latina/o faculty also feel segregated and relegated to certain schools and departments and that institutional racism exists in the form of double standards and administrative apathy (Verdugo, 2003).

Delgado-Romero, Flores, Gloria, Arredondo, and Castellanos (2003) further explore career challenges faced by Latina/o faculty. The total Hispanic population in the United States grew by 43% between 2000 and 2010 (U.S. Census Bureau, 2011). Even so, the numbers of Hispanics accessing higher education and graduating remained lower than white students (Ross et. al., 2012). As a result, fewer Latina/os seek advanced degrees and are, therefore, underrepresented in higher education faculty and administration (Delgado-Romero, Flores, Gloria, Arredondo, & Castellanos, 2003). Latina/o faculty are generally “instructors, lecturers, and non-tenure line faculty” (Delgado-Romero, Flores, Gloria, Arredondo, & Castellanos, 2003). Additionally, Hispanics are disproportionally represented in the social sciences. In higher education, part-time, term, and non-tenure track faculty are not afforded the same respect and prestige as full-time, tenure-track faculty. And the social sciences can be looked upon as soft when compared to engineering and other so called hard sciences. Delgado-Romero, Flores, Gloria, Arredondo, & Castellanos (2003) also write that culture-based research done by Latina/os is looked down upon and/or as presenting a personal or political agenda.

Sue, Bucceri, Lin, Nadal, and Torino found that the experiences of Asian Americans in general are often overlooked in the research on racism because most of the research focuses on the experiences of blacks and whites with the presumption that the information is applicable to

all races (2007). However, an American Council on Education (ACE) brief (2013) lists several barriers to faculty advancement that were identified by a roundtable panel of 25 Asian American Pacific Islander (AAPI) leaders in higher education which are similar to the issues seen by other people of color in higher education. The obstacles include: racial bias, stereotyping, lack of recruitment efforts, being seen as the “model minority” and not in need of any assistance, and the lack of mentors. Additional research strengthens the findings of Sue, Bucceri, Lin, Nadal, and Torino (2007) as well as those of the ACE (2013) (Teranishi, Behringer, Grey, and Parker, 2009). As the result of their examination of a 2008 National Commission on Asian American and Pacific Islander Research in Education (CARE) report on Asian American Pacific Islanders in higher education, the authors found that AAPI leadership in higher education is sorely lacking; only 2.8% of executives, administrators, and managers in higher education are AAPI (Teranishi, Behringer, Grey, & Parker, 2009).

When faculty of color do make the ranks of professorship in higher education they often have to deal with discriminatory practices. Research has shown that African American faculty are underrepresented, are concentrated in lower faculty ranks, are often relegated to race specific roles (such as advising mostly African American students, teaching only racial scholarship, and being assigned to diversity-related committee work), and teach higher loads than their white counterparts (Pittman, 2012). Many of these practices can be termed racial microaggressions. Sue has written about racial microaggressions as a more subtle form of racism (Sue, 2003; Sue, Bucceri, Lin, Nadal, & Torino, 2007). An example of a racial microaggression would be a white person telling a person of color that they only got their job because of Affirmative Action. Pittman notes that African American faculty in predominantly white institutions report being

mistaken for a student and not being recognized as a faculty member (2012). Sue et al (2007)

identified several themes of microaggressions in a table:

Theme	Microaggression	Message
Alien in own land – When Asian Americans and Latino Americans are assumed to be foreign-born.	<p>“Where are you from?” “Where were you born?” “You speak good English?” A person asking an Asian American to teach them words in their native language.</p>	<p>You are not American. You are a foreigner.</p>
Ascription of intelligence – Assigning intelligence to a person of color on the basis of their race.	<p>“You are a credit to your race.” “You are so articulate.” Asking an Asian person to help with a math or science problem.</p>	<p>People of color are generally not as intelligent as Whites. It is unusual for someone of your race to be intelligent. All Asians are intelligent and good in math/sciences.</p>
Color blindness – Statements that indicate that a White person does not want to acknowledge race.	<p>“When I look at you, I don’t see color.” “America is a melting pot.” “There is only one race, the human race.”</p>	<p>Denying a person of color’s racial/ethnic experiences. Assimilate/acclturate to the dominant culture. Denying the individual as a racial/cultural being.</p>
Criminality/assumption of criminal status – A person of color is presumed to be dangerous, criminal, or deviant on the basis of their race.	<p>A White man or woman clutching their purse or checking their wallet as a Black or Latino approaches or passes. A store owner following a customer of color around the store. A White person waits to ride the next elevator when a person of color is on it.</p>	<p>You are a criminal. You are going to steal/You are poor/You do not belong. You are dangerous.</p>
Denial of individual racism – A statement made when Whites deny their racial biases.	<p>“I’m not a racist. I have several Black friends.” “As a woman, I know what you go through as a racial minority.”</p>	<p>I am immune to racism because I have friends of color. Your racial oppression is no different than my gender oppression. I can’t be a racist. I’m like you.</p>

<p>Myth of meritocracy – Statement which assert that race does not play a role in life successes.</p>	<p>“I believe the most qualified person should get the job.” “Everyone can succeed in this society, if they work hard enough.”</p>	<p>People of color are given extra unfair benefits because of their race.” “People of color are lazy and/or incompetent and need to work harder.”</p>
<p>Pathologizing cultural values/communication styles – The notion that the values and communication styles of the dominant/White culture are ideal.</p>	<p>Asking a Black person: “Why do you have to be so loud/animated? Just calm down.” To an Asian or Latino person: “Why are you so quiet? We want to know what you think. Be more verbal.” “Speak up more” Dismissing an individual who brings up race/culture in work/school setting.</p>	<p>Assimilate to dominant culture. Leave your cultural baggage outside.</p>
<p>Second-class citizen – Occurs when a White person is given preferential treatment as a consumer over a person of color.</p>	<p>Person of color mistaken for a service worker. Having a taxi cab pass a person of color and pick up a White passenger. Being ignored at a store counter as attention is given to the White customer behind you. “You people ...”</p>	<p>People of color are servants to Whites. They couldn’t possibly occupy high-status positions. You are likely to cause trouble and/or travel to a dangerous neighborhood. Whites are more valued customers than people of color.</p>
<p>Environmental microaggressions – Macro-level microaggressions which are more apparent on systemic and environmental levels.</p>	<p>A college or university with buildings that are all named after White heterosexual upper class males. Television shows and movies that feature predominantly White people, without representation of people of color. Overcrowding of public schools in communities of color. Overabundance of liquor stores in communities of color.</p>	<p>You don’t belong. You won’t succeed here. There is only so far you can go. You are an outsider/You don’t exist. People of color don’t/shouldn’t value education. People of color are deviant.</p>

Table 1: Examples of racial microaggressions (Sue, Capodilupo, Torino, Bucceri, Holder, Nadal, & Esquilin, 2007)

Shealey, McHatton, McCray, and Thomas (2014) wrote about the themes that emerge from existing literature and narratives by women of color in academe. The authors use personal narrative to explore the themes of isolation and resistance among others. Erica McCray wrote about her personal journey as an African American female in a southern, predominantly white institution (PWI) of higher education where the rebel flag was not just present but omnipresent causing her to feel isolated at times (2014). Patricia Alvarez McHatton felt the pressure to assimilate into the PWI (predominantly white institution) where she worked in order to belong (2014).

Additional research about faculty of color by Stanley (2006) pinpointed some of the same themes that Shealey, McHatton, McCray, and Thomas (2014) had discovered such as collegial relationships and identity. Stanley writes that the goal of her autoethnographic study of 27 faculty members of color was to give voice to individuals who were constantly silenced; Stanley calls this a “burdensome cycle that is rarely broken” (2006, p.701). She wants these ongoing narratives to help PWI’s (predominantly white institutions) in their recruitment and retention efforts by laying out the different types of circumstances that minority faculty face such as discrimination and segregation. These personal narratives and autoethnographic studies allow us to hear those who have previously been kept silent.

Diversity in Libraries

A goal of this study is to give voice to minority faculty in academic libraries. Although libraries and librarians have been forerunners of social activism, libraries in higher education remained staffed primarily by whites. The American Library Association (ALA) published “Diversity Standards: Cultural Competency for Academic Libraries” in 2012. In the report, ALA provides “a framework for to support libraries in engaging the complexities of ... recruiting

and maintain a diverse library workforce” (2012, p.1). Of particular interest are standards 7 and 9. ALA’s diversity standard 7 addresses workforce diversity and encourages libraries to develop plans to recruit a diverse workforce, review their recruitment and hiring policies to alleviate “inadvertent exclusion of or discrimination toward underrepresented, underserved, and historically oppressed groups” (2012, p.10). Standard 9 speaks to cross-cultural leadership and advises library leaders to encourage and support library faculty of color within their organizations and to develop a multiethnic and multicultural labor force (ALA, 2012, p.12).

However, the American Library Association indicated that librarians of color make up only 15% of the total number of academic librarians. This means that 15% of the librarians represent 23% of the population revealing a disparity (American Library Association, 2011). As Dewey writes, academic libraries, “historically, are far from reflecting the growing racial, ethnic, and linguistic diversity in the United States” (2009, p.356). There is sparse empirical research to explain why this is so. Most of the published work, though steeped in experience and thoughtfulness, consists of opinion essays, literature reviews, and best practices pieces derived from personal experience at individual libraries.

Increasing diversity in the library is not a new concept and the library profession’s quest to do so has led to the creation of some of the American Library Association (ALA) affiliates such as the Black Caucus (BCALA), the Chinese Americans’ Library Association (CALA), and the National Association to Promote Library & Information Services to Latinos and the Spanish Speaking (REFORMA) (Ortega & Ramos, 2011). The formation of these affiliates, along with the establishment of the Ethnic & Multicultural Information Exchange Round Table (EMIERT), in the 1970s, 1980s, and 1990s, came about as the result of some members’ perception that the

issues affecting librarians and patrons of color were not being addressed (ALA, n.d.; Ortega & Ramos, 2011).

In addition to the creation of these organizations, librarians have been discussing recruitment, retention, and diversity policies and procedures for many years. Though library scholars have studied and written about potential improvements to the recruitment and retention processes utilized in the field of LIS, little empirical research is available. Nevertheless, several themes emerge from the data that have been collected: changing the LIS curriculum, the library related wants and needs of university students, and the worklife of librarians and workplace microaggressions.

Changing the LIS curriculum.

Kim (2009) proposed changes to the curriculum in library and information science (LIS) programs based on her research utilizing a survey instrument to collect data from students of color enrolled in or graduated from an LIS program. The five improvements students suggested most often were a climate that is supportive of diversity with a diverse faculty and staff, increased financial support, better marketing of LIS programs to high school and college undergraduate students, mentors for students, and better collaboration between LIS programs and their communities (Kim, 2009). Wallace and Naidoo (2010) detail the racial background of full-time faculty in LIS education: American Indian, 0.8%; Asian/Pacific Islander, 13.8%; African American, 5.1%; Hispanic 3.3%; and white, 77%. Darden and Turock (2005) found that their study participants, seven African American women library administrators, felt that LIS programs continued to use recruitment methods that had not worked in the past and that LIS educators were content with the status quo (low numbers of librarians of color) and therefore did not seek to improve their stagnating recruitment efforts.

What students need and want from a university library.

Some empirical research delves into the needs and wants of students who use academic libraries. Bonnet and McAlexander (2012) found a difference in students' perceptions of librarians' approachability based on ethnicity. Bonnet and McAlexander found that African American students rated whites as less approachable and African Americans and Asians as more approachable whereas Asian students rated whites and Asians as more approachable (2012). Interestingly, white students did not note any difference in approachability with regards to librarian ethnicity (Bonnet & McAlexander, 2012). Bonnet and McAlexander conclude that service to students of color in higher education may be improved by bringing more librarians of color into higher education (2012). In survey research conducted by Elteto, Jackson, and Kim, university students of color indicated that they felt they received a cool response from staff of another race and that seeing a more diverse staff, a more welcoming staff, would appeal to minority students and encourage them to seek help more frequently (2008).

Latino/a students are a rapidly increasing segment of the minority student population. Long (2011) studied Latino college students' attitudes regarding the academic library. His results correspond with those of Bonnet and McAlexander and Elteto, Jackson, and Kim. Students in Long's research reported that they felt more at ease when they interacted with a librarian who "shared their cultural identity" (2011, p.509). One student related that she was offended when, upon visiting the circulation desk, the staff at the desk spoke to her quite loudly and slowly, presuming from her accent that she could not speak English well (Long, 2011). In addition, students were disappointed in the lack of Spanish-language materials (Long, 2011). To make matters worse, several students mentioned that Spanish-language materials had been available but that they could no longer find them in the library leaving the students feeling a lack

of inclusivity in the library (Long, 2011). Whitmire's research is a secondary analysis of a student satisfaction survey conducted at the University of Wisconsin-Madison (2004). Whitmire (2004) reviewed specific data sets including demographics and statistics measuring the campus' racial climate. Minority students reported feeling less comfortable on campus, less confident in the university's response to student concerns and creation of a sense of community (Whitmire, 2004). Students of color also indicated that it was important for the university to increase administrator, faculty, staff, and student diversity on campus (Whitmire, 2004).

Worklife and racial microaggressions.

In their 2012 study of the worklife experiences of academic librarians of color, Damasco and Hodges found that formal and informal mentoring by senior colleagues was a major asset for minority librarians seeking promotion and tenure. The participants in this study also identified several barriers to their progress including large service related duties (including diversity related committees whether or not the librarian is interested in diversity issues) that take away from research time, the lack of faculty of color especially in administrative roles, and a pattern of systemic racial inequality (Damasco & Hodges, 2012). Barbara Simpson Darden and Betty K. Turock (2005) surveyed and interviewed with seven African American women library administrators and identified barriers to advancement for people of color that foreshadowed the findings of Damasco and Hodges. Participants in Darden and Turock's study pinpointed race and institutionalized racism as impediments to promotion (2005).

Racism also features in the results of Le's survey of 12 Asian Americans in leadership positions in academic libraries (2015). Survey respondents indicated race was a barrier to advancement in librarianship as were cultural misperceptions about Asian Americans (Le, 2015). Cultural values such as respect for authority, aversion to conflict, and reserved nature were listed

as additional obstacles (Le, 2015). Le's survey participants did offer suggestions for improving their numbers—finding mentors, broadening their library experience, improving their communication skills, and greater involvement in professional and professional development activities (2015).

As a result of her research, Thornton also concluded that race is a factor in determining job satisfaction for librarians of African descent in academic libraries (2000). Of the 146 librarians of African descent who responded to the survey, 41% felt a moderate to high amount of isolation at their university; 41% felt they had to work hard to fit in; 60% indicated that the diversity programs were inadequate; and, over 80% were dissatisfied or very dissatisfied with the number of librarians of African descent in the library (Thornton, 2005). Love's research into workforce diversity in academic libraries found academic libraries are not welcoming nor supportive of diverse staff (2001). Love's surveys of librarians and staff in academic libraries examined the respondents' perceptions of their institutions and led her to conclude that "many academic libraries still view diversity as a movement rather than a way of life" and that organizational and individual behaviors and attitudes must be critically assessed in order for effective change to occur (2001, p.100).

Organizational and institutional racism is sometimes expressed in racial microaggressions. The term was conceived by psychologist Chester Middlebrook Pierce in the 1970s to label the subtle, and not so subtle, hostilities inflicted on African Americans by non-blacks (Sue & Sue, 2012). The term has come to reflect offenses towards people of any non-dominant group as well (Sue & Sue, 2012). Racial microaggressions are defined as "brief and commonplace daily verbal, behavioral, or environmental indignities, whether intentional or unintentional, that communicate hostile, derogatory, or negative racial slights and insults towards people of color"

(Sue, Capodilupo, Torino, Bucceri, Holder, Nadal & Esquilin, 2007, p.271). Alabi (2014, 2015) has studied racial microaggressions in academic libraries. Her 2014 study found that some minority academic librarians have experienced racial microaggressions at work such as being treated differently than white counterparts and being seen as having less education because of their race (Alabi, 2014). Alabi determined that librarians of color have experienced overt as well as covert aggressions including microassaults (blatant racism), microinsults (subtle racially insensitive comments or stereotyping), microinvalidations (assumptions about minorities that negate their culture such as “You speak English so well for an Hispanic”), feelings of exclusion, and environmental microaggressions (lack of diversity in the environment) in a 2015 survey of 139 academic librarians of all races.

Summary and Future Research

The literature shows us that diversity and disparity in education has long been a focus for educational scholars in the United States. Despite the attention paid to the issues surrounding diversity in education, the teaching profession remains predominantly white (Bireda & Chait, 2011; Ingersoll & May, 2011; Ingersoll & Merrill, 2012; Villegas, Strom, & Lucas, 2012) even though research suggests that students benefit from learning from a teacher of their own race (Dee, 2004; Dee, 2005; Egalite, Kisida, & Winters, 2015; Milner, 2006; Paloma, 2014). The research into diversity in higher education has identified barriers faced by both students (Coleman, 2008; Crisp, Taggart, & Nora, 2014; Hagedorn, Chi, Cepeda, & McLain, 2006) and faculty of color (Delgado-Romero, Flores, Gloria, Arredondo, & Castellanos, 2003; Pittman, 2012; Shealey, McHatton, McCray, & Thomas, 2014; Stanley, 2006; Sue, Bucceri, Lin, Nadal, & Torino, 2007; Teranishi, Behringer, Grey, & Parker, 2009; Verdugo, 2003). Students feel they

are not supported and are seen as “others” (Stanley, 2006). Faculty also feel they are not supported and are segregated and relegated to lower ranks (Pittman, 2012).

Though empirical research on diversity in academic libraries is limited, several themes do emerge. Darden and Turock (2005), as well as Kim (2009), suggest changes to the curriculum in Library and Information Science (LIS) programs. College students have indicated that they feel more welcome in an academic library when the librarians and materials reflect them and their culture(s) (Bonnet & McAlexander, 2012; Elteto, Jackson, & Kim, 2008; Long, 2011; Whitmire, 2004). A third theme that appears in the literature is that of minority librarians’ worklives and workplace microaggressions (Alabi, 2014; Alabi, 2015; Damasco & Hodges, 2012; Darden & Turock, 2005; Le, 2015; Love, 2001; Thornton, 2005). Librarians of color have experienced subtle and not so subtle racism and hostilities in the workplace.

This study about minority librarians in higher education addresses those three themes using qualitative methods and a critical race theory framework. Hussey (2009) studied the motivations of people of color who chose librarianship as a career. For her qualitative study, Hussey interviewed 32 LIS students across the United States in an attempt to discover successful diversity initiatives and to identify avenues or methods that had been overlooked. The research participants named various reasons for choosing librarianship as a career including a history of positive experiences in libraries and the experience of encouragement from another person (Hussey, 2009). As the result of her study, Hussey found that existing recruitment programs are a good start but they have not been the answer to the question of diversity in librarianship (2009). Hussey (2009) argues that the barrier to true diversity in librarianship is the unrecognized power inequality between whites and non-whites and reliance on the status quo. She concludes that until there is large scale change in how the profession views itself and the profession

acknowledges that libraries and librarianship are acting as “tool(s) of cultural hegemony” rather than diverse institutions (Hussey, 2009, p.211). Hussey recommends additional studies about diversity and librarianship adding that studying failures as well as successes will help researchers in the profession to “address unearned privilege, power relationships and inequality of opportunity” in librarianship (2009, p.212).

This study will expand the existing research on minority librarians in higher education. A substantial gap in the literature is an absence of research addressing what Hussey claims is the heart of the problem of increasing the numbers of librarians of color in higher education—power (2009). Using critical race theory as a framework for interpretation, the analysis will address the question of power and the perceptions and experiences of minority librarians in higher education.

Chapter 3

Research Methods

The library profession as a whole is predominantly white with a large discrepancy between the percentage of minorities in the United States in general and the percentage of professional librarians who are minorities. This study adds to the body of knowledge regarding minority librarians in higher education. Using information gained from this study, and hearing about the experiences and perceptions of current minority librarians in higher education, library educators and administrators can make better decisions regarding the recruitment of minority librarians to academe.

Design Overview

When engaging in a research project, the researcher must identify the type of research design that fits their research questions and purpose. For this study, qualitative methods were selected over quantitative ones because one of the goals of this study is to give voice to individuals who may have felt or been voiceless. Giving individuals the opportunity to speak for themselves, to tell their stories, requires that the researcher be open to any and all responses and for participants to use their own words and actions to describe their feelings, observations, and experiences. Using the naturalistic and emergent design strategies of qualitative research helps to do just that. As Patton writes, naturalistic inquiry lessens researcher interference and “places no prior constraints on what the outcomes of the research will be” (2002, p.39). Maxwell adds that in qualitative research, elements of the research design may need to change as new developments or changes occur (2013).

This study can also be termed phenomenological. According to Bogdan and Biklen (2007), phenomenological research seeks to find the meanings that people ascribe to the events

and interactions in their lives. Since one of the goals of this study is to ascertain the feelings and experiences of minority librarian in higher education, a phenomenological approach is most appropriate.

Participant Selection and Sampling

I am a member of several associations—both regional and national—for professional librarians including the West Virginia Library Association (WVLA), the American Library Association (ALA), the Black Caucus of the American Library Association (BCALA), and the Association of Research and College Libraries (ACRL). Membership in these organizations allows me access to other minority professional academic librarians and I was able to identify many potential informants through these organizations.

Several sampling techniques were employed together for this study. Snowball sampling was used to identify potential informants. Snowball sampling involves identifying potential informants “from people who know people who meet research interests” (Glesne, 2011, p.45). I identified these potential informants through the use of organizational email listservs to inform other minority librarians in higher education about my topic and request participation. The organizations include: the Black Caucus (BCALA), the Chinese Americans’ Library Association (CALA), the National Association to Promote Library & Information Services to Latinos and the Spanish Speaking (REFORMA), the American Indian Library Association (AILA), and the Association of College & Research Libraries (ACRL).

Also, maximum variation sampling was used to identify librarians representing a variety of ethnicities. Maximum variation sampling works at "capturing and describing the central themes that cut across a great deal of variation" (Patton, 2002, p. 235). Maximum variation sampling assures that "common patterns that emerge from great variation are of particular

interest and value in capturing the core experiences and central, shared dimensions of a setting or phenomenon" (Patton, 2002, p. 235). In this study, constants include education level and current or past employment in an academic library. All participants hold a Master's Degree in Library Science or will graduate with an MLS in the near future, and are, or were recently, employed in higher education. I strove to find participants who represent the major ethnic minority groups in the United States: African American, Latino, Asian-Pacific Islander, Native American, and individuals of more than one race.

Data Collection

I gained IRB approval in December of 2015 and began the process of selecting informants and setting up interviews and gathering any additional data. This study does not focus on just one higher education institution but rather on the individual experiences and perceptions of librarians of color in higher education. Part of the negotiation process to gain access to the informants will involve providing a lay summary and consent form (Glesne, 2001). In this research summary I addressed who I am, why I am working on this study, how I will use the results, benefits and risks to participants, the promise of confidentiality, and a request to record interviews (Glesne, 2011).

Interviews were conducted by phone due to time and distance constraints. Because this study examines the thoughts, experiences, and perceptions of librarians working in higher education, every attempt was made to interview informants outside of working hours and outside of their working environment however I allowed the participants to schedule interviews at their convenience. Semi-structured interviews were conducted. Semi-structured interviews consist of the interviewer beginning with a list of open ended interview questions. The interviewer remains open to modifying and/or adding questions in the interview (Glesne, 2011). Interviewees have

their unique perspectives and broached topics or subjects that I had not thought of, allowing them to tell their own stories from their own perspectives (Bogdan & Biklen, 2003). According to Potts (2004), storytelling is a qualitative tool that allows the teller/informant to self-examine, reconstruct memory, and construct meaning. Storytelling also has a long history with critical race theorists who gather narratives to present reality from the informants' perspective (Parker & Lynn, 2009).

Questions fell loosely into three groups. First, I asked questions designed to get to know the participant and determine why the individual chose librarianship as a career. The second group of questions addressed their training, both formal and informal. And third, I inquired about their employment as a professional librarian in higher education focusing on job search and past and current employment.

Data Analysis and Interpretation

In undertaking this study, I had hoped to learn about the lived experiences and perceptions of librarians of color and to contribute to the dialogue on diversity in academic librarianship. For this reason, thematic analysis was employed in the data analysis phase, which began with the completion of the first interview as recommended by Maxwell (2013). This involves identifying themes and patterns while reviewing the individual transcribed interviews (Glesne, 2011). Bogdan and Biklen (2003) assert that we as researchers “search through ... data for regularities and patterns as well as topics... and then write down words and phrases to represent these topics and patterns.” I then went through a recoding process which enabled categorization of the thematic codes. Data from fully transcribed interviews was coded and sorted into categories with common themes. Organization of themes and coding was closely supervised by the committee chair.

Analysis of data can be subjective (Glesne, 2010; Maxwell, 2013) therefore it is important for me to be aware of my own biases or perspectives as well as any other issues that may affect the validity of the results. Engaging in critical reflection (reflexivity) can help with addressing threats to validity (Glesne, 2010; Patton, 2002). According to Patton, “reflexivity reminds the qualitative inquirer to be attentive to and conscious of the cultural, political, social, linguistic, and ideological origins of one’s own perspective and voice as well as the perspective and voice of those one interviews and those to whom one reports” (2002, p.65). Patton (2002) offers a list of reflexive questions, what he terms reflexive triangulation. He suggests that researchers question themselves (what do I know?), the research participants (how do they know what they know?), and the audience (how do they make sense of what I give them?) all through the reflexive screens of culture, age, gender, class, social status, education, family, political praxis, language, and values (Patton, 2002). Using Patton’s questions as a guide helped me to be reflective and reflexive.

Maxwell (2010, 2013) and Sandelowski, Voils, and Knafl (2009) recommend the use of numbers in qualitative data analysis. The use of numbers, or quantizing, in qualitative data analysis helps to “facilitate pattern recognition ... account for all data ... and verify interpretations” (Sandelowski, Voils, & Knafl, 2009, p.210). Maxwell adds that using numbers can assist the researcher to identify patterns not recognizable from review of the qualitative data and add an additional level of validity to the interpretation of data (2010). I use some simple numerical results garnered through analysis of the qualitative data gathered to set the stage for the internal generalizability of the findings (Maxwell, 2010). For example, I counted patterns in the data or instances of a certain statement, action, or event (Maxwell, 2010) a process termed “quantizing” (Sandelowski, Voils, & Knafl, 2009).

During this phase I expanded on the prior literature in the field, answering Chang's (2013) and Ortega and Ramos' (2011) call for more empirical study of the issues of minority recruitment and retention and my desire to investigate minority librarians experiences and perceptions of being librarians of color in higher education.

Interpretation of the data was the next phase of the research process. The interpretive process involves probing the analyzed findings for meaning, especially in light of prior research. Using Critical Race Theory as a lens for interpretation, I reviewed the data collected through in-depth interviews and analyzed using the coding process to derive meaning. Interpretations, as with interview transcripts, were shared with participants as a part of the member check process. Member checks served to allow participants to review and comment making sure that their words and views were accurately expressed, identify problem areas, and offer additional information about themes or interpretations (Glesne, 2011).

Validity

No study is without threats to validity. Researchers must be aware of these potential threats and take steps to minimize them. Two principal risks to validity in qualitative research include researcher bias and reactivity (Maxwell, 2013). As a minority librarian in higher education, studying the lack of minority librarians in higher education, personal bias was something that I addressed. In addition, participant reactivity to me as an interviewer could have been a potential threat to the validity of this study. I employed several techniques identified by qualitative researcher and author Joseph A. Maxwell in addition to the quantizing discussed in the previous section.

Maxwell (2013) lists eight validity checks to achieve accuracy in qualitative research. I employed several of his methods to address researcher bias and reactivity. First, Maxwell

advocates intensive long-term involvement. I developed relationships with the academic librarians I interviewed over months, emailing additional questions to them for clarification, and then gaining feedback through member checks (another of Maxwell's validity strategies) which strengthened my confidence in the credibility of my findings. Member checks, or respondent validation, involves asking informants to review interpretations and conclusions to verify that I did not misinterpret their meanings addressing the threat of researcher bias and reactivity. Collecting rich data through strong interviews, another of Maxwell's validity checks, also furthered the validity efforts. Adhering to the idea that I am open to different interpretations and explanations of data and results was another way that validity was enhanced and researcher bias was minimized.

Addressing potential threats to validity is important for any research study. The potential threats to this study included researcher bias and reactivity. These threats were mitigated through the development of long-term, deep relationships with participants, conducting member checks, acknowledging biases by being open to different interpretations and explanations of the data, and "quantitizing".

Chapter Four

Settings and Participants

In this chapter, I will introduce the settings and participants for this study in order to provide context. I undertook this study to investigate the experiences and perceptions of librarians of color in higher education. To that end, I have interviewed nine individuals of color who are now or have previously worked in academic libraries.

Participants

In qualitative research, participants can be identified in a variety of ways. For this study, I employed snowball sampling; I sent an email asking for participants using listservs of the following organizations: the Black Caucus (BCALA), the Chinese Americans' Library Association (CALA), the National Association to Promote Library & Information Services to Latinos and the Spanish Speaking (REFORMA), and the American Indian Library Association (AILA). Nineteen individuals responded to my email.

In order to select between five and ten participants from the pool, I employed maximum variation sampling, selecting participants from several different minority groups. I interviewed six African Americans, two Native Americans, and one Asian-Pacific Islander. Of the nine interviewees there were six women and three men. At the time interview data were collected, six interviewees were working as librarians in higher education, one was close to completing an MLS and working as a Graduate Assistant in an academic library, and two were retired.

In the sections below I introduce the nine study participants. Four work or worked in organizations with 5000 or fewer students while the other five librarians work or worked at schools with between 14,000 and 30,000 students. Three of the interviewees have two or fewer years of experience, three have five to ten years of experience, and three have over 20 years of

experience for a combined 127 years of experience in academic libraries. Their individual profiles are categorized into three groups: those currently working as academic librarians, retired academic librarians, and a current Masters in Library Science student.

Current Academic Librarians

Alexandra.

Alexandra is an African American female who, at the time of her interview, was working as library director at an academic library in the Great Lakes region. With a calm demeanor and soothing voice, she described herself as service-oriented and very active in her community. She earned her undergraduate and Masters of Library Science (MLS) degrees at universities in the Great Lakes region and began her library career in the 1980s in a public library. However, Alexandra always wanted to work in an academic library and pursued that path. Alexandra is also an active member of several professional groups such as state library organizations (one general and one for black librarians) as well the Black Caucus of the American Library Association (BCALA). She had several mentors over the years at school and through BCALA.

The university where Alexandra works is a private, non-profit school and is Carnegie classified as a “school of business and management,” meaning that it grants most of its bachelor’s or graduate degrees in business or business-related programs (National Center for Education Statistics, 2015). Alexandra’s university boasts slightly more than 4,100 fulltime students and employs two fulltime and one haltime librarian at her branch (National Center for Education Statistics, 2015). Alexandra’s library reported a book and materials budget of just over \$150,000, with total library expenditures of over \$435,000 (National Center for Education Statistics, 2015). These library budget numbers translate to a per-year student expenditure of \$105.00 which is only 19.8% of the national average of \$529.89 (National Center for Education

Statistics, 2015). At this school, students of color make up 66% of the student body. The number of fulltime faculty is listed at 59 however there is no information on the number of minority faculty (National Center for Education Statistics, 2015). Alexandra indicated during her interview that there are few African American faculty and staff on campus.

“Libraries are pivotal,” Alexandra declared. As a librarian she wants to help people to access information. She enjoys working with students, especially African American students, whom she hopes she has been able to help by being a buffer between them and the majority population similar to what her library school mentor did for her. Alexandra described herself as a servant-leader and she told me that one of the best things about being a librarian is helping people and, in particular, helping people develop; she has successfully mentored many individuals.

Baldwin.

Like Alexandra, Baldwin is African American. However, Baldwin is a male working as a subject specialist librarian at a public university in the southeast. During our interview he seemed relaxed and low-key and had an easy laugh. He grew up and attended school in a city on the west coast. While in college, Baldwin was very involved in the Black Student Union. After graduating with a bachelor’s degree, Baldwin wanted to continue to “be involved in research and education” and, as the result, pursued librarianship as a career. He initially thought he would enjoy working in a public library but, after a frustrating job search with few leads, found himself employed as an academic librarian. Baldwin currently is active in the American Library Association (ALA) and the Association of College and Research Libraries (ACRL) as well as in various campus groups at the university.

Baldwin's university is one of the larger workplaces of the nine discussed here. It has a total enrollment of almost 19,000 students (National Center for Education Statistics, 2015). There are 24 librarians employed in the libraries' three branches. The library has a materials budget of over \$860,000, spending approximately \$470 per student annually, just \$60 less than the national average (National Center for Education Statistics, 2015). About 15% of their students are non-white and 11% of faculty are people of color (<http://www.princetonreview.com/college-education>).

During his interview, Baldwin stated that his workplace, as well as the university in general, is "terribly un-diverse." He noted that the school is predominantly white and affluent. And although faculty diversity is "getting better every year," Baldwin told me that he experiences racial microaggressions on campus, from other faculty, and, at times, feels isolated.

Constance.

Constance, soft-spoken and composed on the phone, described herself as a career-changer. Like Alexandra, she is an African American female, although unlike Alexandra, Constance works in a large research university in the southeast United States. Constance stated that she had some of the "same misconceptions that many people do" about librarians, but she was drawn to librarianship as a career where she would be able to help people. Constance found that it was difficult to find her first job without previous experience working in a library and therefore had a non-traditional journey to her current job. After graduating with her Master's in Library Science (MLS), she returned to her previous field, business, before eventually finding a part-time, second job as a librarian.

In her current job, Constance works in library administration at a public four-year university with an enrollment of over 27,000 (National Center for Education Statistics, 2015).

The library employs 57 librarians out of a total of 177 employees (National Center for Education Statistics, 2015). The library materials budget is just over \$2,000,000 or about 12% of the total library budget (National Center for Education Statistics, 2015). The library's expenditure per student of \$639.00 is slightly higher than the national average (National Center for Education Statistics, 2015). According to Collegedata.com, the university boasts a diverse student body with almost 49% enrollment by students of color. Collegefactual.com offers that the university's faculty is approximately 70% white.

Constance indicated during her interview that she sees quite a few barriers for people of color who desire a career in academic librarianship including the unwritten rule that, in order to be hired, you must have professional or at least volunteer experience in a library. Another point Constance made during the interview was that overlooking people who are different than yourself in the hiring process is a missed opportunity. Constance asserted that "in order to have a successful organization, you need diversity of thought."

Dara.

Dara is an African American female who chose librarianship for a career after spending a lot of time as a child in her local public library with one of the black librarians. "I just thought she had the coolest job," Dara enthused, speaking briskly and emphatically during the interview. She has attended school on both the east and west coasts and attended library school at a Historically Black College or University (HBCU). An HBCU is an organization of higher learning whose principal mission was and is the education of African Americans. She loved school and calls herself a nerd. She told me that her experiences attending an HBCU showed her that "diversity is a very large thing" and that the "black community is a really diverse

community.” Dara noted that at her current institution the student body is becoming more diverse while the faculty remain “very much of a certain hue.”

Dara works at a four-year public university in the far west; Dara’s university is the largest workplace of the nine respondents. The university library’s 15.5 full-time equivalent (FTE) librarians and 92 total library staff serve the student population of just over 30,000 (National Center for Education Statistics, 2015). The library’s entire expenditures per year equals almost \$6,000,000, 3.5% of which make up the materials budget of \$202,000 resulting in a per-student expenditure of \$190.00 (National Center for Education Statistics, 2015). This large urban school in the far west has a student population that is 20% white, 23% Asian American, and almost 38% Hispanic (<http://www.collegefactual.com/colleges/>) However, as is true for most other institutions in this study, collegefactual.com reports that the faculty is much less diverse; over 55% of the faculty is white, just over 16% is Hispanic, and about 14.5% is Asian American. Interestingly, according to the same website, African Americans make up just over 6% of faculty at Dara’s institution, but only 3.8% of the student body (<http://www.collegefactual.com/colleges/>)

During Dara’s interview, she declared that librarianship, particularly academic librarianship, needs more black librarians:

We need to be a part of that conversation where they have higher education changing. And you’re going to have a diverse population. Black students particularly need to see us in different positions. They need to see us in charge.... There are very few black students I come across, but for those one or two or three or four in each class, I tried to show them this possibility.

Farah.

Farah is an African American female working at a Historically Black College or University (HBCU). During her interview she spoke passionately with a spirited laugh. She is very involved in several committees on campus. She was attracted to librarianship for several reasons. First, though Farah had thought of a career in the social sciences, for various reasons she did not pursue an advanced degree in that area. She took a year off from her studies to ponder her future when, fortuitously, the word librarian flashed across her computer screen. Being a firm believer in divine intervention, Farah looked around her and saw that she was surrounded by books. Since she had “always been a researcher,” she began researching the library profession and found that there were not many black librarians in our helping profession. Farah became a librarian “to be able to help and serve others.”

At her small HBCU, Farah is one of 17 staff members, and one of only seven librarians serving 2700 students (National Center for Education Statistics, 2015). The library’s budget is just a bit over \$1,000,000, with only \$9000 earmarked for materials (National Center for Education Statistics, 2015). The library reports an annual per-student expenditure of approximately \$400.00 which is lower than the national average (National Center for Education Statistics, 2015). The HBCU where Farah is employed as a librarian has an undergraduate enrollment that is almost 50% white; African Americans make up about 40% (<http://www.collegefactual.com/colleges/>). Latino/as make up just over 2%, while Asians are less than 1% of the student body (<http://www.collegefactual.com/colleges/>). Faculty ethnicity follows a similar pattern with 53% of faculty listed as white and 30% listed as African American (<http://www.collegefactual.com/colleges/>). Asian and Latino/a faculty constitute 3.8% and 1.7% of faculty, respectively (<http://www.collegefactual.com/colleges/>).

Farah noted during her interview that her decision to become a librarian is “history.” As a lifelong researcher, Farah realized that, as a black woman, becoming a librarian is history because of the historical importance of literacy in the African American community especially in light of the fact that learning to read and write was denied to slaves. Farah feels that her role as “culture keeper is one of the most prestigious positions to have.”

Heidi.

Heidi is an Asian American female employed at a large research university in the plains region of the United States. Speaking carefully and confidently on the phone during the interview, Heidi said that she always knew that she wanted to help people in some way, to provide a “service to some greater good.” Similar to other respondents I interviewed, Heidi enjoys being a lifelong learner, another reason she chose librarianship as a career. Once she decided on librarianship as a career path, she benefitted from living near a university with a library school. While pursuing her Masters in Library Science (MLS) she enjoyed being with a group of like-minded students but found that the curriculum was not as challenging as she had anticipated and opted to complete an additional master’s degree in a management field at the same time. She wanted to be a leader in academic librarianship.

Heidi now works in an academic library in a public four-year institution employing almost 250 people, 59 of whom are librarians (National Center for Education Statistics, 2015). The library materials budget at Heidi’s university is \$2.1 million, or 10% of the total library budget of \$20.2 million. Of all of the institutions where the nine interviewees in this study were employed, Heidi’s university library spends the most per student, \$800.00 (National Center for Education Statistics, 2015). According to <http://www.collegefactual.com/colleges/>, this large

university has over 20,000 students, 72% of whom are white, 6.7% of whom are Hispanic, 4.6% of whom are African American, and 4.1% of whom are Asian.

When she was invited to interview for her current job, Heidi noticed “that it was very white” and that when she gave her presentation, she didn’t see “anyone of color there.” She went on to say that she was concerned but took the job anyway. She is also one of the youngest people in the library organization.

Retirees

Emery.

At the opposite end of the spectrum from Heidi and Farah who are newer librarians, Emery retired from an academic librarian position several years ago after a career spanning more than 40 years. Emery is an African American male; he attended and graduated from colleges on both the west and east coasts two of which were Historically Black Colleges and Universities (HBCUs). During his career he has been very involved in research, publishing, and service in professional organizations. He continues research today and is writing a book. He came from a family of readers and book lovers and “never considered another career.” On the phone his voice was low-key and measured.

Over his lengthy career as a librarian, Emery worked at several public and academic libraries on both the east and west coasts. Before his retirement, Emery was the head librarian at a four-year public university on the east coast with approximately 14,000 students (National Center for Education Statistics, 2015). Of 56 total library staff members, Emery was one of 22 librarians (National Center for Education Statistics, 2015). The \$4.8 million library budget includes just over \$250,000 for materials (National Center for Education Statistics, 2015). This translates to annual expenditures of approximately \$340.00 per student which is about two-thirds

of the national average (National Center for Education Statistics, 2015). This university lists an undergraduate population that is very diverse with approximately 33% Asian, 25.5% white, just over 19% Hispanic, approximately 9% black, and fewer than .5% Native American students (www.collegefactual.com).

Emery was a trailblazer in librarianship for many reasons including his work on library automation projects when library automation was still an avant-garde concept and his enthusiasm for strategic planning. Emery struggled with bringing change to organizations and people who tended to be satisfied with the status quo but continued to work to improve automation, architecture, and programming. Emery shared with me a saying he had heard many years before that summed up his philosophy: “I came here to drain the swamp, not fight with the alligators.”

Grace.

I interviewed a second retiree, Grace, a Native American female from a small tribe in the Midwestern United States; her serene demeanor was evident over the phone. At the time of the interview, she had been retired for several years following a varied and more than 20 year library career in public, special, and academic libraries. She has worked as library director at several institutions including a tribal college and a small private non-profit university. Grace was working in a library when the director noted her excellent work ethic and exceptional people skills and recommended her for a minority fellowship; she received her Masters of Library Science in just one year.

When she retired, Grace was working at a small private university in the southeast United States with an enrollment of almost 1,200 students (National Center for Education Statistics, 2015). There are just three library employees, including two librarians, at this university (National Center for Education Statistics, 2015). The listed materials budget is almost \$35,000,

or about 9% of the total library budget which works out to a per student expenditure of just over \$330.00 (National Center for Education Statistics, 2015). This university is predominantly white, with white students making up almost 77% of the student body (National Center for Education Statistics, 2015). African American students number about 5%, Hispanics about 2.5%, and Asians just over 1% (National Center for Education Statistics, 2015).

Grace has been dedicated to service all of her life. She attributes her outlook to her culture that emphasizes treating each and every person as a human being deserving of respect. She worked tirelessly to introduce internet services to the campus of the tribal college. She participated in various prestigious library related activities including the aforementioned fellowship and won grants and contests. Grace summed up her experience as a librarian by saying that, overall, it had been a fun journey.

MLS Student

Ian.

Very much like other respondents in this survey, Ian was drawn to librarianship because, after completing his first Master's Degree in a liberal arts field, and rather than pursuing a PhD, he wanted "to be around books and write independently" on various topics not just the topic or topics expected of him during his studies. In addition, he felt that he had been steered away from research interests pertaining to his Native American culture. Ian is set to graduate soon with his MLS and is currently employed as a Graduate Assistant (GA) at private, four-year, not-for-profit university in the plains region of the United States. I interviewed Ian during his commute to work; despite being on the bus, he spoke frankly, loudly, and clearly.

The university where Ian works has a student population of just over 5,000 students (National Center for Education Statistics, 2015); the student body is almost 65% white, 11%

Asian, almost 10% black, 6% Hispanic, and less than 1% Native American (www.collegefactual.com). The faculty ranks are even less diverse: 88% white, 4.5% Asian, 3% African American, 3% Hispanic, and .2% Native American (www.collegefactual.com). This university employs ten librarians in a staff of 30 (National Center for Education Statistics, 2015). The library's budget is \$2.2 million of which the materials budget is just over \$250,000. At Ian's institution, library expenditures per student are just over \$500.00 (National Center for Education Statistics, 2015).

In his interview, Ian mentioned the "high degree of professionalism" at his university as well as "a little bit of competitiveness." Ian's own commitment to professionalism and tendency to be competitive is apparent. In his current position as Graduate Assistant, he performs many of the same duties that a fulltime professional academic librarian would including providing reference services, creating and maintaining LibGuides (a commercially created research guide format), and developing a diversity and outreach plan for the library.

Summary

In this chapter I introduced the nine study participants. Their experience levels range from student to more than 20 years of working as a librarian. I interviewed both women and men from various ethnic backgrounds. I spent many hours interviewing the informants for this study and have been able to listen to them and hear their stories. I learned about the experiences and perceptions that the nine informants chose to share with me. The interviews offered several emerging themes that will be discussed in the following chapter. This study shed light on the perceptions and experiences of academic librarians of color. Additionally, several common threads in the interviewees' backgrounds came out of the interviews as well.

Chapter Five

Findings

The purpose of this research study was to investigate the experiences of librarians of color in higher education as well as their perceptions of supports and barriers they faced in becoming and being professional librarians. The following research questions guided this study: (1) What supports and barriers have minorities experienced in becoming and working as academic librarians?; (2) What perceptions do minority librarians have about being minority librarians and their contributions, if any, to campus diversity?; and (3) What factors do minority librarians perceive contribute to the small number of minority academic librarians?

Thematic Analysis

Data analysis began once each interview was transcribed and continued through reading and rereading the full transcribed data set. The research findings reported in this chapter are based on analysis of the transcribed recordings as well as follow-up emails. Five themes emerged from the data analysis: (1) service and activism, (2) mentoring and networking, (3) racial and other microaggressions, (4) campus diversity, and (5) natural born librarian. These themes, which speak directly to the research questions, are independent of one another, but there is overlap among them. Table 2 illustrates the relationships between the themes that emerged and the individual informants. Table 3 illustrates the relationship across the themes and the research questions.

Emergent themes

Themes	Alexandra	Baldwin	Constance	Dara	Emery	Farah	Grace	Heidi	Ian
Service & Activism	X	X	X	X	X	X	X	X	X
Mentoring & Networking	X	X	X		X	X	X	X	X
Microaggressions	X	X	X	X	X		X	X	X
Campus Diversity	X	X	X	X	X	X	X	X	X
Natural-Born Librarian	X	X	X	X	X	X		X	X

Table 2

Emergent themes and research questions

Research Questions	1. What supports and barriers have minorities experienced in becoming and working as academic librarians?	2. What perceptions do minority librarians have about being minority librarians and their contributions, if any, to campus diversity?	3. What factors do minority librarians perceive contribute to the small number of minority academic librarians?
Emergent Themes			
Service & Activism		X	
Mentoring & Networking	X		X
Microaggressions	X	X	X
Campus Diversity			X
Natural-Born Librarian			X

Table 3

Theme 1: Service and activism, or “service to some greater good.”

Librarianship is considered a helping or service profession and, while reviewing the transcripts of the interviews, I was struck by the respondents’ dedication to service as well as their calls to action and activism. Each of the nine informants broached topics alluding to the theme of service and activism to some extent. Though seemingly two distinct themes, I combined service and activism into one category. The responses from the interviewees showed me that their service is tied closely with the propensity for activism. For example, Farah stated that she was the only one on staff who actively spoke out against administration when issues arose in the library. The service component touched on two separate branches of service: service to the community at large and service to the library community.

When discussing service, Alexandra, Baldwin, and Dara all specifically mentioned service to their communities either currently, in the past, or both. Both Alexandra and Baldwin told me that they were active in student government as undergraduates. Baldwin explained, “I was a member of the Black Student Union. I was an officer of the Black Student Union and we were always pushing the university to broaden their outreach capabilities.” Alexandra and Dara were actively involved in their communities as volunteers. Grace stated that a former employer had recommended her for a scholarship based on, among other things, her “commitment to service.”

Service to the library community was something that all informants talked about in their interviews. This service commitment took many forms for the respondents though. Five of the nine informants mentioned one or more professional library associations including the American Library Association (ALA), the Black Caucus of the American Library Association (BCALA), and the Association of College and Research Libraries (ACRL). Emery was very active in ALA

and BCALA for over 40 years and was involved in organizational governance as president and treasurer for many years. Baldwin described himself as “active in ALA and ACRL” where there is “never any shortage of service opportunities.” Several also mentioned state library associations including groups organized to serve minorities in the profession. Involvement in the various associations ranged from general active membership, to participation in educational and professional development opportunities (for example ALA’s Emerging Leaders Program), to holding office.

Library service also took the form of service within one’s own library. Most respondents offered statements demonstrating their commitment to service at their workplace. For example, Baldwin, Heidi, and Ian have all been actively involved in diversity planning for their respective libraries. Baldwin shared his experiences on the diversity committee:

We have a diversity committee trying to address [the lack of diversity]. I was chair of this committee ... looking at recruitment procedures. Like really obvious stuff was being missed like we weren’t advertising our jobs on Listservs. Like Black Caucus list-servs, like wow, this is really low hanging fruit.... No wonder we’re not recruiting.

Constance declared that, in her current position, she hopes to “advocate for the staff” while Farah stated that one has “to be an advocate for what you want in academia” and that she will feel that she always has “to advocate for certain things for others.”

Activism is another common thread that ties together the informants in this study. Each of the nine librarians I interviewed mentioned involvement in progressive activities or that there was a perception of them as “fiery” or “a troublemaker.” Two librarians expressed frustration that recent demonstrations on their campuses stemming from the spate of protests at the

University of Missouri in 2015 and 2016 were small and lackluster. Dara stated that the protests she sees around campus are similar to the ones she took part in during the 1980s:

They hosted the Voices Happen in Missouri and other campuses across the country in the last four or five months...I thought, that looks familiar. I was dealing with that; I was protesting and all that myself 30 years ago when I was an undergraduate in the 80s. I've told people ... here, I said, "Trust me, what you guys are advocating and your counterparts at Missouri and what they're advocating, that's been an issue for quite a while."

The respondents' advocacy took other forms as well. As previously stated, several librarians explained that, throughout their careers, they advocated for coworkers and staff. Alexandra, Dara, and Farah each proclaimed that they felt strongly that the profession becomes more diverse. Farah and Emory both described themselves as very outspoken at their workplaces, using words like "fiery" and "troublemaker." Heidi and Ian actively pursue conversations to amplify voices traditionally kept silent and to try to find solutions regarding equity. Heidi told me, "I feel like I can amplify voices that aren't necessarily heard all the time. I feel like I actually lucked out in a way to move forward certain things that I think are worthwhile." Heidi talked about her desire to be useful and work "in service to some greater good." Grace, while working at a conservative university, ordered a subscription to the *Village Voice* because she felt it was important to introduce the students there to alternative lifestyles. She dubbed this "peaceful diversification."

The interviewees' responses that relate to question two reflect the theme of service and advocacy. With respect to question two, the informants' reports about their perceived contributions to campus diversity fall into the category of service to the library community. As

previously stated, librarianship is by nature a helping profession—as Alexandra told me, “I think we as librarians, we are, when we take that American Library Association (ALA) oath, we’re trying to help all of the people.” Several of the librarians interviewed identified service activities that marked their contributions to campus diversity. Constance told me that “Since campuses are becoming more diverse, especially considering the international student population, minority librarians can certainly work to diversify collections and programming to reflect the student body and faculty makeup.” Baldwin expanded on Constance’s thoughts:

In my experience here, minority librarians can have a tremendous impact on diversity practices and initiatives on campus. An example right now being that librarians have spearheaded a project to make sure that our collections are adequate to speak to all of the populations of students and faculty that are here. This project sort of went up the chain of command and has received official university support and funding. I’ve also been able to serve on the diversity committees of other departments outside of the library. The library is seen as something of a hub for university activity and so librarians are often looked to to be proactive about things like this.

Heidi agreed that minority librarians add to campus diversity and related an example of how she specifically does so:

In terms of adding to [diversity] on campus, I think I try to do that in my work. Like I said, I try to do a lot of programs and events in the space and so I coordinate a lot of different services that are in the library; we have the Writing Center and things like that. It’s up to me if I want to invite other student services if they want to come here, and I do reach out to specific ones that I don’t think have been, like I said before, may not have been reached out to in the past. We have TRIO on campus ... it’s a federally funded

program to support low-income or first-generation college students; and students with disabilities. They do a bunch of tutoring and I know that they don't have the space, so I invited them over here and provided a room for one of their tutoring services. I'm talking to students on campus about having an interfaith prayer room and finding out what their needs are.... I also try to reach out to faculty of color or women faculty when I'm doing things. I just started doing book displays; we just did Black History Month and now we're going to do Women's History Month.

Theme 2: Mentoring and networking, or “I would be their buffer, much like my mentor was in library school.”

Eight of the nine informants talked positively about mentors and mentoring indicating that this is another important theme. Several interviewees had mentors in library school, at work, or both. Five informants spoke of mentoring their students and staff. Some commented on formal mentoring programs through library organizations while one was critical of how formal mentoring programs work and advocated for changes. Networking is an associated concept that four interviewees talked about.

Merriam-Webster defines a mentor as “someone who teaches or gives help and advice to a less experienced and often younger person” (Mentor, n.d.). The same dictionary defines networking as “the exchange of information or services among individuals, groups, or institutions; *specifically*, the cultivation of productive relationships for employment or business” (Networking, n.d.). Mentoring and networking both involve interacting and sharing with others in a constructive and dynamic way.

Alexandra, Baldwin, Farah, Grace, and Ian had formal or informal mentors in library school. Alexandra attended library school as a part of a minority fellowship. The fellowship

students in Alexandra's cohort had an African American librarian as a mentor. Alexandra reported that her mentor "would check in on us to see how things were going so we had an opportunity to share" and that the mentor "was really there as a buffer, and that was good." Alexandra explained that the mentor invited the fellowship students to her house to vent and unwind. She also helped Alexandra with school related issues; for example, Alexandra's fellowship stipend check did not arrive one month and her mentor assisted by interceding with the proper office.

Mentoring situations do not always work as hoped however. Grace also was assigned a mentor through the minority fellowship she was involved in. However, Grace said that she was never able to meet any of the several mentors she was assigned because they were not located near her and she was not able to travel to where they were located.

Baldwin, Farah, and Ian all had informal mentors in library school. Though Baldwin found some of his theoretical classes to be tedious, he did allow that he had "some very practical teachers" including a guest lecturer to whom he referred to as "kind of a mentor." According to Baldwin, this individual "was all about how [the curriculum] applies to the real world and ... connecting those dots with how the theory ... actually works out." Farah's mentor came to her fortuitously when she enrolled in a second Masters of Library Science (MLS) program. She had left a previous MLS program after conflicts with a professor. While attending a Black Caucus of the American Library Association (BCALA) meeting she happened to be seated next to the dean of another library school. While they were chatting, the dean said that Farah "would fit in very well at [his university], so I applied ... and was accepted within a week." She was assigned a mentor who assisted her in learning about herself and her strengths and weaknesses. Farah stated:

My mentor and supervisor was ...Hispanic....The program was rigorous, but rewarding. My writing was appreciated, my voice was appreciated. Being a Black woman.... I just got to meet a lot of different people, engage in a lot of different conversations, collaborative work, and like I said it was like I was welcomed and appreciated.

Ian believed that his professors in library school were very open to his perspective as a Native American which was in stark contrast to his undergraduate advisor who steered him away from researching topics related to his Native American heritage. Ian credited one of his professors in particular, a woman of color, stating that she “is very receptive” to his viewpoint.

Mentoring relationships were not limited to those in library school. Constance and Heidi both discussed the value of mentors outside of school. Constance stated that she had been “fortunate to meet people who were very helpful” in advising and guiding her. She was quick to point out that throughout her journey not all of her mentors looked like her. She also explained that in regard to the promotion and tenure process, without “anybody guiding you and saying you need to do this ... that it makes it really difficult for you to get reappointed let alone get tenure.”

Heidi commented that she also “really benefitted from having mentors outside of library school.” While working as a graduate assistant in her university’s library, Heidi’s supervisor was a source of strong support for her. Her supervisor set up a mock interview for her and looked over some of her job search materials. Although she proclaimed that she received no support from her library school at all, Heidi did allow that there were a couple professors as well as a part-time diversity person who “were actually useful sometimes” in giving her advice about working in libraries.

Five of the people interviewed for this study indicated that they try to be useful and act as mentors to their students. As Alexandra stated, “I would be their buffer. Much like my mentor

was in library school.” Constance also drew on her experience with mentoring and worked to pay it forward. She said, “I was fortunate to get help from more than one place and I’m very appreciative of that. If anybody asks me to do anything with students, you know, I pretty much will say yes.” Farah also devoted time to mentoring students. She relayed a story of a young African American man she decided to hire and mentor; she “saw something in him.” Farah explained that his employment in the library was contingent not only on his doing a good job on a digital project but also raising his GPA from a 1.6 to at least a 3.0. With Farah’s guidance, not only did the student catalog hundreds of books for the project, he successfully raised his GPA.

Alexandra told me several times that she enjoys “developing people,” by which she meant mentoring, encouraging, and helping people to “move on.” She expressed enthusiasm for “encouraging librarians to get their doctorate so they can be part of the library school experience, to teach and interact.” She asked, “How can we reach back and encourage someone else?”

Grace mentored many of the library staff while she was director of the library at the tribal college. She wanted to encourage the mostly female staff members to take advantage of educational activities in nearby cities away from the reservation. However, Grace’s well intentioned efforts fell flat much of the time because her staff did not have the resources to participate in those activities. This experience, coupled with Grace’s own experiences with a mentoring program in library school, have led her to develop ideas about how formal mentoring programs could be improved. Grace allowed that many diversity programs do have a mentoring component but that it is not funded adequately. Grace’s mentors were not located geographically near her so she was never able to meet them face-to-face. Furthermore, she felt that the way the mentoring pairs are set up should be revised. There is often a huge responsibility/experience gap between mentor and mentee, for example, a mentor who is a library director and a mentee who is

a newly hired cataloging librarian. Also, the mentor sometimes is simply too busy to work with the mentee.

Constance mentioned the American Library Association's (ALA) Spectrum Scholarship program, which includes a mentoring focus. Alexandra and Emory spoke about the Black Caucus of the American Library Association (BCALA) and its commitment to mentoring. But several informants described networking as the result of membership in these organizations. Mentoring and networking are interwoven concepts; both involve advantageous interactions between people. Alexandra told me that, although she didn't really network at first, she is now actively networking as a member of BCALA. Alexandra said to me, "I'm kind of isolated here so I depend on other people. As I said, I was with BCALA; they have a formal mentor program." Emory concurred. He revealed "for 40-some years I've been going to conferences, and one of the things that sustained me was the interaction with other librarians twice a year at those conferences." Farah has also networked through BCALA and ALA over the years. Her attendance at a BCALA conference led to her enrolling in a new library school. She has also participated in various programs put on by library organizations where she can network. Farah's continued alliance with these organizations have allowed her to "keep going" and know that she is "not in this by myself."

Respondents' answers to interview questions related to research question one reflect the theme of mentoring and networking. Alexandra, Baldwin, and Farah all spoke of mentoring as a positive source of encouragement and support. Alexandra engaged in formal mentoring as a part of the fellowship she participated in. She stated, "She [the mentor] was really there as a buffer, and that was good." She added:

I would say ... that it is a fact of life and I encourage people to network, to really get a support group. I'm kind of isolated here so I depend on other people as I said I was with BCALA, they have a formal mentor program. A couple years ago, maybe longer than that, I had a mentor.... She has been a really good encouragement for me.

Alexandra also believed it was important to act as a mentor especially because many librarians of color will be working in predominantly white organizations. She commented:

So I think what I will say if you are going to have that, it's unfortunate even in the 21st century, that we still haven't dealt with [the fact that librarians and libraries are mostly white].... I know that some of the library schools are trying to improve on it ... encouraging [minority] librarians to obtain their doctorate so they can be part of the library school experience, to teach and interact. But also to encourage those to step up and get into those places of administration and leadership.

Farah told me that, "with regard to support, in my own experience, having a network of individuals that work within the professional library sphere and outside of the environment has been a plus for my career."

The respondents also explained that lack of mentoring or networking opportunities constituted barriers to their becoming and working as academic librarians. Dara cited "little or no mentoring on any rung of the career ladder" as a barrier, particularly to those on the tenure track. Farah told me that there is no support where she works due to a campus-wide "hostile environment." Heidi stated that, though she felt that her supervisor and dean are trying to support her, they don't know how. One respondent felt that mentoring and networking through professional organizations is also lacking. Baldwin explained:

I don't think there has been an awful lot of support. There are a few funding and scholarship opportunities out there for minorities going into the profession, but once you're out there doing the work, it's a little difficult. There are some mentorship opportunities through professional organizations, like the Black Caucus of the ALA. I have had a very mixed experience with groups like that. Not everyone is looking to be a mentor or even a colleague or friend. The BCALA, for example, has been actively fighting the perceptions that its members can be cliquy or that outreach isn't its strong suit. Unfortunately, my experience with them is that those efforts to combat those perceptions are very much necessary.

Alexandra noted that another barrier is self-imposed; she cited the “unwillingness on part of the person or other staff to network within the institution or get involved in professional associations and organizations” as an impediment at work.

Participant responses to interview questions related to research question three also reflected this theme. As our interview was coming to a close, Emery stopped me and told me that there was something else that he wanted to talk about, mentorship. He explained that the mentoring he received sustained him throughout his career. As a member of several professional library associations, most notably the Black Caucus of the American Library Association (BCALA), Emery related:

We were working with peers but also being role models for the people coming after us. And a lot of people looked up to me and I looked up to a lot of people who were ahead of me in the profession. And it's really gratifying now to look around the country and look at people who were library directors, university library directors who have come up

through the system and they're achieving things that I did not think were possible when I was back in library school in 1965.

Other interviewees also indicated that mentoring would help recruit and retain minorities to the profession. Baldwin said, "I think that [librarianship as a career] can be better sold by mentors in the field and professional organizations, as well as advisors in MLS programs across the country." Grace agreed and offered that the lack of mentors can also be seen as microaggressions that simultaneously require minorities to assimilate into dominant culture while also relegating them to second class citizen status. She stated:

Institutions recruit for diversity but often do not provide supportive environments for retention of the hired diversity candidate. The minority hire frequently does not have a peer group amongst colleagues and is funneled towards committees and service that tend to segregate them with students who are minorities.

Dara summed up many respondents' feelings when she stated that there is "little or no mentoring on any rung of the career ladder."

Theme 3: Microaggressions or, "and I'm like, 'Do not touch my hair'."

Unfortunately, another way that most of the nine respondents are not by themselves is that they all spoke about activities that can be labelled microaggressions. Alexandra told me that, while in library school, her classmates excluded her and the other person of color in their cohort from study groups. She said, "[In] some of the discussions in the classes were, they were wondering why can't the urban librarians do this, why do the librarians have to help those communities, meaning people of color." Alexandra twice commented that her classmates felt that she and the other student of color "were just there for affirmative action." Emery stated that

he chose a Historically Black College and University (HBCU) so that he would “be looked at for what [he was] doing, not looked at because [he was] the only black student in class.”

The path to finding a job can be fraught with barriers too. Constance related several issues she felt were racially charged barriers to education and employment for minority librarians in higher education. Constance first mentioned that people “want to hire the known quantity,” “people hire who they know.” She also pointed out that many library school programs are set up for full-time students which hinders many students of color who would like to enter the profession: “So some class offerings that you wanted to take were only offered in the daytime, which left people who were ... going part-time and making career changes, it might have left them at a disadvantage.” Constance meant that, in her opinion, minority students generally do not have the means to attend graduate school full-time or to work for free to gain experience and that the majority white library establishment’s historical insistence on these two hiring criteria constitutes a microaggression. She called out the library system for giving preference to recent Masters of Library Science (MLS) graduates who have worked, or at least volunteered, in libraries:

There’s so many people that are entering librarianship as a second career. They literally don’t have the opportunity to quit their job, or work another job, or go volunteer to get experience so someone can say, “Oh you worked at a library so then I can hire you.” I have a bias against that and [it is] my own personal feeling; I can’t say whether that’s backed up by data. But I can say that at least people of color are at a distinct disadvantage [because they do not have the opportunity to do volunteer work].

Constance worked full-time while attending library school and spoke from experience. While searching for her first library job, Alexandra was told that she was young and didn't have the necessary experiences yet. She wondered how she was supposed to get that experience.

Grace also talked about the stigma of affirmative action. She stated that when people of color are labelled or self-label as minorities they are then tagged as affirmative action hires whereby whites think that any praise a minority hire receives is based on the color of their skin rather than any merit. Heidi related that when she arrived at the university for her job interview she noticed that it was "very white" and that when she gave her presentation there were no people of color in attendance which worried her.

Other respondents discussed specific events at their workplaces. Baldwin relayed the story of a work-life satisfaction survey that was implemented on his campus. As he and others were reviewing the responses they noted that "some of the comments were really disturbing. Our people were saying things like, 'Is diversity even an issue anymore?' and, 'I oppose quotas.'" Baldwin discussed microaggression training on his campus and how "people in that meeting expressed that they felt like they were always nervous because they didn't want to say something that was offensive." Ian mentioned a similar situation where he works. Although he began by stating that he has "never really been harassed or anything like that for being Native American," he continued that there is not much discussion of racial issues and added that "when you try to talk about it there's a lot of ... you can feel like it kind of changes the atmosphere in the room."

Culture clash plays a role as well; some microaggressions communicate to minorities that they must assimilate into the dominant culture and that their own cultures are not good enough. For example, after working very hard to get a server for her institution it was removed from

Grace's library due to perceived staffing shortages. In native culture it is a common occurrence for traditional funeral services to last for four days resulting in staffing shortfalls. Grace had to work hard with the state library organization to have the server reinstated. Dara offered another example; she shared that she clashed with a co-worker of Latino descent. Dara always got the feeling from this individual that she was not "the right type of black person." And Baldwin told me, "People say things without thinking about the implications... Like silly things like wanting to touch my hair. 'It's so different and exotic!' And I'm like, 'Do not touch my hair.' Why would someone think that's acceptable?"

Heidi left me with strong words about administration's place in the discussion surrounding microaggressions in the workplace. She asserted, "I think a lot of it has to do with the fact that they haven't read up on the ideas that have to do with, basically, white privilege, or about who created these institutions and put these structures in place, and about how that might not be comfortable for people of color." She added, "Maybe it just has to do with thinking critically about how you talk to your librarians of color. The term 'microaggressions' is around for a reason. And even ... having a diversity committee that, I think, makes a difference."

In responses to interview questions related to research question one, the theme of microaggressions was prominent. Six of the interviewees spoke about microaggressions as barriers for people of color who wish to pursue a career as an academic librarian. These microaggressions take on many forms. Traditionally, many minorities are at a distinct socio-economic disadvantage, an example of an environmental microaggression. Several respondents discussed the financial burden of pursuing a Master's in Library Science degree. Constance explained:

I think the barrier to entry for librarianship is higher than some other professions like say being a teacher or nurse, which you could be with a bachelor's. But being a librarian means you have to get an MLS, and very often the pay is lower than those jobs that you only need a bachelor's degree.

Dara concurred. She felt that both the debt that students incur as undergraduates as well as the perception that in order to work as an academic librarian a second advanced degree is required are hindrances for minorities who may think about pursuing librarianship as a career. Ian offered a personal example:

My mom financed her entire undergraduate and graduate education through student loans. She's 66 years old now and she still has tens of thousands of dollars of debt because she didn't have that kind of support, you know. Consequently I don't have as much support from her that one of my white friends would.

Grace told me about her experience trying to encourage her employees to take advantage of professional development activities, offering an example of how the dominant culture "pathologizes" a culture as well another example of environmental microaggressions. She encouraged the women employed at the library to attend educational sessions 70 miles off of the reservation. Her employees resisted, telling her that they were embarrassed to attend because of their clothing, which they thought would stand out as weird in the majority white towns. The employees had no money for lunch. Her employees could not even afford to attend training let alone incur debt in the attempt to further their education. However, microaggressions rooted in socio-economic factors are not the only barrier the respondents identified.

Microaggressions figure prominently in the responses of the interviewees. Baldwin discussed his experiences as one of only two librarians of color at his institution offering another example of how those in the dominant culture perceive other cultures as deviating from the norm, as exotic or foreign:

One of the things I never have been able to shake is that I often get the feeling that if I say something that because the frame of reference of my colleagues is so small...they think I'm speaking for more than just myself. Like "that's the black librarian's perspective on this." No, this is just mine. But it's kind of just like a feeling, some people have tried to generalize it in that way. And I try to [discourage] it when I hear it but I feel like it's kind of more widespread than it should be. This idea that we have our token black librarian, and he can give us our diverse opinions on these things. It does not feel very good. It feels very isolating to not have people with similar experiences in the organization. So if I talk about something I don't know if people are really relating to what I'm saying. Like when I talk about microaggressions here and things like that, like does it only exist in theory for people in this room.... People say things without thinking about the implications. I'll hear it and I'll know you really shouldn't have said that. It's offensive. But it's hard to explain that to someone in the moment.

Constance related a story about a job interview where the Chair of the Friends Board was present along with some library employees; the chairperson, exhibiting what Sue et al (2007) explains as the dominant culture's perception of a person's deviance, in this instance a perceived inability to get to work on time, asked Constance if, because of where she lived, she would be able to get to work on time. Constance responded, "if I got to the interview on time, I should be able to get to work on time." She told me:

Also, in terms of this being a professional position, I thought, is this really your major concern? I've got a resume that says I have had jobs for years. Clearly if I had a problem getting to work on time, I'm thinking they would have fired me by now. I was just, at this time again I was new and I thought, is this the kind of questions we're asking professional people? Is this the kind of people that we're, that are allowed to intervene in an interview? I talked to the director later and he said, "I'd really like to hire someone like you. You've got a background that I'm looking for. This is a second career for you." But I guess [the board chairperson] was the person who blocked it.

Ian had mixed emotions about his experiences as a person of color in the library though his example fits into what Sue et al (2007) termed color blindness. He told me:

I have never really been harassed or anything like that for being Native American. It's just when you try to talk about [diversity] there's a lot of...you can feel like it kind of changes the atmosphere in the room [to something negative]. All of a sudden you're the old New One talking. I guess.... I expect that conversations will still be touch and go. People will probably continue to not want to offend, and of course in doing so, not really having answers to the questions that they have. Or not really change some essential attitudes that get in the way of progress. And so I guess I look at my future in librarianship as wanting to have the conversation and trying to find solutions. I'm hopeful for change but I'm also realistic based on my experiences here that change will be hard to accomplish. You know, we are looking at demographic shifts in the United States. White people are going to be less than 50% of the population, and I don't know that will necessarily make things more equitable. You know what I mean? I think things

still might be, power might still be located in white communities, regardless of the demographic situation.

The respondents also discussed other negative perceptions they had sensed about the contributions of minority librarians to campus diversity. Their observations are examples of what Sue et al (2007) called the myth of meritocracy, or the tendency of whites to assume that people of color received an unfair advantage because of the color of their skin. They felt that the majority population on campus saw minority hires as contributing to campus diversity because of higher education's focus on increasing diversity and tendency towards affirmative action hires.

Ian told me:

I think I make a statistical contribution, being a Native American, right? ... I'm part of the project of getting libraries to reflect the communities they serve. So there's that, but the thing is, as far as what I do, I think it's tough for me. I would like to be able to just exist as a librarian, you know. I would like to not have to worry about bringing up a conversation that is difficult for people to have. It would be nice to feel like, normal? Like this is just a career that I'm doing and not a cause that I have to fight for. At the same time I realize if I'm not doing it, it's not very likely that somebody else will be driving that conversation. I feel an extra responsibility for that, and I know people in my experience are likely to look to me for that. Because I am that statistic right? A number on the chart of People of Color.

Other respondents made comparable comments. Grace related that sometimes there is the perception that minorities are hired to meet a quota. Grace further stated that, when minority librarians are hired, the institution doesn't truly value "the individual for professional accomplishments on par with other librarians and faculty." She continued:

Not infrequently, non-minorities will ascribe well-earned and well-deserved promotions and recognitions given to those with minority status as due to minority status and not due to hard work and high standards. There is even hinted inference that minorities are held to lower standards, a subtle branding of assumed inferior socioeconomic class. As if affirmative action hires are a sophisticated form of welfare.

Heidi felt her employers were able to “check off [a minority] box” when they hired her.

Constance stated that:

You know, or you should know, that if you are a member of a minority group, you will be one of the few, or sometimes the only minority person working. Often times the staff members may have more minority members, but the professional ranks will be made up mostly of white females. I don't think many students think of librarians as faculty members, so students don't think about librarians when discussing campus diversity. If there is a focus on diversity within the library by students, that focus may be directed towards collections and/or programming, but not staffing. Also, if they see minority people working in the library, they have no idea who is a librarian and who is a staff member.

Though many were positive about their contributions, the respondents clearly believed that their contributions to diversity on campus are very often looked at as fulfilling a requirement rather than being welcome additions.

The theme reemerged in responses to interview questions related to research question three; several respondents mentioned barriers that can be termed microaggressions. Money, the lack of which inhibits someone's access to higher education, was mentioned as a barrier. This

socio-economic obstacle is an illustration of what Sue et al deem an environmental microaggression, a systemic level microaggression. Constance told me that the expense of a graduate degree could be a barrier for many who might have otherwise sought a Masters in Library Science (MLS) degree. Grace, Farah, Dara, and Baldwin concurred. Grace stated that, beyond the necessity of an MLS, many academic librarian positions require a second master's degree in a subject specialty area "which can be an insurmountable hurdle after overcoming the other hurdles of getting through high school and undergraduate programs." Both Farah and Dara also mentioned that lack of funding for graduate school is a barrier for minorities resulting in a low economic pay-off for people choosing librarianship as a career. Baldwin added:

I also think that there is a lot of competition from other disciplines. Disproportionately few minorities, especially African Americans and Latinos, go for advanced degrees, so when they do, there is probably a desire to get as much value as they can from them. Hence, becoming lawyers, MBAs, engineers, etc. holds more appeal as a choice for the relatively few of us who have the opportunity, inclination, and means to get a graduate degree.

Theme 4: Campus diversity or, "the library faculty is not diverse," or "there's nothing like the black college experience."

All of the people interviewed for this study talked about either predominantly white institutions (PWIs) or libraries, or Historically Black Colleges and Universities (HBCUs) or Tribal Colleges and Universities (TCUs). Some mentioned both. In context, the interviewees discussed their job searches or working environments having a majority white population or about attending or working with a mostly minority population at an HBCU or TCU.

Heidi and Alexandra both mentioned that during their job searches, they were struck by the “very white” institutions where they first interviewed for jobs. Heidi got the job; Alexandra did not. Though Heidi was concerned about the lack of minorities at her interview and presentation, she thought that since she was not planning to stay at the university forever she would just “see how it goes.” Though Alexandra did not get the job, the one person of color she saw at the university, a non-librarian staff person who turned out to be the person who showed her around the university, called her later to tell her she did well and to wish her luck in her job search. Six of the respondents divulged that their current workplaces are, as Dara proclaimed “very much a certain hue” by which they meant staffed by mostly white people. Alexandra, Baldwin, Constance, Dara, Heidi, and Ian all expressed varying degrees of concern regarding their monochromatic work environments.

Two of the librarians interviewed attended HBCUs. Dara chose an HBCU because her school had a “long history of educating black librarians.” She added, “There is nothing like the black college experience.” Emery grew up in a “very white part of the country” where the only classmates of color he had were siblings and cousins. He chose an HBCU “to get more involved with the black experiences.” He appreciated the experience that he and his fellow African American students had stating that “we were all there together. ... I just knew most of the African American librarians because so many of us had gone to [the same university].”

Though they did not attend an HBCU or TCU, Farah and Grace worked at an HBCU and a TCU, respectively. Farah summed up her experience as follows:

To be a librarian of color, I think it’s a great thing to have started at a HBCU. I never would have thought that would happen ever, in a million years. I don’t

know why I say it like that but I just never thought I'd be at an HBCU. It's been a rewarding experience.

After completing her MLS, Grace returned to her previous job but soon answered an ad, applied for, and was hired to be the library director at a TCU library. She expressed pride at her accomplishments at this institution where she served 500 customers each day from both the college and the local community. She shared a memory of a fulfilling art program for children where the art instructor worked for two days putting together a mural inspired by the symbolic and sacred four-point stars made by the native children who participated in the program.

The theme of campus diversity was seen in participants' answers to interview questions related to research question three. Interviewees talked about environmental factors that hindered minorities in pursuit of a career in academic librarianship. While public libraries boast many librarians of color, libraries in academe remain predominantly white. Farah asserted that the lack of library school programs in general, as well as at HBCUs, is the prime reason that "our profession is lacking diversity." So even when students can raise the funds to attend, they must be near one of the 50 accredited MLS programs in the United States (which are clustered to the east of the Mississippi River) or be admitted to one of the 27 all online programs. If, like Dara and Emery, MLS students wanted to attend an HBCU they would have only two programs from which to choose; no Tribal College or University (TCU) or Hispanic Serving Institution (HIS) has an MLS program.

When a person of color does receive an MLS, the job search can be a barrier to employment into academic libraries. Constance related that "there are also more jobs within the public library sector, so people who want to be a librarian might be able to find a job faster in a public library than in an academic library." In fact, Alexandra, Emery, and Dara all began their

careers in public libraries. Baldwin had initially thought of public librarianship before finding a job in higher education and Candace interviewed for a public librarian job before landing her current appointment. Grace worked in both a public library and a university library that also served the local population.

The stereotype of the typical librarian can also be a barrier. As previously related by Constance, Farah, Heidi and Emery, academic librarians are predominantly white women. Heidi and Alexandra also see retention as a problem. Heidi said, “I think it has to do with retention. Once you’re here, they don’t have to do anything special to keep you here.” Alexandra added, “In the past, the focus has been the number of minorities represented and not being considered for promotion. My personal observation is that the next generation librarians are more aware of the leadership qualities and managerial skills needed to build a strong career.”

Theme 5: Natural born librarian or, “I grew up in a family of readers.”

When interviewing the informants, four mentioned a childhood enhanced by books and reading. One librarian spoke of family trips to the local public library and involvement in summer reading programs. Dara described herself as “a bookworm as a kid” who spent her “summer vacations at the library.” Other librarians I interviewed spoke of their decision to pursue librarianship as a career because of their desire to be involved in research, education, and reading.

Alexandra, Constance, Dara, and Emery all discussed reading and books and indicated that their love of reading led them to librarianship as a career. Alexandra offered that she and her family were frequent library visitors and she knew she wanted to be a librarian from an early age. In fact, she called it a “childhood dream. I grew up in a family of readers.” Dara also spent summers in the library as a child and was influenced to become a librarian after observing one of

the black librarians at the library and thinking she had the “coolest job to spend all day with the books.” Emery had an uncle who inspired his interest by gifting him books. And Constance quipped, “I learned of librarianship as a career ... and of course, I like to read and those people just sit and read all day.”

Research and education also played a part in some respondents’ desires to become librarians. After completing various undergraduate degrees, and while deciding on where they wanted to go next, Baldwin, Farah, and Ian looked inward and realized that their love of reading and research was a natural fit for librarianship. Heidi acknowledged that she likes “being able to learn new things all the time” and that being a librarian is a perfect occupation for her for that reason.

It is interesting to note that all nine respondents spoke about a love of reading, research, or life-long learning indicating that minority librarians often look at their profession as a calling tying this theme to research question three. Alexandra was always involved in summer reading and knew she wanted to be a librarian at an early age. Baldwin wanted to continue working in research and education as well as give back to the community. He stated:

I think that librarianship is not sold very effectively to minority undergraduates as a career option. When it is, it's more often packaged as a way to give back to the community in more of a 'public library' setting. That's wonderful - that's why I initially went to library school.

Ian and Farah talked about their love of research and both saw librarianship as a perfect vehicle for them to continue with research activities. In addition, Farah wanted to help others. She recounted:

when I started researching when libraries opened up to black people in the United States of America I mean, it was close to the 1960s when we could walk in [to a library] without anybody having to say anything to us ... I was just like you know, this is history. I'm making history. This is not something small here.... It was something that I knew I needed to do for myself to be able to serve and help others.

Constance also wanted to help others "find the information that they needed." She cautions however, that, I also think many people think anyone can be a librarian, so librarianship is not often considered a viable career." Grace had always had a strong commitment to service. She was working in a library when her supervisor noted her passion for helping people and recommended her for a prestigious minority fellowship; she completed library school in one year. Heidi enjoyed helping others as well as lifelong learning. She said:

I always knew that I wanted to help people in some way, and my previous attempts at careers in other fields I did not really feel like I was ever working toward anything that was particularly helpful or maybe useful in the way of like service to some greater good. I like being able to learn new things all the time, and I definitely think as a librarian I am able to do that. Because I'm on the public services side, so I get to interact with people which I really enjoy.

Dara, who spent her summers reading at the library, decided to change careers. She told me:

That positive imagery [of the library] stayed with me well into my adulthood and when I was thinking about changing careers, I was in higher education before as a counselor. I thought about maybe switching gears and I thought, how about librarianship, and I looked into it. And I think I found my niche.

Emery worked in his high school library and at the Library of Congress while earning his undergraduate degree. He never pondered another profession because “librarianship has been it from the beginning.”

Chapter Six

Interpretation and Conclusions

With the increasing diversity of the higher education student body in United States, and the continued monochromatic nature of the faculty, including academic librarians, in higher education, it is important to explore the reasons why people of color are not seeking to become librarians in higher education. The purpose of this study was to investigate minority librarians' experiences in higher education and their perceptions of supports and barriers encountered in becoming and being professional librarians. Present and future library leaders will be able to use the information gathered in this study to address the issue of the lack of librarians of color in higher education. Chapter four contained descriptive information about the settings and participants and provided context for the study. Chapter five consisted of an analysis of the findings of the study based on interviews with informants.

Based on the data analysis, five themes emerged. The first theme is related to the spirit of service and activism apparent in the librarians' responses. The second theme focused on mentoring and networking as a part of the experience of becoming and being an academic librarian. Microaggressions emerged as the third theme, emphasizing the daily indignities that minorities often experience. The fourth theme evolved from the interviewees' discussions of their school and work environments as predominantly white institutions (PWIs), Historically Black Colleges and Universities (HBCUs), and Tribal College and Universities (TCUs). The fifth and final theme highlights the love of libraries and reading that the interviewees had as "natural born librarians."

This chapter features interpretation of the five themes in relation to current literature in the areas of diversity in education, particularly in higher education, diversity in libraries, and

microaggressions. In addition, themes will be discussed in relation to Critical Race Theory. Implications for practices in higher education, particularly academic libraries, and recommendations for future research will be discussed.

Theme One: Service and Activism, or “I see libraries as pivotal and helping ... even more so now.”

The nine interviewees in this study all discussed aspects of their character and work which emerged as the theme of service and activism. This theme does not appear prominently in prior research. However, librarians and libraries have been beacons for service and activism for many years, beginning with the annual American Library Association (ALA) conference in 1936 in Richmond, Virginia. The conference organizers balked at the venue’s discriminatory racial practice and declared that any part of the venue under the Association’s control during the conference would be open to all regardless of race.

Librarians’ commitment to service and activism carried forward to the 1960s where librarians were activists for social justice in the United States. More recently, newly appointed Librarian of Congress Carla Hayden, the first African American and woman to ever hold the office, was praised for keeping the Baltimore Public Libraries open to patrons during the 2015 riots in that city after a young black man, Freddie Gray, died suspiciously while in police custody. A year earlier, the library in Ferguson Missouri became a haven for locals during the often angry protesting that erupted after Michael Brown, an unarmed black man, was shot and killed by police.

This study adds to the limited research in this area because service and activism emerged as such a strong theme. Each respondent in this study noted specific behaviors and activities related to service and activism such as actively working on diversity initiatives and being an

advocate for fellow employees. Previous research such as Winston and Quinn's 2005 study of 403 articles published in peer-reviewed library science journals around the world between 1999 and 2003 indicated that there was an increased focus on "war and terrorism and large-scale economic and technical change" in the library literature though the literature did not, however, note specific steps library leaders are taking in terms of service or activism. On the other hand, this study reinforces Hicks' research (2016) which found that many librarians felt that advocacy, for the profession as well as libraries and library services, was a professional activity, meaning a part of their jobs, as well as research by Wolverton and Heiselt (2009) which found that community service was an important part of librarian's jobs at Mississippi State University.

The study participants all spoke of their service and activism within the community and within the profession. The respondents shared a commitment to service and activism with former and current librarians indicating a potential identifying characteristic which could help in the recruitment of minority librarians to academe.

Theme Two: Mentoring and networking or, "where I currently work there is no support"

Eight of the nine respondents talked about mentoring and/or networking, both formal and informal demonstrating the importance of this theme. The interviewees indicated that they felt that mentoring and/or networking was, for the most part, a positive experience and that the lack of mentorship opportunities was a barrier. Additionally, mentoring and/or networking with other librarians of color was seen as particularly beneficial. This study reinforces prior research in K-12 settings which has shown that minority students benefit from same-race teachers (Dee, 2004) and that same-race teachers also serve as mentors and role models (Egalite, Kisida, & Winters, 2015; Milner, 2006). This study also reinforces research into similar issues which exist in higher

education. Coleman (2008) and Watson et.al. (2002) write that students of color in higher education lament the lack of support that could be achieved through interaction with faculty of color. Coleman (2008), Crisp, Taggart, & Nora, 2014, and Price (2010) contend that minority faculty have positive influences on their students of color. This study expands on the prior research as it addresses the issues of mentoring and networking of and for librarians of color in higher education.

The interviewees indicated that mentoring and networking opportunities, though not always optimal, served them well during school and at work. Respondents lamented the lack of mentoring and/or networking options. This study adds to the literature on the positive effects of mentoring in library school and in libraries (Gieskes, 2010; Goodsett & Walsh, 2015; James, Raynor, & Bruno, 2015; Kenefick & DeVito, 2015; Lee & American Library Association, 2011; Lorenzetti & Powelson, 2015; Munde, 2000; Rastorfer & Rosenof, 2016) and in particular the literature that identifies mentoring as a benefit for librarians of color (Damasco & Hodges, 2012; Gandhi, 2000; Howland, 1999; Johnson, 2007; Le, 2015; Olivas & Ma, 2009; Ross, 2013).

Theme Three: Microaggressions or, “you kind of have a sense of who is for you and who is against you.”

The interviewees in this study also identified microaggressions as barriers to becoming and working as academic librarians. Four respondents discussed economic issues that they perceived as racial microaggressions. Three respondents identified racial and/or socio-cultural microaggressions that they had experienced during their journeys.

This study reinforces prior research in this area. Minority faculty in higher education are generally underrepresented, paid less, and discriminated against because of their appearance and their research foci (Delgado-Romero, Flores, Gloria, Arredondo, & Castellanos, 2003; Pittman,

2012; Verdugo, 2003). Often, faculty members of color are given the impression that they are Affirmative Action hires (Verdugo, 2003), are seen as having less education (Alabi, 2014) and are, similar to several of the interviewees, assigned to race-specific roles such as diversity-related committee work (Pittman, 2012). Additionally, this study is consistent with prior research which has revealed that faculty of color are often relegated to race-specific coursework or committee assignments however they are also treated negatively by the majority due to the perception that minority faculty members' culture-based research represents personal or political motivation.

Current literature on academic librarians of color is limited as is the literature on microaggressions in academic librarianship. This study adds to the research in these areas. Several interviewees felt they were the token diversity hire and as such were expected to be the voice of their ethnicity. Baldwin explained that he believed that colleagues looked to him as the voice of all African Americans while Ian expressed that he felt as if he was looked upon as the diversity expert based solely on his race. Both Baldwin's and Ian's experiences are examples of what Delgado and Stefancic (2012) describe as minorities' status as an indication of "presumed competence to speak about race and racism," a clear example of a behavioral microaggression. These examples show that microaggressions can be non-verbal as well as what Sue et.al. (2007) term a microinvalidation. According to Sue et.al. (2007), a microinvalidation is a communication that effectively negates a person of color's "experiences as racial/cultural beings;" the assumption that one minority speaks for their entire race invalidates that individual's personal experiences.

Theme Four: Campus Diversity, or “I happen to be in a very white state at a very white institution.”

All of the respondents in this study talked about campus diversity in one way or another. Dara and Emery deliberately chose to attend HBCUs. And Farah and Grace chose to work at an HBCU and a TCU, respectively. Alexandra, Baldwin, Constance, Dara, Heidi, and Ian were disturbed by the lack of diversity at their workplaces.

This study reinforces prior research that found that minority students in K-12 settings feel more comfortable in a classroom led by a teacher who shares their race and culture because students perceive that white teachers think less of them (Dee, 2004; Dee, 2005; Egalite, Kisida, & Winters, 2015; Milner, 2006; Paloma, 2014) and that students of color in higher education do not feel that they can relate to the predominantly white faculty and administration (Coleman, 2008; Price, 2010; Watson, Terrell, Wright, Bonner, Cuyjet, Gold, Rudy, & Person, 2002). This study also adds to the research into the experiences of faculty of color at predominantly white institutions (PWIs) (Shealey, McHatton, McCray, & Thomas, 2014; Stanley, 2006).

This study also expands on the limited empirical research on the lack of diversity in academic librarianship. Prior research has found that minority students have felt affronted or ignored by white librarians in higher education and that the students would welcome more diverse library staffs and collections (Bonnet & McAlexander, 2012; Elteto, Jackson, & Kim, 2008; Long, 2011). Prior research has also studied recruiting minorities to the profession (Buttler & Canyon, 1992; Hussey, 2009; Roy, Johnson-Cooper, Tysick, & Waters, 2006), and job satisfaction of minority librarians (Alabi, 2015; Bugg, 2016; Freedman, 2012; King, Ballard-Thrower, & Mills, 2009; Neely, 2009; Squire, 1991; Thornton, 2000). This study examined the experiences and perceptions of minority librarians in higher education in their own words rather

than through survey, thus giving voice to individuals who have traditionally been voiceless. In contrast to a survey which generally gathers statistical data, qualitative research collects rich descriptive data that chronicles the thoughts and impressions of interviewees. The two interviewees who chose to attend HBCUs both described intense feelings for being involved in the black college experience. Emory's discussion of his unique experience of growing up in a very white community and then seeking to explore his blackness by attending an HBCU could not have been addressed as powerfully through a static survey.

Theme Five: Natural Born Librarian, or “I knew I wanted to be a librarian at an early age.”

This study is consistent with prior research such as Julian's 1979 study which found that, of the 56 library school students sampled, 27 (48.21%) had visited a library before age six yet only 18 (32.13%) had considered librarianship as a career before college. Twelve respondents decided on librarianship as a career while employed in other fields (Julian, 1979). Forty-nine of the students (87.5%) were or had previously worked in a library (Julian, 1979). Dewey's research found that interaction with a librarian was the most compelling factor in the participants' decisions to become librarians (1985). Ard et al (2006) detail studies by Van House (1988) and Gordon and Nesbit (1999), as well as anecdotal information from librarians indicating that positive experiences with libraries and librarians as well as a love of reading influenced the choice of librarianship as a career. Ard et al found that 89% of their study participants only chose librarianship as a career while attending college or after graduating from college (2006). Paralleling the prior research, all but one of the participants in this study expressed a love of reading and libraries, often from a young age, as well as positive

relationships with librarians. Several interviewees mentioned that they had not thought of librarianship as a career before college and a few chose librarianship as a second career.

This study adds to prior research in that it identifies that the study participants not only felt a calling towards books and reading, and in turn librarianship, but also a propensity for service and activism. Additionally, this study adds to the body of knowledge in that it gives voice to the librarians of color interviewed by recording their experiences and perceptions in their own words.

Theoretical Interpretations

This section will address the interpretation of the themes in relation to existing theory using Critical Race Theory (CRT). I chose critical race theory as a lens for this study for several reasons. First, it fits well with ethnography, creating critical ethnography which Madison explains as a way to address unfairness and injustice (2005). Milner adds that in critical ethnography knowledge is gained through the voices of people of color (2012).

Critical race theory as defined by Delgado and Stefancic began as a movement that evolved to study and transform “the relationship between race, racism, and power” (2012, p.3). In this study, racism refers to the power certain individual groups maintain as the result of beliefs that a person or persons of one cultural group are inferior to the dominant group based on culture and/or skin color. For example, when one respondent was repeatedly asked to explain her actions and account for her time when none of the majority culture employees were asked to do so. Institutional racism, or the activities and patterns that promote oppression in the institutions and systems in which we work and live, has been evidenced in this study as well. Interviewees in this study, for example, described their discomfort at being in job interviews conducted by all white panels rather than racially diverse ones.

Exemplifying that stance, Delgado and Stefancic identify several tenets of CRT: racism is not aberrational; interest convergence, where the white majority has little incentive to change the status quo that benefits them, exists; race is a social construct rather than a scientific fact; differentiated racism occurs when different minority groups are discounted at different times depending on economic factors; intersectionality is the set of conditions a person experiences as the result of the intersection of their social statuses, for example one could be a male, Native American college student; and minorities are fundamentally able to talk about race and racism due to the fact that they are minorities. The themes identified in this study were examined to determine how and where they fit within the tenets of CRT. The results are summarized in Table 4.

Theoretical Interpretation of Themes

Themes	Racism is normal	Interest convergence	Race as social construct	Differentiated racism	Intersectionality	Experts on race and racism
Service & Activism	X				X	X
Mentoring & Networking		X			X	
Microaggressions	X	X	X	X	X	X
Campus Diversity			X			
Natural-Born Librarian					X	

Table 4

All of the themes identified through the collected data in this study reflect at least one of the CRT principles. The nine informants in this study relayed many negative stories about their experiences and perceptions which mirror the CRT tenets. The interviewees' discussions of events and impressions of barriers they faced at school or at work illustrate the overarching CRT premise that, despite years of changed laws and evolving attitudes, "racial inequality permeates every aspect of social life ... [including] the schools we go to..." (Zamudio, Russell, Rios, & Bridgeman, 2011, p.3). The respondents offered examples that support the assertion that racism

is a normal, everyday occurrence rather than an unusual one. For example, respondents reported having a commitment to activism and participating in events that stem from racial or other injustice such as Dara's participation in protests in the 1980s. Furthermore, several of the individuals interviewed described explicit instances of racism they had experienced. One person was excluded from a study group while in school based purely on her race. Another interviewee chose an HBCU for library school because he wanted to be seen purely as a student and not a "black student." Interviewees have had to address prejudiced comments and small-minded actions by those they work with. The interviews illustrate the everyday racism they have faced.

Another aspect of CRT is also reflected in the interviews—the concept of interest convergence. Several interviewees felt that their predominantly white institutions (PWIs) were quite content with people of color being added to the ranks since it helps the university add to campus diversity though the campuses remain very monochromatic. Other respondents felt co-workers looked at them "as affirmative action hires whereby whites think that any praise a minority hire receives is based on the color of their skin rather than any merit." Though the numbers of librarians of color on campuses remain low, the interests of the majority white campuses are met by the addition of just one or only a handful of minorities.

Even when the majority does make more of an attempt to recruit people of color to higher education or a profession in order to appear more diverse, it does not do much to assist minorities to overcome the barriers they face in becoming and working as professional librarians. One interviewee offered the example of her mentor/mentee relationship while a part of a minority fellowship. The mentoring program was neither well designed nor sufficiently funded. Another librarian interviewed related that she felt her supervisors don't think critically about race or racism at all.

Interestingly, Delgado and Stefancic write that, despite the common misconception that it is a scientific fact, the concepts of “race and races are products of social thought and relations. Not objective, inherent, or fixed, they correspond to no biological or genetic reality; rather races are categories that society invents, manipulates or retires when convenient” (2012, p.8). One of the librarians I interviewed related that people have asked to touch his hair calling it “different” and “exotic.” He was outraged. Although born in the United States, the interviewee’s physical appearance was deemed foreign because it did not conform to the white norm.

All of the interviewees discussed PWIs, HBCUs (Historically Black Colleges and Universities), or TCUs (Tribal Colleges and Universities). Respondents indicated that their experiences at HBCUs and a TCU were valuable and rewarding. I note this because HBCUs were designed in the 1890s to “serve the educational needs of black Americans” (U.S. Department of Education, 1991) thus perpetuating the segregated educational system that stemmed from the white majority’s unfounded “*notion* of a distinct biological type of human being, usually based on skin color or other physical characteristics (emphasis added)” (Delgado & Stefancic, 2012, p. 170). Tribal colleges (TCUs) came about in the 1960s as the result of the American Indian Movement and Native Americans’ push for more self-determination (American Indian Higher Education Consortium, 1999). Historically, Native Americans have been at a socio-economic disadvantage and higher education was unattainable for the most part. TCUs allowed Native Americans to take control of their own education, bypassing, to a certain extent, the institutional racism inherent in higher education in the United States (American Indian Higher Education Consortium, 1999). The different ways in which HBCUs and TCUs came in to being foreshadow the CRT tenet of differentiated racism. According to Delgado and Stefancic, differentiated racism “maintains that each disfavored group in this country has been

racialized in its own individual way and according to the needs of the majority group at particular times in history” (2012, P.77).

The data I collected as the result of this research indicated that the interviewees experienced microaggressions differently. Four of the African American respondents described experiencing racial microaggressions in either library school or at work. On the other hand, the Native American library school student stated that he had never felt ill at ease at his workplace because of his race. The Native American retiree spoke to me about the “stigma of affirmative action,” though she did not relate to me any stories where she felt personally affronted for her heritage.

Referring to the interviewee in the previous paragraph as a female Native American retiree illustrates the next tenet of CRT I will discuss: intersectionality. Intersectionality is the concept of the intersection of one’s various and varying positions such as race, gender, class, sexuality and citizenship status. The respondents in this study were people of color, both male and female. Some were at the beginning of a career while two have retired. They grew up in low-income families and in middle class families. CRT scholars note that most civil rights work is only singly dimensional rather than multi-dimensional and does not view people as multi-faceted (Zamudio, Russell, Rios, & Bridgeman, 2011). Individuals, or whole classes, can experience multiple disadvantaged or privileged statuses at once, further reinforcing the disparities between those individuals and groups. For example, one of the interviewees is a working class African American female who came to librarianship as a second career. When she decided to pursue a second master’s degree, in Library Science, she had to continue working to support herself. She faced challenges in library school. Because she worked full time during the day, she was forced to take classes in the evening which left no time for her to volunteer in a

library to gain experience. Many library supervisors, as in many professions, prefer to hire individuals with experience putting this woman at a double disadvantage because of both her race and her social class. Another respondent pointed out that often the white majority ascribe an inferior socioeconomic status to individuals based solely on race.

The focus of this research is the experiences and perceptions of academic librarians of color. Though looked upon favorably for the most part, the profession of librarian on a college campus is often viewed by others on campus, in particular the teaching faculty, as unequal. The terminal degree for a librarian is a master's while the terminal degree for most teaching faculty is the doctorate which leads some members of the teaching faculty to question the status of academic librarians. Thus minority librarians in higher education face the stigma of their status at the institution as well as that of race.

The last tenet of CRT that I will discuss has to do with "the notion of a unique voice of color" (Delgado & Stefancic, 2012, p.10). This idea suggests that "minority status ... brings with it a presumed competence to speak about race and racism" (Delgado & Stefancic, 2012, p.10). Many of the interviewees noted that they had been actively involved in representing their libraries and institutions on various diversity committees and that they feel that they are the "diversity person" in their library. One librarian told me that he often feels as if the majority white group of librarians in his organization look to him to provide the "black librarians' perspective."

The results of this study illustrated the tenets of CRT, most strongly in relation to the theme of microaggressions. There are also notable links between CRT and the themes of service and activism and networking and mentoring. The relationships between CRT and campus diversity and the natural-born librarian are the weakest in this study. Identifying the

relationships between the themes identified in this study and CRT can, according to Zamudio, Russell, Rios, and Bridgeman, make a positive impact by documenting racism in everyday experiences (2011).

Implications for Practice

Based on the findings of this study, I suggest potential implications for practice for present and future library leaders in addressing the issue of the lack of minority librarians in academic libraries. The interviewees in this study have offered suggestions and the themes that I identified as the result of data analysis offer some additional ideas for practice.

Many of the respondents in this study discussed their commitment to service and activism indicating a willingness to help and serve. Identifying students or library employees of color who have a dedication to service, most notably in the library, could be a useful tool in finding potential recruits to the profession.

Mentoring and networking were also talked about by the interviewees in this study. In the spirit of service to others, several respondents stated that they have actively sought to mentor others including students and co-workers. In general, the respondents spoke very highly of the mentoring they received as well as the networking opportunities they had. The mentoring and networking experiences often stemmed from the interviewees' membership in professional organizations including the American Library Association (ALA), the Black Caucus of the American Library Association (BCALA), as well as a facet of their library school experience. This theme indicates that once individuals decide on librarianship as a career, mentoring and networking is a vital component for success in their careers.

Though mentoring is a part of many library school programs and library organization efforts, I recommend that all of these programs and endeavors be assessed to note any areas for

improvement. Additionally, subsidizing the mentoring efforts would be beneficial. One interviewee noted that she was never able to meet her mentor face-to-face. A subsidized mentoring trip might have helped that relationship to grow and be more beneficial.

Another very important theme that emerged from the study data is that of microaggressions. Most of the respondents explained how they had experienced some form of offense, either a comment or an action, which reinforced a societal stereotype. Although the term microaggression has been around for a while and many organizations are realizing that they need to address diversity and issues in a diverse workplace including microaggressions. Yet, despite the focus on diversity, the interviewees in this study indicated that racism and other forms of discriminatory practices are alive and well. One interviewee summed up how microaggressions could be combatted when she stated that she wished that her supervisors would read about “white privilege” and think more critically about how they speak with and interact with librarians of color. Unfortunately, even after years of training and talking and directing energy towards the destruction of racism, it remains an ever-present fact of life.

The library community, particularly the academic library community, has an opportunity to address the problem of microaggressions head on through the development of different types of training programs. I attended an LGBT Safe Space training program where the workshop leader handed out different colored paper stars. The training participants were asked to bend back different arms of the stars to represent different events that typically occur in the lives of LGBT youth, for example a family disowning the young person or bullying. We stood and held our bent stars and got a glimpse into the daily world of many LGBT youth. An interactive approach to teaching our colleagues about microaggressions could have a bigger impact than traditional lectures and discussions.

Campus diversity, or the lack thereof, is another fact of life in the United States. Most interviewees attended and/or worked at a predominantly white institution (PWI). A couple of them went to historically black institutions (HBCU) where they enjoyed the camaraderie of an all-black college. One stated that he knew most of the African American librarians because they had all attended graduate school together. Other interviewees worked at either an HBCU or TCU (Tribal College or University). They both expressed honor and joy at being able to serve those particular populations. Only one of the Hispanic Serving Institutions (HSI), San Jose State University (SJSU) in California, offers a Masters of Library Science program. In 2005, after years of debate, the School of Library and Information Studies at Clark Atlanta University, an HBCU, closed its doors as the result of money problems and declining enrollment (Mulligan, 2006). At the present time, there are only Masters of Library Science programs at two of the HBCUs and no programs at TCUs. Attending and/or working in an HBCU or TCU was noted as a fulfilling experience for several of the respondents in this study. Their responses suggest that recruiting could be enhanced by at the least targeting HBCUs, TCUs, and HSIs. Another option would be to fund and support a Master's of Library Science degree program at a TCU, and/or HSI.

Dovetailing with the discussion of campus diversity and library schools is the theme of the natural born librarian. The interviewees talked about their love of reading and research. Targeting undergraduates of color in disciplines that are reading and/or research oriented would help identify students who may be more open to considering a career in librarianship. One thing colleagues and I have noted at our library is that many of the Graduate Assistants that we hire go on to library school. Establishing a program to "Grow Your Own Librarian," similar to the "Grown Your Own Teacher" programs could be a way to recruit minorities to the profession. As

described in a U.S. News & World Report article about “Grow Your Own Teacher” programs, “many of the best candidates already live in the neighborhood” (Ramirez, 2007).

Strengths and Limitations of the Study

Due to the nature of qualitative inquiry, the findings in this study cannot be generalized. However, an argument can be made that the experiences and perceptions discussed by the nine study participants would be similar to those of other librarians of color in higher education because of the similarities in Master of Library Science programs as well as in academic libraries. Locating a wide variety of study participants using snowball sampling was a strength in this study. Study participants were both male and female, represented three racial minority groups, as well as varying socio-economic statuses. The interviews and follow-up emails, along with member checks and continual reflexivity allowed for thoughtful interpretations. Quantitizing the data, systematically counting patterns in the data as well as instances of certain words or statements, also helped strengthen the study. For example, I counted the number of recurrences of certain words and phrases prior to categorizing them and identifying themes.

A limitation of this study was the necessity to conduct the interviews by phone since the study participants were located all across the United States. I was unable to observe the participants’ body language or facial expressions because the interviews were by phone. I had 20 responses to my initial email request for participation. I was only able to interview nine individuals for this study but I hope to be able to interview the other email respondents at a future date.

Recommendations for Future Research

Five themes emerged from the data in this study which can guide future research in this area. The themes of service and activism, mentoring and networking, and the natural-born librarian could guide research on effective recruitment and retention of minorities to the profession as well as productive mentoring programs. Though the profession has been addressing recruitment, retention, and mentoring, there remains a small number of academic librarians of color. A future study could assess the types of mentoring activities that are particularly beneficial to current minority librarians.

The theme of microaggressions could guide research on microaggressions in the academic library as well as research on effective training programs about microaggressions and racism. Though there is training available that address these issues, it would be helpful to study what types of training are available, what types of training have been effective and what types of activities could be developed to address the issues of microaggressions and racism in the academic workplace. For example, researchers could conduct a qualitative study following participants through a training program to identify participant perceptions of the training program.

The theme of campus diversity could guide research on minorities in academic libraries and research on minority librarians in academic libraries. The respondents in this study indicated that the racial makeup of the colleges they attended as well as the institutions where they worked was an important factor in their choice of college, their choice of workplace, and their own comfort level. Several interviewees indicated they were uncomfortable as minorities in a predominantly white institution (PWI) while others indicated they felt secure and relaxed as African Americans at an HBCU or as a Native American at a TCU. Examining race and racial

attitudes on campus and in the academic library, including the comfort levels of minorities in the organization, could be beneficial to administrators in identifying problem areas in their organizations. Research has been conducted examining the positive relationships between same-race teacher and student but little effort has been put towards study of the effects of same-race librarian and student. This area of inquiry would be beneficial to explore and could assist libraries in pursuing a more diverse workforce.

Final Reflection

The findings in this study add to the limited body of empirical research on the topic of librarians of color in academe. This study also expands on the numerous biographical and anecdotal stories that have been shared by librarians of color in that it offers qualitative data to reinforce the study findings. The nine folks interviewed shared the stories of their experiences and perceptions of becoming and being academic librarians, providing insight into the question of why there is such a small number of minorities in librarianship in higher education. The data show that academic librarians of color have experienced positives and negatives in their journeys to academic librarianship.

All of the respondents were very generous with their time and thoughts. I have followed up with each of them and hope to add to this study with additional follow up interviews. I also hope to interview more librarians of color in academe to continue to delve into the question of why there are so few of us. I have presented some initial findings of this study but I hope to continue to do so in order to ensure that the profession continues to address the issue of the low numbers of librarians of color in higher education.

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Appendix A: IRB Approval



Office of Research Integrity
Institutional Review Board
One John Marshall Drive
Huntington, WV 25755

FWA 00002704

IRB1 #00002205
IRB2 #00003206

December 16, 2015

Kelli Johnson, EdS
IT Department, Online Learning and Libraries

RE: IRBNet ID# 846161-1

At: Marshall University Institutional Review Board #2 (Social/Behavioral)

Dear Ms. Johnson:

Protocol Title: [846161-1] Minority Librarians in Higher Education: A Critical Race Theory Analysis

Expiration Date: December 16, 2016

Site Location: MU

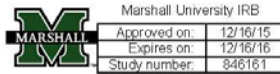
Submission Type: New Project APPROVED

Review Type: Expedited Review

In accordance with 45CFR46.110(a)(7), the above study and informed consent were granted Expedited approval today by the Marshall University Institutional Review Board #2 (Social/Behavioral) Chair for the period of 12 months. The approval will expire December 16, 2016. A continuing review request for this study must be submitted no later than 30 days prior to the expiration date.

If you have any questions, please contact the Marshall University Institutional Review Board #2 (Social/Behavioral) Coordinator Bruce Day, ThD, CIP at 304-696-4303 or day50@marshall.edu. Please include your study title and reference number in all correspondence with this office.

Appendix B: Consent Form



Consent to Participate in Research – Verbal Presentation

Hello, my name is Kelli Johnson. You have been chosen at random to be in a study about librarians of color in higher education. This study involves research. The purpose of this research study is to determine the experiences and perceptions of librarians of color in higher education. This will take 1 to 2 hours of your time. If you choose to be in the study, I will interview you at least one time and you will be expected to review the transcription and interpretations. Interviews will be recorded and deleted after transcribed.

There are no foreseeable risks or benefits to you for participating in this study. There is no cost or payment to you. If you have questions while taking part, please stop me and ask. You will remain confidential. I will link your answers to you by ascribing you a letter designation and this link will be omitted later in order to protect you.

If you have questions about this research study you may call me at 304-696-6567 and I will answer your questions. You should also contact me in the event of a research related injury. If you feel as if you were not treated well during this study, or have questions concerning your rights as a research participant call the Marshall University Office of Research Integrity (ORI) at (304) 696-4303.

Your participation in this research is voluntary, and you will not be penalized or lose benefits if you refuse to participate or decide to stop. May I continue?

Appendix C: Interview Guide

Interview guide

Why did you become a librarian?

Experiences both positive and negative

Tell me about your library school.

Library school experiences, climate both positive and negative

Tell me about your search to find a library job.

Job search experiences, interactions, climate both positive and negative

Tell me about your current job.

Climate

Tell me about any past jobs.

Climate

Tell me about your future in higher ed librarianship

Tell me about some ways that you dealt with negative experiences

What do you think the overall impact of your experiences has been on your life?

Some of the themes I have heard you talk about today are Do you agree/disagree/have anything to clarify or add?

Follow up:

Can you expand on that point?

You mentioned....how did you feel about it?

Could you give me additional examples of....

What did you think/feel then?

(304) 617-6400
Email: johnson28@marshall.edu

Education

Edd, Leadership Studies, Higher Education Administration, 2016, Marshall University, Charleston, WV.

EdS, Marshall University, 2015, Huntington, WV.

MS Library Science, 2007, Texas Women's University, Denton TX

MS Adult and Technical Education, 2004, Marshall University, Huntington, WV

BS Parks and Leisure Services/Therapeutic Recreation, 2002, Marshall University, Huntington, WV

Professional Work Experience

Head of Access Services, Drinko Library (2016-present), MARSHALL UNIVERSITY, LIBRARIES AND ONLINE LEARNING (LOL), Huntington, WV

- Perform duties as a member of the library faculty in Reference and Instruction (librarianship, teaching, scholarship, creative activities & service);
- Supervise the Reference and Instruction Team of Librarians;
- Supervise the Supervisor of Operations for Drinko who oversees Interlibrary Loan and Circulation;
- Conduct annual performance evaluations for direct reports;
- Participate in university library management with other members of the leadership team;
- Collaborate with other units within the LOL organization on library or online learning projects;
- Provide the leadership for Access Services;
 - Stay abreast of innovations in RIS, Circ and IDS areas;
 - Stay abreast of building and public service issues and aid public service colleagues in resolving problems that may arise unexpectedly due to staffing or inclement weather;
 - Coordinate library management software upgrades and issues with the Supervisor of Operations and Tech Services librarians;
 - Work closely with RIS colleagues to meet and conduct IL programming needs;
 - Collaborate with the IL assessment team in closing the assessment loop;

- Aid in modifying/improving the curriculum and pedagogy for the instruction program;
- Participate in Access Services faculty or staff recruitment efforts;
- Assist in disseminating information among the Access Services units (RIS, Circ, IDS);
- Support RIS and Access Services colleagues in obtaining professional development opportunities;
- Continue library outreach activities with university groups such as UNI or WOW and to K-12 schools and external groups;
- Participate in diversity programming on behalf of the university libraries.

Associate Professor/Librarian III, Reference and Instruction Librarian (2014-present), MARSHALL UNIVERSITY, LIBRARIES AND ONLINE LEARNING (LOL), Huntington, WV

- Participate in providing excellent reference services to our students, faculty and staff in person and remotely;
- Participate in embedded librarian program and other instructional services programs
- Serve as Library Liaison/Partner for Education (Educational Foundations, Early Childhood Education, Elementary & Secondary Education, Special Education), Graduate Studies-Huntington Campus, INTO program, ;
- Developed and maintain research guides for Education, International students, African-American History (with Lori Thompson), Cultural Literacy, Instruction (with Eryn Roles), and Faculty.

Research and Instruction Services Team Leader (2011-2016), MARSHALL UNIVERSITY, RESEARCH AND INSTRUCTION SERVICES (RIS), Huntington, WV

- Organize and hold monthly RIS team meetings;
- Plan and implement training for RIS team librarians;
- Plan and implement library instruction guidelines for students, faculty and staff;
- Plan and coordinate library instruction drop-in sessions;
- Review and update policies and procedures annually;
- Provide reports to the Assistant Vice President for Online Learning and Libraries as needed;
- Library contact for high schools and other community groups (tours, instruction, etc...);
- Collaborate with other departments on campus to support University mission and goals (Center for Teaching Excellence, Writing Center, Student Resource Center);
- Plan and implement assessment activities in RIS related to instruction and reference services.

Member, Digital Learning Team (2010-2015), MARSHALL UNIVERSITY, INFORMATION TECHNOLOGY, ONLINE LEARNING & LIBRARIES, Huntington, WV

- Collaborate with Director of the Marshall Technology Outreach Center (MTOC) and the MUOnline Design Center Instructional Designers to create learning modules and videos and deliver training to students, faculty and staff on a variety of technology and library services (technology enhanced classrooms, mobile technology, Blackboard);
- Coordinate the planning, development and implementation of library research and instruction services for distance education students;
- Develop other library and IT projects (assessment, marketing) such as the READ! poster project, Angel Tree collaboration with the Salvation Army and Canned Food collection in collaboration with the Huntington Area Food Bank;
- Co-planned and implemented 2010 and 2011 Technology Summits with CTL and MU Online Design Center.

Assistant Professor/Librarian II, Reference and Instruction Librarian (2010-2014), MARSHALL UNIVERSITY, RESEARCH AND INSTRUCTION SERVICES (RIS), Huntington, WV

- Participate in providing excellent reference services to our students, faculty and staff in person and remotely;
- Participate in embedded librarian program and other instructional services programs;
- Serve as Library Liaison/Partner for Education (Educational Foundations, Early Childhood Education, Elementary & Secondary Education, Special Education), Graduate Studies, LEAP program, Counseling & Rehabilitation;
- Developed research guides for Education, Leadership Studies, Modern Languages, Adult/Non-traditional students, and LEAP students;
- Developed and organized 2010 Research and Writing Buffet, collaboration with the Writing Center;
- Serve as back-up administrator for TurnItIn;
- Participate in Library Faculty Organization (LFO) and serve in ad-hoc committees as needed (Library Faculty Review Committee 2011-2012; Ad-hoc Library Faculty Handbook Review Committee 2012);
- Member of the Library Display Committee;
- Participate in Library Web Design Team;
- Senator, Faculty Senate (2011-2014);
- Faculty Senate Liaison, Budget & Academic Policy Committee 2011;
- Executive Committee of Faculty Senate (2012-2014);
- Ex-officio member, Library Committee;
- Faculty Usher, Commencement 2010-2012, Winter Commencement 2010-2012;
- Attendee for Donning of the Kente;
- Faculty Advisor, Christian Science Organization 2011-2012;
- GEAR artifact reviewer, 2011;
- Judge, Annual Chief Justice Speech & Debate Tournament, 2011, 2012;

- Member, Hedrick Outstanding Faculty Award Committee 2011-2012.

Staff Librarian (2008-2010), Library Associate (2007-2008) MARSHALL UNIVERSITY, MUSIC LIBRARY, Huntington, WV

- Develop and update operating policies and procedures for the Music Library;
- Maintain stacks including shelf reading, de-selection, shifting and moving of materials, and updating of catalog and OCLC;
- All aspects of materials circulation and maintenance of patron records (including assessment of fines and blocking patrons on Banner system);
- Organize, process and monitor reserves materials for Music Library including pilot electronic reserves project;
- Provides library instruction as needed. Answers patrons' questions regarding reference and research, library policies and procedures; assists patrons in their use of the cataloging system and other reference sources;
- Make deposits to the Bursar's Office and tracks payments made by patrons;
- Receive and process requests for duplication of performance CDs;
- Process interlibrary loan requests;
- Identify and fills supply and equipment needs and coordinates with IT and Library staff regarding equipment issues;
- Catalogs special materials (Keith Albee sheet music);
- Compile monthly and yearly use statistics for the Music Library and prepares reports and correspondence as necessary;
- Participate in staff and committee meetings;
- Responsible for hiring, training, supervision and performance review of all student workers (work study, student assistants, graduate assistants and extra help);
- Supervise Information Delivery Service staff of 2.5 FTE, gathers annual statistics for IDS, and represents Marshall University at annual PALCI meetings.

Course Development/Teaching/Professional Writing and Presentations

Presentations

“I Don't Know What to do with Your Students! Working with International Students in Appalachia” with Kelli Kerbawy at the Tri-State Conference on Diversity and Inclusion (September, 2016)

“Minority Librarians in Higher Education” at the American Library Association Annual Conference (June, 2016)

“Let's Get Social” with Lori Thompson at the Cabell County Public Library In-Service Day (November, 2015)

“The Alabaster Ceiling: Where are all the minority librarians in higher education?” Accepted for the American Library Association Annual Conference (June 2015)

“A Moveable Feast: The Learning Commons at the Drinko Library” in process

“The Academic Library in Appalachia” with Linda Spatig accepted for the Appalachian Studies Association Conference (March 2013)

“Moving Forward in Customer Service and Collaboration: The IT Services Desk” with Jody Perry at the *West Virginia Library Association Conference* (October 2012)

“Same Song, Different Key: Marshall's Gone Outside the Lecture Capture Box” with Kristen Huff at *Blackboard Collaborate Connections Summit 2012* (July 2012)

“Survey Says!” with Lynne Edington at the *West Virginia Library Association Spring Fling* conference (March 2012)

“Recreating collaborative, community building learning spaces on a budget” with Mike Jones, Jody Perry and Doug Willen at the *Educause Mid-Winter Meeting* (January 2012)

“PLT: Past, present and future” at the *West Virginia Library Association Conference* (October 2011)

“Librarians and Techies... Oh My!” with Kristen Huff, at the *West Virginia Library Association* annual conference (October 2011)

“From Library to Learning Commons” with Jody Perry, at the *American Library Association* annual conference (June 2011)

“Embedded Librarians: Developing Information Literate Students from the Inside” with Jennifer Sias, at the *West Virginia Community College Association's (WVCCA)* annual conference (October 2009)

Grant proposal contributor and Executive Board Member, Bridging the Gap II:

Supplying the Next Generation of Librarians in West Virginia grant awarded to Mountwest Community and Technical College by the Institute of Museum and Library Services (Laura Bush 21st Century Librarian Program). This grant in the

amount of \$860,677.41 is administered by Leslie Hammon of Northern Kentucky University, the initiator of the program which was modeled after Bridging the Gap I in Kentucky.

Teaching

Adjunct Professor, Marshall University (2006-present)

- Taught several sections of ITL 350, Advanced Digital Literacy
- Redesigned ITL 115, Introduction to Info Lit & Research, to be offered fall 2015
- Currently teach 3 sections of CI 102, Introduction to Computing
- Developed and taught ITL 455, Pedagogy of Information Literacy

Public Library Technology (PLT) Program Coordinator, Mountwest Community and Technical College, (formerly Marshall Community and Technical College) (2008-2012)

- Supervise several adjunct faculty members
- Review classes and program for adherence to institutional and other standards
- Prepare reports for stakeholders including state and other agencies and PLT advisory board

Adjunct Professor and course developer, Public Library Technology Program (2006-present)

- Designed and taught PLT 100 (Careers in Libraries), 220 (Children's and Young Adult Service), 260 (Adult Services), 270 (Library Marketing), 275 (Information Literacy), 281 (Special Topics), 299 (Capstone),
(see <http://www.mctc.edu/bin/doc/catalog10-11v1.pdf>)

Book reviewer

- Recruited to review a new textbook, *Plugged in: Succeeding as an Online Student*, for Cengage Learning

- Reviewed *The Quality Infrastructure: Measuring, Analyzing, and Improving Library Services* for College & Research Libraries (January, 2015)
- Reviewed *Success with Library Volunteers* for College & Research Libraries (March, 2015)
- Reviewed *Not Just Where to Click* for College & Research Libraries (November, 2015)

Special certifications and skills

Blackboard course instruction and course design experience

Blackboard Collaborate product Specialist certification

Quality Matters

Microsoft Office proficiency

Turning Point (clickers)

Libguides

Professional development activities

iPED Conference on Teaching and Learning 2010, 2011, 2015

Applying the QM Rubric training 2012

Received INCO grant to attend the Western Pennsylvania/West Virginia Chapter of the Association of College and Research Libraries (WPWVC ACRL) Conference 2010

Enrolled part-time as EdS and EdD student, Marshall University Graduate College, Leadership Studies, Higher Education Administration

Attended the annual American Libraries Association (ALA) Conference 2008, 2011 (presenter)

Attended annual Blackboard Connections Summit 2012 (presenter)

Attended annual West Virginia Library Association (WVLA) Conference 2009-2012 (presenter 2010-2012) (Conference committee member 2012)

Attended Appalachian Studies Association Conference 2012 (scholarship winner)

Attended annual Educause Mid-Atlantic Regional Conference 2012 (presenter)

Attended Library of Congress Teaching with Primary Sources Eastern Region Conference 2012

Memberships

West Virginia Library Association, 2003-present, 2012 Conference Committee

Western Pennsylvania/West Virginia Chapter of the ACRL, 2008-2011

American Library Association, 2006-present

Appalachian Studies Association, 2011-present, 2013 Conference Committee

BCALA, 2015, 2017 conference committee

ACRL, 2015