

Emerging Leaders Team C: Cultural Competency in Youth Librarianship

Hosted by the Association for Library Service to Children (ALSC)

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1.0 Project Description

In February 2018, the American Library Association (ALA) Emerging Leader Team C was assigned to the following project proposal submitted by the Association for Library Service to Children (ALSC):

How can ALSC help increase the cultural competence of librarians serving youth and reduce barriers to member participation in ALSC?

The 2018 ALSC Emerging Leader Team will help ALSC deliver on its Diversity and Inclusion objectives by developing the framework for a cultural competency training video that will complement a future online cultural competency training series...The team will build a repertoire of resources that will inform the cultural competency training series and, specifically, enhance the understanding of microaggressions – what we say and how we say it- and the impact they have on common workplace and social interactions.

The following report contains an outline for a script for training that focuses on microaggressions. After analyzing the survey distributed to library staff nationwide, it became evident that training on cultural competency is actually desired. Microaggressions are just one aspect of the overarching topic of cultural competency. Developing training pertaining to the topics listed in the “Recommendations for Further Trainings” sections will help to take steps to address the vast and complex topic that is cultural competency.

2.0 Video Outline

An outline was created to provide a guide for the training instead of relying on a more traditional script-based approach, to allow for flexibility when performing the training. The length of the continuing education opportunity will dictate the depth of the information explored, but the following content should be included.

Introduction

In a recent survey conducted by Emerging Leaders Team C on cultural competency in youth librarianship, 48% of library workers stated that their institution did not have a policy or statement on cultural competency. What does this mean for library staff and library patrons if they are coming into spaces where their identity and humanity are not a priority for the institution? Cultural competency is the ability to recognize and respect the cultural differences we all have.

Cultural competency is also being discussed alongside the idea of cultural humility among experts. Cultural humility has the same basic idea as cultural competency with added emphasis on the fact that we can never become fully “competent” when it comes to cultural issues, but that staying humble and open to learning is a key factor in being a respectful and knowledgeable world citizen.

Objective(s)

*Throughout this session, we hope to give you tools for **empowerment to address microaggressions** in your library workplace and beyond.*

Definitions

The first step in addressing microaggressions and building cultural competency is recognition. There are three subgroups of microaggressions. Let’s start by looking at microaggressions as a whole:

- Microaggressions vary from consciously deliberate to outside one's level of awareness and unintentional. They can be reflections of worldviews of inclusion, exclusion, superiority, inferiority, and they can come out in ways that are outside the level of conscious awareness of an individual. - Derald Sue, Columbia University

Here are some examples of microaggressions to set the stage:

- “You speak English very well.” *The message here is:* You are not a true American. You are a perpetual foreigner in your own country.
- "Stop being so gay!" *The message is:* People who are considered different are “gay” which is tied up in an assumption of abnormality of LGB persons.
- Asking a female employee "When are you going to have kids?" *The message here is:* That the employee's reproductive life is not personal and that it is okay to make assumptions about her.
- Microassaults are explicit, verbal and nonverbal derogatory remarks.

While microassaults are, by definition, overt; here are some examples to show how harmful they can be:

- Using the phrase “You people...” *The message is:* That you don’t belong. You are a lesser being.
- Saying "Why are Mexican kids so loud?" *The message being conveyed is:* A generalized, racist statement and assuming that all kids of Mexican descent are loud.
- Asking a person in a burqa (burka) if they are hiding a bomb in their clothing. *The message:* A religious garment is associated with extremism.
- Calling a Jewish person a "cheapskate" or "penny pincher.” *The message:* Jewish people are cheap and unfair with matters of money.

- "Comb your hair!" *Message*: all people must adhere to white standards of beauty.
- Microinsults are subtle remarks about a person's minoritized identities that are insensitive, demeaning and rude.

Here are some examples of microinsults:

- Raising your voice or speaking slowly when addressing a blind student. *The message here is that* a person with a disability is defined as lesser in all aspects of physical and mental functioning.
- Asking an employee of color "How did you get *that* management position?" *The message*: Implying that people of color are not qualified or assuming that affirmative action is the only reason they have that position.
- "You're so well spoken. I couldn't even tell that you were black on the phone." *The message is*: Being articulate is only associated with certain racial identities.
- "You should shave if you want to look like a girl." *Message*: That transitioning is a choice.
- "But where are you *really* from?" *Message*: You don't look like the majority, so you must be foreign)
- Microinvalidations - An experience that excludes, negates and nullifies a person's minoritized reality.

Here are some examples of microinvalidations:

- Saying there is only one race, the human race. *Message*: Denying the significance of a person of color's racial/ethnic experience and history. Denying the individual as a racial/cultural being.
- When a Latino couple is given poor service at a restaurant and shares it with White friends, only to be told "Don't be so oversensitive" or "Don't be so petty".

Message: The racial experience of the couple is being ignored or voided and/or its importance is being diminished.

- “White privilege” and “microaggressions” are just made up to undermine my hard work and to limit my freedom of speech. *Message:* Makes people question their reality and refocuses the issue on micro-aggressor.
- When an LGBT person is told, “At least your minority status isn’t visible.” *Message:* That they can hide behind their status and that being LGBT is easier than identifying in any other marginalized group.
- “Tell your husband I’m sorry, but you’re mine” *Message:* Your body belongs to those who desire you, not you.

Identification

- As our society moves past a perceived “post-racial” climate, actively practicing racism and other forms of bigotry has become, in many instances, taboo and frowned upon nationally. As this shift has developed, microaggressions have increased greatly. This is especially true since the election of President Obama. Often, people were newly aware that they had to check themselves from engaging in overt forms of bigotry but the subtle insults and slights increased. Microaggressions have proven to be incredibly problematic because they are hard to identify and often, harder to prove.
- We as a society should work to identify not only microaggressions done by others, but those that we personally commit. This can cause internal strife for people who do not see themselves as racist, but are recognizing that their actions and words hold historical, emotional, and racial weight that can harm populations who have seen themselves as being sensitive to.

- Microaggressions may be invisible to those who are not the target. If a person says that they were hurt by a microaggression that we might not see, we should believe them. Part of being a good ally is understanding that there are things that one may not understand, but being open to listening and helping when possible.

Consequences

- While they may seem small, the constant onslaught of microaggressions is extremely harmful and can manifest itself in different ways for different people.
 - Mental health issues such as feelings of low self-esteem, humiliation, anxiety, depression, and dehumanization can all stem from the constant influx of microaggressions that happen to marginalized people on a daily basis. Hostile environments lead to lowered work productivity and educational learning.
 - Victims of constant, unchecked microaggressions tend to leave their chosen profession, thus losing valuable employees. Retention of workers from marginalized communities is hard when many workspaces are not actively creating a climate of cultural humility.
 - Question: What are ways that your workplace could work to create or build on cultural humility?

Responding

Responding to microaggressions can be a stressful and trying experience. Despite the hardship, responding to microaggressions is an essential part of dismantling the power structures that harm our society.

- Allyship is a buzzword that has been gaining traction in recent years. To be an ally is to be someone who supports a marginalized community through support and advocacy. Allyship is supposed to be about the minority group, not the ally themselves feeling

better. When recognizing your position as an ally, be sure to evaluate if you and your actions are beneficial for the marginalized groups you mean to support.

- Check your own microaggressions or bias. Self-reflection is a key part of gaining the confidence to respond to microaggressions from other people - especially when they come from people from your own group of power.
- Implicit Bias - everyone has it. We must work to recognize our own biases. It's a tough job that will require a lot of self-reflection and acknowledgment of harm that we may have done to those we love and cultures we cherish.
- "Modern forms of bias, especially the unconscious kind, are most likely to be manifested in a failure to help rather than a desire to hurt"(Sue, 2010, p. 50)
- Educate yourself and others about oppression, and worldviews of other groups. As stated at the outset, cultural humility is a term that encapsulates the aim of initiatives like this in a better way than cultural competence can. Continue to learn, continue to grow, and continue to stay humble and curious.
- Open up the conversation about microaggressions and the consequences of them with those around you.
 - Many microaggressions have made their way into vernacular. Many people may not be aware of the way their words make people feel. Continuing to talk about microaggressions helps people be more alert to what they are saying and who they are saying it to.
- Find a way to pause from assuming or reacting right away. If it is the first time and the incident is new, you could ask the person to repeat what they said or did.
 - This is a good way to give the person time to reconsider their words and learn with you.

- Your first concern must be that you are safe from physical, emotional, or psychological abuse of any kind.
 - Not all people are equipped to respond to all types of microaggressions. Know when you are safe. If it feels wrong- go with your gut.
- Always model the behavior you want from the person or people you are confronting.
 - It is easy to become angry and defensive when faced with a confrontational microaggression response. De-escalation is your best tool when it comes to responding.
- It is also a good idea to stay away from being sarcastic, snide, mocking or arrogant (even though this can be very tempting).
- Again, the goal here is education. It's not about winning a point or making someone feel bad or wrong. It's about helping them understand something from a different perspective.
- Focus on the event, not the person. By directing the conversation to the behavior, event, or comment you will decrease the likelihood of defensiveness.
- REFRAME...REFRAME...REFRAME - The best "equity and diversity education" comes when we are able to help someone understand a particular topic or issue using a different frame – with different assumptions and different conclusions.
- Many marginalized groups are exhausted from dealing with constant microaggressions. They might not always respond as they see it being not worth the physical or emotional effort. This does not mean that the aggressor is in the right.

Correction

- Start with an example: Saying to an Asian person, "You're all good at math. Can you help me with this problem?" Example Intervention: "I heard you say that all Asians are good at math. What makes you believe that?" Inquire: Ask the speaker to elaborate. This

will give you more information about where they are coming from and may also help the speaker to become aware of what they are saying.

- Inquiring more about the speaker's viewpoints provides them the opportunity to clarify the meaning of their statement. It may also present an educational moment for explaining why their statement might be offensive or oppressive to certain groups. If you are not a member of a marginalized community on the receiving end of a microaggression, it is even more important that you address the speaker's statements."
- Add a challenge- Ask viewers to commit to correcting microaggressions in any form they may feel comfortable. For example, viewers can share their experience with the topic, speak up if they hear a microaggression used, address these issues in the library. Giving something more to the video than just visuals.
- Fearing the reaction to correcting or even responding to microaggressions is real. The power that majority populations hold over minority populations historically and systematically makes confrontation especially difficult.

3.0 Recommendations

The Emerging Leaders team has developed a set of recommendations based on research findings and results from the team's survey, conducted in March 2018. The team encourages ALSC to provide continued training to create an environment that encourages traditionally marginalized groups to enter and remain in the profession. Further training in cultural competency and humility will prevent youth librarians from alienating young patrons (and potential future authors or contributors to our field) and encourage librarians to break down barriers. The Emerging Leaders team also encourages ALSC to look at and present these training as a first step in creating a culture shift, rather than focus on training with fast solutions, recognizing that change will not occur overnight.

3.1 Interviews

The Emerging Leaders team spoke with three individuals who work in human resources environments. We asked how they implement cultural competency training for their work and if they have any feedback or advice for this project. While these individuals do not work in a library setting, they have valuable insight on how other fields are approaching training.

Interview 1

The first interviewee works for a large corporation, with 12,700 employees, that provides services such as payroll, human resources, and benefit provision for various businesses and non-profit organizations. He stated that cultural competency training is such an important and delicate undertaking that he would never recommend implementing this type of a training without seeking the direction and facilitation of a trained professional.

Interview 2

The second interviewee works in a human resources division for a county in New York State. She stated that each organization or institution should have a set policy regarding cultural

competency and diversity. She also stated that hiring a professional in cultural diversity training is imperative in doing an authentic and effective training series.

Interview 3

The third interviewee has worked for a large worldwide health organization and now runs the human resources division of a non-profit organization that provides educational resources for children and adults with Autism, which employs 1,200 staff members in over thirty schools. This interviewee had the privilege of being able to employ experts in diversity training, but now must develop her own set of cultural competency trainings because of budgetary restriction. She has found that one of the most important things she can do is ask her staff what diversity means to them. This will give her an understanding of where the staff is coming from and what their understanding of diversity is. She stresses that diversity means something different for every person. Once she has a better understanding of how her staff sees diversity, she's able to pinpoint where the gaps are and then open up conversations. When she has hired experts in the past, this interviewee was able to do an entire daylong training on diversity, but now that her resources are limited, she has been taking the best parts of those trainings and implementing them herself. She has found that creating a circle for staff to sit in, broken up into groups, and then given conversation starters or prompts is a strategy that works well. The interviewee also states that it is important to ask the staff what they want in cultural competency training. Even though there may be topics that may seem imperative, she still wants to make sure she isn't missing topics that staff members are longing for. She will include a whiteboard for all the staff to write keywords or concepts down. She agrees that, when resources are available, hiring external experts is the best way to go and feels that cultural competency training is one of the most important undertakings that an institution can do for their staff because without it you will lose productivity, valuable employees, and credibility as a company or institution.

The common thread found in the interviews is using experts to conduct trainings. A partnership between ALSC and a training company could produce training with a specific focus on youth librarianship instead of the general trainings that can be found online. This also could result in a training that will capture the nuances of cultural competency and its relationship to youth librarianship. Additionally, it has been acknowledged that the topic is complex and requires continual development. The script outline created by the Emerging Leaders team addresses microaggressions but there are topics that can be explored in additional trainings.

3.2 Topics for Consideration

While researching microaggressions, the Emerging Leaders team learned of different concepts that should be considered by ALSC for further training. The cultural competency survey conducted by the Emerging Learning team shows the willingness of individuals to engage in further training regarding the board topic of cultural competency. There is an understanding that it is a continual process and ALSC creating these resources would be a step to supporting youth librarians in their desire to learn and grow in this profession.

- A. Cultural Humility
- B. Implicit Bias
- C. Privilege and the Myth of Meritocracy
- D. Intersectionality
- E. Allyship

A. Cultural Humility

Cultural Humility as a theory recognizes the limitations of cultural competency and is an ongoing process of self-reflection and self-critiques to better identify structural inequalities. This theory invites participants to challenge their own cultural bias and works toward lifelong learning by continually asking questions and diminishing assumptions of other cultures.

In our survey responses, of participants who have taken cultural competency training, many commonly included that they have found cultural humility training to be more important or useful than cultural competency training. It is recommended that ALSC examines the differences between cultural humility and cultural competency as part of this series. Identify 2 to 3 examples of using cultural humility in youth librarianship (most examples for current research will be from the social work and medical fields). In making a cultural humility video the Emerging Leaders recommend asking for volunteers, already familiar with this theory, to be interviewed for a training series as a way to contextualize how cultural humility applies to our profession. In her TEDx video about cultural humility, Juliana Mosley offers three takeaways at the end of her video, which may be useful for this training, including:

1. Learning is a lifelong process
2. Shift and challenge power imbalances
3. Advocate and partner with others in the way we charge our systems and institutions to level the playing field

B. Implicit Bias

According to Brownstein (2017), implicit bias is “...relatively unconscious and relatively automatic features of prejudiced judgment and social behavior.” To avoid microaggressions, it is important for individuals to make a concerted effort to examine their own prejudices. This is especially important if a person considers themselves to be an ally and free of prejudices.

C. Privilege and the Myth of Meritocracy

A video session on privilege is recommended to further broaden members’ understandings of cultural competency. It is recommended that a video identifies what privilege is, stresses the value in recognizing one’s own privilege (e.g. cisgender, able-bodied, gender...etc.), and how privilege impacts our work life. In Peggy McIntosh’s (1989) essay, “Unpacking the Invisible

Knapsack,” McIntosh creates a list of the daily effects of her white privilege in her life. A training exercise can be to have participants identify in written form, their own examples of their self-identified privilege, which can be used for reflection and self-critique as one step closer awareness and eventual culture shift.

In addition, the myth of meritocracy examines the gap between how people think a system works and how the system actually works, with resources distributed based on merit and that you get out of a system what you put into the system (McNamee & Miller). Looking at these two concepts together will be resourceful for library professionals to begin contextualizing inequalities within power structures.

D. Intersectionality

Intersectionality is “the interconnected nature of social categorizations such as race, class, and gender as they apply to a given individual or group, regarded as creating overlapping and interdependent systems of discrimination or disadvantage” - Oxford Dictionary. Intersectionality as a concept is imperative for library professionals to understand, particularly when implementing a cultural competency training platform. For example: An employee or potential employee may be marginalized for multiple reasons such as gender and race or race and sexual orientation. When addressing institutional power, there are greater barriers that individuals from these groups face because of this duality. In the role of youth librarianship, it is recommended that a conversation and understanding of intersectionality is introduced to youth librarians to help them understand both their work environment and the possible barriers of their patrons.

E. Allyship

Finally, we recommend allyship as a concluding video to help empower youth librarians to stand with colleagues, their community and patrons, and each other to break down barriers. As mentioned earlier, in the video outline, allyship is supposed to be about the minority group and

not the ally. Allyship means that the ally will be able to engage and act when faced with difficult situations. True allies do not seek to help as a form of showmanship or for the sake of popularizing their social media posts. An ally is someone who will question the status quo with a critical eye and raise their voice when there is inequality. This training would work as an ideal completion to ALSC's cultural competency video series, providing that the participants would be more informed of the various types of microaggressions and how to respond and interrupt them, implicit bias, and many other components of cultural competency. With those tools, becoming an ally would be a natural next step.

3.3 Additional Suggestions

1. Based on the Emerging Leaders team's survey responses, we have found that an overwhelming majority of participants want high quality, valuable training. More than half of survey participants (495 or 55.43%) prefer webinar style, while 41.66% (or 372) would prefer a snack break style series. There is also a concern that webinars or videos do not work for libraries that lack access to the bandwidth required and that not considering this can ignore entire cultures, such as tribal communities.
2. Develop a toolkit that can be utilized long after the videos have been distributed. The toolkit can have resources such as websites, information about harassment laws, and a bibliography of related works. In addition, ALSC should develop a set of activities such as questions, conversation starters, and open mic style topics that children's departments can use periodically to help start their journey toward cultural competence/awareness/humility. Recognizing that children's departments and many libraries lack resources to compile all of this research or to maintain ongoing training series, a toolkit with such resources may prove to be quite useful.

3. As recommended by the interviews, hire outside organizations or a human resources professional with a specialization in cultural competency and diversity training to develop a recorded training video or series with an emphasis on youth librarianship. These trainings can be distributed to small libraries without resources to develop their own training series.
4. Provide resources for victims or bystanders of perpetrators in power, e.g. supervisors, managers, directors, board members, etc. Have federal or state laws been broken? What can be done to ensure the safety of the employee? Develop an online lounge in ALA connect as a safe space for members to express their experiences and gain support and advice from fellow members.
5. The Emerging Leaders team made a brochure to distribute at the ALA Annual Conference. This brochure is intended to be a quick reference and informative guide about microaggressions, based on the team's research and survey results. The team recommends that ALSC use a similar approach, with this brochure in mind, to develop their own handout that can be widely distributed to children's departments. This may encompass cultural competency as a whole or focus on specific areas such as allyship, implicit bias, etc.

4.0 Survey

The Emerging Leaders team developed this survey to gain a better understanding of experiences related to cultural competency and microaggressions. Responses from this survey will be incorporated with additional research and used to assist in developing recommendations for an informative and relevant cultural competency training series implemented by ALSC. This survey was taken by 893 participants from across the country. Word clouds have been used as a visual representation of the numerous written answers. The Emerging Leaders group would like to share some of the fascinating results.

4.1 Survey Questions and Answers

Question 1. In what setting would you typically be able to watch a work related video/webinar?

Question Answered – 893 Question Skipped - 0

Work – 746 (83.76%)

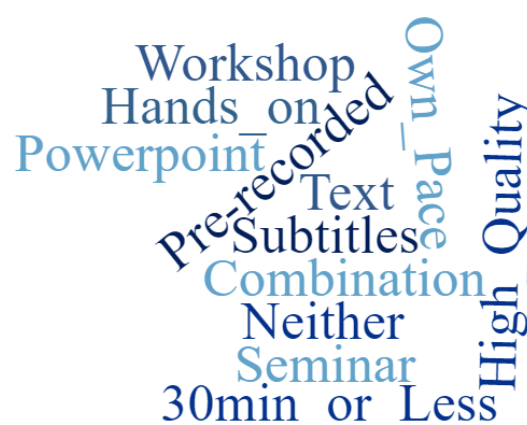
School – 18 (2.02%)

Home – 114 (12.77%)

Other – 13 (1.46%)

Comments that stood out:

- All of the above
- Depends on format – Webinars are difficult
- Retired – Neither



Question 2. Which of these visual formats would appeal most to you as an audience member?

Question Answered – 893 Question Skipped - 0

Webinar Style (approximately 45-60 minute sessions) – 495 (55.43 %)

Snack Break Style (approximately 15 minute sessions) – 372 (41.66 %)

Other (please specify) - 26 (2.91 %)

Comments that stood out:

- Webinars do not work well at the farthest end of the digital divide. Think about the cultures you are trying to represent and serve. Many tribal libraries do not have access to the bandwidth required for a webinar.
- Quality (common theme)
- Something with subtitles or slides, that does not rely on sound
- I have seen a number of things that come in daily snippets - 5 minutes a day for 2 weeks

Question 3. Do you have a working definition of the term “cultural competence?”

Question Answered – 893 Question Skipped – 0

Yes – 560 (62.71%)

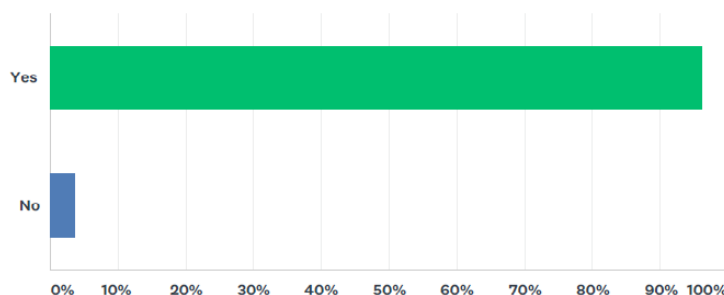
No – 121 (13.55%)

I’m not sure – 212 (23.74%)

Question 4. Do you think cultural competency is applicable to your position?

Question Answered: 893 Question Skipped - 0

Yes: 96.30% No: 3.70%

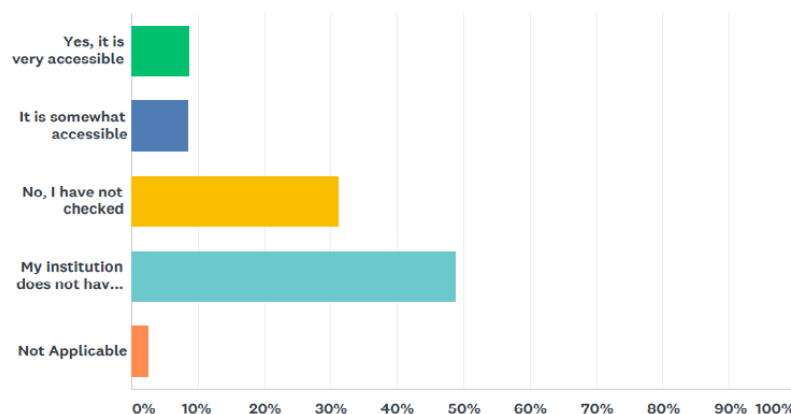


Question 5. Have you read your institution’s policy regarding cultural competence in the workplace?

Question Answered – 893

Question Skipped - 0

Yes, it is very accessible – 79 (8.85%)



It is somewhat accessible – 76 (8.51%)

No, I have not checked – 279 (31.24%)

My institution does not have a policy regarding cultural competency – 436 (48.82%)

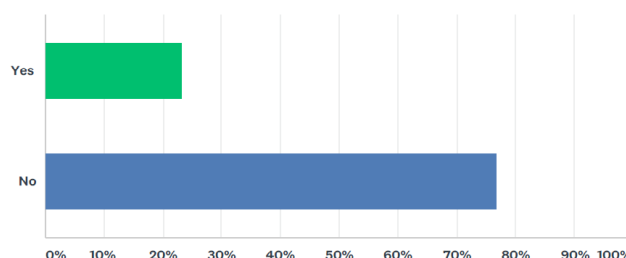
Not Applicable – 23 (2.58%)

Question 6. Have you attended a cultural competency training in the past year?

Question Answered: 893 Question Skipped - 0

Yes: 23.18 %

No: 76.82 %



If yes, what was your take away?

Answers that stood out:

- Many trainings focused on gender
- Cultural competency puts the onus on anti-racist work on the individual rather than looking at systemic racism.
- Increased awareness of city resources and proper techniques for interactions
- That cultural competency needs to be foremost in our minds at all times so that it becomes naturally a part of our everyday behavior.

Understanding
Gender Stereotypes
Privilege Equity
Feedback Equality
Humility Relevant Valuable
Compassion
Education Needed
Awareness
Transgender
Collections

(common theme)

- Equity, respect and hiring policies are key components to addressing cultural competency as an organization. However, there is a lot of room for improvement and trainings that invite or include cultural competency shaming are not effective.
- There is always more work and learning to be done (common theme)
- We all have unique cultures to be respected and considered

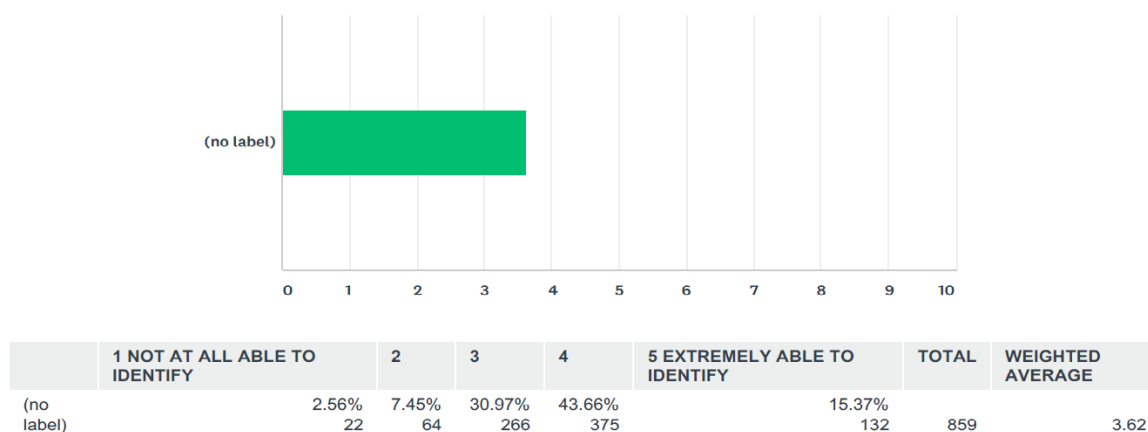
- That we need more training!
- I attended a webinar about cultural humility and how it is a more helpful framework than cultural competency. (common theme)
- Don't shy away from talking about race, and critically look at how you're talking about an individual
- It is key to have administrative buy in in order for any messaging to be reinforced and promoted throughout the organization
- The importance to move beyond a focus on "diversity" and to focus more on equity and justice
- The training was more about diversity and understanding the concept of privilege rather than the general concept of cultural competency. I already knew about most of the content in the training, given my educational background in social work and sociology. I felt that it established a good foundation for understanding how diverse populations differ in communication styles and how they deal with life, with many practices being ingrained in them due to an ongoing history of oppression.
- Librarianship is a very white profession (common theme)
- Check your bias (common theme)
- Honestly, I felt that, as a white, middle-aged, cisgender woman, I was in the minority, and that many of the webinar participants were making unfair judgments about my "type," without knowing me. Ironic.
- Support Publishers who are trying to be diverse and inclusive
- Libraries are going the way of the walking-on-eggshells elitists who expect the majority to conform to a few in the minority to be responsible for not offending anyone. I don't see this as the public's responsibility as much as it is the responsibility of the "few" to quit wearing their feelings on their sleeves and just get along. When you choose to come to a different country, you should only come if you are willing to accept a new way of life and adapt to it; otherwise, find another place where that will be true for you. You should not be trying to insist upon all the people already there to change to accommodate you.

Question 7. On a scale of 1 to 5 (1 being the least able and 5 being the most able) how would you rate your ability to identify microaggressions?

Microaggression was defined in our survey as:

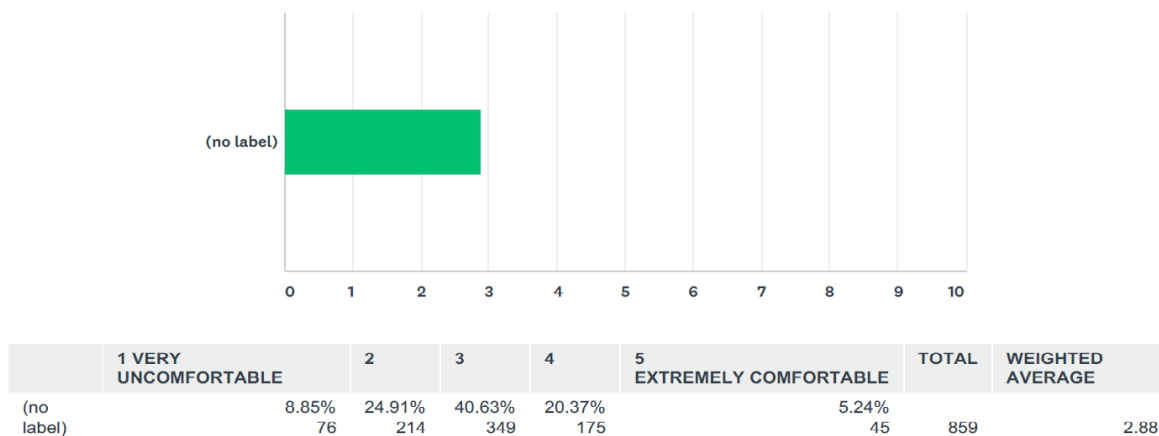
“Microaggressions are varying from consciously deliberate on one end and outside one’s level of awareness and unintentional. They can be reflections of world views of inclusion, exclusion, superiority, inferiority, and they can come out in ways that are outside the level of conscious awareness of an individual.” - Derald Sue, Columbia University

Question Answered – 859 Answer Skipped - 34



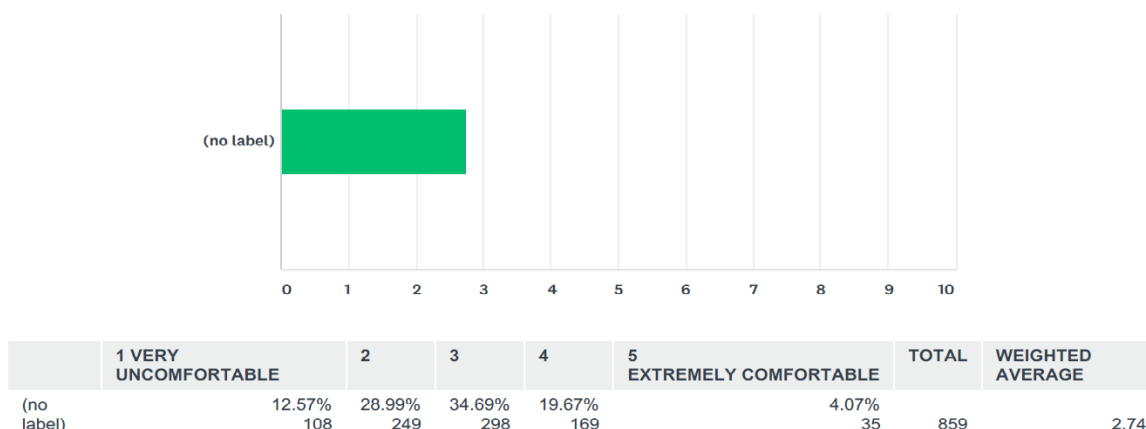
Question 8. On a scale of 1 to 5 (1 being the least able and 5 being the most able) how would you rate your comfort level responding to microaggressions?

Question Answered – 859 Question Skipped - 34



Question 9. On a scale of 1 to 5 (1 being the least able and 5 being the most able) how would you rate your comfort level with correcting microaggressions?

Question Answered – 859 Question Skipped - 34



Question 10. What type of library are you associated with?

Question Answered – 831 Question Skipped – 62

Academic – 67 (8.06%)

Public – 698 (84%)

School – 56 (6.74%)

Other 29 (3.49%)

Government
Archives
University
Vendors
Museum
Retired
Outreach
State
Tribal
School & Public
Private
Library_School

Question 11. How long have you been in your current position?

Question Answered – 831 Question Skipped– 62

0-3 Years – 385 (46.33%)

4-9 Years – 219 (26.35%)

10-15 Years – 109 (13.12%)

15-20 Years – 56 (6.98 %)

20+ Years – 7 (.84%)

Question 12. Please describe the community you serve.

Question Answered – 831

Question Skipped – 62

College
Working-Class_Suburban
Island_Remote
Latinos_Mixture
Native_Hawaiian
Transient
Entire_State
Coastal_Town

Rural – 155 (18.65%)

Urban – 288 (34.66%)

Suburban – 341 (41.03%)

Not Applicable – 6 (.72%)

Other – 41 (4.93 %)

Question 13. What group best describes the customers you work with? (Check all that apply)

Question Answered – 831

Question Skipped – 62

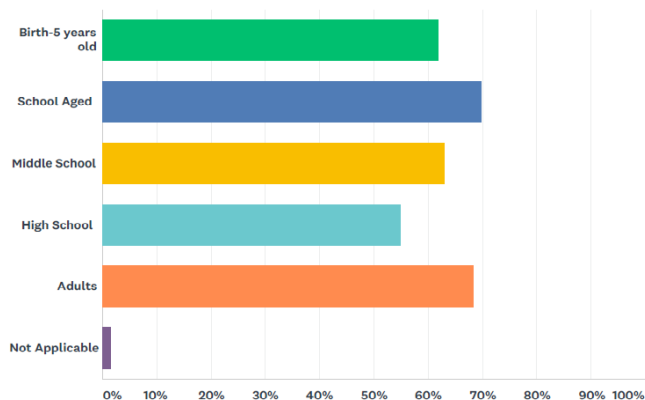
Birth – 5 years old – 514 (61.85%)

School Aged – 581 (69.92 %)

Middle School – 524 (63.06%)

Adults – 568 (68.35%)

Not Applicable – 14 (1.68%)



Question 14. What is your age?

Question Answered – 831

Question Skipped – 62

18 – 24 years – 13 (1.56%)

25 – 34 years – 238 (28.64 %)

35 – 44 years – 235 (28.28%)

45 – 54 years – 178 (21.42%)

55 – 64 years – 125 (15.04%)

65 – 74 years – 40 (4.81%)

75 and Older – 2 (.24%)

Question 15. With which gender identity do you most identify? Please use text box should you choose to answer.

Question Answered – 831 Answer Skipped – 62

Prefer not to state – 106 (12.76%)

A word cloud of various gender identities in blue and black script. The words include: American_Woman, Gender_Queer, Gendermess, Any, Male, Female, Butch, Cisgender_Female, Intersex, Queer, Lady, Questioning, Agender, and Two_Spirit_Female.

Question 16. Which of the following best describes your sexual orientation?

Question Answered – 831 Question Skipped – 62

Heterosexual – 598 (71.96%)

Lesbian – 26 (3.13%)

Gay – 19 (2.29%)

Bisexual, fluid, pansexual or queer – 91 (10.95%)

Questioning or unsure – 8 (.96%)

Prefer not to state – 82 (9.87%)

Another sexual orientation – 21 (2.53%)

A word cloud of various sexual orientations in light blue and white serif font on a dark blue background. The words include: Asexual, Demisexual, Ace/arospectrum, and Queer.

Question 17. With which religion do you associate with, if any? Please use text box should you choose to answer.

Question Answered – 831 Question Skipped – 62

Prefer not to state – 264 (31.77%)

Please indicate in the space below – 570 (38.59%)



Question 18. With which racial or ethnic groups do you most identify? (Select all that apply)

Question Answered – 831 Question Skipped – 62



Brazilian
Native_American
Indigenous
IndianNordicArab
Ashkenazim
LithuanianMexicanMixed
European_American

Question 19. If you are a youth librarian, but not a member of the Association for Library Service to Children (ALSC), what are the reasons you have not joined ALSC? (Check all that apply)

Question Answered – 695 Question Skipped – 198

I did not know about ALSC – 94 (13.53%)

It is too expensive – 223 (32.09%)

No membership value for me in my current role – 168 (24.17%)

Not applicable, I am already an ALSC member – 157 (22.59%)

Other (please specify) – 116 (16.69%)

- Work with Teens (common theme)
- Why? What are the benefits?
- Costly
- Not a professional librarian (common theme)
- Chose to join AASL instead
- This is an organization with a literary life time achievement award named after a racist who calls Natives savages. This is just a plain aggression. I will focus on microaggressions when I can afford to take my energy away from the blatant offenses. This is a group of mostly privileged, white women who are going to belittle my lived experiences and defend the Wilder Award. I do not care to be a member of an association that does that
- Not offered in library budget
- Work with multiple ages (common theme)
- Geared toward public librarians
- I find it difficult to keep up with all the associations. ALA, state Associations, local associations and consortium. I love ALSC, but I just can't do them all.

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6.0 Video Resources

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