

2017

## SLIS Connecting Volume 6, Issue 2

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THE UNIVERSITY OF  
**SOUTHERN**  
**MISSISSIPPI.**

School of Library & Information Science

# SLIS Connecting

People, Technology, Libraries, History & Learning



Volume 6 Issue 2

Fall/Winter 2017



**Southern Miss SLIS Report**  
**Teresa S. Welsh, Ph.D., Professor and Director**

It was a wonderfully busy fall/winter semester at Southern Miss School of Library and Information Science. Below are a few highlights and upcoming events – for more detailed information, see this issue of *SLIS Connecting* for fall and winter 2017.

**Selected Highlights:**

- SLIS is using a new online platform, Canvas, for course materials and a new virtual classroom, AdobeConnect.
- Dr. Cunningham is the new graduate faculty advisor and Mrs. Whipple the new undergraduate for the LIS Student Association (LISSA)
- Dr. Yu is the new faculty advisor for the Southern Miss Student Archivists (SMSA)
- Council on Community Literacy & Reading (CCLR), led by Dr. Bomhold, participated in USM Homecoming Parade and El Grito Latin Festival
- Dr. Griffis presented “Making Voices Heard: Collecting and Sharing Oral Histories from Users of Segregated Libraries in the South” at the Oral History Association Annual Meeting, Minneapolis, MN, October 4-7.
- Dr. Cunningham chaired a panel “Digital Liaisons Virtual Uncommons: Connecting Information and People to Enhance Lives via Digital Librarianship” at ASIS&T Conference, Crystal City, VA, Oct. 27 – Nov. 1.
- Curriculum Committee Chair Dr. Creel and Undergraduate Coordinator & Advisor Mr. Pace proposed revising the LIS Bachelor of Science degree to 120 credit hours, which was approved by the College, University, and Provost.

**Upcoming Events:**

- CCLR event for Read Across America Day, Chain Park, March 3, *The Places You Will Go*
- Fay B. Kaigler Children’s Book Festival (CBF), April 11 - 13 will feature T.A. Barron, Holly Black, Wanda Johnson, Charlotte Jones Voiklis, Renee Watson, Carole Boston Weatherford, Salina Yoon, and Southern Miss Medallion Winner Dav Pilkey
- British Studies LIS class, London, June 2 – July 2.

**Support for SLIS:**

Thank you for your support of SLIS and for the Dr. Elizabeth Haynes LIS Endowed Scholarship (#2199) and Library Science Fund (#0134). For a donation in honor of or memory of someone, the Foundation will send the honoree or family a nice card and the donor a thank-you note. [www.usmfoundation.com/](http://www.usmfoundation.com/)

There is a great need for more LIS scholarships. If you know someone who would like to donate and name an endowed scholarship (\$25,000 or greater) to honor someone in perpetuity, contact the [USM Foundation](http://www.usmfoundation.com/) at 601-266-5210. An endowed scholarship memorializes someone forever since only the interest is awarded as a scholarship each year and the principle is not touched.

While we remember the many wonderful things that happened in fall/winter 2017, here’s to a great, productive spring 2018!



English High Tea, Bosses Day, SLIS, October 16<sup>th</sup>

Dr. Teresa S. Welsh earned an MLIS and Ph.D. from the University of Tennessee. She joined the SLIS faculty in 2003, was promoted to Full Professor in 2014 and SLIS Director in 2015.

**Thank you SLIS Recruiters and Ambassadors!**

LAMP (Library & Media Professionals)  
Tupelo, Sept. 25; Batesville, Sept. 26



Karen Rowell and Alex

Mississippi Library Association (MLA)  
Hattiesburg, Oct. 17-20



SLIS G.A. Charlotte Mona Roi

LAMP (Library & Media Professionals)  
Pearl, Sept. 27; Hattiesburg, Sept. 28



Super Recruiter Alex Working the Crowd at LAMP



SLIS Faculty, Staff, GAs @MLA

Southeastern Library Association (SELA) Conference  
White Sulphur Springs, WV, Nov. 8-10

Student Recruitment Event  
USM Cook Library, Sept. 26



Alex Brower, Elaine Walker, Charlotte Roi, Rachel McMullen, Jonathan Puckett



SLIS Alums Ashley Dees, Melissa Dennis



## Spotlight Faculty – Mrs. Jessica Whipple



<http://jessigibbons.wixsite.com/jwhipple-portfolio>

Undergraduate Instructor and Advisor Jessica Whipple earned a B.A. in Biology from Southern Virginia University and an MLIS degree and Graduate Certificate in Youth Services and Literature from The University of Southern Mississippi. She was awarded the Warren Tracy Award for Professionalism, Scholarship, and Service from SLIS in 2016 and joined the Southern Miss SLIS faculty in January 2017.

According to Jessica, she has “an assortment of teaching experience ranging from teaching private piano lessons (12 years), early childhood education in the Montessori setting, teaching English abroad in China and instructing at the college level both collaboratively online as well as in person. I have a deep love for learning as well as for teaching and facilitating an environment where students are able to develop the skills necessary to become lifelong learners and scholars.”

At SLIS, Jessica has taught a variety of courses in the online Bachelor of Science in Library and Information Science degree program: courses in information literacy, reference, and cataloging in fall 2017; and in spring 2018, she is scheduled to teach courses in information literacy, collection development, and information ethics.

Jessica is originally from Virginia and “is a mountain girl at heart”; she lives in Hattiesburg with her husband, two little boys, and a cat. She enjoys listening to and playing all kinds of music and spending time with her family.

## Spotlight Alum – Nadia Nasr



Nadia Nasr (MLIS, 2005) has worked with archival, special, and digital collections in academic and public libraries, beginning as a digitization assistant at the Southern Miss McCain Library and Archives while a student in the MLIS program. Today she is the Head of Archives & Special Collections at the Santa Clara University Library in Santa Clara, California.

In the interim between Hattiesburg and Santa Clara Nadia acquired increasing responsibility managing all aspects of archival, special, and digital collections. As the Digitization Supervisor at the Enoch Pratt Free Library in Baltimore, Maryland (2005 – 2007), she coordinated digital projects for the Library and its statewide collaborative digitization program known as [Digital Maryland](#). As the University Archivist & Digital Collections Librarian at Towson University in Towson, Maryland (2007 – 2015), she built an active and engaging archival and digital collections program from the ground up. In 2007, *Library Journal* named Nadia one of the profession’s Movers & Shakers; in 2016, the Council for Advancement and Support of Education conferred a [Silver Award](#) for *Towson University: The First 150 Years*.

Nadia’s scholarship includes numerous presentations, publications, scholarly exhibits, and blog articles focused on such topics as digitization, special collections, university history, outreach, and management. She is a current member of the Society of American Archivists, the Society of California Archivists, and the American Printing History Association. <http://works.bepress.com/nadia-nasr/>

## Spotlight Courses - Bachelor of Science in Library and Information Science Degree Program

The bachelor's degree in LIS is all online and is a vital, growing program. Recent revisions to the Bachelor of Science in LIS degree include more flexibility and choice in required courses and reduction of the total required hours to 120 credit hours so students can "Finish in Four" (see <http://catalog.usm.edu/>).

An exciting new option that was approved for fall 2017 is the **Accelerated Master's Option (AMO)**

The Accelerated Master's Option allows senior undergrads in the LIS program with a GPA of 3.5 or higher to take up to 9 credit hours of graduate credit in the following cross-listed elective courses during their senior year:

LIS 406/506 – Cataloging Multimedia Objects  
LIS 416/516 – Technology in the School Library  
LIS 433/533 – History of the Book  
LIS 417/517 – Children's Literature  
LIS 418/518 – Young Adult Literature  
LIS 419/519 – Programs and Services for Youth  
LIS 428/528 - Storytelling  
LIS 440/540 – Information Ethics  
LIS 445/545 – Sources of Information for a Multicultural Society  
LIS 457/557 – Information Technology and Libraries  
LIS 458/558 – Web Design and Evaluation

AMO students pay undergraduate tuition for up to 9 credit hours of graduate courses and the credit will count toward both their undergraduate degree and toward the MLIS degree at Southern Miss.

- AMO students are charged the undergraduate tuition rate for graduate credit
- AMO students retain their eligibility for financial aid at the undergrad level provided they maintain full-time student classification.
- AMO students are limited to 15 hours of combined undergraduate/graduate coursework during a semester.
- Students may opt out of an AMO at any time and complete the required undergraduate degree plan.

AMO students retain their undergraduate classification until they have completed all the requirements of their undergraduate degree plan. It is expected that a student will complete the undergraduate degree within two years of being accepted into an Accelerated Master's Option. Completion of the AMO does not automatically result in admission to the graduate program. Students completing the AMO are required to complete the same graduate application process as all applicants - an application fee will be required upon completion of the undergraduate degree and prior to being enrolled as a graduate, degree-seeking student.

To apply, send a request to Undergrad Advisor Mr. J. Edmand Pace ([johnnie.pace@usm.edu](mailto:johnnie.pace@usm.edu)).

### Undergraduate Minor

A minor in LIS is offered to students in other majors. Required courses include:

- LIS 201 - Introduction to Information Literacy (available face-to-face on campus or online)
- LIS 401 - Reference and Information Services
- LIS 416 - Technology in School Libraries or LIS 457 - Information Technology and Libraries or LIS 458 - Web Design and Evaluation
- 3 additional LIS electives for a total of 18 credit hours.

All courses required for the LIS major and minor are available online.



[www.usm.edu/slris](http://www.usm.edu/slris)



LIBRARY AND INFORMATION SCIENCE BS  
Degree Plan (LISBS)

**GENERAL EDUCATION CURRICULUM**

**GEC 01. Written Communication (6 hours)**

- 01. ENG 101
- 02. ENG 102

**GEC 02. Natural Science and Mathematics (11 hours minimum)**

*Science Requirement (8 hours minimum)*

- 01. Select 2 courses with labs:

- AST 111/L
- AST 112/L
- BSC 103/L◇
- BSC 110/L◇
- BSC 111/L◇
- BSC 250/L
- BSC 251/L
- CHE 104/L
- CHE 106/L
- CHE 107/L
- GHY 104/L
- GHY 105/L
- GLY 101/L
- GLY 103/L
- MAR 151/L
- PHY 103/L
- PHY 111/L
- PHY 112/L
- PHY 201/L
- PHY 202/L
- PSC 190/L

**GEC 03. Humanities (9 hours)**

- 01. ENG 203
- 02. Select 2 courses, 1 History required
  - HIS 101
  - HIS 102
  - PHI 151
  - PHI 171
  - REL 131

**GEC 04. Aesthetic Values (3 hours)**

- 01. Select 1 course:
  - ART 130
  - DAN 130
  - MUS 165
  - THE 100

**GEC 05. Social and Behavioral Sciences (6 hours)**

- 01. Select 2 courses:
  - ANT 101
  - COH 100
  - ECO 101
  - GHY 101
  - PS 101
  - PSY 110
  - SOC 101

**GEC 06. Mathematics (3 hours)**

- 01. Select 1 course:
  - MAT 100\*\*\*
  - MAT 101
  - Higher-level MAT course

**GEC 07. Writing-Intensive Requirement (3 hours)**

- 01. IT 380 or ENG 333 (WI)  
*ENG 101 & ENG 102 prerequisites*

**GEC 08. Speaking-Intensive Requirement (Major Area)**

- 01. LIS 491 (SI)

**GEC 09. Capstone Requirement (Major Area)**

- 01. LIS 489\* (Capstone)  
*Must be taken Senior Year; ENG 101 & ENG 102 prerequisites*

\*This course satisfies both the GEC requirement and a program requirement for this major.

\*\*\*This course does not satisfy prerequisites for any other math course.

◇ GEC restrictions apply; see page XXX.

GEC 07 - GEC 09 courses are specific to the major.

For full description of the GEC, see page XXX.

**PROGRAM CURRICULUM**

**DEG 01. Major Area of Study Requirements (45 hours)**

Minimum grade of "C" required in all Major Area of Study courses.

- 01. LIS 201
- 02. LIS 401
- 03. LIS 405
- 04. LIS 408
- 05. LIS 411
- 06. LIS 415
- 07. LIS 416 or LIS 457 or LIS 458
- 08. LIS 417 or LIS 418
- 09. LIS 440 or LIS 445
- 10. LIS 489 (Capstone)
- 11. LIS 491 (SI)
- 12. Select 12 additional hours from the School of Library and Information Science or 45 total hours of LIS courses

**DEG 02. Additional Requirements**

- 01. PSY 110
- 02. PSY 270 or PSY 275

**DEG 03. Minor (18 hours)**

- 01. A minor in another discipline or 18 hours of courses within the College of Education and Psychology

**DEG 04. Electives**

- 01. Choose electives as needed with adviser's approval.  
(See Hours to Degree below.)

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**HOURS TO DEGREE**

120 hours are needed to graduate with a BS in Library and Information Science. At least 50 percent of the hours applied to a degree at The University of Southern Mississippi must be earned from a senior college, and 45 of these hours must be in courses numbered 300 or above. The last 25 percent of course work must be earned from Southern Miss. The student must earn at least 12 hours in the major area of study from Southern Miss.

## From the GA's



SLIS GAs Alex Brower, Charlotte Roi, Elaine Walker, Daniel Shemwell, Rachel McMullen

In fall 2017, SLIS welcomed back returning GAs Alex Brower and Charlotte Roi. Alex represents SLIS on the Graduate Student Senate and Charlotte is President of LISSA, the LIS Student Association. SLIS also welcomed three new GAs:

Rachel McMullen has a BA in English and a Master of Education degree from the University of South Alabama. She has taught English and creative writing in the Mobile County Public School System and is managing editor of *Random Sample Review* e-journal <http://randomsamplereview.com>. Rachel teaches LIS 201, an information literacy course and serves as President of the Southern Miss Student Archivists (SMSA) and Vice-President of LISSA.

Daniel Shemwell has a BA in history from Delta State University, where he processed, digitized, and created a finding aid for a collection of photographs and documents related to Martha "Matsy" Wynn Richards. He curated the exhibit *Matsy: A Force in Focus* and the digital photos are now part of the [Mississippi Digital Library](#).

Elaine Barreras Walker has a BS in professional health sciences with a concentration in emergency management from the University of South Alabama. Elaine volunteers at the Moorer Branch Public Library in Mobile and the Mobile Area Education Foundation-Reading Buddy Program. She serves as Vice-President of SMSA and represents the Graduate School on the Southern Miss Student Government Senate.

## Congratulations SLIS MLIS Students

At the Mississippi Library Association Conference in Hattiesburg, October 17-20, Brenette Nichols was awarded the Virgia Brock-Shedd Scholarship and Alex Brower was awarded the Peggy May Scholarship.

The MLA Conference Program, which features many SLIS alums, is on the [misslib.org](http://misslib.org) website.

Candace Burkett's short film *Shaped by God* won Best Documentary at AfterGlow Film Festival, Grenada, MS, Oct. 6-7, was a finalist at Southern States Indie Fan Film Fest, Biloxi, Jan. 2-5, and won second place in the National Religious Broadcasters (NRB) annual film contest to be awarded in Nashville in February.

Kimberly Carver is Electronic Resources Access Coordinator, Hunter Library, Western Carolina University.

Letha Finley is Branch Manager of the Ina Thompson Moss Point Public Library, Moss Point, MS.



Charlotte, Rachel, Elaine, Alex, and Daniel

## Congratulations SLIS Alums

Sarah Aucoin (British Studies, 2015; MLIS 2017) is Reference Librarian, St. Tammany Parish Library Causeway Branch, Mandeville, LA.

Brianna Barnard (MLIS & Archival Certificate, 2015) is Automation/Technical Services Librarian, Fasken Learning Resource Center, Midland College, TX.



LaTrisha Blunt (MLIS, 2016) is Walbrook Branch Manager, Enoch Pratt Free Library System, Baltimore, MD.

Patrick Corcoran (British Studies, 2014; MLIS & Archival Certificate, 2016) is Reference Librarian, Concord University, Athens, WV.



Amed Demirhan (MLIS, 2004), General Manager/Director of Barzani National Memorial Library, Barzan, Kurdistan, Iraq, was the 2017 recipient of the ALA International Relations Committee's John Ames Humphry/

OCLC/Forest Press Award, for significant contributions to international librarianship. In a 2014 [Library Journal](#) article, Amed talked about his time at Southern Miss.

Joy DuBose (MLIS, 2008) is Special Collections Cataloger, Mississippi State University Libraries, Starkville, MS.

Mary Katherine Dugan (British Studies, 2014; MLIS & Archival Certificate, 2016) is Librarian I, Bethlehem Public Library, Delmar, NY.

Rhett Grant (MLIS, 2000) is Director, Ada Public Library, Ada, Ohio.



Lauren Ashley Howell (MLIS & Archival Certificate, 2017), Metadata Librarian, George Mason University, Fairfax, VA, was selected for the American Library Association Emerging Leaders Program for 2018. She is sponsored by the Association of College & Research Libraries – European Studies Section (ACRL-ESS).

Tekla Johnson, Ph.D. (MLIS, 2015) is History Assistant Professor/Archivist, Harris-Stowe State University, St. Louis, MO.

Vanessa Jones (MLIS, 2012) is Cataloging and Instruction Librarian, Jackson State Community College, Jackson, TN.

Corinne Rebecca Kennedy (MLIS, 2013) is Humanities Librarian, Mississippi State University, Starkville, MS.

Tiwari Goins McLain (MLIS, 2008) is Program Coordinator, Mississippi Department of Education, Jackson, MS.

Nadia Nasr (MLIS, 2005), Head of Archives & Special Collections, Santa Clara University, was featured in a [C-Span video](#) at c-span.org.

Lisa Nunn (MLIS, 2011), Teacher/Librarian at Weston High School, Jonesboro, LA, was awarded a Lowes Toolbox Grant of \$4500 for new carpet, tables, chairs.

Tiffany R. Paige, J.D. (MLIS, 2010) is Assistant Dean for Student Services, Mississippi College School of Law, Jackson.



Emmie Hillman Powell (MLIS, 2016) is Children's Librarian, West Regional Branch, Mobile Public Library, AL.

Annie Watkins (MLIS, 2017) is Collection Management Librarian, Mississippi Library Commission, Jackson, MS.

Gary Pysznik (MLIS, 2017) is Supervisor, Borrowers' Services, Springfield City Library, Springfield, MA.

Denise LoPresto Saucier (Archival Certificate, 2017; MLIS/MA in Anthropology, 2018) is Director, Long Beach Public Library, Long Beach, MS.

## SLIS Alum Testified before Congressional Committee

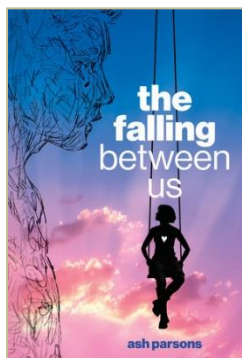
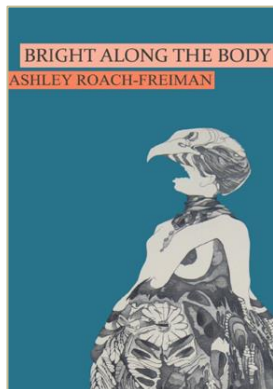
State Law Librarian of Mississippi Stephen Parks, JD (MLIS, 2013) testified before the Congressional Committee on House Administration Tuesday, September 26, 2017, at the hearing, *Transforming GPO for the 21st Century and Beyond: Part 3 – Federal Depository Library Program* at the request of the Committee Chairman, Mississippi Representative Gregg Harper.



Stephen Park's testimony may be viewed on YouTube <http://www.youtube.com/watch?v=l43nulqEf-E> beginning at point 1:01:22

## Student and Alum Publications

Ashley Roach-Freiman (MLIS, 2008), Research/Instructional Librarian, University of Memphis, and host of the *Impossible Language* poetry reading series, authored *Bright Along the Body*, a poetry chapbook, published by Dancing Girl Press (Nov. 2017). <http://ashleyroachfreiman.com/>



Ash Parsons' (MLIS, 1998) newest young adult book *The Falling Between Us* (Penguin Random House, 2018) is a Junior Library Guild Selection.

"Social Media and Information Behavior: A Citation Analysis of Current Research from 2008–2015," a research paper by Carrie Mastley for LIS 651, was published in *Serials Librarian*, 73(3/4), 339-351.

Janine Whitecotton Smith (MLIS, Archival Certificate, 2015), "Web Content and Digitization Patterns of Tribal College Libraries Within the Great Plains Region," master's research project, published in *QQML Journal*, 5, 677-694.

## Faculty Publications – Presentations

Archivist Jennifer Brannock and Dr. Griffis, "Open These Hallowed Doors: The Desegregation of Public Libraries in the South," a special event featuring distinguished scholar Dr. Wayne Wiegand, Friends of the University Libraries event grant, \$890.00.

Dr. Chris Cunningham et al., "Digital Liaisons Virtual Uncommons: Connecting Information and People in Order to Enhance Lives via Digital Librarianship." *Proceedings of The Association for Information Science & Technology*, 54(1), 556-558, 2017.

Dr. Griffis, "Making Voices Heard: Collecting and Sharing Oral Histories from Users of Segregated Libraries in the South," presented at Oral History Association Annual Meeting, Minneapolis, Oct. 4-7.

Dr. Griffis, "A Separate Space: Remembering Meridian's Segregated Carnegie Library, 1913-74," published in *Mississippi Libraries*, 80(3), 39-48, 2017.

Dr. Griffis, "New Online Archive on Racially Segregated Libraries" published in *Africology: The Journal of Pan-African Studies* 10(2), 277-293, 2017.

Mississippi Library Association Annual Conference, Hattiesburg, Oct. 17-20

- Dr. Welsh, "What's New at USM SLIS," presentation, SLIS Alumni Breakfast, Oct. 18
- Dr. Creel, "Technology Tools for Storytelling," Oct. 18
- Dr. Bomhold, "Reading for Pleasure in the School Setting," Oct. 19
- Dr. Yu, "Why Digital Preservation Matters: Access and Sustainability," Oct. 19.



## SLIS Student Groups Fall/Winter 2017-18

### LIS Student Association (LISSA)

Charlotte Mona Roi, President  
Rachel McMullen, Vice-President  
Keisha Coulter, Secretary  
Tammy White, Webmaster  
Dr. Chris Cunningham, Graduate Faculty Advisor  
Mrs. Jessica Whipple, Undergrad Faculty Advisor



Alex, Elaine, Charlotte, Rachel, Jonathan

In September, LISSA and SMSA set up a hospitality table in the lobby of Cook Library and offered research assistance, recruited new members, and promoted upcoming events. Over 100 students stopped by to chat with student volunteers.

LISSA broadcasts its meetings via Adobe Connect and meeting dates are announced via the SLIS listserv. You are invited to join our Facebook page:  
[www.facebook.com/southernmissliissa](http://www.facebook.com/southernmissliissa)

### Southern Miss Student Archivists (SMSA)

Rachel McMullen, President  
Elaine Walker, Vice-President  
Jonathan Puckett, Secretary and Webmaster  
Dr. Cindy Yu, Faculty Advisor



SMSA Officers Rachel, Jonathan, Elaine



LISSA is an official ALA student group and each year nominates a MLIS student for the ALA Student-to-Staff program, where students work at the ALA Annual Conference in return for lodging and conference registration. Rachel McMullen (above right) will be the SLIS Student-to-Staff representative at ALA Annual Conference, New Orleans, June 21-16.

### LISSA/SMSA Joint Activities

LISSA partnered with SMSA in August to collect books for Hurricane Harvey disaster relief for the Dallas Public Library's mini-library at a shelter in the Kay Bailey Hutchison Convention Center. SMSA and LISSA also collected textbooks for Bridge to Asia, an organization that sends educational materials to universities in China (<http://www.bridge.org/>).

SMSA has had a productive Fall semester. The Spring semester will bring more opportunities for SMSA members to engage with the archival community in a professional capacity. SMSA invites all USM students, alumni, faculty, and staff who have an interest in archives and special collections to become members.

This Fall, the Southern Miss Student Archivists (SMSA) welcomed new officers, including President Rachel McMullen and Vice-President Elaine Walker. Both Rachel and Elaine are Graduate Assistants. Last year's Vice-President, Jonathan Puckett, returns this year in the combined role of Secretary/Webmaster. Currently, Jonathan is a freelance researcher for the Mississippi Department of Archives and History and an employee at McCain Library and Archives. To fulfill the organization's mission of promoting archival interests to provide opportunities for members to examine archival issues and engage in professional activities, SMSA has already participated in several events that focused on archives in the community.

For American Archives month in October, SMSA highlighted volunteer opportunities for students on campus and online via Facebook. On Saturday, October 14, SMSA helped the staff of the McCain Library and Archives greet former Dixie Darlings for an annual Homecoming exhibit.



McCain Library & Archives

The following Thursday, October 19, SMSA volunteered at the South Mississippi Genealogical and Historical Society in downtown Hattiesburg helping to reorganize their genealogy library.



South Mississippi Genealogical and Historical Society



South Mississippi Genealogical and Historical Society

On Tuesday, November 14, SMSA hosted a talk in the Cook Library Art Gallery with two collectors, Dr. Matthew Griffis and SMSA's own, Jonathan Puckett. The speakers discussed how their personal experiences with preservation led to self-discovery. Over 30 people attended the talk to learn about how historic preservation is a relevant issue.



Cook Library Art Gallery



Membership in SMSA is free and easy: simply fill out an online membership form (<https://goo.gl/forms/fRNRZhAoBKicXpk22>).

SMSA encourages prospective members to follow our Facebook page for updates on meetings and upcoming events.

(<https://www.facebook.com/Southern-Miss-Student-Archivists-SMSA-203760579638985/>)

**Council on Community Literacy and Reading (CCLR)  
Dr. Catharine Bomhold, Director**



Read Across America Day is an annual nationwide event that celebrates Dr. Seuss's birthday and the joys of reading. On March 3, CCLR will present Read Across America Day at Chain Park in Hattiesburg for children ages 0-7 and families that will feature fun reading games and activities for everyone and each child will receive free books. We will also have a bouncy house, literacy information for parents of young children, and of course birthday cake! The event is free, open to the public, and advertised on Facebook, email blasts, and with posters and flyers.

CCLR seeks sponsors for the booths and volunteers to help with the event. Sponsorship levels are:

- Honor Book Level is \$150 and the sponsoring organization provides its own volunteers.
- Award Book Level is \$200 and the Council will arrange for volunteers to run the booth.

Sponsorship includes a booth with sponsor's name; supplies and instructions for the activities; up to 100 children's books given to participants; a tent, tables, chairs, and Read Across America Day decorations. The Council will plan and provide instructions for the reading activities.

Check donations should be made out to the USM School of Library and Information Science. Deadline for sponsorship is Feb. 1, 2018. If you would like to be a sponsor or volunteer, email [alex.brower@usm.edu](mailto:alex.brower@usm.edu) or [c.bomhold@usm.edu](mailto:c.bomhold@usm.edu) with your name and phone number or call 601.266.4228.

All donations are welcome: \$20 will buy 10 books for a child. Please make checks out to USM School of Library and Information Science and mail to 118 College Drive Box #5146 Hattiesburg, MS 39406.

**British Studies LIS Class**



**British Studies Class of 2017  
University of Westminster Marylebone Hall**

Twelve LIS graduate students, or post-graduates as they are known in the U.K., earned six credit hours of study-abroad credit in USM British Studies. The 2017 class was a diverse group of scholars from six universities: San Jose State University, Simmons College, University of Alabama, University of North Carolina, Greensboro, University of South Carolina, and The University of Southern Mississippi.

Students accompanied faculty to sites such as Oxford, Stratford-upon-Avon, and Bletchley Park - and had time to explore sites of interest on their own. Students and faculty were headquartered at University of Westminster Marylebone Hall in the heart of London. In addition to participating in lectures and tours, students are required to submit book reviews, a reflective journal/blog, and a research paper on an approved topic. For more information, click on the British Studies link at [www.usm.edu/slis](http://www.usm.edu/slis).

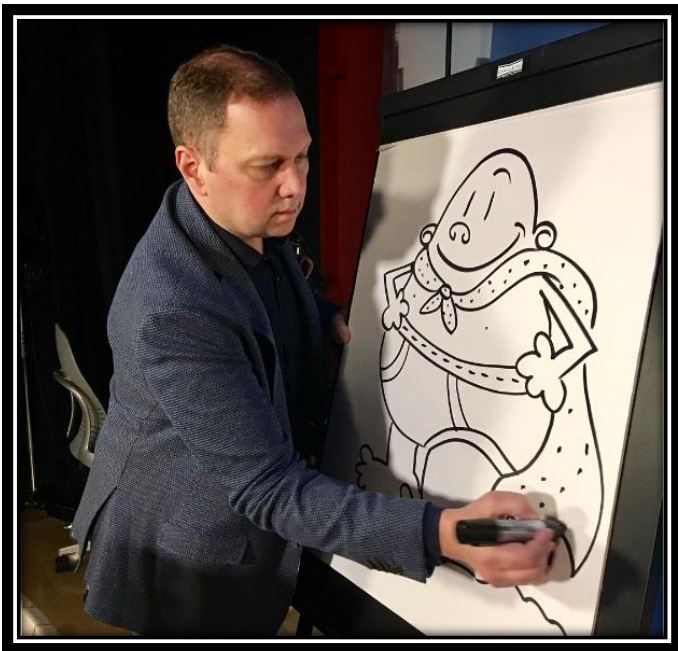


## Fay B. Kaigler Children's Book Festival, April 11-13, 2018

By Karen Rowell

### Southern Miss Medallion Award Winner Dav Pilkey

The USM School of Library and Information Science is pleased to announce the 51st annual Fay B. Kaigler Children's Book Festival, to be held April 11-13, 2018, at the Southern Miss Thad Cochran Center. The highlight of the festival is the presentation of the Southern Miss Medallion awarded to an author or illustrator for his or her body of work. The 2018 Southern Miss Medallion winner is Dav Pilkey.



<http://scholastic.com>

**Dav Pilkey** has written and illustrated numerous popular, award-winning books for children, including the *Captain Underpants*, *Dog Man*, and the *Dumb Bunnies* series; *Dog Breath*, winner of the California Young Reader Medal; and *The Paperboy*, a Caldecott Honor Book. He lives with his wife in the Pacific Northwest.

In 1996, Dav moved to Seattle, Washington. He then took a ferry from Seattle to Bainbridge Island, Washington, where he has lived since 1999. He divides his time between Bainbridge Island and Minami Izu, Japan.

Other outstanding authors and illustrators scheduled to appear include:

### Colleen Salley 2018 Storytelling Award Recipient

**Wanda Johnson** is a professional storyteller, teaching artist, and inspirational speaker. Wanda began her professional career in Prichard, Alabama, absorbing the colorful history and rituals of a Southern town. As a storyteller, she challenges her audience to take pride in the lessons, rituals, and experiences of life. She encourages young and old to appreciate their personal stories as lasting wealth that should be passed on and preserved. As a teaching artist, Mrs. Johnson uses her craft to teach others how to use stories and to inspire them to tell their own stories. The personality, humor, and charm of this sought-after inspirational speaker touch hearts, inspire dreams and stimulate the imagination.

### T. A. Barron, 2018 de Grummond Children's

**Literature Lecturer**, grew up in Colorado ranch country and traveled widely as a Rhodes Scholar. He is the winner of the 2011 Southern Miss Medallion, the Nautilus Award Grand Prize, and many other awards. He is the author of more than 30 highly acclaimed books, many of which are international bestsellers, including the *Merlin Saga* (being developed into a feature film by Disney), *The Great Tree of Avalon* (a New York Times bestselling series), *The Ancient One* (the tale of a brave girl and a magical tree), and *The Hero's Trail* (nonfiction stories of courageous kids).

In 2000, Barron founded a national award to honor outstanding young people who help their communities or the environment: the Gloria Barron Prize for Young Heroes, which honors 25 highly diverse, public-spirited kids each year. When not writing or speaking, T. A. Barron serves on many boards including Princeton University, where he helped create the Princeton Environmental Institute, and The Wilderness Society, which recently honored him with its highest award for conservation work.

**Holly Black** is the author of bestselling contemporary fantasy books for kids and teens. Some of her titles include *The Spiderwick Chronicles* (with Tony DiTerlizzi), *The Modern Faerie Tale* series, the *Curse Workers* series, *Doll Bones*, *The Coldest Girl in Coldtown*, the *Magisterium* series (with Cassandra Clare) and *The Darkest Part of the Forest*. Holly has also been a frequent contributor to anthologies and has co-edited three of them: *Geektastic* (with Cecil Castellucci, 2009), *Zombies vs. Unicorns* (with Justine Larbalestier, 2010), and *Welcome to Bordertown* (with Ellen Kushner, 2011). She has been a finalist for an Eisner Award, and the recipient of the Andre Norton Award, the Mythopoeic Award and a Newbery Honor. She currently lives in New England with her husband and son in a house with a secret door.

**Ezra Jack Keats Lecturer Charlotte Jones Voiklis** manages her late grandmother Madeleine L'Engle's literary business. She lived with her grandmother during college and graduate school, co-hosting dinner parties, helping answer readers' letters, and earning a Ph.D. in Comparative Literature. Together with her sister, Léna Roy, she has written a middle-grade biography of Madeleine L'Engle. Charlotte has worked in academia, nonprofit communications and fundraising, and philanthropy. She lives in New York City with her husband and two children.

**Renée Watson** writes for children and teens. Her books include young adult novels, *Piecing Me Together* and *This Side of Home*, which was nominated for the Best Fiction for Young Adults by the American Library Association. Her picture book, *Harlem's Little Blackbird: The Story of Florence Mills* (Random House, 2012), received several honors including an NAACP Image Award nomination in children's literature. Her novel, *What Momma Left Me*, (Bloomsbury, 2010), debuted as the New Voice for 2010 in middle-grade fiction. Her one-woman show, *Roses are Red Women are Blue*, debuted at the Lincoln Center at a showcase for emerging artists.

A New York Times best-selling author, **Carole Boston Weatherford** is one of the leading poets writing for young people today. She believes that poetry makes music with words. And she mines the past for family stories, fading traditions, and forgotten struggles. Her work spans poetry, nonfiction, biography and historical fiction. Her latest releases are *Freedom in Congo Square* and *You Can Fly: The Tuskegee Airmen*. She has two adult children and lives in North Carolina, where she is a Professor of English at Fayetteville State University.

**Salina Yoon** was born Yoon, Ah in the rural town of Busan, Korea in 1972. She moved to the U.S. in 1976 and was given her new name, Salina. She is now an author, illustrator, and format designer of nearly two hundred books. She specializes in formats that are unique and creative. She currently works at her home studio and lives in San Diego, California with her husband and two sons.

### **The Fay B. Kaigler Children's Book Festival is Proud to Host the Ezra Jack Keats Book Awards**

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For more information, including the tentative schedule and registration information, please visit <http://www.usm.edu/children-book-festival> or call 601.266.4228.



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# TENTATIVE SCHEDULE FOR CBF 2018

This is a tentative schedule of major speakers and events. A detailed schedule of workshops and presentations will be available in January at [usm.edu/childrens-book-festival](http://usm.edu/childrens-book-festival). Continuing Education Units (CEUs) will be available for Mississippi educators. Exact credits for each session will be available with the complete schedule in January.

## WEDNESDAY, APRIL 11

- 9-11:15 a.m.** Concurrent Sessions
- 11:30 a.m.** Welcome Session
- Noon-1:30 p.m.** Coleen Salley Storytelling Celebration,  
Luncheon with Wanda Johnson  
*Complimentary boxed lunch included in festival registration*
- 1:45-2:45 p.m.** de Grummond Lecture with T.A. Barron  
*Magnolia Awards announced at this session*
- 3-4 p.m.** Keats Lecture with Charlotte J. Voiklis
- 4:15-5:30 p.m.** Autographing (Barnes & Noble)

## THURSDAY, APRIL 12

- 9-10 a.m.** General Session with Salina Yoon
- 10:15-11:15 a.m.** Medallion Session with Dav Pilkey  
*Kaigler-Lamont Award announced at this session*
- 11:30 a.m.-1 p.m.** Ezra Jack Keats Awards Luncheon (\$20)
- 1-1:45 p.m.** Second Chance Concurrent Sessions
- 2-3:30 p.m.** Autographing (Barnes & Noble)
- 3:45-4:45 p.m.** General Session with Renee Watson
- 7 p.m.** Celebration of the Ezra Jack Keats Awards

## FRIDAY, APRIL 13

- 9-10 a.m.** General Session with Carole Boston Weatherford
- 10:15-11:30 a.m.** Autographing (Barnes & Noble)
- Noon-1:30 p.m.** Luncheon with Holly Black (\$20)
- 1:45-4 p.m.** Concurrent Sessions

# Protection Versus First Amendment Violation: Self-Censorship as it Relates to Youth and Young Adult Services

By Ann Baillie, The iSchool at Illinois

## Introduction

Within the library profession, the ability to protect patrons' first amendment rights is a point of pride. As the American Library Association (ALA) Code of Ethics explains, "[librarians] uphold the principles of intellectual freedom and resist all efforts to censor library resources" (ALA, 2008). Librarians have a history of standing up against censorship and fighting for the rights of readers. They put up posters and pass out bookmarks to celebrate Banned Books Week. Librarians think they are the defenders of the first amendment. The profession condemns external censorship threats, such as requests to remove copies of Mark Twain's *The Adventures of Huckleberry Finn* from the National Association for the Advancement of Colored People or demands from Mel and Norma Gabler to change the contents of textbooks in Texas (Kravitz, 2002).

In reality, the ability of librarians to fight censorship is complicated and limited by the practice of self-censorship. Self-censorship is when librarians choose to censor their own library collections. It occurs when a librarian chooses not to purchase an item because it contains controversial material, or when a librarian chooses to label or restrict access to an item. It can happen in any kind of library and impacts patrons of all ages. It is a violation of the ALA's Code of Ethics. Worst of all, it diminishes the value of the work done by librarians to fight censorship, as librarians and other information science professionals are less likely to talk about self-censorship.

Though self-censorship impacts all patrons, its potential impact on youth and young adult services is of particular importance, as how children are treated by librarians will impact how these patrons view libraries for the rest of their lives.

Thus, this literature review will focus on the practice of self-censorship among youth services, young adult, and school librarians. The history of self-censorship in youth services librarianship, which contributes to the self-censorship in contemporary practices, will be reviewed. Studies showing that modern self-censorship is on the rise will be discussed and examined. Such studies often debate if current practices are truly self-censorship, or a necessary reaction to the growing amounts of violence, sex, and swearing in children's and young adult literature; thus, the claim that literature is becoming darker will be examined.

## History of Self-Censorship

Although self-censorship in librarianship as a concept has negative connotations today, it used to be a common, even expected practice in library science. As the number of libraries grew in the early 20th Century, librarians saw their job as being protectors of knowledge and culture, rather than the more general duty of providing access to all pieces of information. This often led to librarians refusing to select a book they saw as low-quality literature, regardless of its popularity. The highly popular dime novels of the late 19th Century, which provided the action and suspense "young readers wanted, all for a dime" were often not purchased by "librarians and teachers [who] attacked the alleged power of dime novels to corrupt morals" (Kravitz, 2002, p. 40).

Later, in the 1930s, the *Nancy Drew* and *The Hardy Boys* detective series became so popular among children that they began to outsell the Bible. Despite this, the *Nancy Drew* books were continually placed on a "Not Recommended list" for librarians, as they were not considered "serious fiction" (Wiegand, 2015, p. 150-151).

According to library science theory, the job of a librarian is to allow access to information and materials, especially to books as popular as dime novels *Nancy Drew*, and *The Hardy Boys* were at their times of publication. The fact that the books were not “serious fiction” should not have had an impact on the librarian’s decision to purchase the books.

More recently, librarians have also refused to buy or keep books based on the book’s portrayal of minority groups. At the 1971 ALA Midwinter meeting, police officers criticized librarians for being “quick to comply with requests to remove ... [Helen Bannerman’s] *Little Black Sambo*” over its depiction of African-Americans, but refusing to “remove William Steig’s *Sylvester and the Magic Pebble*” even though it was offensive to police (ALA, 2010, p. 109). In 2000, a school librarian pushed for Caroline Cooney’s *The Terrorist* (1997, Scholastic) to be removed from the school’s library because she and a student believed “the book offensively stereotyped the Islamic faith” (Kravtiz, 2000, p. 129). Technically, a librarian should not refuse to buy a book because he or she disagrees with its contents. Yet, librarians repeatedly do so.

All of these instances of self-censorships are based on the same belief: the librarian believes that he or she knows what is best for children. The librarians who engaged in self-censorship believed that children could not tell the difference between “serious fiction” and entertainment, between moral and immoral actions, or recognize racism and Islamophobia. According to ALA, it is not the job of any librarian – even a youth services librarian – to decide what a child can or cannot handle. As ALA (2010) explains, “Parents have the right and responsibility to guide the reading... choices of their own children. Library staff cannot assume that parental authority” though they can help children and their families make decisions about reading choices (p. 8).

By engaging in self-censorship, these librarians overstepped their professional responsibilities and “[assumed] that parental authority” reserved only for parents and legal guardians.

Although self-censorship was much more accepted in the past than it is today, it was not accepted by everyone. In his 1953 article “Not Censorship but Selection,” Lester Asheim does not use the actual phrase self-censorship. He does, however, describe the difference between selecting materials, a key part of the library science profession, and censorship. Librarians cannot buy every material created for their collections, due to limited physical space and monetary resources (Asheim, 1953). Librarians have the duty, then, to put their limited resources to the best possible use for the communities they serve through selection. Yet: many librarians have been known to defer to anticipated pressures and to avoid facing issues by suppressing possible issue-making causes. In such cases, the rejection of the book *is* censorship, for the book has been judged ... in terms of the librarian’s devotion to three square meals a day. (Asheim, 1953, p. 67)

As Asheim suggests, when the librarian’s desire to have “three square meals a day” and stay employed causes the user’s intellectual freedom to be violated, censorship has occurred. The fact that the decision to censor was made by a librarian, however, can make the act of censorship more difficult to notice than if an outside group was trying to censor a book.

In 1959, Marjorie Fiske wrote *Book Selection and Censorship: A Study of School in Public Libraries in California*. Fiske’s study found that self-censorship was more or less likely to occur depending on a librarian’s beliefs about the ideological role of the library science profession and his or her “philosophies of librarianship” (Fiske, 1959, p. 16).



Self-censorship was thought, at the time, to be on the rise because “Everything the library stands for... [ran] counter to the prevailing trends” of the 1950s, especially the growing fear and hatred of Communism under the House Un-American Activities Committee (Fiske, 1959, p. 10-11).

Fiske (1959) also found that librarians existed on a continuum with quality as one extreme and demand as the other. Librarians had to try to find the balance between creating high-quality collections or demand-based collections built around what patrons wanted to read. Librarians “with restrictive attitudes toward controversial materials are found on the demand side of the continuum,” as opposed to those who were quality focused (Fiske, 1959, p. 12). The impact of beliefs about what the philosophical role of a librarian, as well as the desire to meet patron demand, still impacts self-censorship today.

### **Contemporary Self-Censorship Research Studies**

Unfortunately for the library and information science profession, the practice of self-censorship is increasing. It is difficult to know exactly how many cases of self-censorship occur in the United States each year. ALA only keeps track of “written challenges to library books and materials,” so self-censorship cases cannot be counted, as there is no paper documentation (Whelan, 2009, p. 27).

Wendy Rickman, a professor at the University of Central Arkansas, studied the practice of self-censorship among school librarians in 2006, which was published in *School Library Research: Research Journal of the American Association of School Librarians* (2010). Though it is impossible to know how similar the practice of self-censorship among school librarians is to that among youth service librarians at public libraries, it can be assumed that there is at least some similarity between the two groups, as they both work with the same kinds of books and the same age patrons. The study found that “[as] a whole, the responding school librarians ... were not inclined to self-censoring of materials” (Rickman, 2010, p. 15).

Yet, Rickman (2010) also found that self-censorship did exist, especially among certain groups. Librarians between “the [ages] 60-69” were more likely to self-censor than younger librarians, librarians without a “formal collegiate education degree” more so than librarians with formal training, librarians who work at high schools rather than elementary or middle schools, and librarians with “15 or fewer years” of work experience as opposed to those with more experience (p. 15).

The *School Library Journal* (SLJ) and the National Coalition Against Censorship (NCAC) were also able to measure the practice among school librarians in two studies, the first in 2008 and an updated study in 2016. The key finding of the 2016 updated SLJ/NCAC study was that the amount of self-censorship is rising rapidly among school librarians, even between 2008 and 2016. According to the study, over ninety percent of elementary and middle school librarians, as well as seventy-three percent of high school librarians engage in self-censorship by refusing to buy a book due to its content (SLJ Research, 2016a). Additionally, other kinds of self-censorship are also growing, such as the use of labels.

Content labels are used to warn patrons about a book’s contents, such as that a book contains sex or violence. The ALA (2010) declared labeling to be censorship and “opposes labeling as a means of predisposing people’s attitudes toward library materials” in *Labeling and Rating Systems: An Interpretation of the Library Bills of Right* (p. 155). Yet, labeling is on the rise in school libraries. In 2008, ten percent of elementary school librarians, eighteen percent of middle school librarians, and six percent of high school librarians practiced labeling. By 2016, those numbers rose to twenty-seven percent, thirty-three percent, and eleven percent, respectively. Thus, the practice of labeling is growing, despite ALA warnings that it “[predisposes] people’s attitudes” about books (SLJ Research, 2016a, p. 8).

These two studies are intriguing, as they are in direct contrast with one another. Rickman's study and the *SLJ/NCAC* study came to essentially opposite conclusions. There are a few possible reasons for this. First, the two studies surveyed slightly different groups of people. Rickman (2010) only surveyed school librarians in Arkansas, Delaware, and North Carolina. *SLJ Research* (2016a) instead surveyed school librarians from across the United States. The discrepancy could exist because censorship could occur less often in these states than in other states.

The *SLJ/NCAC* study did find that the likelihood of facing an external challenge varies slightly by region; about forty-nine percent of school librarians on the west coast face challenges, but only thirty-eight percent of New England school librarians do (*SLJ Research*, 2016a). More importantly, the studies occurred ten years apart. The vastly different conclusions could also reflect changes in publishing over the past decade. *SLJ Research* (2016a) found that approximately twenty-nine percent of school librarians "find [themselves] weighing the effect of the controversial subject matter more often now than [they] did one or two years ago" (p. 5). If the number of librarians placing increased importance on the impact of controversial subject matter could increase by almost one third in only two years, it is possible for the number of librarians to increase from less than half to over ninety percent in a decade.

### **Changes in Publishing**

The previously mentioned *SLJ/NCAC* study also published comments from study participants about the reasons they chose to self-censor. Though the comments featured a variety of motivations, one reason for self-censorship was clearly the most common: changes in publishing. One librarian explained, "I think teen books are much more graphic than they were a few years ago. Before it was considered horrible if it had the 'F-word' once, and now some books have it multiple times on every page" (*SLJ Research*, 2016a, p. 5). Another commented, "Adult level controversial subject matter is making its way into literature for younger readers" (*SLJ Research*, 2016b).

Librarians who work with children's and young adult literature are noticing a change in the content. Though there are disagreements about the impact of this change (some librarians think the change is positive and will start important conversations, others think the change will force children to confront information that they do not have enough life experience to truly understand), librarians are united in agreement over the rise of mature content.

There is evidence in the books themselves that contemporary "teen books are much more graphic than" previous teen and young adult books. This can be seen by comparing the number of instances of possible reasons for self-censorship in three teen books spanning the early 1980s to the present. In 1983, Francine Pascal wrote *Double Love* (Cloverdale), the first book in the *Sweet Valley High* series that Dan Weiss, a publisher at St. Martin's Press, uses as an example of the beginning of teen commercial fiction (Brown, 2011). The novel follows twins, Jessica and Elizabeth Wakefield, as they fight over Todd Wilkens, a popular football player on whom both twins have a crush.

In 1999, Stephen Chobsky's *The Perks of Being a Wallflower* (MTV Books) became a cult classic. The novel is a series of letters from unpopular Charlie, as he works through his first year of high school and becomes friends with Sam and Patrick. *The Perks of Being a Wallflower* was the #1 Young Adult Best Seller on the *New York Times Best Sellers* list for December 16, 2012, the first week the *New York Times* tracked the sales of Young Adult novels separately (*New York Times*, 2012). Published in 2017, Angie Thomas' *The Hate U Give* (HarperCollins) tells the fictional story of Starr, an African-American teenager who is in the car when her friend – an unarmed African-American male teenager – is shot and killed by a police officer during a traffic stop. The book has received critical acclaim and was the #1 Young Adult Best Seller on the *New York Times Best Sellers* list the week of April 9, 2017.

Though not at all a complete picture of the path of young adult publishing, it does give a general picture of how the industry has changed over time. Each book was written about twenty years apart, and each was commercially popular. Each book was read and evaluated for the number of instances that might cause a librarian to self-censor. These reasons were then grouped into categories. For example, every time sexual assault was discussed in *The Perks of Being a Wallflower*, it was noted and counted. Sex and sexual activity were divided into two categories. “Non-descriptive” refers to times when sex and sexual activity was referenced or discussed, but the author does not give explicit details about what is happening. “Descriptive” refers to instances when the author has provided enough explicit details that the reader can visualize what is happening.

Swearing was also divided into two categories. “Mild words” are more common swear words that could be said on broadcast television, such as *hell* or *damn*. “Intense words” are less socially acceptable swear words that could not be said on television, such as *fuck* or racial epithets. For both sexual activity and swearing, two categories were created because a librarian could find the milder version acceptable but still want to self-censor in more intense cases. Additionally, if an incident fell into multiple categories, it was counted in both categories. For example, a descriptive sexual assault would be counted as both “sexual assault” and “sex and sexual activity (descriptive)” (Figure 1). The same standards were held to each book.

Figure 1, while again not an overall picture of young adult publishing, does suggest that there are more instances of potential reasons for self-censorship in more recent books than in less recent books. *Double Love* had the most instances of a potential reason in only one category, illegal drag racing. *The Perks of Being a Wallflower* had the most instances in ten categories, while *The Hate U Give* had the most instances in sixteen categories. While this does show that teen books are becoming edgier, it

also shows in many cases the number of instances depends on the book’s topic. *The Perks of Being a Wallflower*, for example, featured more instances of homosexuality and homophobia than *The Hate U Give* in large part because *Perks* is about coming to terms with one’s sexuality, something with which *The Hate U Give* is not concerned.

This trend of the rise in mature content is causing another argument within the debate over how to combat self-censorship. Some youth services librarians question whether refusing to buy a title because of the maturity level of the content qualifies as self-censorship. Refusing to buy a book due to content seems to be the most basic definition of self-censorship. As Asheim wrote in 1953, if a librarian “[defers] to anticipated pressures... the rejection of the book is censorship” (p. 67). If a librarian follows this historic and clearly thought logic, not purchasing a book because it is thought to be “too mature” for children is censorship.

Yet, the librarians who decide to not purchase some books argue that they are not doing so out of fear. These librarians point out that part of their job is to make wise selection materials, which includes evaluating if a book is age-appropriate. As one librarian argued in response to the *SLJ/NCAC* study:

Not selecting a book because it is not age-appropriate is not censorship, with all its ugly connotations. It’s why they pay me: to make informed decisions. Censoring is not buying [Cris Beam’s] *I am J* for a high school (i.e. age-appropriate) library because you don’t like the content. (Trav45, 2016)

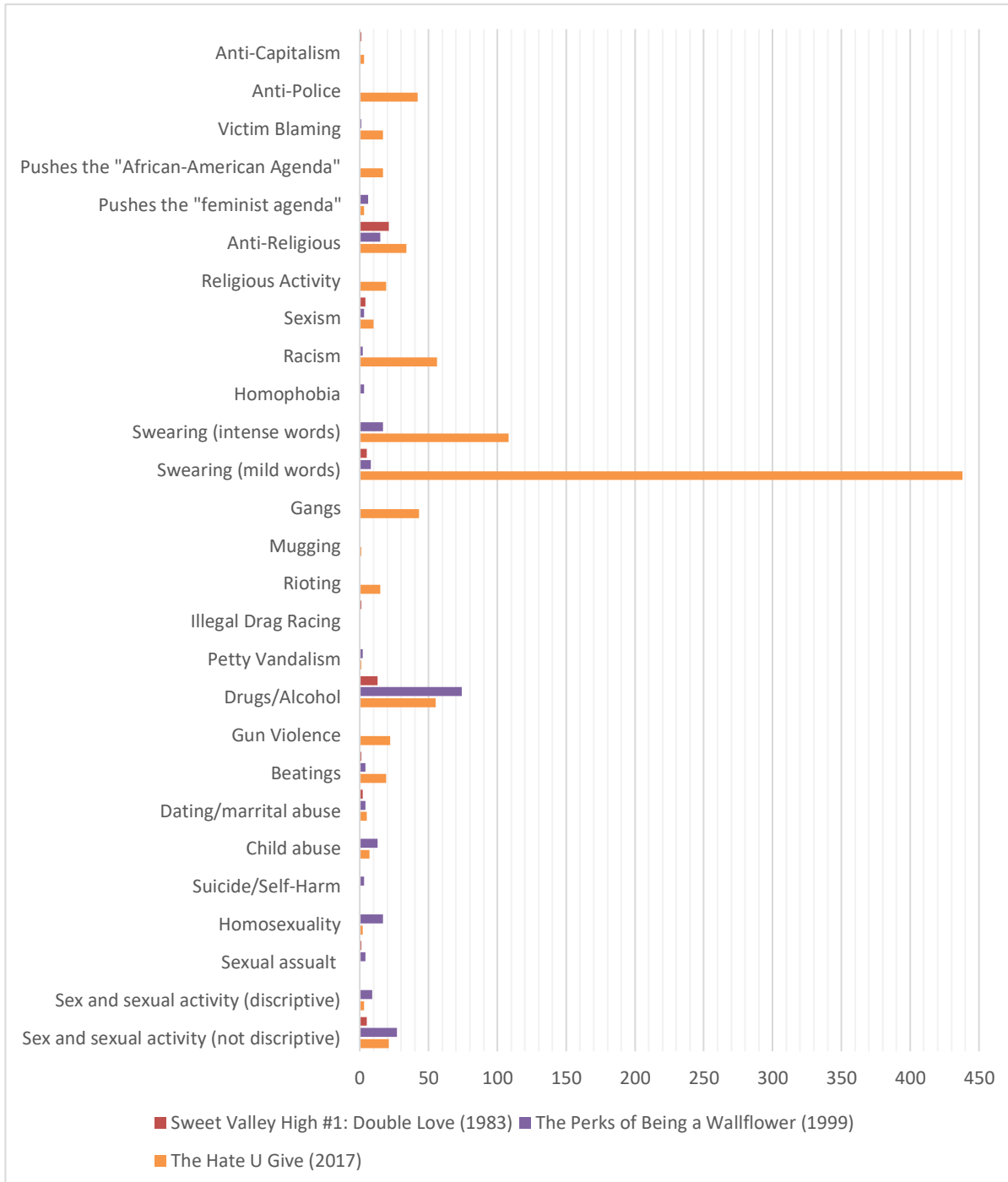
By this librarian’s logic, knowing what different ages want to read about and are capable of understanding is not censorship, but part of the job. So, while a high school or young adult librarian refusing to buy *I am J* would be considered censorship, an elementary, middle school, or youth services librarian would be making a good selection decision.



There is some evidence within the fields of both library and information science and publishing that supports this argument. Children’s publishing companies, such as Capstone Press and Scholastic, have their books’ recommended grade levels clearly displayed on their websites. Public libraries typically keep picture books, easy readers, children’s chapter books, young adult books, and adult books in separate sections.

Deciding if a book is best for a children’s section or the young adult section is part of a youth services librarian’s job. The *SLJ*, one of the most important and trusted review journals for school, youth service, and young adult librarians, includes grade level recommendations in its reviews. Reviews from multiple journals, however, are not always in agreement about the best age for a book.

**Figure 1. Reasons for Self-Censorship**



One book, “Ellen Wittlinger’s *Sandpiper*” (Simon and Schuster, 2012), for instance, was recommended for grades eight to twelve by *Booklist*, ages twelve and up by *Publishers Weekly*, and grades nine and up by *SLJ* (Whelan, 2009). In this case, a middle school librarian who does not purchase the book would not be practicing self-censorship if he or she was following the *SLJ* review but would be practicing self-censorship according to *Publishers Weekly*.

The ALA, however, notes that these decisions, while a necessary part of the job, can become instances of self-censorship if done for the wrong reasons. The association:

believes strongly that young people are entitled to freely access ideas and information, subject only to limitations imposed by their parents or legal guardians ... Limiting access ... does not protect the young from the complex and challenging world that confronts them, but it can deprive them of information that is important to them or even vital for their learning and development as maturing persons. (ALA, 2010)

The ALA’s perspective depends on the view of librarianship as a job based on providing access so that patrons, no matter their age, can learn about the subjects that interest them. The librarians who believe that and decide to not purchase a book due to age-appropriateness, however, view their job more similarly to the librarians of the early 20th Century who did not buy dime novels and *Nancy Drew* because they were thought to be not appropriate. In part, then, the debate over if such actions constitute self-censorship depends upon the perspective of the librarian, as Fiske (1959) noted in her research.

### **The Blurring of Young Adult and Adult Books**

This debate over the age-appropriateness of books is complicated by the publishing industry. The publishing industry agrees with ALA’s belief that children being able to access information is “vital for their learning and development as maturing persons.”

The industry has publicly acknowledged that their books are becoming more mature. As authors and publishing companies have publicly explained, adult and young adult novels have become more interconnected as genres. Kate Axelrod’s *The Law of Loving Others* (2015), for example, was intended by the author for an adult audience because of its “subject matter and the fact that the book was peppered with both casual drug use and casual sex,” but Penguin wanted to market the book as YA (Axelrod, 2016). Then, when the book was published, the largest criticism was that the book was too adult. The backlash against the book’s content was so strong that the paperback edition had a redesigned cover “hoping to attract a more adult audience this time around” (Axelrod, 2016).

Though it is impossible to know exactly how effective the marketing change was, Barnes and Noble (2017), one of the largest booksellers in the United States, still labels *The Law of Loving Others* for readers ages fourteen to seventeen. Situations such as the one surrounding the best age group for *The Law of Loving Others* pose a difficulty for librarians concerned with self-censorship. Axelrod did not intend for teens to read the book. The publishing house originally wanted teens to read the book, but then reconsidered the idea. Reviewers typically thought the book was better for adults, but bookstores continued to market the book within their stores as YA. So, is the book for teens or adults? More importantly, if a young adult or high school librarian does not buy the book believing it is an adult book, is that librarian engaging in self-censorship, or correctly categorizing the book and realizing that most teens would be uninterested in the text?

Axelrod is not alone in facing confusion over whether a book is meant for teens or adults. Barry Lyga faced a similar problem with his 2009 novel *Boy Toy* (Houghton Mifflin Harcourt) about a sexual relationship between a twelve-year-old boy and his teacher.

Lyga “expected” book bannings and angry letters, “but none of those things ever happened,” as “adults weren’t letting [kids] get the book (Whelan, 2009, p. 27). Partly, this was due to reader’s and store’s interpretation of the book. Though *Boy Toy* received excellent reviews, “some bookstores were placing the novel in the adult section” (Whelan, 2009, p. 27). Again, is placing the book in the adult section self-censorship on the part of the bookstores? Or, did the shop owners make a reasonable monetary decision, believing that adults would be more likely than teens to purchase a book about sexual abuse?

Both bookstores and publishing companies, after all, do ultimately make decisions about what age will most enjoy a book based on how the company thinks it can best sell the book. Libraries, though they do not make money, also organize books based on where the librarian believes it will get the most circulation and select books based on the best use of funds. In theory, if a book will be of most interest to teens, it should be marketed by the publishing company as a YA title, and then sold in bookstores and housed in libraries in the YA section. Yet, as Axelrod’s *The Law of Loving Others* and Lyga’s *Boy Toy* show, this does not always happen. The problem becomes even more complex, however, when the data of how and to whom young adult books are sold are taken into account.

Young adult books, after all, are a key part of book sales. As literary agent Meredith Barnes believes, young adult books “[are] publishing’s closest thing to a safe bet in years,” creating over three billion dollars in sales in 2009 alone (Brown, 2011). Clearly, the genre of teen books is popular. However, while the books are popular amongst teens, teens are not the main consumers of YA books. “*Understanding the Children’s Book Consumer in the Digital Age...* an ongoing biannual study from Bowker Market Research” funded by the largest publishing houses found in 2012 that most YA books are actually purchased by adults (“New Study”, 2012).

About fifty-five percent of those who buy young adult books are ages eighteen and over; twenty-eight percent of buyers are between the ages of thirty and forty-four. Additionally, these readers are buying the books for their own enjoyment about seventy-eight percent of the time, as opposed to buying the book to give to a child. In other words, young adult novels actually reach adults more than they reach teens, their target audience. Those who work in the book creation and distribution businesses are aware of the attraction between adults and young adult books. Lyga, for example, once joked that “his fan base was made up of “15-year-old-boys and women in their 30s and 40s”” (Benedetti, 2011, p. 42). The fact that adults are interested in and buying young adult books has not gone unnoticed.

Less clear, however, is how this has impacted the books themselves. According to publishers, there has been no impact. When selecting manuscripts, they claim to “always [think] of [their] core readers of true teenagers and whether a book will be interesting to them” (Brown, 2011). If this is true, there is no need for confusion – young adult books are for young adults, and adults happen to like them. For the authors who write the books, however, the line between “core readers of true teenagers” and adults is much less clear. For one thing, authors themselves are more likely to be writing for multiple ages. Authors such as Holly Black, Kathy Reichs, and Adriana Trigiani have published books marketed at adults as well as books marketed at teens, while James Patterson has written for adults, teens, and middle-graders, as well as a picture book (Benedetti, 2011).

Authors do not usually see a difference in writing for teens or adults. As David Leviathan, a young adult author popular among both teens and adults explains, “I don’t really delineate between a teen reader and an adult reader--they both want the same things” (Benedetti, 2011, p. 42). From an artistic standpoint, this makes sense – the job of an author is to write a book, hopefully, one that people will want to read, so there is no need to adjust how a book is written.



From both a practical library and information science perspective, however, there is the issue that “15-year-old boys and women in their 30s and 40s” are two different groups of people most likely to be in two different sections of the library. If a book like *Boy Toy* is marketed for young adults but is mostly read by adults, where should the book be shelved? By putting it in the adult section, is a librarian committing self-censorship, or simply giving the book to the group of people statistically most likely to read it?

The problem becomes even more complicated when considering the motivations adults have for reading young adult books - popularity. Some have suggested that “adults buy YA because they perceive everyone else as buying YA” (Brown, 2011). According to this logic, what attracts adult readers to a young adult book is not always the book itself but that “they perceive everyone else” as reading the entire genre of young adult books. Thus, putting a book like *Boy Toy* in the adult section of the library might actually make it less likely that adults would read the book, and would, therefore, be considered self-censorship because it would limit access to the book. The dilemma to figure out how to make a book as popular as possible is an old dilemma, dating back to the 1950s. As one librarian explained in Fiske’s (1959) study, the librarian’s “job is to get the borrower of a book together with what he wants ... there’s no alternative, really, because no one will take what he doesn’t want, and then circulation would go down” (p. 13).

### **Growing Fear and Parental Outrage**

One solution that librarians use to solve these difficult problems is thinking about the motivation of the librarian when making selection decisions. Using motivation to determine if an instance was self-censorship or a good selection decision is an old and trusted idea in library and information science – this is why “the rejection of the book is censorship, for the book has been judged” on the librarian’s fear rather than on the book itself (Asheim, 1953, p. 67).

To an extent, this solution can be applied to possible self-censorship cases in public and school libraries. If a librarian decides not to purchase a book out of fear that someone will complain, that decision clearly qualifies as self-censorship. As Wisconsin librarian Megan Schliesman (2007) recalls, “I [remember] what I’d learned in a workshop... ‘How Far is Too Far: Pushing the Boundaries in Young Adult Literature.’ That day opened my eyes... to the very real fears and concerns that librarians... have about facing challenges” (“Self-Censorship: Let’s Talk”).

As both Asheim and Schliesman note, librarians depend on making good selection decisions in order to keep their jobs. If a librarian consistently chooses books that the community does not like or agree with, it is likely that the librarian would lose his or her job. This fear is not new, and has grown so large that the Freedom to Read Foundation (FTRF) started the LeRoy C. Merritt Humanitarian Fund in 1970 to give “short-term, immediate assistance” to those whose “positions are jeopardized or lost as a result of defending intellectual freedom” (ALA, 2010, p. 27). Theoretically, this fund, along with work done by the ALA’s Office of Intellectual Freedom (OIF), should give librarians the confidence to buy books that are of high quality, even if there are concerns that the content may not be age-appropriate.

The Merritt Humanitarian Fund and the ALA’s work, however, does not seem to be having a great impact lessening fears, at least among youth services, young adult, and school librarians. If it was, the *SLJ/NCAC* study would not have found that over ninety percent of elementary and middle school librarians and seventy-three percent of high school librarians are engaging in self-censorship (SLJ Research, 2016a). This could partly be caused by librarians not knowing the Merritt Humanitarian Fund exists or how to contact the ALA for help in the event of an intellectual freedom-related job problem.

Rickman (2007), after all, did find that librarians without training were more likely to engage in self-censorship, and it would be difficult for a librarian to know about the FTRF or the ALA's OIF without some degree of training (p. 15). However, since most schools require a librarian to have some degree of training and most public libraries require candidates to either hold or be working towards a Master in Library and Information Science degree, it is likely that librarians without any training are a small portion of the total librarian population.

A larger portion of the problem, most likely, is the growing opinion among librarians and authors who work with children and teens that people are more likely to complain about content today than they did in the past. Granted, there have always been complaints about books' contents. The National Association of Women (NOW) once "led Texas to remove five dictionaries from its list of approved textbooks" due to the dictionaries being viewed as sexist by the organization (Kravtiz, 2002, p. 14). As far back as 1915, the Protestant "Watch and Ward Society in Boston... read and [evaluated] current fiction... Booksellers caught selling 'dirty' and 'sinful' books were prosecuted under the Massachusetts obscenity statute" (Kravitz, 2002, p. 9).

Additionally, the amount of actual book challenges has gone down between 2008 and 2016. In the *SLJ/NCAC* 2008 study, approximately forty-nine percent of librarians faced an actual book challenge (Whelan, 2009). By 2016, that number had decreased to around forty-two percent (SLJ Research, 2016). Since books have always been challenged, and the number of actual challenges is decreasing, it is somewhat unclear what makes librarians feel like they face a greater likelihood of being challenged now than they would have twenty years ago.

Yet, this is how librarians and authors feel. As one librarian explained in the *SLJ/NCAC* study, "Everyone is offended by everything these days...so I weigh how I will defend the book before it is even challenged" (SLJ Research, 2016a, p. 5).

Another believes that "there seems to be more people censoring" books, while a third noticed "heightened tensions (sometimes by parents) around these topics" presented in children's and young adult books (SLJ Research, 2016b). Judy Blume, a highly popular and often censored young adult author, also believes that people will now challenge more kinds of content than they did previously. She tells other writers, "'You think you're safe? Think again, because when you're writing, anything can be seen as dangerous'" (Whelan, 2009, p. 25). It seems to be this fear of "[being] seen as dangerous" that drives both librarians to self-censor their collections and authors to self-censor their works. As one librarian noted in response to the 2016 *SLJ/NCAC* study, "No librarian wants to be branded publicly as a corrupter of youth. That is what we're up against" (Jacobson, 2016, p. 22-23). Although unintuitive, the fear of being challenged is causing the number of challenges to decrease, especially as books for children and teens continue to contain more mature content. As librarians read the books, they discover the adult content within the books and fear that the book will be challenged. To avoid dealing with the challenge, many librarians choose to self-censor and not include the book in their collections or put them in the adult section. This causes the number of books in the collection that are likely to be challenged to decrease, thus leading to a decrease in challenges.

## **Conclusion**

As the *School Library Journal* / National Coalition Against Censorship shows, self-censorship among youth and school librarians is on the rise. Though self-censorship has always been an issue in the library science profession, the practice seems to be growing now because books for youth and young adults are becoming more mature. Though this is not an excuse for self-censorship, it does raise the question as to what qualifies as self-censorship. Young adult books are mainly purchased by adults, and though it is clear the books are becoming more mature, it is unclear if this purchase rate means young adult books are really "for" adults, despite the book's advertising.

Yet, it is the growing fear of these books' content and a lack of training that causes librarians to self-censor collections, even with the best of intentions. Despite the uncertainty over how much mature content should be in a youth book, or if there are some conditions under which not buying a book because it is inappropriate for the age group is not self-censorship, one thing is certain: if librarians and information science professionals do not talk more openly about self-censorship, these issues will not be resolved.

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# An Analysis of LIS Job Postings in the United States

By Rebecca Bickford

Master's Research Project  
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Readers: Dr. Teresa Welsh  
Dr. Mathew Griffis

## Introduction

There have been many studies looking at library and information science (LIS) job advertisements. Countless job-seekers in the LIS field scan postings to identify which skill sets are the most sought-after in the workplace today. Many of the skills necessary to secure employment years ago are assumed today. Technology has changed the way we look at the work of libraries and librarians and the traditional curricula of the library and information science profession must be flexible and able to change as quickly as technology changes. Because of the technological transformation in the dissemination of information, the field of library and information science has evolved accordingly. Today's library graduates must be technology savvy in order to compete in the job market. According to the ALA website:

Graduating from an ALA-accredited program gives flexibility in the types of libraries and jobs you can apply for and enhances career mobility. Many employers require an ALA-accredited master's degree for professional level positions, and some states require an ALA-accredited degree to work as a professional librarian in public or school libraries. Accreditation of these programs is achieved through a review process that assures the program meets the Standards for Accreditation of Masters programs in Library and Information Studies. (2015, para. 2)

The purpose of the ALA-accredited library and information science program is to prepare students for jobs in library and information professions. This is achieved by curricula based on perceived needs of employers. The accreditation standards require that the curriculum is reviewed continuously and that evaluation of the curriculum involve those served by the program, including employers (Du, Stein, & Martin, 2007). LIS programs continually seek these data from advisory boards, focus groups, and surveys.

## Statement of Purpose

Through the use of content analysis, this research examined LIS job advertisements per region of the United States to determine which areas or specializations are sought in those specific regions. A comparison was made of the number of job advertisements to the number of ALA-approved LIS programs in the same region.

## Research Questions

- R1. What region of the United States has the most ALA-accredited LIS programs?
- R2. What region of the United States posts the most LIS job advertisements?
- R3. How many postings are there for each type of library?
- R4. Is an MLIS degree required for the job?
- R5. Is the advertised job an entry-level position?

## Definitions

*ALA*: American Library Association- The leading professional association of libraries and librarians in the United States (Reitz, 2016a).

*ALA Core Competencies*: Inventory of the basic knowledge to be possessed by all persons graduating from ALA-accredited programs in LIS, approved and adopted as policy in January 2010 by the Council of the ALA (ALA Core Competencies, 2016, para. 1)

*Entry Level*: Employment at the lowest grade in a system of classified positions, suitable for candidates who are beginning their careers and lack experience (Reitz, 2016b).

*LIS*: An abbreviation of library and information science and library and information studies (Reitz, 2016c).

*M.L.I.S.*: Masters of Library and Information Science (Reitz, 2016d).

*M.L.S.*: Masters of Library Science (Reitz, 2016e).

### ***Limitations of the Study***

Data collection was limited to job postings on *ALA JobList* during the frame of this study. Patterns observed in this study are valid only to the regions of the United States included in the study and limited to the six-week data collection period. Although the study provides a snapshot of what patterns exist at the time of the study, any patterns observed cannot be generalized to a larger geographic area or time frame.

### ***Assumptions***

It is assumed that job descriptions contained in advertisements and postings in this study reflect the skills, knowledge, and competencies required for the posted job completely and accurately. It is further assumed that the research design resulted in a reasonably representative sample of job postings in the selected regions of the country. It is also assumed that the list of ALA-accredited LIS programs is up to date and complete.

### ***Importance of the Study***

This research may help increase the awareness of the location and numbers of advertised library and information jobs as well as the proximity of these jobs to the ALA-accredited LIS programs. Findings may be of use to LIS educators, library education program administrators, and LIS graduates.

### ***Literature Review***

Graduates of an ALA-approved master's program in library and information science should acquire during their instruction a basic working knowledge of the Core Competencies of Librarianship (ALA, 2016). Included in these competencies are the foundations of the profession, an awareness of information resources, and familiarity with how knowledge and information are organized. Rebmann, Molitor, and Rainey (2012) state "the traditional role of the librarian has transitioned to provide greater access across multiple, complex contexts" (p. 102). The librarian must have a grasp of technology and possess basic skills related to how technology affects the dissemination of information. They must be able to relate to user's using the reference interview to provide needed guidance to seek sought information.

Librarians must have an understanding of the process of research, its value, and how it adds to the body of information. Librarians should be lifelong learners and should be reflected in the library atmosphere. And lastly, the librarian should have a basic understanding of the administration and management of the library.

White and Marsh (2006) stated that content analysis is a highly flexible research method that has been widely used in LIS studies with varying research goals and objectives. The research method is applied in qualitative, quantitative, and sometimes mixed modes of research frameworks and employs a wide range of analytical techniques to generate findings and put them into context. Using job advertisements as study data is a "time-honored methodology" according to Starr (2004, para. 6). Lewis (2002) states: "When a position in a library becomes available it is customary to advertise the position - very often in publications and sources that would ensure maximum exposure to potential applicants" (p. 719).

Most studies of job ads in the past tend to focus on specific job titles or positions. Lynch and Smith (2001) examined academic library job advertisements for the month of March in the years 1973, 1983, 1988, 1993, 1998 comparing qualification requirements for the open positions during this 25-year period. Their findings indicated that computer skills, instructional technology skills, and interpersonal communication skills were common among all the job ads.

Gerolimos, Malliari, and Iakovidis (2015) investigated skills and qualifications of American librarians and found that an ALA-accredited degree was required 89.5 percent of the time in the job ads and the most offered position was "general and subject librarian" (p. 30). Grimes and Grimes (2008) found job openings requiring an MLS peaked in the early 1990's and there was a significant drop in the requirement beginning in the year 2000.

Other studies focused on how technology has impacted librarian qualifications.



Beile and Adams (2000) report that 83 percent of the position announcements in their study requested computer skills. In another study, Zhou (1996) found that in 1974, only 10.3 percent of job ads requested computer skills and by 1994 this request had grown to 88.9 percent. Applegate (2010) states, "Most librarian job ad studies are not qualitative but take a broadly quantitative approach, in which percentages of certain characteristics (such as job duties, required qualifications, and adjectives defining a position) are reported. Usually, the goal is to demonstrate the prevalence of a certain characteristic in a population" (p. 164).

### Methodology

This study used a quantitative approach as it involves looking for patterns of frequency when answering the research questions. Using the ALA website, a search was conducted to determine all of the ALA-accredited LIS programs in the United States. These programs were mapped on a United States map and a count of the programs was done for each region of the United States.

A search of the *ALA JobList* was conducted each week for six weeks. The first search yielded the most job advertisements and each week thereafter only new job advertisements were recorded. Each job advertisement was mapped on a United States map in the same manner as the ALA-accredited LIS programs.

Once the advertisements were mapped then a content analysis of the job advertisement was conducted answering the questions: where the job is located, in what type of library, is an MLS or MLIS required for the job, and if the position is entry-level. Data were entered into an Excel spreadsheet and then analyzed using a descriptive statistical approach.

### Results

#### R1. What region of the United States has the most ALA-approved LIS programs?

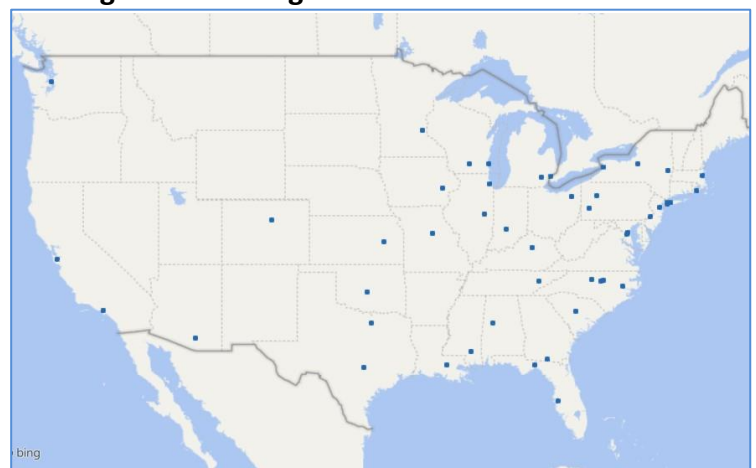
Figure 1 shows the location of all 50 ALA-approved LIS programs in the United States. Using the census regions, the United States is divided into four regions including Northeast, West, Midwest, and South.

The Northeast region includes the states of Connecticut, Maine, Massachusetts, New Hampshire, New Jersey, New York, Pennsylvania, Rhode Island, and Vermont. These states contain 13 colleges or universities with ALA-approved LIS programs, which is about 26 percent of the total number of LIS program institutions in the United States. The South region includes the states of Alabama, Arkansas, Florida, Georgia, Kentucky, Louisiana, Maryland, Mississippi, North Carolina, Oklahoma, South Carolina, Tennessee, Texas, Virginia and the District of Columbia. These states contain 19 colleges and universities with ALA-approved LIS programs, accounting for 38 percent of the total programs in the United States.

The Midwest region consists of the following states: Illinois, Indiana, Iowa, Kansas, Michigan, Minnesota, Missouri, Nebraska, North Dakota, Ohio, and Wisconsin. These states are home to 12 colleges or universities with ALA-approved LIS programs, making up 24 percent of the total LIS program institutions in the United States. The West region includes the following states: Arizona, California, Colorado, Idaho, Montana, Nevada, New Mexico, Oregon, Utah, Washington, and Wyoming. These states contain 6 colleges and universities with ALA-approved LIS programs, accounting for 12 percent of the total programs in the United States.

From this information, it can be stated that the southern region of the United States is home to the most ALA-approved LIS programs.

**Figure 1. LIS Programs in the United States**



**R2. What region of the United States posts the most LIS job advertisements?**

Figure 2 shows the location of the 417 of the 418 job postings found on the ALA JobList website for the approximate six weeks of data collection. One job had an unspecified location, as the employee would be working from their home. Looking at the map does not really tell which region of the United States has the most job postings, so again using the U. S. census regions, a count was made of job openings in each region. Table 1 shows the number of jobs in each region of the United States including the percentage of the whole number of jobs examined in this study. Again, from the data gathered in the examination of the job postings, the majority of job openings are in the southern region of the United States.



**Figure 2. Library Job Postings in the United States**

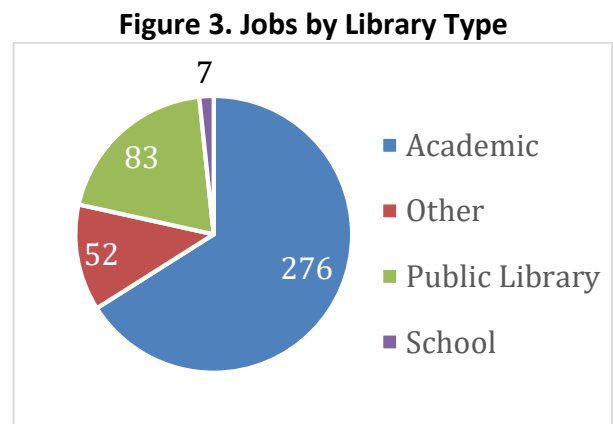
**Table 1. Job Postings by Region**

Region	States included in Region	# of Job Postings	% of Jobs
<b>South</b>	AL, AR, DC, FL, GA, KY, LA, MD, MS, NC, OK, SC, TN, TX, VA	115	28 %
<b>Midwest</b>	IL, IN, IA, KS, MI, NE, ND, OH, WI	111	26 %
<b>Northeast</b>	CT, ME, MA, NH, NJ, NY, PA, RI, VT	96	23 %
<b>West</b>	AZ, CA, CO, ID, MT, NV, NM, OR, UT, WA, WY	95	23 %

**R3. How many postings are there for each type of library?**

Figure 3 shows the results of job listings by library type. The majority of job postings were for jobs in an academic library: 276 jobs accounted for 66 percent of the overall job postings. Eighty-three public library positions accounted for 20 percent of the job postings. Following closely was the 52 other library positions that account for 12 percent of the job postings. Included in these postings were jobs in associations, special libraries, and corporations.

The least number at two percent was the posting for jobs in school libraries. The total number of postings for school libraries was 7 job listings. By examining these results, it can be determined that most LIS job listings in this study are for positions in academia.

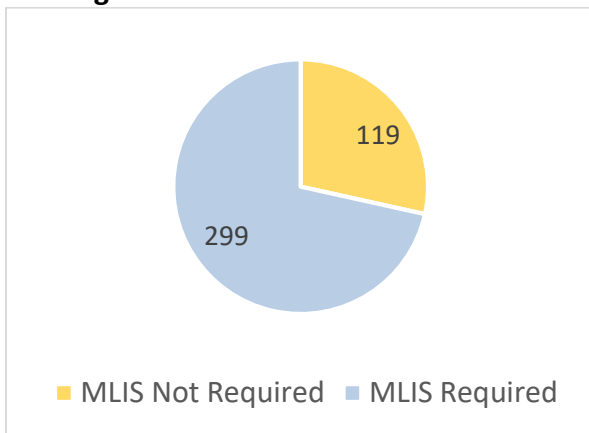


**Figure 3. Jobs by Library Type**

**R4. Is an MLIS degree required for the job?**

Figure 4 shows results of whether the job listing required a Master of Library and Information Science (MLIS) degree or not. Of the 418 total listings, 299 listings explicitly stated that the position required an MLIS degree and 119 either did not explicitly list the degree or did not require the degree. These data represent 72 percent and 28 percent of the total, respectively. Examining the job postings revealed that more traditional library roles required an MLIS degree, and the less traditional, more technological jobs did not necessarily require an MLIS degree.

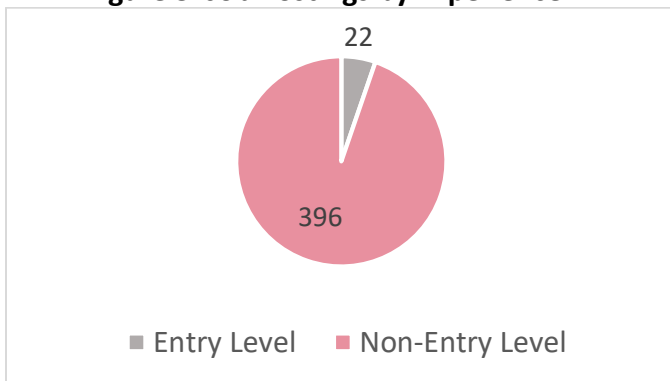
**Figure 4. MLIS or non-MLIS?**



**R5. Is the advertised job an entry-level position?**

New graduates looking to break into the field of library and information science are interested in the number of entry-level positions available at the time of graduation. Maatta (2007) states “Over the last several years there has been an entry-level gap as there are more LIS graduates than entry-level positions” (p. 30). Figure 5 shows the distribution of entry-level and non-entry-level jobs in the data set. The data showed that most job listings require some previous experience. Nonentry-level positions at 95 percent greatly outnumbered the entry-level positions at 5 percent, with 396 non-entry-level positions and 22 entry-level positions posted on the *ALA JobList*.

**Figure 5. Job Postings by Experience**



**Discussion and Conclusion**

The primary purpose of this study was to examine the employment prospects and basic job requirements for a soon-to-graduate MLIS student.

Where were the most LIS jobs located? During the time of this study, the southern region boasts the most ALA-accredited LIS programs, as well as the most job listings in the LIS field.

What types of libraries are currently searching for personnel? According to the postings in this study, academic libraries posted the most positions. This information could be helpful to college and university administrators when considering perspective new programs to add to the institution's offerings.

Is the MLIS degree still relevant? A previous study revealed, “the MLIS degree’s relative importance has declined over time, particularly in those areas of librarianship strongly impacted by structural change” (Grimes & Grimes, 2008, p. 338), but the findings of this study do not support that statement. The results of this study do support findings that library jobs are evolving from the more traditional roles to the more technological roles. This information could be of importance to LIS program administrators when considering adding new curriculum offerings and how the MLIS degree may need to change to meet the needs of the libraries of the future.

Further research could continue to examine the relationship of the location of LIS programs to the areas of the country with greater library personnel needs. Are there specific types of libraries in specific areas of the United States in need of personnel? Why or why not? Should LIS programs in specific areas of the United States teach to specific types of libraries?

Another area of future research could be an examination of why there seem to be so few entry-level positions in the library and information field. What makes a position entry-level as opposed to non-entry-level? What changes are needed to keep the MLIS degree relevant to most positions in the LIS field? When looking toward the future of the library and information field, further LIS research is needed to determine what knowledge and experience are needed for a successful career in librarianship and what skills are in demand in the job market.

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# Librarian Stereotypes in Children's Literature: 2001-2015

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Master's Research Project

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## Introduction

Children's literature is often used to educate children by teaching values and behaviors that are considered important in their society (Boutte, Hopkins, & Waklatsi, 2008). Children use books to discover the world outside of their everyday environment (Luyt, Lee, & Yong, 2011). Children's exposure to literature can impact how they view the world (Dedeoğlu, Ulusoy, & Lamme, 2011).

The different values and beliefs that authors and editors expose children to through literature can reveal what the culture was like at the time of publication (Yontz, 2002). In many cases, children form long-term opinions based on what they read (Boutte et al., 2008). Like other impressions that are formed in childhood, the way a child views the library is also often carried on into adulthood (Maynard & McKenna, 2005). As Maynard and McKenna (2005) state, "Given the fact that children who use the library regularly are more likely to continue using the library as adults, they are potentially both current and future users of the public library..." (p. 120). How children's literature portrays librarians to children may influence their view and their use of libraries.

Many outdated stereotypes are used to describe libraries and members of the library profession, and these stereotypes influence the public's opinion of libraries and librarians (Maynard & McKenna, 2005). These stereotypes create specific images on how librarians are believed to look and act (Peresie & Alexander, 2005). Lack of diversity in portrayals in juvenile or young adult literature may cause a student to choose a different career path because students do not identify with the public image of a librarian (p. 29).

## Purpose Statement

This study examined selected forms of children's literature from the past fifteen years to explore how librarians and library workers are portrayed to young readers.

## Research Questions

- R1. In what ways (gender, ethnicity, appearance or age, and personality or behavior) are librarians or library workers portrayed to young readers?
- R2. In what ways, if any, do these patterns or trends differ according to the intended age of the reader?
- R3. In what ways, if any, do these patterns or trends differ according to the publication dates of the books?

## Definitions

*Children's Book* - "A book written and illustrated specifically for children up to the age of 12-13. Included in this category are juvenile fiction and nonfiction, board books, nursery rhymes, alphabet books, counting books, picture books, easy books, beginning readers, picture storybooks, and storybooks" (Reitz, 2014a).

*Children's Literature* - "Literarys created specifically for children, as distinct from works written for adults and young adults, including drama, poetry, and prose, fiction, and nonfiction" (Reitz, 2014b).

*Picture Book* - "A book consisting mainly of visual content, with little or no text, intended mainly for children of preschool age but sometimes of interest to adults because of the artistic quality of the illustrations and/or originality of the text, often used by children's librarians in storytelling" (Reitz, 2014c).

*Young Adult Book* - "A book intended to be read and enjoyed by adolescents 12 to 18 years of age. Also refers to a book intended for adults but considered suitable by reviewers and librarians for mature ninth- to twelfth-grade readers" (Reitz, 2014d).

### ***Limitations and Delimitations of the Study***

This study does not provide a complete representation of librarian stereotypes, but a general indication of how librarians are depicted to children. This study examined books published between the years of 2001 and 2015. Only fiction books written for children ages zero to twelve years old were included.

### ***Assumptions***

It is assumed that the intended age level recommendations provided by *Novelist* are accurate descriptions of the intended audience.

### ***Importance of the Study***

This study can help determine the image of librarians that children are exposed to when reading and how these portrayals change as children age. Although some research can be found in the literature about librarian stereotypes in books and other media, few recent studies could be found. This study intends to add to and update the current literature; its findings may be of interest to librarians, library users, parents, teachers, as well as gender studies and media studies researchers.

## **Literature Review**

### ***Content Analyses of Children's Literature***

Researchers have conducted several content analyses of children's literature to determine what different beliefs and world-views children encounter through reading. Olen, Mchet, and Marchand (1998) conducted a content analysis of twenty-five South African picture books to see how grandparents were portrayed in comparison to the role of grandparents in South African culture. The books used in their study were published between 1987 and 1997 and had a grandparent as a protagonist who was usually shown in relatively good health, often lived with the children or acted as a surrogate parent (p.79-82). Intergenerational children stories can show children that grandparents are more than just providers of entertainment but also are a source of their family's history.

Kok and Findlay (2006) conducted a content analysis of twenty- five picture books that either won or were considered for the *Picture Book of the Year Award* by

the Children's Book Council of Australia to determine the frequency each gender occurs and whether the characters followed gender-based stereotypes. This study found no statistical evidence of gender-based stereotypes, though there were more female characters in the books published in the later years of the study (Kok & Findlay, 2006). In another study of gender roles in children's literature, Luyt, Lee, and Yong (2011) conducted a content analysis to determine the amount of gender equality in Singaporean children's literature. Twenty books from each decade between 1970 and 2008 were selected randomly. The representation of female main characters increased over the time period of the study, and there was little distinction between their behaviors and the behavior of male characters (p.59).

Boutte, Hopkins, and Waklatsi (2008) published a content analysis of the twenty-five commonly assigned books in pre-kindergarten through third-grade classrooms to determine the gender, class, and social status of the main characters. The books in this study indicated that the characters' socioeconomic status was often influenced by each character's race. The way that children are exposed to different races through books can influence how they view different races throughout their lives (Boutte et al., 2008).

Dedeoğlu, Ulusoy, and Lamme (2011) examined picture books set in many different geographical locations in order to gain a sense of global poverty. These children's books used several themes to represent poverty including the father's absence, homelessness, child labor, and the quality of life of the characters (p. 43-45). Though these books do not represent a complete view of the issue of poverty, with the right instruction, children who read them will have a better understanding of poverty (Dedeoğlu et al., 2011).

Carroll and Rosa (2015) conducted a qualitative study on how nurses are portrayed in children's literature published between 1952-2013. The books in this study were determined to misrepresent the role of nurses and their responsibilities (p. 144). In most cases, the nurses were often shown in old-fashioned uniforms and their actions usually did not show the wide range of duties and roles of a nurse. Carroll and

Rosa believed that based on the literature in this study, children may form a lasting inaccurate opinion of the nursing profession.

### ***Content Analyses of Children's Books with Librarian Characters***

There are several past studies on how librarians are portrayed in children's literature and how those portrayals may influence a child's view on libraries and librarians. In 1975, Katherine M. Heylman conducted a content analysis of twenty-five picture books with librarian characters in order to determine whether the stereotypes of negative appearances and behaviors occurred. Heylman found that in most cases the librarians were young, attractive, married, and had an overall kind and positive attitude. This study reported was that while twenty-four librarians were female, only one was male (Heylman, 1975).

In 2002, Elaine Yontz conducted a study that focused on how the portrayal of librarian stereotypes in children's literature has changed over time. Yontz (2002) located thirty-five titles and examined text and illustrations to determine gender, ethnicity, job descriptions, job tools, and the general attitude of the librarians. The results showed that the librarians were predominately depicted in a positive manner and as white females. Overall, this study indicated that librarians in children's literature are portrayed positively (Yontz, 2002).

In a similar content analysis, Peresie and Alexander (2005) explored the role of librarians in young adult literature to determine if recent literature supported the changing field. Using a methodology similar to Yontz's (2002), Peresie and Alexander (2005) located seventeen young adult books published between 1960 and 2004. The novels often depicted librarians as white females, and were consistently described as having negative characteristics such as being fat, gaunt, stern, wearing glasses, and boring (p. 28). The lack of diversity found among librarian characters in young adult literature may dissuade young adults from considering the library as a career (Peresie & Alexander, 2005).

Maynard and McKenna (2005) examined how librarian stereotypes and library descriptions vary

based on the age of the intended audience. In order to examine the different levels of children's literature, Maynard and McKenna choose three titles: a picture book, general children's fiction chapter book, and young adult book. While the librarians in the picture book for young children were shown as kind and helpful, in the two books for older children and teenagers the librarians were shown as either unfriendly or unpopular, though still committed to their jobs. Children of all ages are influenced by what they read and negative characteristics of librarians in juvenile literature may negatively impact the readers' use of the library (Maynard & McKenna, 2005).

Similarly to the past studies conducted by Heylman (1975), Yontz (2002), and Peresie and Alexander (2005), this study conducted a content analysis to examine how librarians are portrayed to children through children's literature. Like these past studies, this study also examined the gender, race, appearance, and behavior of the librarian characters. As with Yontz's 2002 research, this study looked for changes in the librarians' description in children's literature over time. In the study of children's literature by Yontz (2002) and the study of young adult literature by Peresie and Alexander (2005), the focus was on how librarians were portrayed to a specific demographic. Maynard and McKenna (2005) examined several of the same characteristics in their study, but also examined how librarians are portrayed differently for different age levels. Like the study by Maynard and McKenna (2005), this study examined whether librarians were portrayed differently to different age groups through picture books or juvenile chapter books.

### **Methodology**

#### ***Data Sources***

For this study, a qualitative content analysis was conducted on a set of children's literature titles that contain at least one librarian character. Resources such as *Novelist* and library card catalogs were used to locate the titles for this study.

When searching, the key terms 'librarian' or 'library' were used along with limiting to the years 2001-2015 and the intended age groups, either zero to eight-year-olds or nine to twelve-year-olds.



Additional books were found by browsing the online card catalogs and shelves at the Jefferson Parish Library and the New Orleans Public Library. The age level of each book in this study was determined by their *Novelist* recommendation. The books intended for zero to eight-year-olds were generally picture books, while the books aimed towards nine to twelve-year-olds were mostly juvenile chapter books. The Jefferson Parish Library's and the New Orleans Public Library's online card catalogs were used to locate physical copies of each book.

### **Procedure**

The information gathered for this study was compiled in Excel spreadsheets. This study included ninety-eight books: fifty picture books with an intended audience of zero to eight-year-olds and forty-eight juvenile chapter books with an intended audience of nine to twelve-year-olds. The text and illustrations of each book were examined to determine the characteristics of the librarians. The characteristics examined included: gender, ethnicity, appearance or age, and personality or behavior. The librarians' gender was classified as male, female, or unknown. The standard races listed on the United States Census Bureau's Web site: White, Black or African American, American Indian or Alaska Native, Asian, and Native Hawaiian or Other Pacific Islander were used to classify the ethnicity of the characters (U.S. Census Bureau, 2017). The librarian's age was classified as old, middle-aged, or young, based on their appearance in illustrations or their descriptions in the text. The appearance category determined commonly-used physical descriptions of the librarians: eyewear, outfit, or any other physical attributes used to describe or depict how a librarian looks. The librarian characters' personality and behavior examined how the librarian acted toward the other characters in the book. For example, it was noted whether the librarians are shown as either friendly or unfriendly and whether the librarians appear to be helpful or uninterested.

Two spreadsheets listing specific characteristics similar to those used by Yontz (2002) and Peresie and Alexander (2005) in their studies were used to identify stereotypes and common characteristics. The first spreadsheet examined the picture books

recommended for children ages zero to eight (Appendix, Table 8). The second spreadsheet listed the juvenile chapter books for children ages nine to twelve (Appendix, Table 9).

### **Results**

#### ***R1. In what ways (gender, ethnicity, appearance or age, and personality or behavior) are librarians or library workers portrayed to young readers?***

For this study, fifty easy books and forty-eight juvenile books were examined. In the easy or picture books, there were sixty librarian characters. In the juvenile or chapter books, there were sixty-two librarian characters.

#### ***Gender***

Out of the one hundred and twenty-two librarian characters in this study, one hundred (82%) were female. There were only eighteen (15%) male librarians. The remaining four librarians (3%) were animals that were not distinguishable as either male or female. Ten of the male librarians in this study appeared alongside female librarians, with only eight male librarians appearing on their own without a female coworker. There were no examples of more than one male librarian appearing in the same story, though female librarians often appeared in pairs.

#### ***Ethnicity***

The race of the librarian was determined by the illustrations provided in both the easy and juvenile books. In many of the juvenile books that did not include illustrations, there were no physical descriptions that state the race of the librarians. In this study, forty-seven (39%) of the librarians examined did not have a stated race or were non-human. Of the remaining seventy-five librarians, there were sixty-six (88%) librarians who were either illustrated as or given Caucasian descriptions. There were nine (12%) African American librarians, three of whom appeared as coworkers to Caucasians. No other race was represented in this study.

#### ***Appearance and Age***

There were many common descriptions that were often used to describe librarians. One of the most common librarian descriptions is wearing glasses (Peresie & Alexander, 2005). In this study, fifty-five

librarians (45%) were depicted as wearing glasses. There were also three librarians who wore sunglasses and one librarian with a monocle. Wearing long skirts was a common description for the female librarians. Of the one hundred female librarians in this study forty-six librarians (46%) were shown or described as wearing a long skirt. There were also three librarians that were stated to have tattoos. Age is another description that may help influence the public's opinions of librarians. There were thirty-eight librarians (31%) that were not given any descriptions or illustrations to help determine their age range. In the remaining eighty-four librarians, thirty-seven librarians (44%) appeared young, twenty-five (30%) appeared middle-aged, and twenty-two (26%) were depicted as old.

*Personality and Behavior*

In order to determine personality and behavior, the interactions of the librarians with other characters were examined. Many of the librarians, eighty-two (67%), were shown as either friendly or smiling. Many librarians were also shown as hardworking, knowledgeable, helpful, or encouraging. These seventy-eight librarians (64%) were shown doing different job activities such as shelving books, telling stories, or checking out books and offering assistance with other problems or questions. There were eighteen librarians (15%) who were shown as rule enforcers, instructing other characters to follow the rules of the library. There were eight librarian characters (7%) who were described as evil by other characters, or the title of the book. Six librarians (5%) were shown or described as being sad, dull, or stern.

**R2. In what ways, if any, do these patterns or trends differ according to the intended age of the reader?**

In order to determine differences between how librarians are compared to younger children in picture books and older children in juvenile chapter books, each category was examined and the two age groups were compared.

Table 1 shows how the librarians' genders were represented in each age group. The majority of librarians were female in both age groups, with fifty-one females (85%) in the easy books and forty-nine females (79%) in the juvenile.

The juvenile chapter books included a higher percentage of male librarians with thirteen male librarians (21%) compared to the five male librarians (8%) in the picture books. The picture books also had four librarians (7%) that were depicted as gender neutral.

	FEMALE	MALE	UNKNOWN
EASY	51	5	4
JUVENILE	49	13	

	CAUCASIAN	AFRICAN AMERICAN
EASY	43 (88%)	6 (12%)
JUVENILE	23 (88%)	3 (12%)

Table 2 demonstrates the difference in how race is depicted to young children when compared to older children. In both the picture books and chapter books there were librarians who were not labeled with a race or were not human. In the chapter books, thirty-six librarians (58%) were not shown as a specific race. The picture books included eleven librarians (18%) who were either animals or did not have a designated race. When the race of the remaining librarians was examined, there was no difference in how race was presented to either age group. In both categories, the majority of librarians were Caucasian. In the juvenile books, twenty-three of the librarians (88%) were Caucasian, and in the easy books, forty-three of the librarians (88%) were Caucasian. In both categories, African Americans were similarly represented with three librarians (12%) in the juvenile chapter books and six librarians (12%) in the easy picture books.

As in the other categories, there were some librarian characters who were not given a depiction or description to indicate their age. Table 3 shows how the librarian ages were shown in easy picture books and juvenile chapter books.

There were twenty-eight librarians (45%) in the juvenile chapter books that did not have a stated age and ten (17%) librarians in the picture books without a specific age. In the picture books, twenty-nine (58%) of the remaining librarians were shown as young, while only eight (24%) of the librarians in the chapter books were young. More of the librarians in the chapter books were shown as middle-aged or older than the librarians in the picture books. The picture books showed eleven of the librarians (22%) as middle-aged while the chapter books depicted fourteen librarians (41%) as middle-aged. The picture books depicted ten of the librarians (20%) as old, while the juvenile books depicted or described twelve (35%) as old or elderly.

	YOUNG	MIDDLE-AGED	OLD
EASY	29 (58%)	11 (22%)	10 (20%)
JUVENILE	8 (24%)	14 (41%)	12 (35%)

The librarians' appearances were determined by how they appeared in illustrations or described in the text. In many of the juvenile chapter books, there were no descriptions given to the librarians' physical appearance. Of the librarians that appeared in illustrations or were given physical descriptions, twenty-nine of the librarians in juvenile chapter books (47%) and twenty-six of the librarians in picture books (43%) were depicted as wearing glasses.

The appearance of long skirts was also a common description of the female librarians. Of the fifty-one female librarians in the picture books, thirty-three (65%) were shown to wear long skirts, while only thirteen librarians in juvenile books (27%) appeared in long skirts. Some of the librarians in the chapter books wore sunglasses or a monocle as in *Mrs. Roopy is Loopy* (Gutman, 2004) and *Alcatraz and the Evil Librarians* (Sanderson, 2012).

Many librarians included in this study interacted with the other characters in different ways. There were some instances in which a librarian showed more than one behavior or personality characteristic. As shown in Table 4, the majority of the librarians in both categories were shown as friendly and smiling. In the picture books, forty-eight librarians (80%) were shown as friendly, while thirty-four (54%) were depicted as kind or friendly in the chapter books.

In most cases, librarians were shown engaged in some kind of job activity or helping the children visiting the library. In the chapter books, forty librarians (65%) were depicted as working, while only thirty-eight librarians (63%) in the picture books were shown working. Several librarians were strict enforcers of library rules, with slightly more librarians in chapter books rules enforcers than librarians in the picture books. In the chapter books, there were several librarians who were described as evil, and some librarians in both categories were described as dull, sad, or stern, with four of the picture book librarians (6%) and two of the chapter book librarians (3%) described as simply unlikable but not evil.

	FRIENDLY/ SMILING	HARDWORKING/ KNOWLEDGEABLE/ HELPFUL/ENCOURAGING	RULE ENFORCERS	EVIL	DULL/ SAD/ STERN
EASY	48 (80%)	38 (63%)	7 (12%)		4 (6%)
JUVENILE	34 (54%)	40 (65%)	11 (18%)	8 (13%)	2 (3%)

**R3. In what ways, if any, do these patterns or trends differ according to the publication dates of the books?**

In order to determine if the depiction of librarians changed over time, the books in this study were examined in three five-year time periods: 2001-2005, 2006-2010, 2011-2015. The first time-period contained twenty-three librarian characters, the second time period consisted of fifty-five librarian characters and the third had forty-four librarian characters. Table 5 shows that the number of male librarians does increase from approximately nine percent in books published between 2001-2005 to approximately sixteen percent in later time periods; the percentage of female librarians remains consistently high in each time period.

	Female	Male
2001-2005	18 (78%)	2 (9%)
2006-2010	45 (82%)	9 (16%)
2011-2015	36 (82%)	7 (16%)

The race of the librarians did not vary much over time. In each time period, the majority of librarians were depicted as Caucasian (Table 6). In the years 2006-2010, there was a slight increase in the percentage of African American librarians from approximately four or five percent to eleven percent, but the increase did not continue into the later years of the study.

	Caucasian	African American	Animal/Unknown
2001-2005	13 (57%)	1 (4%)	9 (39%)
2006-2010	27 (49%)	6 (11%)	22 (40%)
2011-2015	26 (59%)	2 (5%)	16 (36%)

The librarians in this study exhibited many different personalities and characteristics, and some showed different characteristics at different moments in the story. The majority of the librarians were shown as friendly or smiling, especially in the books published in the early years of this study (Table 7).

The percentage of hardworking, knowledgeable, helpful, or encouraging librarians decreased over time, though they remained in the majority. Librarians who were portrayed as rule enforcers did not appear at all in the first five years in the study, but increased in the last ten years to approximately eighteen percent in the final five years of the study. The librarians who were shown as dull, sad, or stern slightly increased over the time period in the study, from not appearing in the first five years to an increase to five percent in the final five years. Evil librarians were mentioned minimally in the first ten years, and they did not appear at all in the final five-year time period.

	Friendly/Smiling	Hardworking/Knowledgeable/Helpful/Encouraging	Rule Enforcer	Evil	Dull/Sad/Stern
2001-2005	16 (70%)	17 (74%)		1 (4%)	
2006-2010	35 (64%)	31 (56%)	5 (9%)	4 (7%)	2 (4%)
2011-2015	26 (59%)	26 (59%)	8 (18%)		2 (5%)



## Discussion and Conclusion

This study found that librarians in children's literature published in recent years are portrayed in a generally positive image. Neither the publication date nor the intended age of the audience appeared to reflect any substantial differences in the portrayal of librarians.

Overall the librarian characters in the easy picture books and juvenile chapter books examined in this study were depicted positively. The majority of librarians were shown as smiling, friendly, encouraging, and helpful.

In some books, such as Tommy Greenwald's *Charlie Joe Jackson's Guide to Planet Girl* (2015), reluctant readers have positive relationships with their school librarians, even if they try to avoid the library and books. This is similar to the results of past studies, such as the study by Elaine Yontz (2002), which describe the librarians as overall positive characters. Even though the majority of the books in this study showed the librarians as positive, there were still a few juvenile books such as *Lunch Lady and the League of Librarians* (Krosoczka, 2009) and *Alcatraz Versus the Evil Librarians* (Sanderson, 2007), in which the librarians are the antagonists the main characters must defeat. However, the evil librarian story was in the minority and in most stories, the librarians were either friendly or helpful throughout the entire book or eventually became more likable.

The majority of librarian characters were female and Caucasian, which is consistent with the findings of past studies by Heylman (1975), Yontz (2002), and Peresie and Alexander (2005). Though there were several male librarians in this study and several African American librarians, they often appeared alongside Caucasian, female coworker(s). No book in this study had more than one male librarian or more than one African American librarian, but nine books had two or more Caucasian female librarians. There was only one book that had a male, African American librarian, Lynn Plourde's (2006) *Book Fair Day*. Though African American and male librarians are represented throughout the study, their lack of a majority and their constant appearance with female Caucasian librarians may influence how children believe librarians should look.

The lack of races other than Caucasians and African Americans in the books in this study indicates a lack of diversity in librarian characters in children's literature.

Though most of the librarians in the children's picture books were depicted through illustrations, many of the chapter books did not include illustrations. The books without illustrations often did not include physical descriptions of how the librarian characters looked, leaving the librarian's race, age, and other physical attributes to the imagination of the reader. In their study of librarians in young adult literature, Peresie and Alexander (2005) also found that the majority of the librarian characters were not given full physical descriptions. By not being specific about the librarian characters' appearances, the authors allowed the children to create their own image of how a librarian might look, instead of determining the librarians' image for the reader.

One notable difference in the portrayal of librarians to the different age levels was the age of the librarian. In the picture books designated for children ages zero to eight, there was a higher percentage of younger librarians. In the chapter books for older children, there was a greater percentage of middle-aged or older librarians. These results are similar to those of Peresie and Alexander's 2007 study of librarians in young adult literature, in which the majority of librarians were either middle-aged or old.

The majority of librarians were shown as helpful, hardworking, and knowledgeable. Even in books where the librarians were shown as strict rule enforcers, such as Eoin Colfer's (2004) *The Legend of Spud Murphy*, they were also willing to assist the library users. Though it may be due to the young intended audience for the books in this study, only one book, *Under the Egg* (Fitzgerald, 2014), mentioned the education it takes to become a librarian and stated that the new public librarian recently received his MLIS. In many of the books, the librarians did not exist outside of their library, and no background information was given on their history or education.

This study examined picture books and juvenile chapter books published between the years of 2001-2015. In the future, more research could be done on a wider range of books and with a greater time frame. Some books with librarian characters were not examined due to time restraints and book availability. This study only examined how librarian characters were depicted in children's literature. Further research could include young adult and adult literature to determine librarian depictions across a wider age range.

Overall, this study did not find any major differences between the depiction of librarians in picture books and chapter books, but a larger study that includes more books or a wider range of years may show different results. The lack of diversity in the librarian characters may indicate a lack of diversity in the librarian field. Many of the juvenile chapter books did not provide any description beyond gender, personality, and behavior, allowing the readers to form their own images of the librarian's physical appearance. The overall positive image of librarians in this sample of children's literature indicates that children are being shown that librarians and libraries are important and useful.

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## Appendix. Librarian Characters' Gender, Appearance, Age, Race, Personality and Behavior

Table 8. Children's Picture Books for Children Ages 0-8				
Publication Year, Title, and Author	Gender	Appearance and Age	Race	Personality and Behavior
2001 <i>Young Cam Jansen and the Library Mystery</i> by David A. Adler	Female	Young No Glasses	Caucasian	Friendly, Smiling Working
2001 <i>Book! Book! Book!</i> by Deborah Bruss	Female	Young No Glasses Skirt	African American	Friendly, Smiling Helpful
2002 <i>Clarence the Copy Cat</i> by Patricia Lakin	Male	Old Glasses	Caucasian	Friendly, Welcoming Hard Working/Busy
2002 <i>Beverly Billingsly Borrows a Book</i> by Alexander Stadler	Female	Glasses Skirt	Green Bird	Friendly Helpful
2002 <i>The Saturday Escape</i> by Daniel J. Mahoney	Animal	Glasses	Grey Cat	Friendly
2003 <i>I.Q. Goes to the Library</i> by Mary Ann Fraser	Female	Young No Glasses Pants	Caucasian	Friendly Smiling Hard Working/ Busy
2003 <i>Curious George Visits the Library</i> by Margret & H.A. Reys	Female	Young No Glasses Skirt/ Dress	Caucasian	Friendly Smiling Hard Working
2004 <i>Carlo and the Really Nice Librarian</i> by Jessica Spanyol	Female	No Glasses	Alligator	Smiling, Friendly Hardworking
2004 <i>Wild About Books</i> by Judy Sierra	Female	Young No Glasses	Caucasian	Smiling Friendly
2005 <i>When the Library Lights Go Out</i> by Megan McDonald	Female	No Glasses Young Long Skirt	Caucasian	n/a
2005 <i>Maisy Goes to the Library</i> by Lucy Cousins	2 Animals	No Glasses	Ostrich and Peacock	Hard Working
2006 <i>Winston the Book Wolf</i> by Marni McGee	Female	No Glasses Old Long Skirt	Caucasian	Stern Frowning Rule Enforcer
2006 <i>Delilah D. at the Library</i> by Jeanne Willis	Female	Young No Glasses Long Skirt Pretty	Caucasian	Rule Enforcer Friendly Hardworking Helpful



2006 <i>Library Lion</i> by Michelle Knudsen	Female-head librarian Male-Circulation Librarian	Old (Both) Glasses (Both) Skirt (Female)	Caucasian (Both)	Stern (Head) Rule Enforcer (Head) Hard Working (both)
2006 <i>Lola at the Library</i> by Anna McQuinn	Female	Young Pants N/A	Caucasian	Smiling Hardworking
2006 <i>Dancing Dinos Go to School</i> by Sally Lucas	Female	Glasses Young Long Skirt	African American	Smiling Storytelling
2007 <i>The Wonderful Thing About Hiccups</i> by Cece Meng	Female	Old Glasses Long Skirt	Caucasian	Helpful Hardworking Friendly
2007 <i>The Boy Who Was Raised by Librarians</i> by Carla Morris	Females (Three) Male (At the end)	Glasses (2) Young (Then Old) Skirts	Caucasian (3) African American (1)	Friendly Smiling Hardworking Helpful (all 4)
2007 <i>Library Mouse</i> by Daniel Kirk	Females (Two) -Main Male	Young (2) Older (1)- Main Glasses (2) Pants	Caucasian (2)- Main African American (1)	Friendly Smiling (all 3)
2007 <i>Mind Your Manners, B.B. Wolf</i> by Judy Sierra	Female	Middle Aged No Glasses No Bun Long Skirt	Caucasian (Doll?)	Smiling Friendly
2008 <i>Our Library</i> by Eve Bunting	Female	Dress Glasses	Goose	Friendly Smiling
2008 <i>We're Going on a Book Hunt</i> by Pat Miller	Animal	No Glasses	Kangaroo	Smiling, Friendly Hardworking
2008 <i>It's Library Day</i> by Janet Morgan Stoeke	Female	Young Pretty No Glasses Dress	Caucasian	Friendly Smiling Hardworking
2008 <i>The Best Book to Read</i> by Debbie Bertram and Susan Bloom	Female	Middle Aged No Glasses Long Skirt	Caucasian	Smiling Friendly Hardworking
2008 <i>Butterflies in My Stomach and Other School Hazards</i> by Serge Bloch	Female	n/a	n/a	Friendly

2009 <i>Dirk Bone and the Mystery of the Missing Books</i> by Doug Cushman	Female	Young No Glasses Dress	Green Zombie	Helpful Hardworking
2009 <i>Miss Smith and the Haunted Library</i> by Michael Garland	Female	Dresses No Glasses Middle Age	Caucasian	Friendly Smiling Hardworking
2009 <i>Ron's Big Mission</i> by Rose Blue and Corinne J. Naden	Female	No Glasses Long Skirt Middle Age	Caucasian	Friendly, Smiling Hardworking Welcoming
2010 <i>The Library Gingerbread Man</i> by Dotti Enderle	Female	Young Glasses Dress	Caucasian	Hardworking Knowledgeable
2010 <i>The Pirates of Plagiarism</i> by Kathleen Fox and Lisa Downey	Female	Middle Age No Glasses Long Skirt	Caucasian	Smiling Friendly
2010 <i>Too Much Noise in the Library</i> by Susan Margaret Chapman	Female	Young Glasses	Caucasian	Friendly, Smiling Helpful
2010 <i>Miss Brooks Loves Books! (and I Don't)</i> by Barbara Bottner	Female	Young No glasses	Caucasian	Smiling, Friendly Hardworking /Storytelling
2011 <i>Penelope Popper Book Doctor</i> by Toni Buzzeo	Female	Middle Age No Glasses Long Skirt	African American	Smiling, Friendly Helpful Hardworking
2011 <i>Homer The Library Cat</i> by Reeve Lindbergh	Female	Middle Age No Glasses Long Skirt	Caucasian	Smiling Friendly
2011 <i>Poindexter Makes a Friend</i> by Mike Twohy	Female	Glasses Long Skirt	Pig	Hardworking Helpful
2011 <i>There's a Dragon in the Library</i> by Dianne de Las Casas	Female (2) Male	Gray Hair (2) Long Skirt One Young Glasses (Male)	Caucasian	Friendly Smiling Rule enforcer (all three)
2012 <i>Return of the Library Dragon</i> by Carmen Agra Deedy	Female (2)	Old Young Glasses	Caucasian	Friendly (Both)
2012 <i>Never Let a Ghost Borrow Your Library Book</i> by Karen Casale	Female	Old Glasses Dress	Caucasian	Smiling Friendly
2012 <i>Can I Bring Woolly to the Library, Mrs. Reeder</i> by Lois G. Grambling	Female	Middle-aged Glasses Skirt	Caucasian	Friendly Hardworking

2013 <i>But I Read It On the Internet</i> by Toni Buzzeo	Female	Young Glasses Crazy Hair Skirt	Caucasian	Friendly Smiling Helpful Knowledgeable
2013 <i>Isabella Star of the Story</i> by Jennifer Fosberry	Female	Middle- Age Glasses Sweater Vest and Skirt	Caucasian	Friendly Smiling
2013 <i>Amelia Bedelia's First Library Card</i> by Herman Parish	Female	Young Pretty No Glasses	Caucasian	Friendly, Smiling Hardworking Helpful
2013 <i>No Pirates Allowed! Said Library Lou</i> by Rhonda Gowler Greene	Female	Middle Aged Glasses	Caucasian	Stern, Rule enforcer Helpful Encouraging, Smiling
2014 <i>A Library Book for Bear</i> by Bonny Becker	Female	No Glasses Young Pretty Long Skirt	Caucasian	Friendly Smiling
2014 <i>Biscuit Loves the Library</i> by Alyssa Satin Capucilli	Female	Glasses Middle Age Long Skirt	African American	Friendly Hardworking Helpful
2014 <i>Sparky!</i> by Jenny Offill	Female	Young Glasses Long Skirt	Caucasian	Knowledgeable Sad
2014 <i>The Midnight Library</i> by Kazuno Kohara	Female	Young No Glasses Long Skirt	n/a- yellow	Smiling Hardworking Helpful
2014 <i>Emily and the Mighty Om</i> by Sarah Lolley	Female	Young Glasses Long Skirt	Caucasian	Helpful Friendly
2015 <i>The Buk Buk Buk Festival</i> by Mary Jane Auch	Female	Young No Glasses Pretty Long Skirt	Caucasian	Smiling Friendly Helpful
2015 <i>Lailah's Lunchbox: A Ramadan Story</i> by Reem Faruqi	Female	Middle Aged No Glasses	Caucasian	Smiling Friendly

**Table 9. Juvenile Chapter Books for Children 9-12**

Publication Year, Title, and Author	Gender	Appearance and Age	Race	Personality and Behavior
2001 <i>Beauty and the Serpent: Thirteen Tales of Unnatural Animals</i> by Barabara Ann Porte	Female	Old Gray/ Messy Hair Long Skirt	Caucasian "Ruddy Cheeks" (p. 1)	Story Teller Rule Enforcer Helpful Hardworking
2001 <i>The Big Nap</i> by Bruce Hale	Male	Hat Sunglasses	Possum	Knowledgeable Helpful
2002 <i>Molly Moon's Incredible Book of Hypnotism</i> by Georgia Byng	Female	Glasses Middle age Graying	Caucasian "Blue eyes" (p. 24)	Friendly Knowledgeable
2002 <i>Cracked Classics: Trapped in Transylvania</i> by Tony Abbott	Female	Middle-aged Long Skirt Graying hair	N/A	Friendly Hardworking
2003 <i>Captain Underpants and the Big, Bad Battle of the Bionic Booger Boy Part 2: The Revenge of the Ridiculous Robo-Boogers</i> by Dav Pilkey	Female	Old Glasses Long Skirt	Caucasian	Un-Friendly Evil
2004 <i>Mrs. Roopy is Loopy</i> by Dan Gutman	Female	Young Sunglasses Heart Tattoo	Caucasian (cover)	Friendly Storytelling
2004 <i>The Legend of Spud Murphy</i> by Eoin Colfer	Female	Old, Glasses Grey hair Long Skirt	Caucasian (Cover)	Rule Enforcer Hard worker Kind
2004 <i>The Report Card</i> by Andrew Clements	Female	n/a	n/a	Kind, Smiling Hardworking, Helpful
2005 <i>Bella Baxter and the Itchy Disaster</i> by Jane B. Mason and Sarah Hines Stephens	Female	Glasses Young	Caucasian	Friendly Helpful Hardworking
2005 <i>Lunch Time Rules</i> By Vicki Steggall	Female	Glasses	n/a	Smiling, Friendly Helpful
2005 <i>Author Day for Room 3T</i> by Robin Pulver	Female	Glasses Gray Hair Long Skirt	Caucasian	Smiling Friendly
2006 <i>Please Write in this Book</i> by Mary Amato	Female	No Glasses Middle age	Caucasian	Rule Enforcer Stern
2006 <i>The Cupid Chronicles</i> by Coleen Murtagh Paratore	Female	Old Graying	n/a	Friendly Hardworking

2006 <i>Endymion Spring</i> by Matthew Skelton	Female	Glasses	n/a	Friendly Rule enforcer Hard worker
2006 <i>Bully Be Gone</i> by Brian Tacang	Female (2)	Glasses Tattoos Long skirt	n/a	Rule Enforcer (1) Knowledgeable (1)
2006 <i>Runt</i> by V.M. Caldwell	Female	Middle-aged		Helpful
2006 <i>Book Fair Day</i> by Lynn Plourde	Male	Middle-aged Glasses	African American	Smiling, Friendly Hardworking Helpful
2007 <i>Alcatraz versus the Evil Librarian</i> by Brandon Sanderson	Female Male	Glasses Skirt (Female) Monocle (Male)	n/a	Evil Censoring (both)
2007 <i>Changes for Julie</i> by Megan McDonald	Female	n/a	n/a	Friendly Hard worker
2007 <i>The Beast Beneath the Stairs</i> by Michael Dahl	Male	Glasses	n/a	Dark
2007 <i>The Puzzling World of Winston Breen</i> by Eric Berlin	Female	n/a	n/a	Friendly, Helpful Hardworking
2008 <i>Mimosa and the River of Wisdom</i> by J.H. Sweet	Female	Young Beautiful	Caucasian	Hardworking Knowledgeable
2008 <i>Ellie McDoodle New Kid in School</i> by Ruth McNally Barshaw	Female	Middle-aged No glasses Skirt	n/a	Smiling Friendly
2008 <i>Steinbeck's Ghost</i> by Lewis Buzbee	Female	Middle-aged	Caucasian "Blonde hair" (p. 22)	Hardworking Friendly
2009 <i>Lunch Lady and the League of Librarians</i> by Jarrett J. Krosoczka	Female (4)	Middle age (3) glasses Old (1) with Gray hair	Caucasian (3) African American (1)	Negative Evil Unpopular (all)
2009 <i>Hardy Boys Undercover Brothers Shhhhhhh!</i> by Scott Lobdell Paulo Henrique	Female	Glasses Young pants	African American	Friendly Knowledgeable Helpful
2009 <i>The Case of the Case of Mistaken Identity</i> by Mac Barnett	Female Male	Glasses	n/a	Kind (1) Rule Enforcer, Military (Both)
2009 <i>Dork Diaries Tales from a Not-So-Fabulous Life</i> by Rachel Renée Russell	Female	Glasses Long Skirt	n/a	Friendly Smiling



2010 <i>The Dragon in the Library</i> by Kate Klimo	Male Female	n/a	n/a	Friendly Hardworking (Both)
2010 <i>Babymouse Cupcake Tycoon</i> by Jennifer L. Holm & Matthew Holm	Female	Glasses Long Skirt	Dog	Friendly Nice
2010 <i>Brains for Lunch</i> by K.A. Holt	Female	Pretty No glasses Middle age	n/a	Friendly Encouraging Rule enforcer
2010 <i>Lilly and the Pirates</i> by Phyllis Root	Male	No glasses Gray hair Old	Caucasian	Dull Rule enforcer Helpful
2011 <i>The Deadlies: Spiders on the Case</i> by Kathryn Lasky	Male	Glasses	Caucasian	Friendly
2011 <i>Skary Childrin and the Carousel of Sorrow</i> by Katy Towell	Female	Young Glasses	n/a	Kind Hardworking
2011 <i>Okay for Now</i> Gary D. Schmidt	Female Male	Glasses (Both) Old - male	n/a	Rule enforcer (1) Kind (1) Hardworking (Both)
2011 <i>The Case of the Library Monster</i> by Dori Hillestad Butler	Female (2)	No glasses	Caucasian	Friendly (Both)
2012 <i>"Who Could That Be at This Hour?"</i> by Lemony Snicket	Male	Young Leather Jacket	n/a	Helpful Rule enforcer Knowledgeable
2013 <i>The Haunted Sleepover</i> by Nancy K. Wallace	Female	Glasses Middle-aged Pants	Caucasian	Friendly
2013 <i>Timmy Failure Mistakes were Made</i> by Stephan Pastis	Male	Sunglasses Leather Vest No shirt Beard	Caucasian	Rule Enforcer Stern Helpful Hard worker
2013 <i>Escape From Mr. Lemoncello's Library</i> by Chris Grabenstein	Female Female	Glasses Middle age(1) Old (1)	Caucasian "blazing- red hair" (p. 8)	Hardworking Helpful Knowledgeable (Both) Rule enforcer (1)
2013 <i>Runt</i> by Nora Raleigh Baskin	Male Females (2)	N/A	n/a	Hardworking Knowledgeable (Both)
2013 <i>Mister Max The Book of Lost Things</i> by Cynthia Voigt	Female	Older Glasses Long skirt	Caucasian	Hardworking Knowledgeable

2013 <i>Finding Serendipity</i> by Angelica Banks	Female	Old Long skirt White hair No Glasses	n/a	Knowledgeable Friendly
2014 <i>Under the Egg</i> by Laura Marx Fitzgerald	Male Female	Mustache Tattoos Young	n/a	Helpful, Friendly Lenient (1) Hardworking (Both) MLIS (Both)
2014 <i>Rhyme Schemer</i> by K.A. Holt	Female	Glasses Older (kids' opinion, p. 110)	n/a	Friendly Hardworking Encouraging
2015 <i>Charlie Joe Jackson's Guide to Planet Girl</i> by Tommy Greenwald	Female (2)	Glasses	n/a	Friendly, Helpful Encouraging (Both)
2015 <i>Story Thieves</i> by James Riley	Female	N/A	Caucasian Son on cover	Hardworking Helpful
2015 <i>Unusual Chickens for the Exceptional Poultry Farmer</i> by Kelly Jones	Female	Middle-aged Glasses Long skirt	Caucasian	Helpful Friendly Knowledgeable

# Analysis of Digital Preservation Course Offerings in ALA Accredited Graduate Programs

By Elizabeth La Beaud

Master's Research Project  
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Readers: Dr. Teresa Welsh  
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## Introduction

The emergence of the Internet and commonplace computers has led to the revolution of the digital age. Anyone with Internet access can be a content creator, and many people expect information to be instantly available at their fingertips. The challenge for digital archivists is how to provide access, and more importantly, preserve the incredible amount of digitized and born-digital (originally created in digital form) material available today. With the constant influx of new technologies and obsolescence of old technologies, keeping up with the challenges of digital preservation is a full-time occupation.

Institutions have a large investment in digital preservation education as many organizations are charged with providing long-term access to digital objects either through organizational, if not legal, mandates. Many granting agencies now require data management or digital preservation plans, ensuring that the resulting projects are sustainable. Thus, many scholars have issued a call to action to address the educational needs of digital archivists and the vital role they fill for their organizations. As digital preservation is a rapidly evolving area of librarianship, effective education of digital archivists is a moving target. Scholars are taking note of the challenges in training digital archivists as new tools are being developed. Courses and curricula are constantly being updated to ensure the latest and greatest tools and concepts are being addressed. Training the next generation of digital archivists requires continuous education on the part of the archivist, and constant updating and revising curricula on the part of LIS programs to keep up with the fast-paced evolution of digital objects.

## Problem Statement

Digital preservation is rapidly becoming a top priority for institutions obligated to provide long-term access to digital objects. Institutions such as the Society of

American Archivists (SAA), LYRASIS, Online Computer Library Center (OCLC), the Library of Congress, and the Northeast Document Conservation Center (NEDCC) provide continuing education in digital preservation for those already in the field, but it begs the question what are library schools teaching in terms of digital preservation to the next generation of digital archivists? The American Library Association (ALA) tracks any specializations or certificate programs being offered from their accredited institutions, but according to its records, there is not a distinct digital preservation focus.

This study seeks to determine which ALA-accredited institutions offer digital preservation courses and analyze the syllabi to identify what is being taught about digital preservation, whether there are any commonalities, and evaluate the curriculum according to the five areas of digital preservation as outlined by the National Digital Stewardship Alliance (NDSA).

## Research Questions

- R1. What ALA-accredited institutions offer graduate-level courses in digital preservation?
- R2. What do those courses offer according to their syllabi and are there any commonalities between programs?
- R3. To what extent does the curriculum cover the five areas of digital preservation as outlined by NDSA including
  - File fixity and data integrity
  - File format sustainability
  - Information security
  - Metadata
  - Storage and geographic location.

## Definitions

*The Dictionary for Library and Information Science (ODLIS, 2015)* gives the following definitions for the terms below.

### *Digital Preservation*

The process of maintaining, in a condition suitable for use, materials produced in digital formats,

including preservation of the bit stream and the continued ability to render or display the content represented by the bitstream. The task is compounded by the fact that some digital storage media deteriorate quickly ("bit rot"), and the digital object is inextricably entwined with its access environment (software and hardware), which is evolving in a continuous cycle of innovation and obsolescence. Also refers to the practice of digitizing materials originally produced in nondigital formats (print, film, etc.) to prevent permanent loss due to deterioration of the physical medium.

### *Digital Curation*

The active management, enhancement, and preservation of trustworthy digital research data for the duration of its lifecycle. Digital curation entails verification of the integrity of digital data, selection of authoritative digital data for its long-term value, the creation of digital objects and associated metadata, transfer of digital objects to reliable digital repositories for secure storage, provision of access to designated users, and periodic re-evaluation of digital formats to avoid obsolescence. For the purposes of this study, digital preservation and digital curation are used interchangeably.

### *Limitations of the Study*

This study was limited to syllabi from ALA-accredited programs in the United States and the District of Columbia. It was further limited to syllabi written in the English language and publicly available online. Only dedicated classes with digital preservation or closely related terms in the title or class description were collected for this study.

### *Assumptions*

The following assumptions were made while conducting this study.

- It is assumed collected data for the purposes of this study are correct and reliable.
- It is assumed all available syllabi online represents the current curriculum.
- It is assumed the program's course description list is an accurate listing of all actively taught courses.
- It is assumed if a given topic is covered in the course, it will be stated in the syllabus.

- It is assumed the material presented in the syllabus is taught in the course without deviation and educational outcomes were achieved.

### *Importance of the Study*

This study provides a comprehensive look at ALA accredited digital preservation courses and illustrate to what extent graduate course curricula align with objectives of the NDSA. This study builds on the available research of single institutions and applies a national view of digital preservation for the education of digital archivists.

### *Literature Review*

Scholars have looked a variety of topics concerning digital preservation, digital libraries, and the education of digital archivists. The following literature review examines case studies of accredited institutions offering digital preservation courses, international perspectives on digital library curriculum, and collaborations for continuing education in digital preservation topics. Lastly, this review looks at surveys and content analysis of syllabi to address digital preservation readiness of graduates and the content of data curation classes to build the structure of this study.

### *Accredited Institutions' Case Studies*

Lin and Abels (2010) posit digital library education should no longer be a specialty but an integrated part of LIS education much like reference or cataloging courses. Many educators take the opportunity while revamping their curriculum to include a digital lab component, and Lin and Abels (2010) are no exception. Their work at Drexel University with the Internet Public Library created an online laboratory to provide hands-on experience a "balance of theory and practice" (Lin & Abels, 2010, p. 120) for LIS students. The online lab allows students to work in a structured, live environment gaining experience with metadata evaluation, collaborative interface design, and digital reference services. Lin and Abels (2010) also note the online format does away with physical boundaries, stating "a collaborative digital lab would be beneficial to multiple LIS schools and digital library education as a whole" (p. 124).

Other programs have also incorporated digital lab components in their curricula. The University of Arizona's School of Information Resources and Library Science (SIRLS) created a specialization known as "DigIn" or Digital Information Management in 2006 (Fulton, Botticello, & Bradley, 2011). The certificate program aims to teach applied technology and digital curation through a digital lab built for both physical and virtual students. Their goal "was to enable a broad range of information professionals to gain an essential level of fluency or literacy with the advanced technologies needed for curation, especially server-based repository applications and Web-based content management systems" (Fulton, et al., 2011, p. 97), not teach to a specific system. The curriculum includes courses in digital collections, applied technologies, managing digital environments, digital preservation, and a capstone course which provides practical experience in an internship-like setting (Fulton, et al., 2011, p. 99-100). More courses are expected to be added and redesigned as the program continues to grow, emphasizing the continuous nature of digital preservation education.

The University of Michigan's School of Information updated its curriculum with the formation of a Preservation of Information specialization. Yakei, Conway, Hedstrom, and Wallace (2011) postulate a new generation of digital archivists or digital curators is needed to care for the increasing amount of born-digital and digitally reformatted material. The specialization should include internships and technological infrastructure in the form of a virtual lab, which will "establish platform independence (e.g., MAC, PC) for preservation-oriented software systems and to enable students to use the application in a classroom setting or remotely on campus or at home" (Yakei et al., 2011, p. 27).

Simmons College has also implemented a digital lab entitled the Digital Curriculum Laboratory (DCL) as explained by Harvey and Bastian (2012). Educators recognized the need for hands-on education and incorporated DCL modules into digital curation courses. As part of Preservation and Digital Stewardship track, students work through scenarios such as migrating and verifying files, assessing the robustness of file formats, and building a Web

archive using the DCL education (Harvey & Bastian, 2012). As multiple institutions have illustrated, the need for hands-on applications and practical experience are driving the restructuring of digital preservation.

### ***International Digital Preservation Education***

Internationally, scholars are studying digital library and digital preservation education. Abrizah, Noorhidawati, Hilmi, and Azwana (2009) looked at digital library courses in highly ranked and accredited LIS programs in the United Kingdom, the United States, and universities in Australia, New Zealand, and Canada. The authors categorized the courses into one of three categories: standalone or full digital library course, digital library course integrated with other topics, and closely related content such as digital curation or digitization. Thirteen courses were identified: 6 full courses, 3 integrated courses, and 4 closely related courses. The authors concluded digital library education is "visibly present" (p.91) in highly rated and accredited LIS programs. "The curriculum design and focused teaching areas appear systematic and comprehensive, based on a combination of theory and practice. Although a standard, optimized model of best practice in DL education has not yet emerged, there is progress in this area" (Abrizah et al., 2009, p. 91). Abrizah et al. (2009) suggest LIS educators explore establishing a standard for digital library education.

In Iran, Rasuli and Naghshineh (2014) conducted a survey to solicit viewpoints of a standalone digital library education program in Iran as well as the current state of the LIS curriculum. The authors received responses to their online survey from 45 LIS educators and 66 academic librarians. Open-ended responses were analyzed using content analysis and closed responses were analyzed by descriptive statistics. The authors found that current LIS education is not sufficient in teaching digital library principles to students and librarians in Iran, though the notion of a standalone digital library program was found to be well supported. Program content is suggested to include digital library management, digital preservation, digitization, digital library architecture, and metadata (Rasuli & Naghshineh, 2014, p. 58-59).



The authors concluded more research on digital library education is needed in Iran as this is the first study of its kind.

In Europe, Strathmann and Oßwald (2012) explained the efforts of the Network of Expertise in long-term STOrage of digital Resources (Nestor). Active in Germany, Austria, and Switzerland, Nestor formed a Memorandum of Understanding (MoU) to develop course materials, seminars, schools, publications, and online tutorials to form a cooperative curriculum for digital preservation. Nestor's MoU found online tutorials, when presented as standalone entities, fail due to content obsolescence and lack of updating from content creators, but publications supported by Nestor and other organizations were successful. Strathmann and Oßwald (2012) found shared digital preservation curriculum is having success. No entity can support the curriculum by itself, so the MoU's thirteen higher education institutions work together to improve courses and bring attention to the importance of digital preservation training both within Nestor and beyond.

### ***Surveys and Content Analyses***

The coverage of digital preservation education research in North America, beyond single institutions' case studies, illustrates needs assessments, surveys on digital preservation readiness of graduates, and analysis of the syllabi of data curation classes. Gracy and Croft (2006) assess the preservation education available in graduate programs in North America via surveys. Educators were asked about the digital preservation courses offered, the content of the coursework, future plans for the curriculum, internships offered, and post-graduation employment data. The authors note while enrollment numbers are increasing, the resources allocated including faculty and new courses are not. Continuing education is required to gain sufficient coverage of digital preservation topics. Coverage of visual materials and audiovisual materials are particularly lacking in higher education (Gracy & Croft, 2006, p. 280). The authors conclude further research is needed to determine the underlying causes and thus identify possible solutions.

Molinaro (2010) discussed typical structures of digital projects, many of which lack digital preservation planning. She posits the largest problem is that institutions do not know what they do not know; making focused continuing education difficult. In 2005, two surveys were conducted on the state of digital preservation readiness in cultural heritage institutions, and the results show less than a third of respondents have policies in place to preserve digital content. Molinaro (2010) cited numerous conferences and iSchools, including the University of Arizona, University of Michigan, and the University of North Carolina Chapel Hill, are offering educational opportunities for graduate students (p. 46). She then called on institutions to partner with education programs to offer digital preservation training and increase awareness of the dangers to digital objects.

Lastly, Harries-Pierce and Liu (2012) surveyed LIS schools in North America via their Web sites to determine what if any data curation courses are offered and if the quantity of courses being offered is enough. The authors state, "In general, based on course descriptions, the digital curation courses focused on the curation of all digital media and included data as a component" (p. 604) The study examined 52 schools and found 16 schools that offered data curation courses. Information was gathered regarding course title, description, education of instructor, mode of instruction, objectives, syllabi, prerequisites, required textbooks, assigned readings, assignments, and projects. Courses entitled digital curation were also examined and found to include data curation as a component. The authors conclude more institutions should offer data curation courses and those that do should collaborate to establish course objectives and outcomes (Harries-Pierce & Liu, 2012).

While individual digital preservation courses in LIS programs have been researched, as Lin and Abels (2010), Fulton, et al. (2011), Yakel et al. (2011), and Harvey and Bastian (2012) illustrate, the research addressing multiple LIS programs either examine digital libraries (Abrizah et al., 2009; Rasuli & Nagheshineh, 2014) or data curation (Harris-Pierce & Liu, 2012).

The body of LIS research seems to be missing an analysis of multiple program syllabi on digital preservation. Thus, this study aims to build on the existing research and add a multi-Institutional viewpoint based on content analysis of available syllabi related to digital preservation.

## Methodology

This study is a content analysis of digital preservation courses offered at ALA-accredited Library and Information Science (LIS) schools in the United States.

A list of accredited schools was obtained from ALA's Web site which showed forty-nine actively accredited schools. Institutions with continual or conditional accreditation were considered for inclusion; whereas, institutions with an accreditation withdrawn status were excluded from this study. Each LIS school's Web site was visited and searched (using the Web browser's control+f function) to locate any digital preservation or related courses being offered in the course rotation. The following terms were searched to locate digital preservation or related courses: "digital," "preservation," "curation," "electronic," "records," "data," "management," "metadata," "fixity," "sustain" (for permutations of sustainable and sustainability), "file," "security," and "storage." If the search identified ones of the terms in the title or description, the course description was read to verify the term was used in a digital preservation context and not referring to an unrelated concept (i.e. management of personnel). Falsely identified courses were discarded and not counted in the results.

A course with "digital preservation," or "digital curation," in the title was considered a digital preservation course. Likewise, a course with a term related to the NDSA's digital preservation concepts – storage and geographic location, file fixity and data integrity, information security, metadata, and file format sustainability – in the course title or description was considered a related course. If any digital preservation or related course was identified, a Google site search (site:domain) was performed to locate a publically assessable syllabus.

Only syllabi available on the institution's domain were included in this study. Syllabi located on an individual's domain (i.e. a professor's personal Web site not affiliated with the institution) were excluded. The syllabi content was examined and categorized for the following concepts as outlined by NDSA:

- File fixity and data integrity
- File format sustainability
- Information security
- Metadata
- Storage and geographic location.

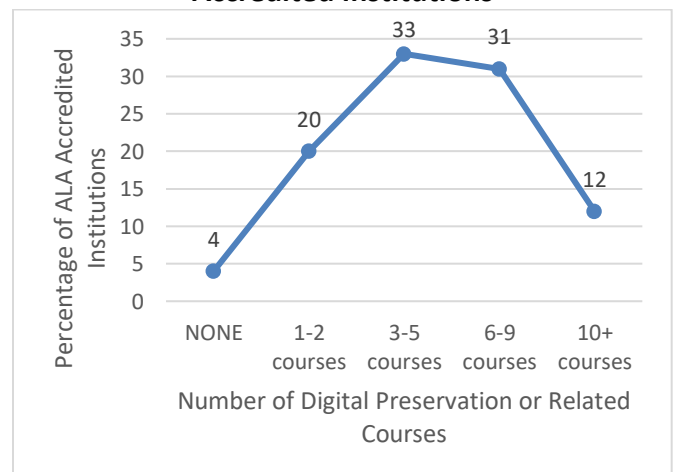
Research was conducted from September 2015 through November 2015. Information for each LIS school was entered into an Excel spreadsheet for analysis and comparison.

## Results

### ***R1. What ALA-accredited institutions offer graduate-level courses in digital preservation?***

A full list of the forty-nine ALA-accredited institutions, corresponding course titles, and digital preservation concepts addressed are included in Appendix A. Of the forty-nine institutions studied, forty-seven (96%) offer graduate level digital preservation or related courses. Two hundred and sixty-five (265) digital preservation or related courses were identified across the forty-nine institutions. The instances of classes offered at a single institution ranged from one to sixteen courses. The distribution of courses offered at ALA-accredited institutions is plotted below in Figure 1.

**Figure 1. Distribution of Number of Courses at ALA-Accredited Institutions**



Only two institutions (04%), including East Carolina University in its first year of accreditation, and South Florida University, do not currently offer any digital preservation or related topics in their course rotation.

Ten institutions (20%) offer between one and two digital preservation or related courses as shown in Table 1 below.

**Table 1. Institutions Offering 1-2 Digital Preservation or Related Courses**

Institution	No. of courses	Digital Preservation Concepts Addressed
Buffalo, University, SUNY	2	Digital preservation
North Carolina at Greensboro, The University of	2	Digital preservation, File format sustainability, Metadata
South Carolina, University of	2	Digital preservation, Metadata
Southern Mississippi, The University of	2	Digital preservation, Metadata
Texas Woman's University	2	Metadata
Alabama, University of	1	Metadata
Clarion University of Pennsylvania	1	Metadata
Rhode Island, University of	1	Digital preservation
St. John's University	1	Digital preservation, File format sustainability, Metadata
Washington, University of	1	Metadata

Seventeen institutions (33%) offer between three and five classes on digital preservation or a related topic as shown in Table 2 below.

Fifteen institutions (31%) offer between six and nine classes on digital preservation or a related topic as shown in Table 3.

**Table 2. Institutions Offering 3-5 Digital Preservation or Related Courses**

Institution	No. of courses	Digital Preservation Concepts Addressed
Illinois at Urbana-Champaign, University of	5	Digital preservation, File Fixity & Data Integrity, Metadata
Indiana University	5	Digital preservation, Metadata
Iowa, University of	5	Digital preservation, Metadata
Kent State University	5	Digital preservation, Metadata
Queens College, CUNY	5	Digital preservation, File Format Sustainability, Metadata, Storage
Wayne State University	5	Digital preservation, File fixity & Data integrity, Metadata, Storage
Wisconsin-Madison, University of	5	Digital preservation, Metadata
Arizona, University of	4	Digital preservation
Kentucky, University of	4	Digital preservation, Information security, Storage
Rutgers, The State University of New Jersey	4	Digital preservation, Metadata, Storage
Illinois at Urbana-Champaign, University of	5	Digital preservation, File Fixity & Data Integrity, Metadata
St. Catherine University	4	Digital preservation, Information security, Metadata
Wisconsin-Milwaukee, University of	4	Digital preservation, File format sustainability, Information security, Metadata
Florida State University	3	Digital preservation, Information security, Metadata
Louisiana State University	3	Digital preservation, File format sustainability, Metadata
North Carolina Central University	3	Information security, Metadata, Storage
Tennessee, University of	3	Digital preservation, File format sustainability, Storage

**Table 3. Institutions offering 6-9 Digital Preservation or Related Courses**

Institution	No. of courses	Digital Preservation Concepts Addressed
Albany, University at, SUNY	9	Digital preservation, File format sustainability, Information security, Metadata
Drexel University	9	Digital preservation, Information security, Metadata, Storage
Long Island University	9	Digital preservation, File format sustainability, Metadata, Storage
Pittsburgh, University of	9	Digital preservation, Information security, Metadata, Storage
Hawaii, University of	8	Digital preservation, File fixity & Data integrity, File format sustainability, Metadata, Storage
Michigan, University of	8	Digital preservation, Information security, Metadata, Storage
Emporia State University	7	Digital preservation, File fixity & Data integrity, Metadata, Storage
Simmons College	7	Digital preservation, File format sustainability, Metadata
Denver, University of	6	Digital preservation, File format sustainability, Information security, Metadata
Dominican University	6	Digital preservation, Metadata, Storage
Maryland, University of	6	Digital preservation, File fixity & Data integrity, File format sustainability, Metadata, Storage
North Texas, University of	6	Digital preservation, Information security, Metadata, Storage
Oklahoma, University of	6	Digital preservation, Information security, Storage
Syracuse University	6	Digital preservation, File format sustainability, Information security, Metadata
Valdosta State University	6	Digital preservation, Information security, Metadata, Storage

Six institutions (12%) offer ten or more classes on digital preservation or a related topic as shown in Table 4.

**Table 4. Institutions Offering 10 or more Digital Preservation or Related Courses**

Institution	No. of courses	Digital Preservation Concepts Addressed
Texas at Austin, University of		Digital preservation, File format sustainability, Information security, Metadata, Storage
California, Los Angeles, University of	14	Digital preservation, File fixity & Data integrity, File format sustainability, Information security, Metadata, Storage
San Jose State University	14	Digital preservation, File fixity & Data integrity, File format sustainability, Information security, Metadata
North Carolina at Chapel Hill, University of	11	Digital preservation, File fixity & Data integrity, Information security, Metadata, Storage
Catholic University of America, The	10	Digital preservation, File fixity & Data integrity, File format sustainability, Metadata, Storage
Pratt Institute	10	Digital preservation, Information security, Metadata, Storage

Overall, the average ALA-accredited program offers five digital preservation or related courses in the curriculum. The University of Texas at Austin offers the most digital preservation or related classes with sixteen courses. On the other end of the spectrum, almost a quarter (24%) offer two or fewer digital preservation or related courses. This could place a large strain on continuing education entities as twenty-four percent of ALA-accredited LIS graduates possibly lack an adequate digital preservation foundation. In a field where the tools change almost daily, not having a solid understanding of digital preservation fundamentals could be a disadvantage to new digital archivists who may require additional training and theory before entering the workplace.

**R2: What do those courses offer according to their syllabi and are there any commonalities between programs?**

Of the two hundred and sixty-five courses included in this study, one hundred and fifty-three (58%) have a corresponding, publicly available syllabus online. Of the two hundred and sixty-five courses, one hundred and fifty-five (58%) cover digital preservation as a whole compared to the remainder that covers a particular digital preservation related topic. Where possible, the courses that address a specified digital preservation topic have been included in the corresponding segments below.

**Digital Preservation**

Digital preservation issues are covered in a variety of courses. While there is no majority in what singular course addresses digital preservation, there are some trends. Twenty-four ALA-accredited LIS programs (49%) offer courses with “digital preservation” or “digital curation” in the course title. Additionally, twenty-one institutions (43%) include digital preservation in the discussion of digital libraries, often in addition to digital preservation courses. Institutions also cover digital preservation in electronic records management courses. Seventeen institutions (35%) with ALA-accredited LIS programs, cover digital preservation in records management and electronic records management courses.

Six digital preservation courses in this study (13%) are records management courses. Moreover, four institutions (08%) include digital preservation in traditional archives coursework.

**R3. To what extent does the curriculum cover the five areas of digital preservation as outlined by NDSA including**

- **File fixity and data integrity**
- **File format sustainability**
- **Information security**
- **Metadata**
- **Storage and geographic location.**

**File Fixity and Data Integrity**

Nine ALA institutions in the U.S. (18%) offer courses covering file fixity and data integrity (Table 5). Ten classes, out of two hundred and sixty-five (< 04%), cover file fixity and data integrity. The University of North Carolina at Chapel Hill offers two classes that cover file fixity and data integrity. The “Information Assurance” course at UNC at Chapel Hill may be the only course that could be considered a data integrity course. Compared to the remaining topics, file fixity and data integrity appear in the fewest number of courses making it the least covered digital preservation concept in ALA-accredited programs.

**Table 5. Courses Covering File Fixity, Data Integrity**

Institution	Course Title	Digital Preservation Concepts Addressed
California, Los Angeles, Univ. of	IS 241 Digital Preservation	File Fixity & Data Integrity, Metadata
Catholic Univ. of America	LSC 654: Database Management	File Fixity & Data Integrity, Storage
Emporia State University	LI 848: Issues in Preservation, Access, Digitization	Digital preservation, File Fixity & Data Integrity
Hawaii, University of	LIS 694 Digital Archives and Preservation	Digital preservation, File Fixity & Data Integrity
Illinois at Urbana-Champaign, Univ. of	LIS 586 Digital Preservation	Digital preservation, File Fixity & Data Integrity
Maryland, University of	INST 641: Policy Issues in Digital Curation	Digital preservation, File Fixity & Data Integrity, Information Security
N. Carolina at Chapel Hill, Univ. of	INLS 561: Digital Forensics for Curation of Digital Collections	Digital preservation, File Fixity & Data Integrity, Storage
N. Carolina at Chapel Hill, Univ. of	INLS 566: Information Assurance	File Fixity & Data Integrity, Information Security
San Jose State University	INFO 284. Seminar in Archives and Records Management	Digital preservation, File Fixity & Data Integrity, Information Security, Metadata
Wayne State University	LIS 7910 Digital Curation and Preservation	Digital preservation, File Fixity & Data Integrity, Metadata



### *File Format Sustainability*

Sixteen institutions with ALA-accredited programs (33%) offer courses covering file format sustainability. Nineteen classes discussing file format sustainability (07%) are distributed across the sixteen institutions (Appendix B, Table 6) with the University of Denver, Long Island University, and the University of Texas at Austin each offering two. There are no courses focusing solely on file format sustainability; however, several institutions discuss file format sustainability in the early stages of digital preservation, starting with digitization, such as the University of Denver, Queen's College, San Jose University, and the University of Texas at Austin.

### *Information Security*

Information security issues appear to be covered in ten percent (10%) of digital preservation or related courses (Appendix B, Table 7). Twenty-seven courses, distributed over twenty institutions (41%) with ALA-accredited programs, cover information security. Furthermore, eight out of twenty-seven courses covering information security (30%) could be classified as information security classes. The course titles covering information security range from "Database Security" at Syracuse University, to "Network Security" at North Carolina Central University, or "Principles of Cybersecurity" at Drexel University. Only two universities state "information security" in their course titles – Florida State University and University of Wisconsin-Milwaukee. Similar to the diversity in course titles, there does not appear to be much standardization in how the topic is presented in the course descriptions or syllabi.

### *Metadata*

The majority of digital preservation or related courses (63%) include metadata in their syllabi. Thirty-four (69%) of institutions offer a standalone metadata course in their curricula, and standalone metadata courses make up thirteen (13%) of all the digital preservation related courses. In total, ninety-six courses cover metadata with thirty-five courses displaying the term "metadata" in the title, which suggests an understanding of how integral metadata is in digital preservation (Appendix B, Table 8).

### *Storage*

Twenty-four institutions (49%) offer courses covering storage issues. Several institutions offer multiple courses discussing storage including the University of California, Los Angeles, Dominican University, University of Kentucky, Long Island University, University of North Texas, University of Oklahoma, University of Pittsburgh, and the University of Tennessee. Of the thirty-five courses covering storage, thirty percent cover the topic in either records management or database management. Only one institution, Dominican University, uses the term "storage" in the course title (Appendix B, Table 9).

### **Conclusion**

In summary, the majority of ALA-accredited programs are covering digital preservation or a related topic, although there is little consensus as to what constitutes digital preservation education. The coverage of digital preservation and related topics vary from institution to institution; however, most institutions appear to recognize the importance of metadata to digital preservation as the topic is featured in the majority of syllabi. Comparatively, file fixity and data integrity are allotted the least amount of coverage in the curricula. The large variety of what courses covered and the lack of similarity in offerings is concerning: less than five percent of ALA-accredited institutions cover file fixity and data integrity; only ten percent cover file format sustainability; less than a third cover information security; and less than half cover storage. Other than metadata, there was no majority consensus in the digital preservation related classes. Only one institution in this study explicitly addresses all of the digital preservation fundamentals as outlined by the NDSA: University of California, Los Angeles.

Additional research is needed in digital preservation education. Of the two hundred and sixty-five courses identified in this study, just over half had an available syllabus. This study could be repeated with additional syllabi to have a better representation of the curricula. Additionally, with the fast-changing pace of technology, one has to wonder how often the curriculum should be updated.

School rankings and the distribution of digital preservation courses could be analyzed to determine if there are any correlations between the top-rated LIS programs and how many digital preservation courses they offer.

While more research is needed, the picture depicted in this study indicates a potential strain on continuing education entities, as LIS graduates may not be prepared for the challenges of digital preservation work. This could foreshadow a need for supplementary certifications and endorsements to verify one's knowledge base, and raise the education requirements of those entering the field.

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## Appendix A. ALA-Accredited Programs and Courses Related to Digital Preservation

Institution	Course	Digital Preservation Concepts
Alabama, University of (Continued accreditation)	LS 566: Metadata	Metadata
Albany, University at, SUNY (Continued accreditation)	IIST 666: Network and Systems Security	Information security
Albany, University at, SUNY (Continued accreditation)	IIST 666: Digital Libraries	Digital preservation, Metadata
Albany, University at, SUNY (Continued accreditation)	IST 523: Fundamentals of Information Technology	Information security
Albany, University at, SUNY (Continued accreditation)	IST 547: Electronic Records Management	Digital preservation
Albany, University at, SUNY (Continued accreditation)	IST 602: Information and Knowledge Organization	Metadata
Albany, University at, SUNY (Continued accreditation)	IST 653: Digital Libraries	Digital preservation, File format sustainability, Metadata
Albany, University at, SUNY (Continued accreditation)	IST 654: Preservation Management in Archives and Libraries	Digital preservation
Albany, University at, SUNY (Continued accreditation)	IST 656: Archives and Manuscripts	Digital preservation
Albany, University at, SUNY (Continued accreditation)	IST 660: Archival Representation	Metadata
Arizona, University of (Continued accreditation)	LIS 671: Introduction to Digital Collections	Digital preservation
Arizona, University of (Continued accreditation)	LIS 673: Managing the Digital Environment	Digital preservation
Arizona, University of (Continued accreditation)	LIS 674: Preservation of Digital Collections	Digital preservation
Arizona, University of (Continued accreditation)	LIS 675: Advanced Digital Collections	Digital preservation
Buffalo, University at, SUNY (Continued accreditation)	LIS 513: Records Management	Digital preservation
Buffalo, University at, SUNY (Continued accreditation)	LIS 519: Selection, Acquisition and Management of Non-Book Materials	Digital preservation
California, Los Angeles, University of (Continued accreditation)	262A: Data Management and Practice	Digital preservation

California, Los Angeles, University of (Continued accreditation)	274: Database Management Systems	Information security, Storage
California, Los Angeles, University of (Continued accreditation)	INF STD 240: Management of Digital Records	Digital preservation, Metadata
California, Los Angeles, University of (Continued accreditation)	IS 241: Digital Preservation	File fixity & data integrity, Metadata
California, Los Angeles, University of (Continued accreditation)	IS 260: Description and Access	Metadata
California, Los Angeles, University of (Continued accreditation)	IS 262B: Data Curation and Policy	Digital preservation
California, Los Angeles, University of (Continued accreditation)	IS 269: Seminar information structure	Metadata
California, Los Angeles, University of (Continued accreditation)	IS 271: Introduction to Computer Systems and Programming	Metadata
California, Los Angeles, University of (Continued accreditation)	IS 289: Seminar Special Issues	Digital preservation
California, Los Angeles, University of (Continued accreditation)	IS 289-1: Digital Preservation	Digital preservation
California, Los Angeles, University of (Continued accreditation)	IS 433: Community-Based Archiving	Digital preservation
California, Los Angeles, University of (Continued accreditation)	IS 464: Metadata	Metadata
California, Los Angeles, University of (Continued accreditation)	MIAS 240: Archival Administration	Digital preservation
California, Los Angeles, University of (Continued accreditation)	MIAS 298: (Special Topics) Digital Asset Management	Digital preservation, File format sustainability, Metadata, Storage
Catholic University of America, The (Continued accreditation)	LSC 615: Metadata	Metadata
Catholic University of America, The (Continued accreditation)	LSC 647: Preservation	Digital preservation
Catholic University of America, The (Continued accreditation)	LSC 648: Digital Curation	Digital preservation
Catholic University of America, The (Continued accreditation)	LSC 652: Foundations of Digital Libraries	Digital preservation, File format sustainability, Metadata
Catholic University of America, The (Continued accreditation)	LSC 654: Database Management	File fixity & data integrity, Storage
Catholic University of America, The (Continued accreditation)	LSC 713: Advanced Cataloging and Classification	Metadata

Catholic University of America, The (Continued accreditation)	LSC 761: Electronic Records and Digital Archives	Digital preservation
Catholic University of America, The (Continued accreditation)	LSC 850: Digital Humanities	Digital preservation
Catholic University of America, The (Continued accreditation)	LSC 877 or CLSC 877: Institute on Digital Collections in Libraries, Archives, and Museums	Digital preservation
Catholic University of America, The (Continued accreditation)	LSC 887 or CLSC 887: Institute on Federal Library Resources	Digital preservation
Clarion University of Pennsylvania (Continued accreditation)	LS 575: Digital Libraries	Metadata
Denver, University of (Continued accreditation)	LIS 4050: Library and Information Technologies	Information security
Denver, University of (Continued accreditation)	LIS 4404 - Metadata Architectures	Metadata
Denver, University of (Continued accreditation)	LIS 4800: Intro Archives & Records Mgmt	Digital preservation
Denver, University of (Continued accreditation)	LIS 4804: Digital Objects & Collections	Digital preservation, File format sustainability, Metadata
Denver, University of (Continued accreditation)	LIS 4810: Digital Libraries	Digital preservation
Denver, University of (Continued accreditation)	LIS 4820: Digitization	Digital preservation, File format sustainability, Metadata
Dominican University (Continued accreditation)	LIS 750: Information Storage and Retrieval	Storage
Dominican University (Continued accreditation)	LIS 751: Database Management	Storage
Dominican University (Continued accreditation)	LIS 759: Digital Libraries	Digital preservation
Dominican University (Continued accreditation)	LIS 882: Metadata for digital resources	Metadata
Dominican University (Continued accreditation)	LIS 886: Records and Information Management	Digital preservation
Dominican University (Continued accreditation)	LIS 889: Digital Curation	Digital preservation
Drexel University (Continued accreditation)	INFO 662: Metadata and Resource Description	Metadata
Drexel University (Continued accreditation)	INFO 517: Principles of Cybersecurity	Information security



Drexel University (Continued accreditation)	INFO 642: Managing Digital Collections and Repositories	Storage
Drexel University (Continued accreditation)	INFO 642: Managing Digital Collections and Repositories	Storage
Drexel University (Continued accreditation)	INFO 653: Digital Libraries	Metadata
Drexel University (Continued accreditation)	INFO 750: Archival Access Systems	Metadata
Drexel University (Continued accreditation)	INFO 753: Introduction to Digital Curation	Digital preservation
Drexel University (Continued accreditation)	INFO 755: Electronic Records Management	Digital preservation
Drexel University (Continued accreditation)	INFO 756: Digital Preservation	Digital preservation
Emporia State University (Continued accreditation)	LI 827: Preservation Strategies	Digital preservation
Emporia State University (Continued accreditation)	LI 848: Issues in Preservation, Access, and Digitization	Digital preservation, File fixity & data integrity
Emporia State University (Continued accreditation)	LI 849: Records and Information Management	Digital preservation
Emporia State University (Continued accreditation)	LI 861: Current Issues in Information Transfer	Digital preservation
Emporia State University (Continued accreditation)	LI 862: Current Issues in Technology	Storage
Emporia State University (Continued accreditation)	LI 883: Introduction to Metadata	Metadata
Emporia State University (Continued accreditation)	LI 884: Advanced Metadata Applications	Metadata
Florida State University (Continued accreditation)	LIS 5472: Digital Libraries	Digital preservation
Florida State University (Continued accreditation)	LIS 5775: Information Security	Information security
Florida State University (Continued accreditation)	LIS 5787: Fundamentals of Metadata Theory and Practice	Metadata
Hawaii, University of (Continued accreditation)	LIS 619: Preservation Management	Digital preservation
Hawaii, University of (Continued accreditation)	LIS 653: Seminar in Archival Studies – Archives and Technology	Digital preservation

Hawaii, University of (Continued accreditation)	LIS 670: Introduction to Information Science and Technology	Storage
Hawaii, University of (Continued accreditation)	LIS 674: Database Design & Creation	Metadata
Hawaii, University of (Continued accreditation)	LIS 694: Digital Archives and Preservation	Digital preservation, File fixity & data integrity
Hawaii, University of (Continued accreditation)	LIS 694: Digital Content Management	Metadata
Hawaii, University of (Continued accreditation)	LIS 694: Metadata Management in Memory Institutions	Metadata
Hawaii, University of (Continued accreditation)	unknown #: Moving Image Archives	Digital preservation, File format sustainability
Illinois at Urbana-Champaign, University of (Continued accreditation)	LIS 507: Intro to Bibliographic Metadata	Metadata
Illinois at Urbana-Champaign, University of (Continued accreditation)	LIS 531: Foundations of Data Curation	Digital preservation, Metadata
Illinois at Urbana-Champaign, University of (Continued accreditation)	LIS 562: Metadata in theory and practice	Metadata
Illinois at Urbana-Champaign, University of (Continued accreditation)	LIS 581: Adm and Use Archival Materials	Digital preservation
Illinois at Urbana-Champaign, University of (Continued accreditation)	LIS 586: Digital Preservation	Digital preservation, File fixity & data integrity
Indiana University (Continued accreditation)	Z581: Archives and Records Management	Digital preservation
Indiana University (Continued accreditation)	Z586: Digital Curation	Digital preservation
Indiana University (Continued accreditation)	Z634: Metadata	Metadata
Indiana University (Continued accreditation)	Z652: Digital Libraries	Metadata
Indiana University (Continued accreditation)	Z685: Electronic Records Management	Digital preservation, Metadata
Iowa, University of (Continued accreditation)	SLIS 4900/021:150 Preservation and Conservation of Collection Materials	Digital preservation
Iowa, University of (Continued accreditation)	SLIS 6140/021:226 Digital Environments	Metadata

Iowa, University of (Continued accreditation)	SLIS: 6330/021:240 Archives and Media	Storage
Iowa, University of (Continued accreditation)	SLIS 6335: Metadata Theories and Applications	Metadata
Iowa, University of (Continued accreditation)	SLIS 6345: Stewardship of Information and Collections	Digital preservation
Kent State University (Continued accreditation)	60633: Digital Curation	Digital preservation
Kent State University (Continued accreditation)	60639: Implementation of Digital Libraries	Metadata
Kent State University (Continued accreditation)	LIS 60631: Introduction to Digital Preservation	Digital preservation
Kent State University (Continued accreditation)	LIS 60637: Metadata Architecture and Implementation	Metadata
Kent State University (Continued accreditation)	LIS 60638: Digital Libraries	Digital preservation
Kentucky, University of (Continued accreditation)	LIS 636: Foundations of Information Technology	Storage
Kentucky, University of (Continued accreditation)	LIS 637: Information Technology	Information security, Storage
Kentucky, University of (Continued accreditation)	LIS 638: Internet Technologies and Information Services	Storage
Kentucky, University of (Continued accreditation)	LIS 653: Preservation Management	Digital preservation
Long Island University (Conditional accreditation)	LIS 508: Technology for Information Management	Storage
Long Island University (Conditional accreditation)	LIS 520: Records Management	Digital preservation
Long Island University (Conditional accreditation)	LIS 654: Building Digital Libraries	Metadata
Long Island University (Conditional accreditation)	LIS 657: Introduction to Preservation	Digital preservation
Long Island University (Conditional accreditation)	LIS 706: Digital Preservation	Digital preservation, File format sustainability, Storage
Long Island University (Conditional accreditation)	LIS 716: Audio Preservation	File format sustainability
Long Island University (Conditional accreditation)	LIS 722: Digital Records	Digital preservation

Long Island University (Conditional accreditation)	LIS 763: Metadata for Digital Libraries	Metadata
Long Island University (Conditional accreditation)	LIS 768: Digital Information Representation	Metadata
Louisiana State University (Continued accreditation)	LIS 7410: Digital Libraries	Digital preservation, File format sustainability, Metadata
Louisiana State University (Continued accreditation)	LIS 7505: Introduction to Digital Curation	Digital preservation
Louisiana State University (Continued accreditation)	LIS 7611: Management of Electronic Records	Digital preservation
Maryland, University of (Continued accreditation)	INST 611: Privacy and Security in a Networked World	Information security
Maryland, University of (Continued accreditation)	INST 641: Policy Issues in Digital Curation	Digital preservation, File fixity & data integrity, Information security
Maryland, University of (Continued accreditation)	INST 729: "Follow the Fringe: Documentation and Preservation of Cultural Movements in Media	Metadata
Maryland, University of (Continued accreditation)	LBSC 682: Management of Electronic Records & Information	Digital preservation, Storage
Maryland, University of (Continued accreditation)	LBSC 708Q 0101: Digital Preservation	Digital preservation
Maryland, University of (Continued accreditation)	LBSC 786: Library and Archives Preservation	Metadata
Michigan, University of (Continued accreditation)	SI 625: Digital Preservation	Digital preservation
Michigan, University of (Continued accreditation)	SI 502: Networked Computing Storage Communication and Processing	Information security
Michigan, University of (Continued accreditation)	SI 581: Preservation Administration	Digital preservation
Michigan, University of (Continued accreditation)	SI 603: Economics of Sustainable Digital Information	Digital preservation
Michigan, University of (Continued accreditation)	SI 639: Web Archiving	Digital preservation
Michigan, University of (Continued accreditation)	SI 640: Digital Libraries and Archives	Digital preservation
Michigan, University of (Continued accreditation)	SI 675: Digitization Cultural Heritage Materials	Metadata
Michigan, University of (Continued accreditation)	SI 678: Preserving Sound and Motion	Storage

North Carolina at Chapel Hill, University of (Continued accreditation)	INLS 465: Understanding Information Technology for Managing Digital Collections	Digital preservation
North Carolina at Chapel Hill, University of (Continued accreditation)	INLS 525: Electronic Records Management	Digital preservation
North Carolina at Chapel Hill, University of (Continued accreditation)	INLS 540: Building a Personal Digital Library	Metadata
North Carolina at Chapel Hill, University of (Continued accreditation)	INLS 556: Introduction to Archives and Records Management	Digital preservation
North Carolina at Chapel Hill, University of (Continued accreditation)	INLS 561: Digital Forensics for Curation of Digital Collections	Digital preservation, File fixity & data integrity, Storage
North Carolina at Chapel Hill, University of (Continued accreditation)	INLS 566: Information Assurance	File fixity & data integrity, Information security
North Carolina at Chapel Hill, University of (Continued accreditation)	INLS 624: Policy-Based Data Management	Digital preservation
North Carolina at Chapel Hill, University of (Continued accreditation)	INLS 720: Metadata Architectures and Applications	Metadata
North Carolina at Chapel Hill, University of (Continued accreditation)	INLS 740: Digital Libraries: Principles and Applications	Metadata
North Carolina at Chapel Hill, University of (Continued accreditation)	INLS 752: Digital Preservation and Access	Digital preservation, Metadata
North Carolina at Chapel Hill, University of (Continued accreditation)	INLS 756: Data Curation and Management	Metadata
North Carolina at Greensboro, The University of (Continued accreditation)	LIS 643: Metadata	Metadata
North Carolina at Greensboro, The University of (Continued accreditation)	LIS 644: Digital Libraries	Digital preservation, File format sustainability
North Carolina Central University (Continued accreditation)	LSIS 5442: Network Security	Information security
North Carolina Central University (Continued accreditation)	LSIS 5452: Advanced Data Base Systems	Information security, Storage
North Carolina Central University (Continued accreditation)	LSIS 5820: Meta-Data Analysis	Metadata
North Texas, University of (Continued accreditation)	SLIS 5223: Metadata and Networked Information Organization/Retrieval	Metadata

North Texas, University of (Continued accreditation)	SLIS 5230: Records Management	Digital preservation, Information security, Storage
North Texas, University of (Continued accreditation)	SLIS 5841: Digital Curation Fundamentals	Digital preservation, Storage
North Texas, University of (Continued accreditation)	SLIS 5842: Digital Curation Tools and Applications	Digital preservation, Metadata
North Texas, University of (Continued accreditation)	SLIS 5843: Preservation Planning and Implementation for Digital Curation	Digital preservation
North Texas, University of (Continued accreditation)	SLIS 5844: Advanced Topics in Digital Curation	Digital preservation
Oklahoma, University of (Continued accreditation)	LIS 5653: Preservation of Information Materials	Digital preservation
Oklahoma, University of (Continued accreditation)	LIS 5343: Archival Concepts and Traditions	Digital preservation
Oklahoma, University of (Continued accreditation)	LIS 5453: Digital Collection	Storage
Oklahoma, University of (Continued accreditation)	LIS 5473: Document and Records Management	Digital preservation, Storage
Oklahoma, University of (Continued accreditation)	LIS 5633: Design and Implementation of Web-based Information Services	Storage
Oklahoma, University of (Continued accreditation)	LIS 5683: Database Design for Information Organizations	Information security, Storage
Pittsburgh, University of (Continued accreditation)	LIS 2220: Archives and Records Management	Digital preservation
Pittsburgh, University of (Continued accreditation)	LIS 2227: Photographic Archives	Digital preservation, Storage
Pittsburgh, University of (Continued accreditation)	LIS 2230: Records and Information Management	Metadata
Pittsburgh, University of (Continued accreditation)	LIS 2407: Metadata	Metadata
Pittsburgh, University of (Continued accreditation)	LIS 2600: Introduction to Information Technologies	Information security
Pittsburgh, University of (Continued accreditation)	LIS 2610: Library and Archival Computing	Digital preservation
Pittsburgh, University of (Continued accreditation)	LIS 2672: Technologies & Services for Digital Data	Digital preservation
Pittsburgh, University of (Continued accreditation)	LIS 2674: Preserving Digital Culture	Digital preservation



Pittsburgh, University of (Continued accreditation)	LIS 2677: Research Data Infrastructure	Digital preservation, Storage
Pratt Institute (Conditional accreditation)	LIS 632: Conservation & Preservation	Digital preservation
Pratt Institute (Conditional accreditation)	LIS 647: Visual Resources Management	Digital preservation, Metadata
Pratt Institute (Conditional accreditation)	LIS 650: Principles of Records Management	Information security
Pratt Institute (Conditional accreditation)	LIS 655: Digital Preservation and Curation	Digital preservation
Pratt Institute (Conditional accreditation)	LIS 663: Metadata	Metadata
Pratt Institute (Conditional accreditation)	LIS 665-01: Projects in Digital Archives	Metadata, Storage
Pratt Institute (Conditional accreditation)	LIS 668: Projects in Moving Image and Sound Archives	Digital preservation
Pratt Institute (Conditional accreditation)	LIS 669-01: Digital Asset Management	Digital preservation
Pratt Institute (Conditional accreditation)	LIS 693: Digital Libraries	Digital preservation
Pratt Institute (Conditional accreditation)	LIS 697: Digital Asset Management	Digital preservation
Queens College, CUNY (Continued accreditation)	LBSCI 729: Metadata for Digital Resources	Metadata
Queens College, CUNY (Continued accreditation)	LBSCI 733: Preservation of Cultural Heritage Materials.	Digital preservation
Queens College, CUNY (Continued accreditation)	LBSCI 736: Records Management.	Digital preservation, Storage
Queens College, CUNY (Continued accreditation)	LBSCI 752: Digital Preservation	Digital preservation
Queens College, CUNY (Continued accreditation)	LBSCI 757: Introduction to Digital Imaging.	Digital preservation, File format sustainability, Metadata
Rhode Island, University of (Continued accreditation)	LSC 562: Digital Archives and Preservation	Digital preservation
Rutgers, The State University of New Jersey (Continued accreditation)	LIS 524: Metadata for the Information Professional	Metadata
Rutgers, The State University of New Jersey (Continued accreditation)	LIS 534: Records Management	Storage

Rutgers, The State University of New Jersey (Continued accreditation)	LIS 556: Preservation of Library and Archival Materials	Digital preservation
Rutgers, The State University of New Jersey (Continued accreditation)	LIS 560: Fundamentals of Big Data Curation and Management	Digital preservation
San Jose State University (Continued accreditation)	INFO 247: Vocabulary Design	Metadata
San Jose State University (Continued accreditation)	INFO 256: Archives and Manuscripts	Digital preservation
San Jose State University (Continued accreditation)	INFO 259: Preservation Management	Digital preservation
San Jose State University (Continued accreditation)	INFO 282: Seminar in Library Management - Digital Asset Management	Digital preservation, Information security, Metadata
San Jose State University (Continued accreditation)	INFO 284: Seminar in Archives and Records Management	Digital preservation, File fixity & data integrity, Information security, Metadata
San Jose State University (Continued accreditation)	INFO 284-13: Seminar in Archives and Records Management: tools services & methodologies for digital curation	Digital preservation
San Jose State University (Continued accreditation)	INFO 293: Introduction to Data Networking	Information security
San Jose State University (Continued accreditation)	LIBR 257: Records Management	Digital preservation
San Jose State University (Continued accreditation)	LIBR 284: Seminar in Archives and Records Management: digitization & digital preservation	File format sustainability, Metadata
San Jose State University (Continued accreditation)	LIBR 284: Seminar in Archives and Records Management: curation of new digital media	Digital preservation
San Jose State University (Continued accreditation)	LIBR 284-03: Seminar in Archives and Records Management: digital curation	Digital preservation
San Jose State University (Continued accreditation)	LIBR 287: Digital Libraries	Digital preservation
San Jose State University (Continued accreditation)	MARA 284: Enterprise Content Management and Digital Preservation	Digital preservation
San Jose State University (Continued accreditation)	MARA 284-10: Seminar in Archives and Records Management: born digital	Digital preservation
Simmons College (Continued accreditation)	LIS 415: Information Organization	Metadata

Simmons College (Continued accreditation)	LIS 439: Preservation Management	Digital preservation
Simmons College (Continued accreditation)	LIS 445: Metadata	Metadata
Simmons College (Continued accreditation)	LIS 448: Digital Stewardship	Digital preservation
Simmons College (Continued accreditation)	LIS 456: Managing Records in Electronic Environments	Digital preservation
Simmons College (Continued accreditation)	LIS 462: Digital Libraries	Digital preservation
Simmons College (Continued accreditation)	LIS 489: Technical Foundations for Information Science	File format sustainability
South Carolina, University of (Continued accreditation)	SLIS 725: Digital Libraries	Digital preservation, Storage
South Carolina, University of (Continued accreditation)	SLIS 735: Metadata	Metadata
Southern Mississippi, The University of (Continued accreditation)	LIS 646: Special Collections and Archives	Digital preservation
Southern Mississippi, The University of (Continued accreditation)	LIS 652: Metadata	Metadata
St. Catherine University (Continued accreditation)	LIS 7130: Preservation Management	Digital preservation
St. Catherine University (Continued accreditation)	LIS 7530: Internet Fundamentals and Design	Information security
St. Catherine University (Continued accreditation)	LIS 7590: Digital Libraries	Digital preservation
St. Catherine University (Continued accreditation)	LIS 8820: Metadata for Internet Resources	Metadata
St. John's University (Continued accreditation)	LIS 230: Intro to Digital Libraries	Digital preservation, File format sustainability, Metadata
Syracuse University (Continued accreditation)	IST 622: Introduction to Preservation of Cultural Heritage	Digital preservation
Syracuse University (Continued accreditation)	IST 624: Preservation of Library and Archival Collections	Digital preservation
Syracuse University (Continued accreditation)	IST 628: Organization and Management of Archival Collections	File format sustainability, Information security, Metadata

Syracuse University (Continued accreditation)	IST 676: Foundations of Digital Data	Digital preservation
Syracuse University (Continued accreditation)	IST 677: Creating, Managing and Preserving Digital Assets	Digital preservation
Syracuse University (Continued accreditation)	IST 724: Database Security	Information security
Tennessee, University of (Continued accreditation)	562: Digital Curation	Digital preservation
Tennessee, University of (Continued accreditation)	564: Archives and Records Management	Digital preservation, File format sustainability, Storage
Tennessee, University of (Continued accreditation)	585: Information Technologies	Digital preservation, Storage
Texas at Austin, University of (Continued accreditation)	INF 292K: Digital Archiving and Preservation	Digital preservation, Storage
Texas at Austin, University of (Continued accreditation)	INF 343C: Information Organization and Access	Metadata
Texas at Austin, University of (Continued accreditation)	INF 382R: Intro to Scientific Data Informatics	Digital preservation
Texas at Austin, University of (Continued accreditation)	INF 383H: Intro to digital humanities	Digital preservation
Texas at Austin, University of (Continued accreditation)	INF 384M: Topics in Description and Metadata	Metadata
Texas at Austin, University of (Continued accreditation)	INF 384R: Digital Repositories	Digital preservation, Metadata
Texas at Austin, University of (Continued accreditation)	INF 384W: Descriptive Cataloging and Metadata	Metadata
Texas at Austin, University of (Continued accreditation)	INF 385R: Survey of Digitization	Digital preservation, File format sustainability, Metadata
Texas at Austin, University of (Continued accreditation)	INF 385S: Digital Libraries	Metadata
Texas at Austin, University of (Continued accreditation)	INF 385W: Security Informatics	Information security
Texas at Austin, University of (Continued accreditation)	INF 389G: Intro to Electronic and Digital Records	Digital preservation
Texas at Austin, University of (Continued accreditation)	INF 392H: Creating Sustainable Digital Collections	Digital preservation, Metadata
Texas at Austin, University of (Continued accreditation)	INF 392L: Introduction to Audio Preservation and Reformatting	Digital preservation

Texas at Austin, University of (Continued accreditation)	INF 392M: Advanced Audio Preservation and Reformatting	Digital preservation, File format sustainability
Texas at Austin, University of (Continued accreditation)	INF 392P: The Politics of Preservation	Digital preservation
Texas at Austin, University of (Continued accreditation)	INF389K: Life Cycle Metadata for Digital Objects	Metadata
Texas Woman's University (Continued accreditation)	LS 5013: Information Organization and Retrieval.	Metadata
Texas Woman's University (Continued accreditation)	LS 5403: Library Technology Systems.	Metadata
Valdosta State University (Continued accreditation)	MLIS 7330: Metadata and Advanced Cataloging	Metadata
Valdosta State University (Continued accreditation)	MLIS 7440: Electronic Resources in Libraries	Digital preservation
Valdosta State University (Continued accreditation)	MLIS 7500: Computer Applications for Information Professionals (delisted effective Spring 16)	Information security
Valdosta State University (Continued accreditation)	MLIS 7505: Applied Technologies in Library Practice	Information security, Storage
Valdosta State University (Continued accreditation)	MLIS 7580: Digital Libraries	Digital preservation, Metadata
Valdosta State University (Continued accreditation)	MLIS-7730: Preservation	Digital preservation
Washington, University of (Continued accreditation)	LIS 530: Organization of Information and Resources	Metadata
Wayne State University (Continued accreditation)	LIS 7450: Digital Imaging	Digital preservation, Metadata
Wayne State University (Continued accreditation)	LIS 7740: Archives and Libraries in the Digital World	Storage
Wayne State University (Continued accreditation)	LIS 7900: Digital Libraries	Digital preservation, Metadata
Wayne State University (Continued accreditation)	LIS 7910: Digital Curation and Preservation	Digital preservation, File fixity & data integrity, Metadata
Wayne State University (Continued accreditation)	LIS 7910: Metadata in Theory and Practice	Metadata
Wisconsin-Madison, University of (Continued accreditation)	LIS 341: Topics in Information Studies - Technological Aspects	Digital preservation

Wisconsin-Madison, University of (Continued accreditation)	LIS 351: Introduction to Digital Information	Metadata
Wisconsin-Madison, University of (Continued accreditation)	LIS 616: Records Management	Digital preservation
Wisconsin-Madison, University of (Continued accreditation)	LIS 668: Digital Curation	Digital preservation, Metadata
Wisconsin-Madison, University of (Continued accreditation)	LIS 853: Metadata Standards and Applications	Metadata
Wisconsin-Milwaukee, University of (Continued accreditation)	583: Survey of Information Security	Information security
Wisconsin-Milwaukee, University of (Continued accreditation)	656: Electronic Documents and Records Management	Digital preservation, File format sustainability, Metadata
Wisconsin-Milwaukee, University of (Continued accreditation)	714: Metadata	Metadata
Wisconsin-Milwaukee, University of (Continued accreditation)	753: Preserving Information Media.	Digital preservation

## Appendix B

**Table 6. Courses Covering File Format Sustainability**

<b>Institution</b>	<b>Course Title</b>	<b>Digital Preservation Concepts</b>
Albany, University at, SUNY	IST 653: Digital Libraries	Digital preservation, File format sustainability
California, Los Angeles, University of	MIAS 298: (Special Topics) Digital Asset Management	Digital preservation, File format sustainability
Catholic University of America, The	LSC 652: Foundations of Digital Libraries	Digital preservation, File format sustainability
Denver, University of	LIS 4804: Digital Objects & Collections	Digital preservation, File format sustainability, Metadata
Denver, University of	LIS 4820: Digitization	Digital preservation, File format sustainability, Metadata
Hawaii, University of	unknown #: Moving Image Archives	Digital preservation, File format sustainability, Metadata
Long Island University	LIS 706: Digital Preservation	Digital preservation, File format sustainability, Metadata
Long Island University	LIS 716: Audio Preservation	File format sustainability, Metadata
Louisiana State University	LIS 7410: Digital Libraries	Digital preservation, File format sustainability, Metadata



N. Carolina at Greensboro, The University of	LIS 644: Digital Libraries	Digital preservation, File format sustainability, Metadata
Queens College, CUNY	LBSCI 757: Introduction to Digital Imaging.	Digital preservation, File format sustainability, Metadata
San Jose State University	LIBR 284: Seminar in Archives and Records Management: digitization and digital preservation	File format sustainability, Metadata
Simmons College	LIS 489: Technical Foundations for Information Science	File format sustainability, Storage
St. John's University	LIS 230: Intro to Digital Libraries	Digital preservation, File format sustainability, Storage
Syracuse University	IST 628: Organization and Management of Archival Collections	File format sustainability, Metadata, Storage
Tennessee, University of	564: Archives and Records Management	Digital preservation, File format sustainability, Information Security, Metadata
Texas at Austin, University of	INF 392M: Advanced Audio Preservation and Reformatting	Digital preservation, File format sustainability, Metadata
Texas at Austin, University of	INF 385R: Survey of Digitization	Digital preservation, File format sustainability
Wisconsin-Milwaukee, University of	656: Electronic Documents and Records Management	Digital preservation, File format sustainability

**Table 7. Courses Covering Information Security**

<b>Institution</b>	<b>Course</b>	<b>Digital Preservation Concepts</b>
Albany, University at, SUNY	IIST 666: Network and Systems Security	Information security
Albany, University at, SUNY	IST 523: Fundamentals of Information Technology	Information security
California, Los Angeles, University of	274: Database Management Systems	Information security
Denver, University of	LIS 4050: Library and Information Technologies	Information security
Drexel University	INFO 517: Principles of Cybersecurity	Information security
Florida State University	LIS 5775: Information Security	Information security
Kentucky, University of	LIS 637: Information Technology	Information security
Maryland, University of	INST 641: Policy Issues in Digital Curation	Digital preservation, File fixity & data integrity, Information security

Maryland, University of	INST 611: Privacy and Security in a Networked World	Information security
Michigan, University of	SI 502: Networked Computing Storage Communication and Processing	Information security
North Carolina at Chapel Hill, University of	INLS 566: Information Assurance (3 credits)	File fixity & data integrity, Information security
North Carolina Central University	LSIS 5452: Advanced Data Base Systems	Information security
North Carolina Central University	LSIS 5442: Network Security	Information security
North Texas, University of	SLIS 5230: Records Management	Digital preservation, Information security
Oklahoma, University of	LIS 5683: Database Design for Information Organizations	Information security
Pittsburgh, University of	LIS 2600: Introduction to Information Technologies	Information security
Pratt Institute	LIS 650: Principles of Records Management	Information security
San Jose State University	INFO 284: Seminar in Archives and Records Management	Digital preservation, File fixity & data integrity, Information security, Metadata
San Jose State University	INFO 282: Seminar in Library Management - Digital Asset Management	Digital preservation, Information security, Metadata
San Jose State University	INFO 293: Introduction to Data Networking	Information security
St. Catherine University	LIS 7530: Internet Fundamentals and Design	Information security
Syracuse University	IST 628: Organization and Management of Archival Collections	File format sustainability, Information security, Metadata
Syracuse University	IST 724: Database Security	Information security
Texas at Austin, University of	INF 385W: Security Informatics	Information security
Valdosta State University	MLIS 7505: Applied Technologies in Library Practice	Information security
Valdosta State University	MLIS 7500: Computer Applications for Information Professionals (to be delisted effective Spring 16)	Information security
Wisconsin-Milwaukee, University of	583: Survey of Information Security	Information security

**Table 8. Metadata Courses by Institution**

<b>Institution</b>	<b>Course</b>	<b>Digital Preservation Concepts</b>
Alabama, University of	LS 566: Metadata	Metadata
California, Los Angeles, University of	IS 464: Metadata	Metadata
Catholic University of America, The	LSC 615: Metadata	Metadata
Denver, University of	LIS 4404: Metadata Architectures	Metadata
Dominican University	LIS 882: Metadata for digital resources	Metadata
Drexel University	INFO 662: Metadata and Resource Description	Metadata
Emporia State University	LI 883: Introduction to Metadata	Metadata
Emporia State University	LI 884: Advanced Metadata Applications	Metadata
Florida State University	LIS 5787: Fundamentals of Metadata Theory and Practice	Metadata
Hawaii, University of	LIS 694: Metadata Management in Memory Institutions	Metadata
Illinois at Urbana-Champaign, University of	LIS 562: Metadata in theory and practice	Metadata
Illinois at Urbana-Champaign, University of	LIS 507: Intro to Bibliographic Metadata	Metadata
Indiana University	Z634: Metadata	Metadata
Iowa, University of	SLIS:6335: Metadata Theories and Applications	Metadata
Kent State University	LIS 60637: Metadata Architecture and Implementation	Metadata
Long Island University	LIS 763: Metadata for Digital Libraries	Metadata
North Carolina at Chapel Hill, University of	INLS 720: Metadata Architectures and Applications	Metadata
North Carolina at Greensboro, The University of	LIS 643: Metadata	Metadata
North Carolina Central University	LSIS 5820: Meta-Data Analysis	Metadata

North Texas, University of	SLIS 5223: Metadata and Networked Information Organization/Retrieval	Metadata
Pittsburgh, University of	LIS 2407: Metadata	Metadata
Pratt Institute	LIS 663: Metadata	Metadata
Queens College, CUNY	LBSCI 729: Metadata for Digital Resources	Metadata
Rutgers, The State University of New Jersey	LIS 524: Metadata for the Information Professional	Metadata
Simmons College	LIS 445: Metadata	Metadata
South Carolina, University of	SLIS 735: Metadata	Metadata
Southern Mississippi, The University of	LIS 652: Metadata	Metadata
St. Catherine University	LIS 8820: Metadata for Internet Resources	Metadata
Texas at Austin, University of	INF389K: Life Cycle Metadata for Digital Objects	Metadata
Texas at Austin, University of	INF 384M: Topics in Description and Metadata	Metadata
Texas at Austin, University of	INF 384W: Descriptive Cataloging and Metadata	Metadata
Valdosta State University	MLIS 7330: Metadata and Advanced Cataloging	Metadata
Wayne State University	LIS 7910: Metadata in Theory and Practice	Metadata
Wisconsin-Madison, University of	LIS 853: Metadata Standards and Applications	Metadata
Wisconsin-Milwaukee, University of	714: Metadata	Metadata

**Table 9. Courses Covering Storage**

<b>Institution</b>	<b>Course</b>	<b>Digital Preservation Concepts</b>
California, Los Angeles, University of	MIAS 298: (Special Topics) Digital Asset Management	Digital preservation, File format sustainability, Metadata, Storage

California, Los Angeles, University of	274: Database Management Systems	Information security, Storage
Catholic University of America, The	LSC 654: Database Management	File fixity & data integrity, Storage
Dominican University	LIS 751: Database Management	Storage
Dominican University	LIS 750: Information Storage and Retrieval	Storage
Drexel University	INFO 642: Managing Digital Collections and Repositories	Storage
Emporia State University	LI 862: Current Issues in Technology	Storage
Hawaii, University of	LIS 670: Introduction to Information Science and Technology	Storage
Iowa, University of	SLIS:6330/021:240 Archives and Media	Storage
Kentucky, University of	LIS 637: Information Technology	Information security, Storage
Kentucky, University of	LIS 636: Foundations of Information Technology	Storage
Kentucky, University of	LIS 638: Internet Technologies and Information Services	Storage
Long Island University	LIS 706: Digital Preservation	Digital preservation, File format sustainability, Storage
Long Island University	LIS 508: Technology for Information Management	Storage
Maryland, University of	LBSC 682: Management of Electronic Records & Information	Digital preservation, Storage
Michigan, University of	SI 678: Preserving Sound and Motion	Storage
North Carolina at Chapel Hill, University of	INLS 561: Digital Forensics for Curation of Digital Collections	Digital preservation, File fixity & data integrity, Storage
North Carolina Central University	LSIS 5452: Advanced Data Base Systems	Information security, Storage
North Texas, University of	SLIS 5230: Records Management	Digital preservation, Information security, Storage
North Texas, University of	SLIS 5841: Digital Curation Fundamentals	Digital preservation, Storage

Oklahoma, University of	LIS 5473: Document and Records Management	Digital preservation, Storage
Oklahoma, University of	LIS 5683: Database Design for Information Organizations	Information security, Storage
Oklahoma, University of	LIS 5453: Digital Collection	Storage
Oklahoma, University of	LIS 5633: Design and Implementation of Web-based Information Services	Storage
Pittsburgh, University of	LIS 2227: Photographic Archives	Digital preservation, Storage
Pittsburgh, University of	LIS 2677: Research Data Infrastructure	Digital preservation, Storage
Pratt Institute	LIS 665-01: Projects in Digital Archives	Metadata, Storage
Queens College, CUNY	LBSCI 736: Records Management.	Digital preservation, Storage
Rutgers, The State University of New Jersey	LIS 534: Records Management	Storage
South Carolina, University of	SLIS 725: Digital Libraries	Digital preservation, Storage
Tennessee, University of	564: Archives and Records Management	Digital preservation, File format sustainability, Storage
Tennessee, University of	585: Information Technologies	Digital preservation, Storage
Texas at Austin, University of	INF 292K: Digital Archiving and Preservation	Digital preservation, Storage
Valdosta State University	MLIS 7505: Applied Technologies in Library Practice	Information security, Storage
Wayne State University	LIS 7740: Archives and Libraries in the Digital World	Storage