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This study explores the phenomenon of elective diversity programs in LIS education. It examines the language used to describe the purposes, expected outcomes, and requirements of such programs. The method used was a qualitative content analysis grounded in critical theory. This research aims to provide a depiction of elective diversity programs that are currently offered as supplemental to the formal LIS curriculum. The intended impact of this study is to draw critical attention to diversity initiatives in LIS education.

Headings:

Library education

Library schools

Diversity in organizations – study & teaching

Equity & inclusion

A CONTENT ANALYSIS OF ELECTIVE DIVERSITY PROGRAMS IN LIBRARY
AND INFORMATION SCIENCE HIGHER EDUCATION

by
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Approved by:

A handwritten signature in black ink that reads "Casey Rawson". The signature is written in a cursive style and is positioned above a horizontal line.

Casey Rawson

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Introduction

This study explores and critiques the phenomenon of elective diversity programs in library and information science (LIS) education. Within higher education, elective diversity programs can be a way to encourage supplemental learning and professional development. The programs examined in this study take the forms of certificates, areas of study, and scholar programs. The language used to describe the purpose, expected outcomes, and requirements of these programs can reveal a great deal about how the institution views diversity initiatives.

This study closely examines the language used to describe the purposes, expected outcomes, and requirements of elective diversity programs offered by American Library Association (ALA) accredited LIS programs. A qualitative content analysis, grounded in critical theory, and a coding scheme based on language and concepts in the sample were used to carry out this study. This research aims to provide a depiction of elective diversity programs that are currently offered as supplemental to the formal LIS curriculum.

Literature Review

Professional Competencies

As a professional degree, library and information science (LIS) programs are preparing future professionals in library and information fields to competently perform a set of duties. A number of professional organizations within the LIS field have statements acknowledging that serving diverse populations is one of these expected duties and competencies.

The American Library Association's "Standards for Accreditation of Master's Programs in Library and Information Studies" states that LIS programs that are accredited through the ALA must have a student learning outcome that addresses "the role of library and information services in a diverse global society, including the role of serving the needs of underserved groups" (Committee on Accreditation, 2019, p. 4). The Association for Library and Information Science Education (ALISE), claims "challenging all forms of discrimination (e.g. racism, sexism, homophobia, ableism, ageism, etc.)" is "essential in addressing equity" (ALISE, 2013, para. 4). These statements make clear the foundational nature of diversity in the LIS field.

Numerous divisions of the ALA have adopted statements echoing this commitment to diversity. The Association of College and Research Libraries (ACRL), the Young Adult Library Services Association (YALSA), and the Association of Library Service to Children (ALSC) note in their individual statements on diversity that the goal

of diversity initiatives is to “reflect” the communities and users they serve (ACRL, 2012, para. 3; YALSA, 2018, para. 1; ALSC, n.d., para. 2). The American Association of School Libraries (AASL) cites “student success and empowerment” as a “persuasive benefit of an inclusive environment” (AASL, 2011, para. 1). The Public Library Association (PLA) published a statement that goes further than others by acknowledging that “public libraries have been—and still are—complicit in systems that oppress, exclude, and harm Black people, indigenous [sic] people, and people of color (BIPOC)” (PLA, n.d., para. 3). The statement also declares a commitment to “dismantling white supremacy in libraries and librarianship” (PLA, n.d., para. 3). Within these various statements, we see a wide range of purposes cited for diversity initiatives in librarianship. However, the very existence of so many statements on diversity written by organizations within the profession implies the importance of the issue to the field. Therefore, LIS, in aiming to produce professionals to participate in the field, needs to focus on adequately educating students to meet the needs of the communities they serve. The following section will examine the state of diversity education within LIS.

The State of Diversity in LIS Education

Research shows that the topics of diversity and inclusion are not adequately taught in required or elective courses in LIS programs. In a call for more robust handling of diversity and inclusion in LIS education, Jaeger et al. cite work by Mestre (2010) that claims “the vast majority of students graduating from LIS programs—nearly 80 percent—do not feel that they have had the chance to take even one class related to diversity” (Jaeger et al., 2013, pg. 244). In a focused study of the curriculum at the

School of Information and Library Science (SILS) at University of North Carolina–Chapel Hill, Krueger writes that it is “impossible to guarantee that students graduate the program with any exposure” to topics of diversity (2017, pg. 34). Similarly, in a study of curriculum at iSchools in the United States, only 6.4 percent of diversity-related courses were required courses (Subramaniam & Jaeger, 2011, pg. 11). Additionally, this study reported that courses that touch on issues of diversity most frequently cover topics of age, race/ethnicity, access to technology, gender, and diversity in general. It reports a “sharp drop off in frequency for other elements” of diversity, including disability, multiculturalism, language/literacy, sexual orientation, and international issues, religion, and socio-economic status (pg. 10).

From these studies, it is clear that not enough space in LIS curriculum is devoted to diversity issues; students graduating from LIS programs are simply not prepared to serve diverse populations. There are a number of ways to address the problem. Jaeger et al. note that “interventions to improve diversity in LIS should happen at multiple aspects of the field if there is any chance of success” (2011, pp. 173–174). Following this suggestion, this research study will pivot from examining curriculum to a different site within the LIS educational milieu: elective diversity programming.

Not only are topics of diversity not adequately included or required in LIS education, but there is a growing understanding that “diversity” itself is an inadequate framing for making a material difference in library and information science fields of practice. Peterson (1999) calls attention to the low threshold for meeting the accreditation standards set by the ALA:

A school can design a curriculum which does not address issues of equity, justice, and the historical difference in treatment of particular groups: a school can define

diversity simply as the quality of being different and state that their graduates are prepared to work in a multicultural environment. The trivialization of discrimination, in curricula that present difference as a non-political, ahistorical concept, does not serve to educate for work in a multicultural environment. (p. 23) I have chosen to use the language of diversity as the location of critique in this

study as it continues to be a prominent touchstone in the field. The problematic nature of the diversity approach in library and information science will be explored in the following section.

Beyond Diversity

Many researchers and practitioners in LIS argue that diversity is not an adequate frame for addressing the pervasive issues of racism, white supremacy, ableism, and misogyny in the field. In an article titled “How to Uphold White Supremacy by Focusing on Diversity and Inclusion,” K yra (2014) explains how the lens of diversity shifts the focus from righting the historical wrongs of racist institutions to simply “mixing together different bodies” (para. 5). As an initiative for change within institutions with racist histories, diversity has no teeth. To emphasize diversity is to “necessarily position marginalized groups as naturally needing to assimilate into dominant ones, rather than to undermine said structures of domination” (K yra 2014, para. 12). Hathcock (2015) writes about the centrality of whiteness as a structure of domination in LIS:

The normativity of whiteness works insidiously, invisibly, to create binary categorizations of people as either acceptable to whiteness and therefore normal or different and therefore other. The invisible nature of whiteness is key to its power; when it is not named or interrogated, it can persist in creating a culture of exclusion behind the scenes of LIS practice. (para. 4).

Furthermore, Leung and L pez-McKnight (2020) write that by choosing to focus on diversity or “progress” instead of on the impacts that white supremacy has on BIPOC,

librarianship is choosing to reify existing racist power structures. The authors write that “real movement toward change” in the profession requires asking “different, deeper questions about...the architecture of libraries that are designed to uphold White Supremacy” (p. 14). It's not enough for LIS professionals embedded in whiteness to learn about other cultures and traditions. Similarly, Honma (2005) writes that the prevailing paradigms of “unacknowledged whiteness and celebratory multiculturalism” in library and information science “contribute to the reproduction of discrimination and the exclusion of the voices of those who could potentially destabilize the current hegemony of whiteness” (p. 14).

Rather, as Leung and López-McKnight (2020) say, it's imperative for those embedded in whiteness to learn about the specific harm that whiteness does and the way librarianship is built upon structures that cause harm (p. 23). Espinal et al. (2018) agree that “understanding the impacts of systematic whiteness is key to understanding the library profession” (p. 156). Yeo and Jacobs (2006) echo the necessity of shifting the focus from diversity and inclusion to learning about racism and other systems of oppression (p. 7). An institution that has “diversity” programs but has not reckoned with its racist foundations is still a racist institution.

An alternative frame that can be used in place of diversity in creating a more equitable field is Critical Race Theory (CRT). Gibson et al. (2018) argue for the inclusion of CRT as a framework for helping LIS students gain critical awareness of issues in the field. Inherent to CRT is the “examination of relationships among racial identity, privilege, power, oppression, social norms, and information values” as well as exploring “the historical and current role of the library in societies and communities” and “talking

openly about issues of race, gender, ability, equality, equity, and power” (p. 4).

Compared to the lens of diversity, Critical Race Theory provides a framework that gets at the root of the issues and takes direct action to dismantle them. Additionally, CRT makes space to confront a variety of oppressions, not just issues of race and ethnicity.

Related Studies

The study at hand turns its attention to a qualitative analysis of elective diversity programs offered in LIS programs. While there are many studies assessing the diversity content of LIS courses, elective diversity programs and their use as tools to supplement official curriculum have not been studied extensively. Although no specific studies on this LIS certificate programs exist, Illes (2017) analyzes assessment practices for diversity certificate programs for higher education at large and finds that evaluation is largely done on an informal basis or is dependent on “intuition” (p. 103). Kapustka et al. (2009) use qualitative content analysis, justifying a close analysis of language to examine institutional attitudes surrounding issues of social justice. They write, “our perspective demands that we take language seriously as it reveals important assumptions. Trends in language use provide information about how social justice is part of the landscape of teacher education” (p. 491). The present study follows in Kapustka et al.’s conviction that language used by institutions can reveal a great deal of information about that institution’s values and priorities. From this foundation, and drawing on Kapustka et al.’s conceptual frameworks from time to time, I begin my critical qualitative content analysis.

Research Questions

The purpose of this research study is to explore the phenomenon of elective diversity programs in LIS education. This paper examines the language used to describe such programs as found on the public websites of ALA-accredited LIS programs. Specifically, this study will examine the stated purposes, requirements, and outcomes of elective diversity programs. In order to reach this goal, I answer the following questions:

- RQ1: How many LIS programs offer elective diversity programs?
- RQ2: What language do LIS programs use to describe elective diversity programs? What is the stated purpose or desired outcome of these programs?
- RQ3: Do the programs move beyond “diversity,” “inclusion,” and “cultural competency” to discussions of equity, justice, and systemic oppression?
- RQ4: What are the requirements for these programs?

For the purpose of the study, elective diversity programs are generally defined as programs which focus on topics of diversity, equity, inclusion, and related topics. These programs are supplemental to the requirements of an LIS graduate degree.

Methodology

A qualitative content analysis of elective diversity program descriptions was used to carry out this study. This approach is appropriate for answering the research questions as it allowed for close examination of the relevant documents. Examining the language that LIS programs use to describe their elective diversity programs revealed a lot about how these programs view the work of diversity and inclusion within their institutions. Due to the relatively small numbers of diversity elective diversity programs offered by ALA-accredited programs, looking closely and critically at the descriptions of these programs offered more insight than a quantitative analysis would have.

Positionality / Researcher Role

My role in this investigation was to identify the data sources (elective diversity programs), develop the coding frame, code the data, and analyze the data.

I am currently enrolled in the SILS LIS program at the University of North Carolina at Chapel Hill. As such, I have a vested interest in critiquing library education for current and future students. The SILS program offers a diversity certificate that I am in the process of completing. My experience completing the certificate and other experiences in the LIS program have shaped my opinions and feelings toward this study. Additionally, I am a queer white woman, so discussions of diversity, equity, and inclusion affect me personally. I also recognize that I hold a great deal of privilege to be able to carry out this study.

Sample

In this study, I examined all elective diversity programs offered through ALA-accredited LIS programs. Therefore, the population for this study is all ALA-accredited LIS graduate programs. At the time of writing this paper, there were sixty-three LIS programs accredited by the American Library Association. From this population, I selected the programs that, according to their websites, offered elective diversity programs. From these programs' websites, I collected information regarding the purpose, expected outcomes, and requirements of the offered elective diversity programs. Websites written in languages other than English were excluded from the pool, as I am fluent only in English.

Data Collection Methods

I performed a purposive sample for representativeness to identify programs that offer elective diversity programs. To find samples for this study, I accessed the website for each ALA-accredited LIS program through the list hosted on the ALA website. On each website, I searched for information about elective diversity programs. To do this, I looked through the navigation tabs for mentions of "diversity," "inclusion," "equity," and related terms. I paid special attention to areas of the website discussing specializations and areas of focus. Additionally, I used the search function on the webpages to search for the terms "diversity" and "diversity certificate" to ensure I did not miss any samples. Through this data collection method, there is a chance that I missed an instance of an elective diversity program. However, to limit this possibility, I completed the search process twice and followed a systematic method of searching both times.

A benefit of selecting existing documentation of elective diversity programs is that it was relatively easy to obtain this information. Further, visibility of initiatives related to diversity can be important for LIS programs. A limitation of this data collection method is that there may be instances of elective diversity programs that are not posted online or are posted on sites that are only accessible with a login.

Throughout the data collection process, the scope of the project was expanded from diversity certificates specifically to elective diversity programs more broadly. I was surprised to find only two programs that fell into that category of diversity certificates. Expanding the scope to elective diversity programs more broadly enabled this project to have a richer pool of texts for analysis, which has resulted in a more robust discussion.

Data Analysis Methods

After the data was identified, I used content coding and analysis to interpret the data. First, I copy and pasted the texts to Word documents to have a stable version of the language to read and analyze. I read through the documents a first time to familiarize myself with them. Then I conducted a second, closer read to identify initial themes. From here I created a coding schema based on the themes identified during the second reading. I read through the documents many more times to apply and refine the coding frame. This was an iterative process, as new themes emerged as I spent more time engaging with the texts and forming my analysis. Along the way, I referred to Kapustka et al.'s (2009) qualitative content analysis of social justice conceptual frameworks in teach education. This paper served as an indispensable guide as I built my coding frame.

I analyzed the resulting data using something akin to critical discourse analysis. I examined the results of the coding to note patterns emerging from the documents. I noted

patterns as well as outliers. The process included translating the results into numerical values where appropriate to discern prominent themes.

Results

Findings

In this study, I examined all elective diversity programs offered through ALA-accredited LIS programs. I found eight of programs at seven institutions. The programs identified in this study fall into three broad categories: areas of study, certificates, and scholar programs.

Areas of study, also called specializations, concentrations, and tracks, made up the largest category in the study. Five programs fall into the areas of study category: University of Alabama's Social Justice and Inclusivity Area of Emphasis; University of Maryland's Diversity and Inclusion Specialization; University of Rhode Island's Information Equity, Diverse Communications, and Critical Leadership Track; University of British Columbia's Community and Culture Specialization; and University of British Columbia's First Nations Curriculum Concentration.

Two programs fall into the certificate category: University of North Carolina at Chapel Hill's Diversity Advocate Certificate and University of Tennessee, Knoxville's Diversity, Equity & Inclusion Award.

Only one program falls into the scholar program category: University of Arizona's Knowledge River. This program is set apart from the other categories by its cohort-based model.

In analyzing the language describing these eight programs, I found a range of implicit and explicit purposes and outcomes. Following from the earlier discussion of The American Library Association's standards that accredited LIS master's degree

programs must address “the role of library and information services in a diverse global society, including the role of serving the needs of underserved groups” (Committee on Accreditation, 2019, p. 4), I analyzed these programs in terms of how they are able to articulate their purpose in relation to a community whom they are serving and a context in which they imagine this program having relevance. Programs varied across category lines in regards to identifying external versus internal communities. I also analyzed these programs in terms of how they are able to articulate their outcomes. Programs varied in describing these outcomes as knowledge-based versus action-based, or a combination of the two. Later, I will address requirements and terminology. (See Table 1 below for a summary of the findings detailed in the following sections.)

	For Whom?	Context	Outcomes	Requirements	Terminology addressing systemic issues
University of Alabama Social Justice and Inclusivity Area of Emphasis	external	not clearly articulated	yes	suggested courses	yes
University of Arizona Knowledge River Scholar Program	external	clearly articulated	yes	none	–
University of British Columbia Community and Culture Specialization	external	not clearly articulated	yes	suggested courses	no
University of British Columbia First Nations	external	clearly articulated	yes	yes	–
University of Maryland Diversity and Inclusion specialization	external	not clearly articulated	no	none	no
University of North Carolina Diversity Advocate Certificate	internal	not clearly articulated	no	yes	no
The University of Rhode Island Track: Information Equity, Diverse Communities, and Critical Leadership	external	not clearly articulated	yes	yes	yes
University of Tennessee Knoxville Diversity, Equity & Inclusion Award	internal	not clearly articulated	no	yes	no

Table 1 Summary of Findings

For whom?

Two distinct groups of beneficiaries were identified when analyzing the descriptions of the eight elective diversity programs: internal and external. Internal groups include the degree-granting program and the field of information and library science. External groups include specific communities external to the information or library institution. This distinction is significant when using the ALA's standard of "serving the needs of underserved groups" as a guideline. Internal groups such as degree-granting institutions and the field of library and information science as a whole are not "underserved groups."

Most of the areas of specialization programs identify an external community, but tend not to get more specific than "diverse and underserved populations" (*Curriculum & specializations*, n.d., para. 1). One gets as specific as "people and communities who have been marginalized or otherwise excluded socially, economically, and politically" (*Social justice and inclusivity*, n.d., para. 1).

The two certificate programs both identified internal communities as the sole beneficiaries of the program's efforts. The University of North Carolina's Diversity Advocate Certificate reflexively named the School of Information and Library Science and the field as the communities being served (n.d, para. 1). The University of Tennessee, Knoxville's Diversity, Equity & Inclusion Award does not directly name a community being served, but the description throughout seems to imply that the participating students are the main beneficiary. Even the language of "award" chosen to title the program suggests that the ultimate end goal of the program is for the students to receive a prize.

The University of British Columbia's First Nations Curriculum

Concentration and the University of Arizona's Knowledge River Scholar Program are both able to identify specific populations their programs are intended to serve:

"Indigenous communities" (*First Nations*, 2020, para. 1) and "Latino and Native American...communities" (n.d., para. 1) respectively.

In what context?

I also analyzed the programs based on how they articulated in what contexts the content they include would be put to use. Contextual connection is important to understand the framing of the program's approach to the topics of diversity, inclusion, equity, and related issues. Two programs referenced "society" generally; four referenced library and information science institutional contexts or workplaces. One program got slightly more specific, listing types of workplaces the program could "lead to professional work in" (*Specializations*, 2020, para. 6). This list includes "community librarianship, community archives, community outreach, cultural heritage preservation and education, digitization and digital curation projects" (*Community and culture*, 2020, para. 1). None of these programs named a specific locale or geographic setting, however. For the most part, specific contextual connections were not clearly articulated.

The two exceptions were the University of British Columbia's First Nations Curriculum Concentration and the University of Arizona's Knowledge River Scholar Program. The First Nation's Curriculum Concentration indicates that the "concentration prepares students to work with, and within, Indigenous communities, and in cultural heritage organizations" (2020, para. 1). The Knowledge River Scholar Program names a specific state as an influential context: "the diversity of communities that libraries,

information environments, and cultural heritage institutions serve in Arizona and in the nation” (*Knowledge River*, n.d., para. 6).

Outcomes

Programs varied in the level to which they articulated their desired outcomes. Most areas of specialization did articulate desired outcomes to some extent. The majority of these programs note that participating students will gain, develop, or acquire various knowledge and skills. The University of Alabama’s Social Justice and Inclusivity area of emphasis implies that learning “ethical orientations and practical frameworks” to “guide a range of professional practices” is among the expected outcomes (n.d., para. 3). Two area of emphasis programs specify that preparation for specific types of work or work in specific kinds of organizations are among the outcomes of participating in the program. The University of Maryland’s Diversity and Inclusion specialization is the only program in this category that does not list outcomes.

Again, we see the most specificity from the University of British Columbia’s First Nation’s Curriculum Concentration and the University of Arizona’s Knowledge River Scholar Program. The First Nation’s Curriculum Concentration describes specific skill sets that will be developed, as well as listing building appreciation for specific aspects of the focus community and “gaining experience working in Indigenous-oriented information organizations” as expected outcomes (2020, para. 2). The Knowledge River specifies outcomes for each “stream” or area of concentration within the program. These outcomes include developing competence, skills, and experience as well as contributing to community-specific areas of the field (*Knowledge River streams*, n.d., paras. 2, 6, & 10).

Following the pattern from the earlier findings, the two certificates lack an adequate articulation of outcomes. If anything, the main outcome for both the University of North Carolina's Diversity Advocate Certificate and the University of Tennessee's Diversity, Equity & Inclusion Award is that students will receive recognition for their past work in areas of diversity and inclusion. This focus is looking back at past achievements instead of looking forward to and encouraging future outcomes.

Requirements

Four programs, including the two certificate programs, list specific requirements. Two programs provide a non-exhaustive list of recommended courses for students who want to participate in the area of specialization, but there are not required courses or other formal requirements for participation. One area of specialization program has no formal requirements listed. The University of Arizona's Knowledge River Scholar Program has not made any requirements, beyond a formal application, available to the public.

One area of specialization program (University of Rhode Island) has one required course and allows the student to choose three other courses from a short list of approved courses to fulfill the requirements of the program. The one area of specialization program with requirements other than coursework (University of British Columbia, First Nations Curriculum Concentration) requires 120 hours of experiential learning with a specific community, in addition to twelve credits of eligible coursework.

The two certificate programs have significantly longer and more complex requirements lists. I list the requirements at length here to contrast the complex nature of the requirements of certificate programs against the more-straightforward nature of the

requirements of the other programs assessed in this study. UNC Diversity

Advocate Certificate's requirements are as follows

- “Attend at least three diversity events or programs” and “write a response of at least 250 words about how [each] event relates to ILS” (*Diversity advocate certificate requirements*, n.d., para. 2);
- “Help to organize at least one event of the type described above” and write a response (*Diversity advocate certificate requirements*, n.d., para. 8);
- Take one of an approved list of courses;
- Complete an approved training and write a response;
- “Write a personal statement on your position on diversity and inclusion in ILS” (*Diversity advocate certificate requirements*, n.d., para. 23).

Tennessee requirements dictate that the participating students should:

- “prepare a 500-word essay that describes, integrates and discusses their activities and accomplishments in the area of diversity and inclusion. The essay should also highlight how these activities and accomplishments have shaped their career growth, work practice, and/or experience in a job setting” (*Diversity, equity & inclusion award*, n.d., para. 3);
- provide evidence of one of the following activities pertaining to “implementing diversity and inclusion in their scholarship and professional service”
 - “Tangible scholarly product...completed in courses”
 - “research in a professional forum”
 - “efforts in providing service in a particular community/agency setting”
 (*Diversity, equity & inclusion award*, n.d., paras. 5-8);

- Provide evidence of two instances of the following activities pertaining to participation and engagement
 - “attending a lecture or event about diversity and inclusion”
 - Or “volunteering at a program implemented in a community agency whose mission is related to diversity and inclusion concerns” (*Diversity, equity & inclusion award*, n.d., paras. 10-11).

The long, detailed lists of requirements seen in the certificate programs are imbalanced when compared to the certificate programs’ lack of articulated outcomes. With extensive requirements and no defined outcomes, one must ask what the submitted responses and essays are assessed against.

Terminology

In analyzing the terminology used to define these programs, I have chosen to focus on the programs which have a focus on “diversity” or “inclusivity” more broadly, meaning I will be excluding programs with a focus on a specific community from this analysis. The reasoning behind this is that those programs have a radically different, narrower focus. The purpose of this analysis is to answer the question whether programs using diversity and inclusion as their titular or primary calling card articulate a more specific commitment to change. The University of British Columbia’s First Nations Curriculum Concentration and the University of Arizona’s Knowledge River do not originate from a basis of diversity or inclusion as their main framing, so they will be excluded from this analysis.

None of the remaining six programs name whiteness or white supremacy as an issue to be covered when discussing diversity, inclusion, or equity. One program makes

the move to address “structural systems of inequality” (*Social justice and inclusivity*, n.d., para. 3). Another program names anti-racism as topic that students should develop “critical thinking skills around” (*Track*, n.d., para. 1). In fact, only one of the six programs included in this section makes any mention of “racism,” “anti-racism,” or “racist.” Many others include “race” but don’t explicitly name it as an axis of discrimination specifically.

The examples discussed above are the best examples of terminology in program descriptions that get at systemic modes of oppression or discrimination. Two other programs list areas that could be studied or engaged with throughout the program, such as “LGBTQ studies” and “disability”. For two programs, there is no move to refine their terms beyond “diverse and underserved” and “diversity, equity, and inclusion.”

Below, I highlight two programs to provide contrasting examples of how institutions articulate the purposes, expected outcomes, and requirements of their elective diversity programs.

Examples

University of Alabama’s Social Justice and Inclusivity Area of Emphasis

University of Alabama’s Social Justice and Inclusivity area of emphasis locates the focus of the program externally in “respond[ing] to the needs of diverse communities in a global society” (*Social justice and inclusivity*, n.d., para. 1). The *how* of this response is elaborated at great length in the document. Outcomes of this area of emphasis are listed as “facility in identifying, discussing, and intervening on structural systems of inequality such as those shaped by race, ethnicity, class, gender expression, sexual orientation, ability, religious preferences, and age” and “ethical orientations and practical

frameworks” to be used in professional settings (*Social justice*, n.d., para. 3).

These outcomes helpfully add specificity and depth to the original, vague framing of “diverse communities.” The language included here also signals an engagement with issues beyond the standard conceptions of diversity and inclusion. This area of emphasis is not an officially recognized specialization or certifications, and as such there are no formal requirements. A list of recommended courses is offered, organized into areas of archives, collections, community outreach and services, information technologies, and issues in the profession.

University of North Carolina at Chapel Hill’s Diversity Advocate Certificate

The stated purpose of University of North Carolina’s Diversity Advocate Certificate is “to offer formal recognition to SILS students who are active participants in making UNC SILS and the field of information science a more diversity-friendly learning environment” (*SILS diversity advocate certificate*, n.d., para 1). The focus here is internal, with a focus on the field and the learning environment of the school itself instead of on library users or communities where the students may work in the future.

The language of “offer[ing] formal recognition” locates the main purpose of the certificate in the realm of rewarding past behavior (*SILS diversity advocate certificate*, n.d., para 1). The certificate does not encourage students to challenge their beliefs or learn to advocate for minoritized populations in their future library and information careers. The framing of this certificate misses an excellent opportunity to encourage students to broaden their perspective in meaningful ways while completing their degree.

The certificate program also fails to define or speak about diversity in any way that truly encourages participants to divest from whiteness in the field. “Diversity” itself

is softened throughout the description by being paired with “advocate” in the title and being hyphenated with “friendly” in the opening paragraph. This signals that while the School of Information and Library Science at the University of North Carolina at Chapel Hill welcomes advocates and will treat those from diverse backgrounds in a friendly way, it does not incentivize change.

Discussion

RQ1: How many LIS programs offer diversity elective diversity programs?

This study revealed that seven out of 63, or approximately 11% of, ALA-accredited library and information science master's programs offer an elective diversity program such as a certificate, area of specialization, or scholar program.

RQ2: What language do LIS programs use to describe elective diversity programs? What is the stated purpose or desired outcome of these programs?

All ALA-accredited programs are charged with preparing students to serve diverse populations in their professional roles. However, the programs surveyed varied widely in articulating an external community whom they were aiming to serve, contextual connections for these communities, and concrete outcomes. Most programs identified external beneficiaries. Notably, the two certificates only identified internal audiences or beneficiaries. The majority of the programs did not make strong connections to broader contexts where the lessons learned by students would be put to use. Outcomes were clearly articulated in half of the programs surveyed. The majority of programs note that participating students will gain, develop, or acquire various knowledge and skills. Some go a step further to specify that preparation for specific types of work or work in specific kinds of organizations are expected outcomes.

RQ3: Do the programs move beyond “diversity,” “inclusion,” and “cultural competency” to discussions of equity, justice, and systemic oppression?

The majority of the programs do not meaningfully move beyond language of “diversity” and “inclusion.” Two programs discuss structural systems of oppression or anti-racism. For the most part, however, the language used does not adequately acknowledge the problem of whiteness or white supremacy in the LIS field or the realities of structures of oppression in society at large.

RQ4: What are the requirements for these programs?

Requirements range from none to an extensive list of required classes, events, professional development, and essays. The programs with the most requirements were the two certificate programs.

In this study, the certificates fail to define external communities served and articulate outcomes beyond recognizing or rewarding student activity, often at the university or institutional level. The certificates spend most of their word count describing specific guidelines for fulfilling the requirements to earn the certificate or award. This internal, retrospective focus does not encourage future service or significant development in attitudes, beliefs, or professional commitments. To revisit my earlier question: With intense requirements and no defined outcomes, what are the submitted responses and essays assessed against in these certificate programs? Beyond a “diversity-friendly learning environment,” what do these programs hope to achieve (*SILS diversity*

advocate certificate, n.d., para 1)? This question is not adequately answered by the available material.

Area of specialization programs that do not have rigid requirements and clear outcomes are difficult to assess using a content analysis. I do believe that these types of elective diversity programs have the potential to provide participating students with a strong foundation in working against white supremacy in the information and library fields.

On the other hand, programs with an intentional focus on a specific community tended to also articulate specific outcomes and contextual connections. A connection to a specific community or location encourages participants to think concretely about the impact their actions will have as they work in the library and information science fields.

The findings in this project suggest that elective diversity programs would benefit from more specificity in naming external communities served and making strong connections to contexts where the lessons learned by students would be put to use. These programs should also assess the terminology they use and the extent to which their requirements reward adherence to existing structures of whiteness. Do these programs make clear that when they are talking about diversity or inclusion they are interested in digging up the white supremacist roots of the field of information and library science or are they hiding behind the perceived-neutrality of diversity language?

Research Quality and Ethical Considerations

To establish trustworthiness, I have stated my positionality as a current graduate student in an LIS program. I have established dependability by providing thick description of the methods I used to carry out this study. I also described any ways in which the research design changed or evolved and any challenges that arose as the work was completed. To encourage transferability of this work, I have provided thick description of research context, subject, and methods. To ensure confirmability, I kept detailed notes and iterations of research instruments.

As there are no participants in this study and the data being collected and analyzed are documents published online, ethical concerns are minimal. There are concerns about bias, as I am the only researcher completing and coding and analysis of the documents. However, studies that use critical frames are subjective by nature. In adopting a critical frame for this research project, I am rejecting claims of neutrality and objectivity from the outset. This decision is justified, however, as the scope of the project does not allow for more researchers.

Impact and Limitations

This study may be of interest to LIS program administrators. The results of this study could influence administrators to evaluate their elective diversity program requirements or descriptions. If a LIS program does not have an elective diversity program, this study might influence them to create one and take into consideration the results of this study. Beyond the scope of elective diversity programs, the results of this study could also encourage LIS administration to re-evaluate their curriculum in respect to diversity and equity.

This study may also be of interest to students currently enrolled in LIS programs. This study could encourage students to engage critically with diversity initiatives at their institutions. Potentially, the results of this study could be used as leverage for students to advocate for more robust diversity requirements in LIS programs.

One limitation of this study is that the analysis and interpretation of data was carried out by a single researcher. Ideally, more than one researcher would code the documents to increase credibility. A delimitation of this study is that I limited the data pool to ALA-accredited programs. I chose to study only programs that are accredited because they are held to certain standards of preparing library and information professionals to serve diverse populations by value of their accreditation.

The work at hand could extend to a comparison of diversity curricula at institutions that already offer elective diversity programs and those that do not. It would

be interesting to see if there is a correlation between the quality of diversity curriculum and whether an elective diversity program is offered or not.

Conclusion

Despite the prevalence of diversity statements published prominently on LIS program department websites, there are few explicit examples of actionable steps library and information programs are taking toward including matters of diversity and equity as core pillars in the education of future LIS professionals.

Discrete elective diversity programs were chosen as the unit of analysis in this study to examine institutional articulations of diversity and equity. While matters of diversity and equity can be present in the curriculum, as Krueger notes, course content can vary widely section-to-section (2017, p. 34). Additionally, courses that significantly delve into issues of whiteness and racism are offered irregularly and have low enrollment caps. Moreover, elective diversity programs are more legible on resumes, CVs, and in cover letters. There is a clear motivation for LIS programs to develop and advertise elective diversity programs. How outcomes and contexts are defined reveals much about the programs' true commitments to equity and diversity. Despite these programs' stated focus on diversity and equity, many of them show little evidence of being grounded in theory or practice that would provide a robust foundation for meaningful outcomes.

I assert that LIS educational institutions that claim to care about diversity need to articulate a clear position that goes beyond empty statements. Mere diversity often serves to further entrench whiteness in the institution of library and information science. If

programs are going to dedicate time and effort toward creating certificates and areas of specialization focused on diversity, they need to do it right.

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Appendix B. Program Texts

University: The University of Alabama

School: School of Library and Information Science

Name of program: Social Justice and Inclusivity Area of Emphasis

Web Address: <https://slis.ua.edu/curriculum/mlis-areas-of-emphasis/#social>

Date Accessed: January 2021

Social Justice and Inclusivity

Social Justice and Inclusivity is an area of emphasis that expands upon the ALA core values of social responsibility and diversity in professional practice. Students most suited to this area of emphasis are those that want to gain the skills necessary to respond to the needs of diverse communities in a global society. Social justice and inclusivity represent an approach to professional practice that can be applied broadly to all dimensions of library and information science, as well as across institutional contexts.

Social justice refers to the view that all people deserve equal social, political, and economic rights. Inclusivity is the intent to actively incorporate people and communities who have been marginalized or otherwise excluded socially, economically, and politically. Within LIS, social justice and inclusivity as an area of emphasis signals the active recognition and incorporation of diverse perspectives and experiences into professional practice and scholarship. This requires active reflection about both historic and current practices within the field; engagement with broader systems of social, economic, and political power; and the cultivation of critical thinking and problem-solving skills.

Students specializing in this area will gain facility in identifying, discussing, and intervening on structural systems of inequality such as those shaped by race, ethnicity, class, gender expression, sexual orientation, ability, religious preferences, and age. Social justice and inclusion provide ethical orientations and practical frameworks that students can use to guide a range of professional practices including: information access and organization, policy development, collection development, interpersonal interactions, reference work, information literacy, programs and services, technology design, outreach activities, and data management.

In addition to the core courses required of all MLIS degree-seeking students, the following courses are among those recommended for students with an interest in Social Justice and Inclusivity. This is not an exhaustive list, as special topics courses may also be of interest. Students are encouraged to discuss course selection and availability with their assigned academic advisor. LS 570: Internship in Library and Information Studies is recommended for any students who do not already possess practical experience in this area.

Archives

LS 558 Archival Representation, Access and Use

LS 590 Curating Digital Culture

Collections

LS 621 Intercultural Perspectives in Youth Literature

Community Outreach & Services

LS 544 Cultural Diversity Programming

LS 580 Outreach to Diverse Populations

Information Technologies

LS 581 Universal Design for Information Technologies

LS 583 Social Aspects of Information

Issues in the Profession

LS 582 Race, Gender, and Sexuality in LIS

LS 590 Diversity Leadership in Information Organizations

CIS 650 Community-Engaged Scholarship

CIS 668 Social Justice and Inclusion Advocacy

University: University of Arizona

School: School of Information

Name of program: Knowledge River

Web Address: <https://ischool.arizona.edu/knowledge-river>

Date Accessed: January 2021

About Knowledge River

The School of Information's Knowledge River Program specializes in educating information professionals who have experience with and are committed to the information needs of Latino and Native American populations. Knowledge River fosters understanding of library and information issues from the perspectives of Latino and Native Americans and advocates for culturally sensitive library and information services to these communities.

Knowledge River Scholars

Knowledge River Scholars graduate with an ALA-accredited M.A. in Library & Information Science. During their graduate studies they receive opportunities for academic support, specialized advising, participation in a cohort-based learning community, mentorship, access to Knowledge River alumni, and professional development activities, as well as regular School of Information services and activities. Learn more about **how to apply** to be a Knowledge River Scholar.

Our Graduates

Since our inception in 2001, Knowledge River has graduated 170+ scholars. The program is considered the foremost graduate program for training librarians and information specialist in these concentration areas. Knowledge River librarians have found jobs in diverse library and information venues, locally, regionally and nationally, and many are considered emergent leaders in the library profession.

Our Vision

Reflecting the population in Arizona, Knowledge River focuses on Latino and Native American communities, but our vision can encompass a rich diversity of communities. Knowledge River aims to become a national exemplar in Library & Information science education by reflecting throughout the program's teaching, research, and outreach the diversity of communities that libraries, information environments, and cultural heritage institutions serve in Arizona and in the nation.

Our Goals

- Continue diversity as a major goal for the iSchool, with Knowledge River as the flagship of this effort
- Recruit an annual cohort of Knowledge River Scholars
- Achieve sustainability
- Expand diversity curriculum development
- Increase emphasis on diverse faculty and diversity research, including connections with relevant campus departments
- Extend focus on library and community outreach, through service assistantships and other means
- Increase cultural fluency among all iSchool constituencies
- Build upon the cohorts of previous graduates as support for Knowledge River students and to further the goals of Knowledge River

Our Partners

Knowledge River is funded largely by a grant from the **Institute of Museum and Library Services**. We also receive support from numerous partners, including the **University of Arizona Libraries**, **Arizona Health Sciences Library**, **Pima County Public Library**, and the **Arizona State Library, Archives and Records**.

Learn more about how our Knowledge River Scholars work with these partners in different **specialty areas**.

[Web address: <https://ischool.arizona.edu/knowledge-river/streams>]

Knowledge River Streams

Knowledge River Scholars can work with our partners in several areas, specializing in public librarianship, medical librarianship, archives and special collections, or academic librarianship. Learn more about how our partners can help you reach your academic goals.

Public Librarianship

Objective: Develop cultural competence and skills/experiences relevant to public library services to diverse communities.

Activities: In the Public Librarianship Stream you'll take courses in multilingual services, equity of access, children's literature, and storytelling.

This area addresses the growth in use of free public library services, especially during this harsh economic climate. More and more people are turning to public libraries for not only recreational reasons, but also for employment assistance, second language learning, literacy instruction, health information, and technology use. There is a need for culturally competent librarians who can serve diverse populations.

In this stream, you will be placed in the **Pima County Public Library**, area tribal libraries, and in the Knowledge River Office to focus on outreach services and program development. You'll have the opportunity to develop skills in outreach services, program development, community assessment, partnership building, and information services.

Health Science/Medical Librarianship

Objective: Contribute to the reduction of health disparities experienced by Latino and Native American populations and increase the pool of medical librarians represented by two cultural groups highly underrepresented in the library profession.

Activities: In the Medical Librarianship Stream you will learn the fundamental aspects of medical librarianship in an academic environment, including specialized outreach services for underrepresented/underserved communities. These aspects include user services at the reference and information desk, technical services in the interlibrary loan and collections departments, and administrative services with the development and management of the service learning practicum. You will be guided by the suggested courses listed in the Medical Librarianship Stream and work as a graduate assistant at Arizona Health Sciences Library.

This stream is a partnership with the **Arizona Health Sciences Library**. A faculty librarian, experienced in working with these two cultural communities, will serve as the program coordinator to oversee all aspects of the internship and service learning

practicum. You'll gain academic grounding in key public health issues backed up with hands-on experience, project management, team development, and interpersonal professional skills.

This stream also serves as the first step on a path towards an informationist role for librarians working in communities on health information issues. This kind of experience will be useful in interlocking relationships between electronic medical records, personal medical records, and linkages to relevant knowledge-based information in the 21st century.

Archival Librarianship

Objective: Develop cultural competence and technical skills that apply relevant archival practices to Latino and Native American collections.

Activities: You'll work with **University of Arizona Special Collections** librarians and archivists on a wide array of archival activities. You'll learn how to process archival collections (including the arrangement, description, and creation of access points) and have the opportunity to work on projects focusing on exhibit curation and design, in-depth reference, instruction, or digital curation.

The lead partner for this activity will be the University Libraries' Special Collections and Center for Creative Photography at the UA. Given Special Collections' emphasis in U.S./Mexico borderlands material, you will have opportunities to work with Spanish-language material. Other Knowledge River partners contributing to this stream include: Arizona State Library's American Memory Project, the Labriola National American Indian Data Center at Arizona State University, and the Arizona Historical Society. This area will allow you to explore issues such as language, property rights, and the importance of metadata in diverse cultural collections. You will leave Special Collections with the knowledge and skill set needed to work in a Special Collections/archival environment, including processing, providing reference and instruction, exhibit design, digital curation, conservation, administration, and XML.

University: University of British Columbia

College: Faculty of Arts

School: School of Information

Name of program: Community and Culture Specialization

Web Address: <https://ischool.ubc.ca/programs/specializations/>

Date Accessed: January 2021

Community and Culture

The focus of this pathway is the development of knowledge and skills related to the collection and stewardship of cultural materials and the provision of information and cultural services to communities that support and are respectful of their needs, traditions and ways of knowing. This pathway may lead to professional work in community librarianship, community archives, community outreach, cultural heritage preservation and education, digitization and digital curation projects, as information policy. This pathway is complementary to the First Nations Curriculum Concentration.

Web Address: <https://ischool.ubc.ca/programs/specializations/community-and-culture/>

Community and Culture

This pathway focuses on the development of knowledge and skills related to the collection and stewardship of cultural materials and the provision of information and cultural services to communities that support and are respectful of their needs, traditions and ways of knowing. Professions associated with this pathway are community librarianship, community archives, community outreach, cultural heritage preservation and education, digitization and digital curation projects, and information policy. Academic research areas include community informatics, First Nations studies, LGBTQ studies, social justice librarianship, information policy, museum studies, etc. This pathway is complementary to the First Nations Curriculum Concentration.

Primary Electives

- LIBR 553 (3) Understanding Information Users in Diverse Environments
- LIBR 581 (3) Digital Libraries

Secondary Electives

- LIBR 516 (3) Information Asset Management
- LIBR 538B (3) Theory and Practice of Oral History
- LIBR 561 (3) Information Policy
- LIBR 569A (3) Information Practice and Protocol in Support of Indigenous Initiatives
- LIBR 579J (3) Community-Led Libraries
- LIBR 582 (3) Digital Images and Collections
- LIBR 587 (3) Preservation

Related Electives

- LIBR 514G (3) Records Systems in the Digital Environment
- LIBR 514H (3) Records and Information Governance

- LIBR 559D (3) Social Media Intelligence
- LIBR 570 (3) Marketing in Information Organizations
- LIBR 574 (3) Project Management in Information Organizations
- LIBR 579G (3) Introduction to Archives for Librarians

Relevant courses outside the school (TBD)

Courses in museum studies, leadership, First Nations Studies and Languages, social work.

University: University of British Columbia

College: Faculty of Arts

School: School of Information

Name of program: First Nations Curriculum Concentration

Web Address: <https://ischool.ubc.ca/programs/specializations/>

Date Accessed: January 2021

First Nations Curriculum Concentration (FNCC)

The First Nations Curriculum Concentration (FNCC) is designed to prepare information professionals to work effectively with Indigenous communities in support of ongoing developments in Indigenous culture and languages, self-government, treaty negotiation and litigation. During their program of study, iSchool students enrolled in the FNCC develop a strong foundation in their chosen program (MAS, MLIS, or Dual MAS/MLIS). In addition, they build a deep appreciation for the influence of the information professions on Indigenous histories and ongoing Indigenous initiatives. As an integral part of the concentration, students are supported in gaining experience working in Indigenous-oriented information organizations.

Web Address: <https://ischool.ubc.ca/programs/specializations/fncc/>

First Nations Curriculum Concentration

The First Nations Curriculum Concentration is one of the only specializations in North America that enables students to focus on Indigenous information initiatives and systems, including language preservation, digitization, research and governance. The concentration prepares students to work with, and within, Indigenous communities, and in cultural heritage organizations.

During their program of study, iSchool students enrolled in the First Nations Curriculum Concentration (FNCC) develop a strong foundation in their chosen program (MAS, MLIS, or Dual MAS/MLIS). In addition, they build a deep appreciation for the influence of the information professions on Indigenous histories and ongoing Indigenous initiatives. As an integral part of the concentration, students are supported in gaining experience working in Indigenous-oriented information organizations.

Study areas such as:

- First Nations governance
- Language revitalization
- Stewardship of community records and materials
- Community research
- Records management for Indigenous organizations
- Indigenous languages

Apply courses from other UBC departments including:

- Endangered Languages
- History
- Political Science
- Linguistics
- First Nations Studies

- Anthropology
- Sociology
- Law

Key Points For Interested Students

- Students in the MAS, MLIS and Dual MAS/MLIS degree programs must indicate their intention to join the concentration to the FNCC Coordinator before completing their first 24 credits. Note: Applicants will be asked to indicate an interest in pursuing the FNCC in the application questionnaire; this is part of the application procedure only. Students must formally declare their intention to the FNCC Coordinator in order to be registered in the concentration.
- FNCC students are expected to take an active and strategic approach to selecting their courses in consultation with the FNCC Coordinator.
- FNCC students who meet the concentration requirements will graduate with "First Nations Concentration" noted on their transcripts.

Expectations

- FNCC students are welcomed from widely varied backgrounds. Some students are of Indigenous heritage with a deep, personal appreciation for contemporary Indigenous issues and interests and the ongoing influence of colonization. Other entering students are unfamiliar with Indigenous perspectives and alternate histories of colonization. The versatile structure of the FNCC recognizes, acknowledges, and negotiates these differences. FNCC students are expected to reflect on and respect these differences while selecting courses, engaging with course materials, and interacting with other members of the FNCC and the broader iSchool community.

Course of Study

As part of the FNCC students must complete:

- 12 credits First Nations coursework (see Eligible courses below)*
- Equivalent of 120 hours of experiential learning (e.g. internship, professional experience, co-op) with an Indigenous community or Indigenous-oriented organization
- Graduating students in the First Nations Curriculum Concentration should complete the FNCC Course Requirement Form to ensure all requirements are met.

*these credits are counted as part of total degree credits (48 for MLIS and MAS, 81 for DUAL MAS/MLIS)

University: University of Maryland

School: College of Information Studies

Name of program: Diversity and Inclusion Specialization

Web Address: <https://ischool.umd.edu/academics/master-of-library-and-information-science/curriculum>

Date Accessed: January 2021

Diversity and Inclusion - The importance of equal access to information by all members of society means that the study of information must be framed in the most inclusive terms possible. This specialization focuses on instruction about and research into the design, development, provision, and integration of information services, resources, technologies, and outreach that serve diverse and often underserved populations.

University: University of North Carolina Chapel Hill
School: School of Information and Library Science
Name of program: Diversity Advocate Certificate
Web Address: <https://sils.unc.edu/diversity/certificate>
Date Accessed: January 2021

The UNC School of Information and Library Science (SILS) Diversity Advocate Certificate can be earned during a student's time at SILS. It aims to offer formal recognition to SILS students who are active participants in making UNC SILS and the field of information and library science a more diversity-friendly learning environment. If you are interested in completing this certificate, [click here](#) for the registration form. You will be added to the SILS Diversity Certificate Sakai site, where your progress will be documented. All requirements must be completed 30 days before your graduation date from SILS.

Deliverables:

- Application: Complete the form on the SILS website to be added to Sakai.
- Diversity Certificate Portfolio: This will consist of the documents submitted through Sakai (details below). Everything must be submitted by 30 days before graduation.
- Three responses to events that you attended, each at least 250 words
- One response to an event that you helped organize, at least 250 words
- Completion and response to a training, at least 250 words
- Completion of a relevant academic course
- Final statement, at least 250 words

[Click here for a more detailed description of certificate requirements and options.](#)

Web Address: <https://sils.unc.edu/diversity-equity-inclusion/certificate-reqs>

Diversity Advocate Certificate Requirements

- [Click here](#) to complete the registration form. You will be added to the SILS Diversity Certificate Sakai site, where your progress will be documented. All requirements must be completed **30 days before your graduation date from SILS.**
- Attend at least three diversity events or programs. These may be organized by SILS student groups or by other campus/community organizations. For each event, write a response of at least 250 words about how the event relates to ILS; post it to the Sakai site in the appropriate assignment section. Other ILS related events or programs outside of SILS can also qualify. See the following list for pre-approved suggestions; check with the Diversity Committee to see if other events would qualify. Events will also be shared periodically through the SILS email listservs and on Twitter under #SILSDiversity.
 - Diversity webinars offered by the ALA (the list is [here](#)). Some of the webinars are free. If you would like to watch one of the others, coordinate with a relevant SILS student group to plan a viewing; SILS will pay the group fee for two per semester.
 - Checked Out meetings.

- Walking tours of campus - these are free and run through the visitor's center (schedule here). Relevant options include the Black and Blue Tour (African-American history) and the American Indian Center Presents the Native Narrative (the AIC can also schedule this tour separately for groups).
- Performances at the Carolina Performing Arts Center or the Playmakers Repertory Company that feature themes of race, LGBTQ+ issues, or other diverse topics. Performances, lectures, or other programs focused on diversity at the Sonja Haynes Stone Center for Black Culture and History.
- Speakers on race, gender, disability, or other diverse topics.
- Help to organize at least one event of the type described above. You may plan an event or assemble a group to attend an existing one. Write a response of at least 250 words on the experience and how it relates to ILS; post it to Sakai in the appropriate Assignment section.
- Take at least one of the following courses in your time at SILS. Post the name and semester of the course in the appropriate Sakai Assignment section.
 - INLS 690: Information Services in a Diverse Society
 - INLS 739: Information Services for Specific Populations
 - INLS 758: International and Cross-Cultural Perspectives for Information Management
 - INLS 539: Going the Last Mile: Access to Information for Underserved Populations
 - INLS 735: Youth Services in a Diverse Society
 - INLS 584: Information Ethics
 - INLS 890-977: Dublin-Berlin Summer Seminar, INLS 890-976: London Summer Seminar, or INLS 890-976: Prague Summer Seminar
 - Any language class, such as SPAN 401: Beginning Accelerated Spanish
- Complete at least one of the following trainings. Write a statement of at least 250 words on how the training is relevant to ILS; post it to the Sakai site in the appropriate Assignment section.
 - SafeZone (registration here). LGBTQ awareness and allyship.
 - HAVEN (registration here). "Provides students, faculty, staff and Post Doctoral Fellows with tools to be an ally to someone who has experienced sexual or interpersonal (relationship) violence or stalking." -Student Wellness website.
 - Mental Health First Aid (community registration here), UNC faculty/staff registration here.
 - Other relevant training. Check with the Diversity Committee to see if something qualifies.

Final Response:

- After completing the above requirements, write a personal statement on your position on diversity and inclusion in ILS. This should be at least 250 words; think of it as a statement that you can articulate to potential employers and other ILS professionals. It can include a summary of your experiences of diversity related to ILS concerns, what you learned from the attended events, and/or how you sought to promote a diversity-friendly environment and would do so in

future. There will be an option to have your statement published on the Diversity page of the SILS website, but it is not required. Post the statement to Sakai in the appropriate Assignment area.

Approval:

- The SILS Diversity Committee will review and approve the Diversity Certificate portfolios, and the Certificates will be awarded by the School of Information and Library Science at graduation each semester.

University: The University of Rhode Island

College: College of Arts and Sciences

School: Harrington School of Communication and Media

Name of program: Track: Information Equity, Diverse Communities, and Critical Leadership

Web Address: <https://harrington.uri.edu/academics/library-and-information-studies/mlis-curriculum/information-equity-diverse-communities-and-critical-librarianship-track/>

Date Accessed: January 2021

The GSLIS track in Information Equity, Diverse Communities, and Critical Librarianship is a 12-credit graduate program that enables librarians and other information professionals to acquire foundational knowledge, skills, and competencies required for a diversifying workplace. This track teaches social justice approaches for libraries and information institutes; critical theoretical foundations for understanding information equity and critical thinking skills around anti-racism, race, gender, sexuality, class, disability, and immigration in libraries.

The following courses comprise the track:

Required

- LSC 525 (3 credits) Multiculturalism in Libraries

Diverse Communities

(Select 2 from the list)

- LSC 511 (3 credits) Critical Disability Approaches in Library and Information Studies
- LSC 512 (3 credits) Immigrant and Migrant Information Contexts and Practices
- LSC 517 (3 credits) Community Relations for Libraries

Critical Librarianship

(Select 1 from the list)

- LSC 513 (3 credits) Social Justice in Children's and Young Adult Literature
- LSC 515 (3 credits) Information Ethics and Policy
- LSC 516 (3 credits) Information and Culture

University: University of Tennessee Knoxville
College: College of Communication and Information
School: School of Information Sciences
Name of program: Diversity and Inclusion Badge
Web Address: <https://sis.utk.edu/sis-diversity-and-inclusion-badge>
Date Accessed: January 2021

Diversity & Inclusion Badge

The Diversity & Inclusion Badge recognizes the student's commitment to diversity and inclusion as exemplified by their scholarship, professional service, and reflective participation while enrolled in the MSIS degree program at the School of Information Sciences. Begun in fall 2018, it is awarded annually to graduating master's students during the spring hooding ceremony.

Application Process

Students who wish to be considered for the Diversity & Inclusion Badge should submit an online application that demonstrates their commitment to diversity and inclusion. This application consists of three parts:

- 1. Integrative Essay**

The student should prepare a 500-word essay that describes, integrates and discusses their activities and accomplishments in the area of diversity and inclusion. The essay should also highlight how these activities and accomplishments have shaped their career growth, work practice, and/or experience in a job setting.

- 2. Evidence (Scholarship and Professional Service)**

The student should provide evidence of implementing diversity and inclusion in their scholarship and professional service. The application must include at least one of the following:

- Tangible scholarly product (e.g., assignments, papers, websites, etc.) completed in courses as part of the MSIS degree (core and elective courses, practicum, independent study, etc.).
- Diversity and inclusion research represented in a professional forum such as peer-reviewed presentation and/or publication, invited lecture at an information agency, etc. Please attach the research evidence (e.g., presentation and listing in the conference program, email invite, etc.).
- Professional contribution related to diversity and inclusion that represents the student's efforts in providing service in a particular community/agency setting. The students should make clear their specific role and leadership in collaborative professional contributions.

- 3. Evidence (Reflective Participation and Engagement)**

The student should provide a brief summary of their participation and engagement in at least two of the following activities that are focused on diversity and inclusion. Students are not required to complete each item below, but rather could attend two different lectures, or volunteer at two different agencies:

- Attending a lecture or event about diversity and inclusion.

- Volunteering at a program implemented in a community agency whose mission is related to diversity and inclusion concerns.

The student will need to describe these activities, including (1) date, time, and location; (2) how they relate to diversity and inclusion, and (3) how they impacted the student's understanding of diversity and inclusion.