
Modeling Inclusive Practice?: Attracting Diverse Faculty and Future Faculty to the Information Workforce

MEGA M. SUBRAMANIAM AND PAUL T. JAEGER

ABSTRACT

Goals for achieving diversity among library and information studies (LIS) students and the workforce will remain frustrated until root issues of diversity in LIS faculty are addressed. Students from under-represented populations are typically drawn to academic programs where they believe the faculty can relate to their experiences and feel that the academic programs include their perspectives. For these conditions to be met, LIS faculty must become much more racially diverse than they are currently. Key aspects for increasing diversity among LIS faculty are to increase the diversity of LIS doctoral students, who will be the new generations of LIS faculty, and for LIS programs to offer courses that meet the needs of these diversified populations.

This article will examine the current state of diversity issues related to the education of LIS doctoral students, through the lens of the fourteen U.S.-based members of the iSchools caucus that offer LIS master's and doctoral programs. We will examine pedagogical initiatives that focus on diversity in LIS programs and federally funded grants that have supported recruitment efforts for doctoral students. Collectively, these issues will be used to identify possible strategies that can serve to promote diversity in LIS doctoral education.

INTRODUCTION AND APPROACH

The information professions draw many people who wish to connect users to information by, in part, identifying critical information resources; instructing users on ways to find the information that they seek; and

advance user information and technology literacy. Librarianship, for example, is a profession that has embraced the inclusive creed of helping all of those who enter the library and of providing materials that reflect the diverse range of perspectives and groups in society. These beliefs are central to the Code of Ethics and the Bill of Rights of the American Library Association (ALA). Many library services are designed to reach specific underrepresented populations—children, young adults, older adults, immigrants, non-English speakers, persons with disabilities, and people with literacy challenges, among others. Libraries benefit from this inclusive stance through community trust not enjoyed by other governmental institutions. This professional commitment to serving diverse patron communities, however, has never translated into the information professions becoming truly diverse in faculty, staff, students, or professionals.

To achieve an information workforce that is as diverse as the patrons it serves, a key challenge is changing the demographics among LIS faculty and doctoral students who will become the future LIS faculty. Increasing the diversity of current and future faculty will have a significant impact on recruitment and enrollment of underrepresented populations into LIS programs. A study conducted in 2006 showed that a majority (57 percent) of librarians of color responding to the survey “made it clear that having more faculty of color in the LIS school/program and having faculty/staff/alumni of color involved in the recruitment process would attract more students of color” (Kim & Sin, 2006, p. 89). Similarly, a 2005 study found that students from diverse populations “report that the presence of minority faculty members in their academic discipline is a critical factor in their recruitment, retention, and success at all levels” (Neely, 2005, p. 98). A main recommendation for increasing student diversity in LIS is to have greater faculty and staff diversity (Kim & Sin, 2006, 2008). Faculty diversity encourages the use of a broader range of pedagogical techniques and increases faculty-student interaction, creating new ways for the curriculum to reach students of varying backgrounds (Umbach, 2006). Thus, faculty members from underrepresented populations are vital as recruiters, mentors, and mediators for students from underrepresented populations (Totten, 2000).

Studies in other fields have documented both successful and unsuccessful methods for attracting and retaining faculty candidates from diverse populations, with representation of diversity among faculty being an important success factor (i.e., Ingle, 2006; McGarvey, 2007; Piercy et al., 2005). Diversity can also act to improve overall impressions of a school, as colleges and corporations that are the most diverse are often highly regarded and highly successful (Winston & Walstad, 2006).

An overall goal of increasing diversity in the information profession has been to “better reflect the multicultural community that is being served and offer an environment that is more open, receptive, and conducive to

the success” of information professionals (Winston, 1998, p. 240). In specific terms of increasing diversity among faculty and doctoral students, the goal is to provide the diverse perspectives that all students will need to be prepared as inclusive information professionals and to provide the presence that will help to increase the diversity of LIS students and thereby the information workforce.

This article examines the emphasis on diversity in the current faculty and the preparation of the future faculty and information professionals among the iSchools in North America (<http://www.ischools.org>). The iSchools caucus has a membership of twenty schools in North America, with fourteen of them offering LIS doctoral and master’s programs. We examined the courses and program offerings at these fourteen iSchools that are related to diversity and grants received by these iSchools to recruit future faculty from underrepresented populations.

There are several reasons for the selection of iSchools as subjects of this study. First, the largest LIS doctoral programs are offered at the iSchools, and these programs graduate the majority of LIS doctoral students. This phenomenon positions iSchools as institutions that educate majority of future faculty in LIS schools. Second, the iSchool Caucus wants to position itself as including the cutting-edge approaches to information education (iSchools, 2010), indicating that innovative approaches to recruitment, pedagogy, and research for diversity may be a profound focus among the iSchools. Some of the iSchools are responsible for producing the majority of African American and Latino doctoral graduates in the last two decades (Franklin & Jaeger, 2007). Third, the iSchools emphasize a wide range of disciplinary backgrounds of their faculty, which encourages the offering of diversity courses in LIS that may stem from these different disciplinary backgrounds.

The virtuous circle model proposed by Jaeger and Franklin (2007) emphasizes the need for diversity to be present in all aspects of LIS education and research to ensure that diversity is sufficiently foundational to the preparation of LIS graduates. In addition, given the fact that information professionals will work with individuals from many different populations, diversity and inclusion need to be conceived broadly in LIS (Jaeger & Franklin, 2007; Jaeger, Bertot, & Franklin, 2010). As such, in this study, the presence of and emphasis on diversity—as well as the groups that are being focused on—provides as much data as the lack of emphasis on diversity.

BACKGROUND AND CONTEXT

In terms of diversity, “images and impressions bear nearly as much influence as reality” (Gollop, 1999, p. 392). Information professions and LIS programs historically have faced substantial challenges with diversity, inclusion, and representation (e.g., Abudallahi, 2007; Adkins & Espinal,

2004; Bonnici & Burnett, 2005; Buddy & Williams, 2005; Chu, 2002; Jaeger & Franklin, 2007; Josey, 1993; Lance, 2005; Wheeler, 2005a, 2005b). While issues of diversity have generally not been widely discussed in LIS discourse, when the issue receives attention, it most often results in a focus on recruiting and retaining ethnically diverse master's students in an attempt to produce a larger pool of ethnically diverse librarians. Gollop (1999) notes that "during periods of intensified recruitment, the profession as a whole will focus on MLS students" (p. 389). Since the 1990s, the overall emphasis on diversity awareness and training in LIS has actually decreased (Mestre, 2010).

By examining diversity and inclusiveness in LIS primarily in relation to MLS students and practitioners, the discussion often fails to adequately consider the importance of diversity among faculty and doctoral students (Franklin & Jaeger, 2007; Jaeger & Franklin, 2007; Totten, 2000). The lack of consideration of faculty diversity in the discussion of library diversity is surprisingly prevalent. In a 2004 essay entitled "What Ails Library Education?" then soon-to-be American Library Association President Michael Gorman discusses the limited diversity among library professionals and in library services without indicating that limited diversity in LIS faculty might be a part of these issues (2004). As such, these perspectives do not account for the vital importance of diverse faculty teaching master's students about inclusive library services and the ways to reach diverse communities of patrons.

The low levels of diversity among LIS faculty, staff, and doctoral student populations have far-reaching impacts for LIS education and information services (Gollop, 1999; Jaeger & Franklin, 2007). A study published in 2010 found that only 22.2 percent of recent LIS graduates believe they had the option to take a course related to diversity in their degree program, but 75 percent of LIS administrators feel their programs offer courses related to diversity (Mestre, 2010). Not surprisingly, only 21.3 percent of LIS graduates feel prepared by their MLS program to work with diverse populations, with even librarians of color often feeling unprepared to work with other diverse populations.

In addition, the problem of lack of diverse perspectives is obvious to international doctoral students studying in LIS PhD programs, as they feel that the range of perspectives presented in LIS education is very limited (Mehra & Bishop, 2007). This perception is tied both to the lack of emphasis on including underrepresented populations in education, as well as alternate conceptions of the meaning of diversity in LIS education. For example, diversity in LIS has sometimes been thought of in terms of the breadth of research and educational interests of the field (e.g., Haythornthwaite, Bowker, Jenkins, & Rayward, 1999), rather than the representations of people in LIS and in service populations.

In particular, there is a need to train information professionals that

are as diverse as the communities that they serve. "In the circular, self-cycling style of education and librarianship, minority school and public librarians who serve as role models for minority children may inspire the children to go to college. In college, minority academic librarians and library school faculty may inspire them to go to graduate school to become librarians and role models themselves" (Totten, 2000, p. 16). There is a pointed need to increase the number of information professionals that are as diverse as the communities that they serve and who are ready to provide services that are inclusive to these diverse populations.

Of the studies that have been done of diversity in LIS, the issues of diversity and representation are most commonly studied in terms of African Americans and Latinos, due in no small part to the clarity of the lack of diversity with these populations. Latinos and African Americans are respectively the second and third largest ethnic populations in the United States, and Latinos are the fastest growing segment of the U.S. population, projected to comprise 24.4 percent of the U.S. population by 2050 (Lance, 2005; Winston & Walstad, 2006). However, only 3.3 percent of librarians are Latino, as compared to 14.7 percent of the total population, and only 6 percent are African American, as compared to 12.4 percent of the population (Lance, 2005).

In terms of faculty diversity, the situation is no better. Consider that 3.7 percent of the full-time LIS faculty members in 2005 were Latino, but in 2009, that number had declined to 2.5 percent (Lance, 2005; Sineath, 2005; Wallace & Naidoo, 2010). In that same timeframe, the number of African American full-time LIS faculty rose slightly from 5.5 percent to 5.9 (Lance, 2005; Sineath, 2005; Wallace & Naidoo, 2010). Also fairly steady is representation of American Indian full-time LIS faculty members at 1.2 percent (Wallace & Naidoo 2010, p. 35). Nevertheless, in 2009, more than 90 percent of full-time LIS faculty members were white (76.5 percent) or Asian/Pacific (13.9 percent) (Wallace & Naidoo, 2010, p. 35), a far cry from anything approaching proportional representation among the U.S. population.

Overall, racial minorities constitute only 11.3 percent of the LIS student population, compared to 31.3 percent of the U.S. population (Kim & Sin, 2008). In the fifteen years between 1993 and 2007, only 6.8 percent of the doctoral degree recipients from ALA accredited LIS Schools in the United States were African Americans (Franklin & Jaeger, 2007). Put another way, the total number of African Americans receiving a PhD in LIS from 1993 to 2007 was about half of the number of whites who received a PhD in LIS in the year 2003 alone (Franklin & Jaeger, 2007). Further, just a handful of LIS programs account for almost all of these African American and Latino doctoral program graduates in the last two decades—from Florida State University, Rutgers University, University of Pittsburgh, Indiana University, University of North Carolina at Chapel

Hill, and University of Illinois at Urbana-Champaign (Franklin & Jaeger, 2007). As a result, the faculty population in LIS has remained fairly stable in its level of diversity, with the percentage of African Americans and Latinos in LIS faculties changing little since the passage of the Civil Rights Act in the 1960s (Josey, 1993).

Diversity, inclusion, and representation are certainly about more than the obvious issues of race, ethnicity, and gender. No meaningful attempts have been made to determine the representation in librarianship and LIS of many diverse populations—including persons with disabilities, the socioeconomically and geographically disadvantaged, and gay, lesbian, bisexual, transgender, and questioning (GLBTQ) individuals, among others. For example, while sixty-five million Americans have a disability, we do not know how many librarians, LIS students, or LIS faculty have a disability (Jaeger, 2009; Jaeger et al., 2010). This situation is not wholly unique to LIS, though, as academic hiring and tenure processes are particularly weighed against success for persons with disabilities (Bowman & Jaeger, 2007; Jaeger, 2009). However, in other areas, research about library users does point to a discomfort among some underrepresented communities, such as GLBTQ, who feel that their underrepresentation among librarians leads to a lack of interest in or understanding of their needs as library patrons (Pruitt, 2010).

LIS programs are hardly unique in the limited diversity of their faculties. Nationwide, many fields struggle with achieving a representative faculty population (Smith & Moreno, 2006). The issue is particularly pressing in LIS, though, as graduates of LIS programs will immediately begin working in environments where they will have to understand and meet the information needs of diverse populations. This lack of representation in librarianship was the subject of an Associated Press article that was published in major national newspapers like the *Washington Post* (Thomas, 2007). Addressing the problem of insufficient diversity in the LIS workforce is an issue of increasing inclusion of and understanding of underrepresented populations among master's students, doctoral students, staff, and faculty.

DATA COLLECTION

As mentioned in the Introduction and Approach section, we decided to examine the current state of diversity issues related to the education of LIS doctoral students, through the lens of the iSchools. To date, the iSchool caucus currently has twenty-seven members, which includes national and international institutions of higher learning. Of these twenty-seven members, twenty schools are located in the United States. Among these institutions, we identified fourteen schools that offer a master's degree in LIS and a doctoral degree in LIS or LIS-oriented field (such as Information Studies, Information Science, Information Science and Technology, etc.):

- University of California at Los Angeles, Graduate School of Education and Information Studies
- Drexel University, College of Information Science and Technology
- Florida State University, College of Communication and Information
- University of Illinois at Urbana-Champaign, Graduate School of Library and Information Science
- Indiana University, School of Library and Information Science
- University of Michigan, The School of Information
- University of North Carolina at Chapel Hill, School of Information and Library Science
- University of North Texas, College of Information
- University of Pittsburgh, School of Information Sciences
- Rutgers, the State University of New Jersey, School of Communication and Information
- Syracuse University, School of Information Studies
- University of Texas, Austin, School of Information
- University of Maryland, College of Information Studies
- University of Washington, Information School

As mentioned before, we examined the courses and program offerings at these fourteen iSchools that are related to diversity and grants received by these iSchools to recruit future faculty from underrepresented populations.

To determine the support received in preparing future faculty at these selected iSchools, we retrieved the short description of grants received by these iSchools between 2000 to 2009 that either supported diversity programs in their respective schools or provided support for recruiting doctoral students from underrepresented populations from two federal funding organizations, the National Science Foundation (NSF) and the Institute of Museum of Library Services (IMLS). These funding organizations were chosen because both of these organizations emphasize diversity and inclusion of underrepresented populations in funding successful grants. The commitment to diversity by NSF is clearly articulated as a “performance area” that is used to evaluate all submitted proposals, as indicated at their website: “NSF established a performance area focused on broadening participation: to expand efforts to increase participation from underrepresented groups and diverse institutions throughout the United States in all NSF activities and programs” (NSF, 2009, §2). Similarly, IMLS indicates its commitment to diversity by requesting proposals to address diversity in a separate section in the grant proposal of one of its programs, the Laura Bush 21st Century Librarian Program, which is one of the most popular award categories among LIS schools that provide funding for recruitment of doctoral students.

We used multiple search strategies to retrieve the descriptions from these funding organizations award search sites, www.nsf.gov (NSF), and

www.imls.gov (IMLS). For the IMLS site, we searched all grants awarded to each of these selected iSchools and retrieved the short description for the grants that fit the search that we have stated above. In the event that there is insufficient information about the grant from the short description (for example, sometimes we are unable to determine if the grants were specifically intended and used for the recruitment for minority students), we obtained additional information from the schools/colleges website, the grant website (if available) or we requested the proposal summary from IMLS. For the NSF site, we tried multiple search strategies and finally used search term “divers*” (which includes any word with that string of letters in it) and “minority,” and the selected iSchool’s name as parameters. We then scanned through the resultant list of grants for any grants that fit the search that we have stated above.

The second piece of data was collected to encapsulate the range of courses and program offerings that focus on diversity in LIS programs and to obtain any evidence of pedagogical initiatives that would draw more diverse students into enrolling in the courses and programs offered through the selected iSchools. We retrieved and examined course descriptions from courses offered through the master’s degree LIS programs and the doctoral degree programs in LIS or LIS-oriented fields (such as Information Studies, Information Science, Information Science and Technology). We looked for evidence of pedagogical components that would draw more diverse students to enroll in the course or program and courses that prepare students to work with diverse populations. From each of the selected school’s websites, we retrieved all course descriptions that used the word diversity, indicated the concentration of service to a specific population (except for young adults and children, which are traditional clients of libraries), or indicated the focus on specific culture, country, or language. For courses related to young adults and children, we included the course descriptions in our analysis only when the course descriptions include components of diversity (such as gender, race, or GLBTQ).

DATA ANALYSIS

As per support from federal funding organizations, we found an evident difference between grants awarded by NSF and IMLS. NSF typically awards support for recruiting doctoral students from underrepresented populations that encompass partnerships between individual colleges and schools within and outside the university, and do not exclusively award grants for the recruitment of doctoral students to an iSchool. Thus, for each grant that came up in our search, we looked for additional information about the participation of the iSchools in the grant. Table 1 summarizes the grant awarded to the institutions where iSchools reside and the extent of participation of the iSchools.

Table 1. NSF Funding for Recruitment of Doctoral Students to iSchools

Award Year	Major Institutions Involved	Grant Description	Participation of iSchools
1999–2014	Drexel University	Alliance for Minority Participation— Provides funding for the first two years of study to students from underrepresented populations in graduate studies within the science, technology, engineering, and mathematics (STEM).	This opportunity is currently open for all students, but there are no students from iSchools that are participating in this program.
2005–10	University of North Carolina at Chapel Hill	Alliances for Graduate Education and the Professoriate (AGEP)— Recruit, prepare, and transit undergraduate students to pursue PhD programs in STEM and Social, Behavioral and Economic Sciences (SBE) disciplines.	There are two students in the AGEP program who are currently pursuing PhD programs at the School of Information and Library Science.

IMLS provide grants for the recruitment of doctoral students for several doctoral programs at some of the selected iSchools. Table 2 summarizes the grant awarded to these iSchools between the year 2000 and 2009, with an emphasis (shown in bold) on recruitment of doctoral students from underrepresented population.

To determine the range of courses and program offerings that focus on diversity in LIS programs and to obtain evidence of pedagogical initiatives that would draw more diverse students into enrolling in the course and programs offered through the selected iSchools, we examined the course description retrieved based on the method described in the Data Collection section. We present the results of our analysis in two different ways—based on the institutions that offer these courses and based on the diversity themes that emerged from the plethora of courses offered. Table 3 presents the selected iSchools and the courses that they offer. We have included the Web-based Information Science Education (WISE) courses that are offered to all members of the WISE consortium. We decided to include these courses as some of the selected iSchools in this study are currently members of the WISE consortium (Syracuse University; Rutgers, the State University of New Jersey; University of Illinois at Urbana-Champaign; University of North Carolina at Chapel Hill; University of Texas at Austin; and University of Pittsburgh), and these course are indicated separately. We found that only 9.8 percent of these courses (six out of the sixty-one courses) in the table below are required courses, with the

Table 2. IMLS Funding for Recruitment of Doctoral Students to iSchools

Award Year	Major Institutions Involved	Description of Grant (emphasis added on diversity components)
2002	University of California at Los Angeles, Graduate School of Education and Information Studies	Train eight professional librarians with culturally diverse backgrounds in research, information technology, and policy to prepare them for future doctoral studies. Included engagement in recruiting efforts with ethnic library associations and mentoring by LIS faculty of color .
2002	Florida State University, College of Information	Spearheaded a Web model of recruitment for LIS doctoral students with special emphasis on recruitment of minority students .
2003	Florida State University, College of Information	Funded eight fellowships and fourteen scholarships for doctoral students in preparation for faculty careers in LIS education. Partner and sponsor schools for the doctoral students were selected for excellence in minority enrollment , geographic distribution , and viability of the institution.
2003	University of California at Los Angeles, Graduate School of Education and Information Studies	Recruit six doctoral students whose research will be on public librarianship, children's services, and/or multicultural library services .
2003	University of North Carolina at Chapel Hill, School of Information and Library Science	Recruit and support five minority doctoral students studying academic librarianship to act as role models for future doctoral students.
2003	University of North Texas, School of Library and Information Sciences	Create a diverse cohort of ten doctoral students. Five of these students will be educated in school library media and five in public librarianship. Foster ethnic, cultural, and "spatial" diversity through the use of appropriate technology.
2004	University of North Texas, School of Library and Information Sciences	Recruit ten diverse doctoral students in the area of school media librarianship. Foster ethnic, cultural, and "spatial" diversity through the use of appropriate technology.
2004	University of Texas at Austin, School of Information	Recruit six doctoral students to study youth librarianship in public and school libraries and the role of youth librarianship within healthy communities. Enhance research and study in the areas of community development, leadership, and diversity reflective of the American population of the twenty-first century .
2007	Drexel University College of Information Science and Technology	Prepare new faculty who will be well trained in information systems and technologies, and have the knowledge and skills to conduct research on digital libraries and related issues. A series of activities from recruitment to curriculum development, research mentoring, diversity training , and dissertation research will be instituted.

remaining offered as elective courses. Only 4.9 percent of these courses (three out of sixty-one courses) are doctoral level courses.

In table 4, we have categorized these diversity related courses based on themes that emerged from the content analysis of the course descriptions. Some courses incorporate more than one diversity theme.

As seen in table 4, the most popular themes are themes pertaining to culture and race/ethnicity. Themes such as gender, language, access to technology, and serving communities in specific geographical location, communities with special needs and disadvantaged or underserved populations are also covered in the range of courses being offered. Less emphasis is given to serving communities that differ in age, disability, sexual orientation, political ideology, literacy, and religion.

These data reveal several key points about the preparation of a diverse future LIS faculty. First, though IMLS has clearly been very supportive of programs to promote diversity among doctoral students, the 2009 numbers for LIS faculty diversity do not reflect an impact of these efforts. Whether this indicates that the grant programs are not significantly increasing the number of diverse LIS doctoral students, that the students entering these programs are not becoming faculty members, or something else, the programs have yet to directly translate into a more diverse faculty. Second, the number of courses with a stated diversity component in the title or course description is a very small slice of the total number of courses being offered by these schools. While master's programs obviously have many important topics to cover, if diversity were truly being emphasized by these schools, more courses would have a stated diversity component. Third, of the courses with a stated diversity component, almost of all of them are offered as electives. As elective courses, they may not be offered consistently or frequently. The status as elective courses may explain the disjunction noted in an earlier study (Mestre, 2010) that fewer than one-quarter of recent LIS graduates felt they had the opportunity to take a course related to diversity, but three-quarters of the administrators of the same programs felt that diversity-related courses were available to their students. Fourth, the WISE consortium offers relatively more courses in diversity compared to many of the iSchools. More in-depth investigation revealed that three WISE consortium members, Syracuse University, University of Illinois, and the University of Pittsburgh, received a generous amount of funding from IMLS in 2006 to partner with library associations to increase the diversity of and access to online course offerings in LIS. One of the main purposes of the grant was to create online courses that would address the need for specialized collection development and meeting the information needs of underrepresented and diverse populations. Thus, funding provided to develop diversity themed courses either through partnerships or small grants offered to library associations and

Table 3. List of Diversity Courses Offered at iSchools

iSchools	Courses offered through MLIS or Doctoral Programs in LIS or LIS-oriented fields
University of California at Los Angeles, Graduate School of Education and Information Studies	Ethics, Diversity, and Change in Information Professions Information Services in Culturally Diverse Communities Latin American Research Resources Africana Bibliography and Research Methods Introduction to Slavic Bibliography
Florida State University, College of Communication and Information	International and Comparative Information Services Multicultural Literature & Information Resources for Youth International Literature for Youth
University of Illinois at Urbana-Champaign, Graduate School of Library and Information Science	African American Youth Literature The Digital Divide: Policy, Research, and Community Empowerment Community Informatics African American Bibliography Community Archives: Documenting Heritage and Identity Information Access and Library Resources in the SS & Hum in China Information Technology and the Black Experience Librarianship for Latin American, Iberian and Latina Studies Literacy, Reading, and Readers Preparing Future Faculty
Indiana University, School of Library and Information Science	Resources and Services for People with Disabilities Topics in Information Sources and Services Communication in Electronic Environments Gender and Computerization Seminar on Literature for Youth
University of Maryland, College of Information Studies	Older Adults' Information Needs, Behaviors, and Resources Diverse Populations, Inclusion, and Information Information and Universal Usability
University of Michigan, The School of Information	Information Use in Communities
University of North Carolina at Chapel Hill, School of Information and Library Science	Information Services for Specific Populations
University of North Texas, College of Information	Trends and Practices in School Librarianship Adult Materials and Reading Interests Information and Access Services in Business Web Content Development and Maintenance Information Resources and Services in Culturally Diverse Communities
University of Pittsburgh, School of Information Sciences	Multicultural Resources and Services in School Library Media Centers Technology in the Lives Of Children Behavioral Perspectives

Table 3. (continued)

iSchools	Courses offered through MLIS or Doctoral Programs in LIS or LIS-oriented fields
Rutgers, the State University of New Jersey, School of Communication and Information	Planning Outreach Services Materials for Young Adults Leadership in Theory and Practice Interpersonal Communication for Information Professionals Information Policy Media and Culture
University of Texas, Austin, School of Information	Gender, Technology, and Information Introduction to Information Studies
University of Washington, Information School.	Information Seeking Behavior in Ethnolinguistic Communities Cross Cultural Approaches to Leadership Assistive Technology and Inclusive Design Cultural and Ethnic Dimensions in Information Science
WISE consortium	Poetry for Children and Young Adults Feminism, Librarianship and Information Children's Literature Goes to the Movies Globalization & the Info Society: Info, Communication & Development Information Services for Specific Populations Building Literate Communities in the 21st Century Info for an Aging World International Issues and Innovations Services to Racially and Ethically Diverse Communities Gay, Lesbian, Bisexual, Transgender, Intersex, and Queer/ Questioning (GLBTIQ) Resources and Services Politics, Power, and Prize Female Voices in Historical Narratives GLBTQ Materials for Young Adults

Table 4. Diversity Courses Offered at iSchools by Themes

Diversity Themes	Number of Courses
Multiculturalism	25
Race/Ethnicity	18
Geographical based communities	11
Gender	11
Multilingual	10
Access to technology	8
Disadvantaged/Underserved communities	7
Communities with special needs	8
Age	6
Disability	4
GLBTQ	4
Political ideology	3
Diversity in general	3
Literacy	2
Religion	1
Pedagogical approaches for diverse faculty	1

faculty encouraged the creation of a plethora of diversity related courses offered through the WISE consortium.

Finally, the foci of the diversity-related courses being offered are predominantly on a small number of aspects of diversity. Given that members of the information workforce interact with diversity in its broadest sense, the more limited approach to diversity evidenced by most of these course descriptions indicates that even these diversity-related courses may not be sufficiently preparing students to be inclusive information professionals.

LIMITATIONS AND INSIGHTS FROM LIMITATIONS

This approach clearly is not without limitations. However, the limitations serve to provide additional insight into the relationship between diversity and iSchools. There were two limitations to retrieving course descriptions to examine pedagogical initiatives that focus on diversity in LIS programs. Based on our own experience analyzing course descriptions from our own institution, stating diversity content in the course description is not required for a course to have a strong diversity component. There may be no apparent diversity content in the official course description but the actual syllabus content may address concepts of diversity in greater detail. For example, at the University of Maryland, several classes have diversity as a central component of content of the entire course content—such as Information Policy—but the focus on diversity is evident in the syllabus and is not reflected in the course description. In these cases, the administrative process of changing an official course description serves as a disincentive to change the description to highlight the focus on diversity. In addition, some diversity-related courses being offered may be relatively new and experimental in nature and lack an official status. Thus, these courses may not yet have an official course description that is published in the course website. These two limitations point to the need for follow-up studies that assess the content of the syllabi themselves at iSchools.

These limitations, however, still offer a great deal of insight into the overall importance of diversity that is accorded in the creation and description of curriculum and the research foci at an institution. For example, the fact that only 14 of the 107 libraries that are members of the Association of Research Libraries (ARL) have staff members identified as coordinating diversity efforts says a great deal about the importance accorded to diversity—or at least the presentation of a commitment to diversity—among ARL libraries (Mestre, 2010). In iSchools, whether the lack of diversity content in a course description results from an actual lack of diversity content or simply the lack of changing a course description to highlight the diversity content that is in the course both lead to the same outcome—the course description is being presented without a diversity component.

Similarly, the authors distributed a survey to the iSchools being examined in this study to gather specific faculty diversity information from

those schools. Such information would have provided a much more targeted picture of faculty diversity than the general ALISE statistics that include many more schools than just the iSchools. However, with a response rate of approximately 36 percent within the window of data collection, the data was not sufficient to be included in this discussion. The limited response rate to the survey during the data collection period points not only to how hard it is to get responses to surveys in general, but also raises questions about the attention that diversity receives. And the fairly low number of courses with a clear diversity component across these fourteen iSchools reinforces the perception of limited interest from the schools. Perhaps tellingly, only two of the iSchools studied—University of California Los Angeles and University of Maryland—have a significant amount of content devoted to diversity issues on their school websites.

More than a decade ago, it was observed that members of diverse populations were “waiting in the wings to be invited and encouraged to join the professional ranks” (Josey, 1999, p. 201). When considering the tremendous hurdles that must be overcome in diversifying the composition of LIS students and faculty, in better preparing master’s students to be inclusive information professionals, in more comprehensively preparing future faculty to teach about diversity, and in advancing research about diversity in LIS, the limited attention paid to diversity in descriptions of courses and on school websites, regardless of the amount of attention it is given in the curriculum, presents a portrait of schools that are not focused on diversity.

CONCLUSION AND FURTHER RESEARCH

Diversity “is a generator of opportunity” (Neumann, 2002, p. 168). These opportunities include exploration into research, teaching, and service in the range of themes that encompass diversity. Particularly in drawing diverse future faculty to LIS schools, these opportunities must be presented to doctoral and master’s students in LIS programs through the composition of current faculty that belong to diverse communities and conduct research and teaching that includes diversity components, as well as the availability of funding that encourages diverse student participation and programs and courses that are designed to be inclusive of diverse populations.

We present strategies that can serve to promote diversity and attract diversified future faculty to the information workforce. Aligned with our analysis, we offer ideas for recruitment efforts for doctoral students and pedagogical initiatives that focus on diversity in LIS programs.

In terms of recruitment efforts to encourage students from under-represented populations to pursue LIS doctoral programs, LIS schools with similar strengths in specific research areas should collaboratively apply for funding opportunities. As seen in table 1 and table 2, individual

institutions are granted federally funded grants, which may hinder recruitment from other locations. Minority doctoral students who may be working in locations serving specific communities may hesitate to relocate to another location for the purpose of doctoral education. Anecdotal evidence shared by institutions awarded grants to recruit doctoral students from diverse communities reflect that although recruitment efforts are made to recruit minority students, they often are not successful in doing so due to reasons such as relocation, societal commitment, etc. Students enrolled in such collaboratively funded initiatives can be allowed to take courses in other institutions (other than their primary institutions) to enrich their diversity experiences.¹

Currently, as minority faculty are few, students can also be encouraged to conduct research with other minority faculty members from other institutions through such partnership grants. We are aware that certain institutions may have their own rules and conditions to allow such partnership, but we recommend that LIS schools present substantive arguments to their institutions that such arrangement is needed to encourage minority students to pursue their research and teaching interests. We also encourage LIS schools to seek funding from federal agencies to fund minority doctoral students who are interested in researching diversity issues. These projects could be extended to include strong mentoring components, which may increase the recruitment and retention of minority students in LIS schools.

Consistent exposure to diversity issues stands as a key means through which students in LIS programs can become ready to provide inclusive information services to the wide range of patrons they will encounter in their professional lives. The diversity of the population in the United States is rapidly increasing and will continue to do so. If students are not aware of the range of issues of diversity, inclusion, and underrepresentation related to information and the ways to provide services that meet the needs and expectations of diverse populations, these students will not be able to adequately serve their communities or their profession. More than 90 percent of the diversity related courses offered at the selected iSchools are electives, meaning students can choose not to take these courses. We recommend that diversity courses that comprehensively cover all the necessary themes are developed by LIS schools and are designated as required courses for all students at the master's and doctoral level education in LIS. We also encourage LIS schools to begin offering diversity specializations to their students who are interested in such issues, and design customized courses to support such specialization, such as a recent initiative by the College of Information Studies at the University of Maryland (n.d.). We also encourage LIS schools to seek federal funding for specific pedagogical approaches, developing partnerships, faculty training, and other elements that would help to design and strengthen such specialization at their respective schools.

Based on our analysis, we also recommend offering courses that cover the broad range of diversity themes as indicated in table 4, and not restricting diversity courses primarily to issues related to culture and race/ethnicity. These courses can be offered as electives, and students can take these courses based on their interest on population or issue of diversity.

An enormous range of research opportunities related to diversity is waiting to be pursued (Jaeger et al., 2010). As continuation of this research, we intend to conduct an in-depth analysis of the content of the syllabi at these iSchools, to address the limitations cited in the previous section. We would also like to begin developing a curricular framework which describes the components of diversity that must be covered in LIS master's programs. Research in this area needs to be an integral part of every master's program curriculum in all LIS schools.

An increased focus on research about diversity, inclusion, and underrepresentation in LIS also is important for increasing the diversity of LIS students, LIS faculty, and professional librarians and administrators. As noted earlier, the decision-making process of choosing a profession is significantly affected by whether individuals see people and issues with which they identify in the profession. Increasing the amount of and attention paid to research in this area, including the emphasis given to it in master's and doctoral education, will help people from populations currently underrepresented in LIS and librarianship identify with and see themselves as part of the field.

ACKNOWLEDGMENT

The authors wish to thank Margaret Buck, a graduate student at the College of Information Studies, University of Maryland, for her assistance with data collection.

NOTE

1. There are similar initiatives at the master's level, such as the WISE consortium. More information available at <http://www.wiseeducation.org/>.

REFERENCES

- Abdullahi, I. (2007). Diversity and intercultural issues in library and information science (LIS) education. *New Library World*, 108, 453-459.
- Adkins, D., & Espinal, I. (2004). The diversity mandate. *Library Journal*, 45(2), 149-161.
- Bonnici, L., & Burnett, K. (2005). A web model of recruitment for LIS Doctoral Education: Weaving in diversity. In M. Wheeler (Ed.), *Unfinished business: Race, equity, and diversity in library and information science education* (pp. 119-130). Lanham, MD: Scarecrow Press.
- Bowman, C. A., & Jaeger, P. T. (2007). Academic interviews and persons with disabilities. In M. Vance (Ed.), *Disabled faculty and staff in a disabling society: Multiple identities in higher education* (pp. 225-234). New York: Association on Higher Education and Disability.
- Buddy, J. W., & Williams, M. C. (2005). A dream deferred: School libraries and segregation. *American Libraries*, 36(2), 33-35.
- Chu, C. (2002). Ethnic diversity in library and information science. *Library Quarterly*, 72, 136-138.

- Franklin, R. E., & Jaeger, P. T. (2007). A decade of doctorates: An examination of dissertations written by African American females in Library and Information Studies 1993–2003. *Journal of Education for Library and Information Science*, 48(3), 187–201.
- Gollop, C. J. (1999). Library and information science education: Preparing future librarians for a multicultural society. *College and Research Libraries*, 60(4), 385–395.
- Gorman, M. (2004). What ails library education? *Journal of Academic Librarianship*, 30(2), 99–101.
- Haythornthwaite, C., Bowker, J., Jenkins, C., & Rayward, W. B. (1999). Mapping the dimensions of a dynamic field. *Journal of the American Society for Information Science*, 50, 1092–1104.
- Ingle, G. M. (2006). How not to diversify the campus work force. *Chronicle of Higher Education*, 53(6), 25.
- iSchools. (2010). The iSchools. Retrieved August 10, 2010, from <http://www.ischools.org>
- Jaeger, P. T. (2009). Persons with disabilities and intergenerational universal usability. *Interactions*, 16(3), 66–67.
- Jaeger, P. T., Bertot, J. C., & Franklin, R. E. (2010). Diversity, inclusion, and underrepresented populations in LIS research. *Library Quarterly*, 80, 175–181.
- Jaeger, P. T., & Franklin, R. E. (2007). The virtuous circle: Diversifying LIS faculties to create more inclusive library services and outreach. *Education Libraries*, 30(1), 20–26.
- Josey, E. J. (1993). The challenges of cultural diversity in the recruitment of faculty and students from diverse backgrounds. *Journal of Education for Library and Information Science*, 34, 302–311.
- Josey, E. J. (1999). Diversity: Social and political barriers. *Journal of Library Administration*, 27(1/2), 191–201.
- Kim, K-S., & Sin, S. J. (2006). Recruiting and retaining students of color in LIS programs: Perspectives of library and information professionals. *Journal of Education for Library and Information Science*, 47(2), 81–95.
- Kim, K-S., & Sin, S. J. (2008). Increasing ethnic diversity in LIS: Strategies suggested by librarians of color. *Library Quarterly*, 78(2), 153–177.
- Lance, K. C. (2005). Racial and ethnic diversity of U.S. library workers. *American Libraries*, 36(5), 41–43.
- McGarvey, K. (2007). A new look at diversity. *Rochester Review*, 69(3). Retrieved August 10, 2010, from <http://www.rochester.edu/pr/Review/V69N3/feature1.html>
- Mehra, B., & Bishop, A. P. (2007). Cross-cultural perspectives of international doctoral students: Two-way learning in library and information science. *International Journal of Progressive Education*, 3, 44–64.
- Mestre, L. (2010). *Librarians serving diverse populations: Challenges and opportunities*. Chicago: ALA Editions.
- National Science Foundation. (2009). *Broadening participation*. Retrieved August 10, 2010, from <http://www.nsf.gov/od/broadeningparticipation/bp.jsp>
- Neely, T. Y. (2005). Minority student recruitment in LIS education: New profiles for success. In M. Wheeler (Ed.), *Unfinished business: Race, equity, and diversity in library and information science education*, (pp. 93–118). Lanham, MD: Scarecrow Press.
- Neumann, R. (2002). Diversity, doctoral education and policy. *Higher Education Research & Development*, 21, 167–178.
- Piercy, F., Giddings, V., Allen, K., Dixon, B., Meszaros, P., & Joest, K. (2005). Improving campus climate to support faculty diversity and retention: A pilot program for new faculty. *Innovative Higher Education*, 30(1), 53–66.
- Pruitt, J. (2010). Gay men's book clubs versus Wisconsin's public libraries: Political perceptions in the absence of dialogue. *Library Quarterly*, 80, 121–141.
- Sineath, T. W. (2005). Faculty. In E. Daniel & J. Saye (Eds.), *ALISE library and information science education statistical report 2004*. Oakridge, TN: Association for Library and Information Science Education.
- Smith, D., & Moreno, J. F. (2006). Hiring the next generation of professors: Will myths remain excuses? *The Chronicle of Higher Education*, 53(6), B22.
- Thomas, A. (2007, January 7). A new chapter for librarians. *Washington Post*, p. A13.
- Totten, H. L. (2000). Ethnic diversity in library schools: Completing the education cycle. *Texas Library Journal*, 76(1), 16–19.
- Umbach, P. D. (2006). The contribution of faculty of color to undergraduate education. *Research in Higher Education*, 47(3), 317–345.

- University of Maryland, College of Information Studies. (n.d.). Information & diverse concentrations population. Retrieved August 13, 2010, from <http://ischool.umd.edu/programs/diversepop.shtml>
- Wallace, D. P., & Naidoo, J. (Eds.). (2010). *Library and information science education statistical report 2009*. Chicago: Association for Library and Information Science Education.
- Wheeler, M. B. (2005a). Faculty development and cultural diversity in teaching: LIS education's last frontier. In M. Wheeler (Ed.), *Unfinished business: Race, equity, and diversity in library and information science education* (pp. 181–192). Lanham, MD: Scarecrow Press.
- Wheeler, M. B. (2005b). Foreword. In M. B. Wheeler (Ed.), *Unfinished business: Race, equity, and diversity in library and information science education*, (pp. vii–ix). Lanham, MD: Scarecrow Press.
- Winston, M. (1998). The role of recruitment in achieving goals related to diversity. *College and Research Libraries*, 59(3), 240–247.
- Winston, M., & Walstad, K. (2006). Recruitment and diversity: A research study of bilingualism and library services. *Library & Information Science Research*, 28, 390–406.