

Strands of diversity in Library and Information Science graduate curricula

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ABSTRACT

This study investigates the current coverage and treatment of strands of diversity in Library and Information Science (LIS) graduate curricula by examining 19 American Library Association (ALA) accredited Master of Library and Information Science (MLIS) programmes. The purpose is to analyze the depth and breadth of diversity-related topics in LIS programmes to determine the emphasis that LIS educators place on diversity-related content in the relevant coursework. Diversity-related topics were identified and categorized based on the published literature, and the contents of 84 course syllabi were examined. The findings show that while diversity-related topics are not prioritized in LIS programmes at present, the relevant content in curricula is increasing at a slow but significant rate. Diversity-related courses prepare aspiring librarians and information professionals to work with different cultural groups, young adults, and children. However, there is little interest in providing equitable services to minority groups in terms of gender and race/ethnicity, and people with disabilities. The findings of this study can provide a practical roadmap and useful insights for LIS educators, researchers, and practitioners.

Keywords: Diversity; Multiculturalism; Inclusion; Master of Library and Information Science (MLIS) programme; Library and Information Science education

INTRODUCTION

The traditional conceptualization of diversity shifted in its emphasis toward the end of the last century, from racial equality in the 1980s to equal opportunity and social justice in the 1990s. Today, however, there is little scholarly disagreement regarding what the term “diversity” means. “Appreciation” is its most common description, and refers to valuing personal qualities and characteristics, and embracing differences between humans (Clements and Jones 2008).

A primary way in which educators have worked to achieve the goals of equal opportunity and social justice is through multicultural education reform, an educational reform movement that aims to “change the structure of educational institutions so that male and female students, exceptional students, and students who are members of diverse ethnic, language, and cultural groups will have an equal chance to achieve academically in schools” (Banks and Banks 2001, p. 1). Progress has been made to this end, but multicultural education reform has not yet been sufficiently extensive and institutionalized. Banks and Banks (2001) found that school curricula focused primarily on the experiences of “mainstream” Americans, largely ignoring the experiences, cultures, and histories of

different ethnic, racial, cultural, linguistic, and religious groups (Banks and Banks 2001 p.242).

Research has shown that the transformation of the curriculum to make it more diverse should continue. Library and information science (LIS) in particular continues to lag behind other fields in incorporating diversity and multicultural content. Pawley (2006) claimed that the traditional LIS curriculum taught in master's programmes in North American universities transmits knowledge that "perpetuates white privilege and presents barriers to racial diversification in LIS" (Pawley 2006, p.153). The persisting need to continually discuss diversity and multicultural issues is explained by the widespread agreement among librarians and library directors on two key issues: numerous newly qualified librarians are ill-prepared to work in diverse neighborhoods (Lee et al. 2015), and those who work as librarians do not constitute a diverse group (Larsen 2017).

This study examines the current coverage and treatment of diversity-related content in LIS graduate programmes in American and Canadian universities accredited by the American Library Association (ALA). A considerable amount of the LIS literature has examined the state of diversity-related content in LIS curricula at ALA-accredited institutions (Subramaniam and Jaeger 2011), and how instructors successfully integrate diversity-related content into LIS curricula (Mehra, Olson and Ahmad 2011). However, it is important to regularly examine the diversity- and multiculturalism-related content of LIS curricula to ensure that it corresponds to and reflects the significant and rapid societal and institutional changes that are underway, as well as human needs. The purpose of this study is to bridge this gap by examining and analyzing diversity-related content in the LIS curricula of leading ALA-accredited library schools, focusing in the Master of Library and Information Science (MLIS) programmes.

LITERATURE REVIEW

A review of diversity-related content in the LIS literature reveals three main thematic areas. In the first of these, some literature has focused on issues related to staffing, hiring, recruitment, and retention in different types of libraries and library schools. The relevant studies have focused on assessing what LIS programmes, and other library and information professional associations, do to recruit and retain diverse groups, including students (Cooke, Sweeney and Noble 2016; Irvin 2016; Kim and Sin 2008; Roberts and Noble 2016) and faculty (Croxtton, Crumpton and Holmes 2016; Gulati 2010; Jaeger and Franklin 2017; Jantz 2012; Kandiuk 2014; Subramaniam and Jaeger 2010). Other studies have focused on the competencies and skills needed by librarians and information professionals to work in diverse communities, and on providing the best practices to achieve diversity and equality in the library workforce (Andrade and Rivera 2011; Deng, Thomas and Trembach 2014; Gohr 2017; Larsen 2017; Neely and Peterson 2007; Pho and Masland 2014). The second theme focuses on investigating the responsibilities of libraries to meet the needs of diverse groups, including users with disabilities (Yoon et al. 2016; Yoon, Hulscher and Dols 2016), communities of colour (Gibson et al. 2017), and users from different age and gender groups (Agosto, Paone and Ipock 2007).

The third thematic focus of LIS research alternates between researching and teaching diversity and related topics. This theme has two aspects. First, LIS research has focused on scholars and practitioners. Attention has been paid to analyzing scholarly research related to concepts of diversity, social justice, and inclusion (Hill 2013; Jaeger, Shilton and Koepfler

2016; Lee et al. 2015; Subramaniam et al. 2012; Tumuhairwe 2013). Second, LIS education and training have been examined using intensive multi-method analyses of content and techniques (Aytac et al. 2016). This second aspect is the focus of this study.

One way of investigating LIS education in terms of diversity is to analyze students' perception of what they learn in LIS programmes in schools. Kumasi and Hill (2011) investigated how LIS programmes prepare graduates to become culturally competent LIS professionals. The students identified the gap between their prior knowledge and what they had learned in LIS programmes about cultural competence. Cooke, Sweeney, and Noble (2016) explored curricula by developing a shared institutional conversation with students, where they identified the racial climate of the school as an area that needed attention, and this led to the formulation of initiatives for institutional diversity. As a result of these initiatives, doctoral students re-designed a course titled "Race, Gender, and Sexuality in the Information Professions," which had been obsolete for a decade. Other courses, such as those related to information services for diverse users and social justice for the information profession, were also added. These courses focus on both the theoretical and practical aspects of diversity and social justice to enhance awareness and empathy.

Kumasi and Manlove (2015) surveyed LIS faculty from an institutional perspective to examine how teachers treated diversity-related topics in their core courses. Members of the faculty were asked to identify "diversity levers" to integrate diversity-related topics into the curriculum. The authors found some LIS core courses that contained diversity-related topics in explicit, emergent, and implicit ways. Core courses such as LIS foundations, management, reference/user services, research methods, organization of knowledge/cataloging, and those on specific information technologies have exhibited the greatest promise for integrating diversity and social justice into LIS pedagogy. In a similar vein, Mehra, Olson and Ahmad (2011) developed a questionnaire to seek input on best practices from LIS faculty on the integration of diversity-related topics into online and conventionally organized courses. When asked about the specific courses best suited to integrating diversity-related topics, a majority (70%) of the respondents selected the course "Organization of Information." LIS foundation and management were also identified (63%) as important, as were collection development, services to user population, and school libraries (60% respectively). Lee et al. (2015) reported on the ALISE Statement on Diversity developed by a five-member taskforce in 2011. They documented the shared ideas, experiences, and methods for advancing diversity in the classroom.

Focusing on analyzing coursework, Cooke and Jacobs (2018) conducted a curriculum audit of 108 courses taught in the School of Information Sciences at the University of Illinois in Urbana–Champaign. Of the syllabi examined, 50 syllabi (46%) were deemed to have had inadequate diversity-related content. Of the remaining, only 23 (21%) contained diversity-related content and 35 (32%) contained "some" such content. The results of the curriculum audit can help encourage LIS programmes to revisit and revise content to proactively prepare to serve diverse communities. Subramaniam and Jaeger (2011) examined the coverage of 66 diversity-related courses offered in 14 ALA-accredited MLIS programmes in iSchools. They found that only a small number of LIS courses integrated diversity into their contents; almost all were elective courses that emphasized a small number of diversity-related topics. If courses containing content on diversity are primarily elective rather than core, this reduces opportunities for students to learn about these topics. Mestre (2010) found that only 22.2 percent of recent LIS graduates believed that their degree programme offered them the option to take a course related to diversity.

The literature review demonstrates the current status of diversity-related content in LIS curricula. Few studies have empirically reviewed and analyzed the coverage and treatment of diversity-related content in LIS education. LIS programmes should regularly examine their curricula to ensure that they correspond to and reflect societal changes regarding diversity. This study aims to elucidate efforts by LIS programmes to integrate diversity-related topics into their curricula.

OBJECTIVES AND METHOD

As informed by the literature review, the following research objectives were set:

- (a) To conduct a macro-analysis of the strands of diversity covered in diversity-related courses offered in graduate LIS programmes in universities in the U.S. and Canada by analyzing course syllabi;
- (b) To identify the proposition of diversity-related content offered within core courses or electives; and
- (c) To identify the pathways for specialization in diversity offered to students by ALA-accredited graduate programmes.

Following the various strands of diversity presented in the literature, a list of relevant topics was compiled. In this study, the authors define diversity from demographic perspectives (Clements and Jones 2008; Jaeger et al. 2011). An important component of analyzing course content was to ensure that it covered the strands of diversity as follows:

- Culture
- Ethnicity (race, language, and religion)
- Age (children and young adults)
- Gender (male, female, and others)
- Disability (mental and physical)

Syllabi were collected from the websites of universities offering ALA-accredited LIS graduate programmes in the U.S. and Canada in three main stages to ensure the inclusion of all LIS programmes. First, a list of LIS graduate programmes was developed from the *Directory of ALA-Accredited and Candidate Programs in Library and Information Studies*. Of the 61 graduate programmes identified, six were excluded from the study: two lacked course listings (University of Denver and McGill University), two had no diversity-related courses (Southern Carolina University and Southern California University), and two did not use English as the language of instruction (Universities of Montreal and Puerto Rico). Therefore, the total number of programmes examined in the study was 55, comprising 48 from U.S. universities and 7 from Canada.

During September and October 2018, the authors then collected course lists of the 55 ALA-Accredited LIS programmes to develop a list of diversity-related courses. A course was included in the study if its syllabus was accessible and covered one or more of the diversity-related topics identified in this study. Initially, 300 diversity-related courses were identified. However, only 11 graduate programmes provided detailed syllabi on their websites. Thus, the total number of course syllabi found at this stage was 52.

Finally, during November and December 2018, to increase the number of syllabi that could be included in this study, an e-mail was sent to MLIS directors or coordinators of the remaining 44 programmes requesting access to a list of predetermined course syllabi. Another reminder was sent two weeks later. Of the 44 programmes, only eight replied by

providing the requested syllabi or a link thereto. Finally, 84 course syllabi were sourced from 19 MLIS programmes (see Appendix 1 for the list of participating schools in this study, and Appendix 2 for the universities and titles of courses offered).

Content analysis of the course syllabi was chosen as the research method of the study. Content analysis is a well-supported qualitative technique for systematically reviewing documents to search for patterns and trends (White and Marsh 2006). A pre-determined template was developed to code each syllabus according to the university and programmes to which it belonged, type of course (core or elective), and type of diversity-related topics covered in the course descriptions, learning objectives, and reading lists (see Appendix 3). To ensure consistency, two coders were assigned the coding processes and discrepancies between their results were reconciled through iterative negotiation. All data were entered in Microsoft Excel for further quantitative analysis. The percentage of strands of diversity covered in the 84 courses did not sum to 100 percent because many courses overlapped in their diversity-related topics.

FINDINGS AND DISCUSSION

Macro-analysis of Strands of Diversity

The authors used the list of assigned strands of diversity to investigate the topics covered in the 84 course syllabi. The results are ranked in terms of strands of diversity based on the rate of occurrence in course syllabi. As Table 1 shows, age and culture were found to be the most frequently present strands of diversity in the courses taught in ALA-accredited programmes. Given the general approach that LIS has taken to issues of diversity, the most frequently occurring diversity-related topics found in the syllabi reflected areas on which most diversity-related efforts had been invested in a given course. The top two categories of age and culture reflect wider areas of attention. However, the low frequency of the other categories is less promising. Ethnicity, gender, and disability appeared very few times. Examining the importance of these three elements illuminates the critical need for these categories to be covered in LIS courses.

Table 1: Coverage of Diversity Strands in LIS Graduate Curricula (n = 84)

Diversity Strands	Coverage	
	No of courses	Percentage
Age	66	79%
Culture	42	50%
Ethnicity	19	23%
Gender	18	21%
Disability	9	11%

As the results show, the ALA-accredited schools were especially concerned about diversity of age group. Investigating the different age categories in diversity-related courses yielded five. As presented in Table 2, the highest number of courses in this category focused on children, 47 (71%), followed by young people, 46 (70%), adults, 18 (27%), preschool age, 12 (18%), and elderly, three (5%).

Table 2: Age Categories in Diversity-related Courses (n = 66)

Age Categories	Preschool	Children	Young People	Adults	Elderly
No. of courses	12	47	46	18	3
Percentage	18%	71%	70%	27%	5%

An analysis of the course descriptions and syllabi provided by the ALA-accredited programmes revealed that a majority of diversity-related courses had focused on age groups, and most courses in this category concerned children. In 1969, the ALA established the Association for Library Services to Children, dedicated to the support and enhancement of library services for children. Children’s libraries are undoubtedly important to children and society: They provide children with their first experience of lifelong learning, and introduce them to a future of exciting, rich, and varied resources.

As shown in Table 3, 22 culture categories were found in ALA-accredited programmes: American culture was taught in 20 courses, 48 percent of the total number of courses included in this category. Canadian culture was covered in only eight courses (19%), Chinese culture in five (12%), African American culture in only three courses (7%), Asian American culture in two (4%), European in two courses (4%), and immigrant culture in two courses, constituting only 4 percent of all courses included in the study.

Table 3: Culture Categories in Diversity-related Courses (n = 41)

Culture Categories	American	Canadian	Asian	Middle- Eastern	Aboriginal	Immigrant	International	Italian	British	Irish	Chinese	Spanish	Asian American	Indian	African American	Latino	Korean	Japanese	Indonesian	European	African	Australian
No.	20	8	2	0	1	2	1	1	1	1	5	1	2	1	3	2	1	1	1	2	1	1
%	48%	19%	4%	0%	2%	4%	2%	2%	2%	2%	12%	2%	4%	2%	7%	4%	2%	2%	2%	4%	2%	2%

The increasing coverage of such categories as American, Canadian, African American, Asian, Chinese, and European as well as Immigrants, reinforces the view that the developers of LIS programmes are aware of the importance of preparing students for working in multicultural communities and meeting the needs of diverse groups. Previous studies have recognized the requirements for a workforce that needs to meet the challenges and threats posed by the rapidly changing composition of social culture (Agada 1996; Al-Qallaf and Mika 2013; Overall 2009).

The racial and ethnic composition of populations of the U.S. and Canada has undergone significant changes since Gollop’s research (1999) two decades ago. The field of library science is facing challenges to contribute to the development of ethnic diversity in librarianship. Statistics have consistently shown that the student population in LIS programmes is less diverse than the U.S. population in general. Whites constitute 73.6 percent of students enrolled in ALA-accredited LIS programmes, and there are only 11.3 percent students of color, including the four main ethnic minority groups (African American, Asian American, Hispanic American, and Native American) (ALISE 2003; Kim and Sin 2008).

Table 4: Ethnicity Categories in Diversity-related Courses (n = 19)

Ethnicity Categories	Race	Language	Religion	Ethnicity
No. of courses	14	5	11	8
Percentage	74%	26%	57%	42%

In this study, ethnicity is defined as the identification by people, belonging to a category, with one another based on such similarities as racial, linguistic, and religious. Table 4 identifies 19 courses taught in LIS programmes covering ethnicity, whether on a specific level, race, language, or religion, or a general one. Of the 19 courses, the analysis found that race was the topic covered most often, in 14 courses (74%); religion was covered in 11 courses (57%), language in five (26%), and ethnicity in eight courses (42%). Less attention had been paid in LIS curricula to ethnicity and race. The emphasis on race and ethnicity has been clearly documented in the significant *Diversity Counts* report published by the ALA. The report focused almost exclusively on race and ethnicity, with gender receiving some attention (Davis and Hall 2007). This increasing interest may be explained by the historical context of race and ethnicity as the first categories to receive legal protections against socially ingrained mistreatment and marginalization (Jaeger et al. 2011).

Gender comprised three categories in this study (see Table 5). There was a low coverage of these categories in general in the LIS curricula. For example, “female,” “male,” and “others” were, respectively, found in the topics only 12, 11, and 10 (66%, 61%, and 55%) diversity-related courses. The effects of gender on youth behaviour have garnered considerable interest in related disciplines, such as education and computer science (Agosto, Paone and Ipock 2007), but have received surprisingly little attention in LIS.

Table 5: Gender Categories in Diversity-related Courses (n = 18)

Gender	Male	Female	Others
No. of courses	11	12	10
Percentage	61%	66%	55%

The categories of disability consisted of mental and physical disabilities. LIS programmes do not appear to have paid sufficient attention to these categories. According to the relevant content, of eight courses offered, both mental disability and physical disability accounted for 88 percent of them respectively (see Table 6).

Table 6: Disability Categories in diversity-related courses (n = 8)

Disability Categories	Mental	Physical
No. of courses	7	7
Percentage	88%	88%

Although disability-related issues have attracted the attention of LIS scholars, the results of this study reflected low coverage of these topics in LIS curricula, identifying the gap in knowledge between practice and theory. According to the U.S. Census Bureau (2016), 40 million Americans had a disability, representing around 12.8 percent of the country’s population. According to the Canadian Survey on Disability (Canada.ca 2017), 6.2 million Canadians are disabled, representing 13.5 percent of the population. Persons with

disabilities form a minority group whose perspectives and needs constitute an essential aspect of a diverse society.

Diversity-related Content

Regarding the second research objective related to the proposition of diversity-related content offered within core courses or electives, the authors found that the number of elective courses significantly surpassed that of core courses covering the different strands of diversity; in many cases, programmes offered such courses as special topics or seminars. Of a total of 300 diversity-related courses found on LIS graduate programme websites, only six core courses were related to diversity. There were two courses on “Literature for Children” and “Literature for Young Adults” at the University of Albany. The University of California–LA offered courses in “Artifacts and Cultures,” and “Values and Communities.” The University of Iowa offered “Cultural Foundation,” while the course “Information in Social and Cultural Context” was taught at the University of Texas at Austin. Few schools apparently considered it worthwhile to offer diversity-related topics in their core courses. These courses are considered necessary to help students develop the foundation knowledge and competencies that are the major requirements of the field. This might have been because most LIS graduate programmes provide minimal core content to allow for choice and specialization.

Some universities offered core courses on particular specializations, such as “Preserving Digital Culture” at the University of Pittsburgh, and “Museums and Digital Culture: Theory and Practice” at the Pratt Institute. Some courses featuring diversity were taught in two languages. For example, the University of Ottawa offered “Cultural Heritage Resources” in English and French.

Given the limited number of diversity-related core courses in LIS programmes, the students were given only a general overview of core competencies in diversity-related issues and only obtained basic knowledge in the area. The elective status of most diversity courses explains why the student respondents in Mestre’s (2010) study felt that they had had no opportunity to take a course related to diversity in library school. Furthermore, these respondents claimed that they had been inadequately prepared in library school for on-the-job training for the role that they were undertaking.

Many LIS programmes have attempted to incorporate concepts of diversity into their curricula. The small number of core courses does not permit the inclusion of diversity-related content in core courses of a majority of LIS education programmes. It is also generally the case that elective courses are as diverse in terms of scope, title, and policy as the schools that offer them. Graduates looking to specialize in diversity-related topics may not find all the courses they need in a particular LIS programme. In this specific case, pathways offered by LIS programmes can work for students interested in specializing in a specific diversity-related topic. Furthermore, the percentage of students that take one or more courses with a diversity specialization is worth considering.

Pathways for Specializing in Diversity

Regarding the third research objective related to the pathways for specialization in diversity offered to students by ALA-accredited graduate programmes, 62 percent of the programmes considered in this study offered pathways for specialization in diversity-related disciplines within LIS. Thirty of the 48 American schools offering LIS graduate programmes considered in this study offered pathways related to cultural heritage, diverse population, and developing their own pathways. For instance, at Greensboro in North

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Carolina, students could work with an advisor to develop their own specializations. Some universities offered a cultural heritage specialization. For example, “Cultural Heritage Information Management” is a specialization in 14 American universities: University of Arizona, Catholic University of America, Dominican University, University of Illinois at Urbana–Champaign, University of Michigan, North Carolina at Chapel Hill, Queens College, Pratt Institute, San Jose State University, Simmons College, University of South Carolina, University of Texas at Austin, Wayne State University, and University of California–Los Angeles. This specialization gives students an understanding of how society and culture are influenced by the resources offered in libraries. Furthermore, the University of Maryland offered a pathway called “Diversity and Inclusion,” which focused on all members of society having equal access to information, and the importance of offering resources and services to diverse and underserved populations. In Canada, four of the seven universities offering LIS graduate programmes considered in this study offered a “Cultural Heritage Information Management” specialization. Data on the universities offering specialization pathways are presented in Table 7.

Table 7: Pathways for Specializing in Diversity Offered

Pathways Offered	American Universities (n=48)	Canadian Universities (n=7)	Total
No of universities	30	4	34
Percentage	63%	57%	62%

Interestingly, the iSchool at the University of Maryland has seen an increase in students from historically marginalized backgrounds, which some faculty have claimed cannot be attributed to any strategic effort related to diversified recruitment (Jaeger et al. 2011). Instead, the increase has been linked directly to the development of degrees offering specialization in information and diverse populations within their graduate degree programmes. Therefore, students from non-dominant backgrounds prefer to attend institutions where they see themselves and their lived experiences embodied in the curriculum (Kumasi and Manlove 2015).

CONCLUSION

This study conducted a macro-analysis of diversity coverage in LIS graduate curricula. The authors analyzed the depth and breadth of diversity-related topics in LIS programmes to reveal the emphasis that educators place on diversity-related content in LIS coursework. The overall coverage of strands of diversity in LIS curricula was found to be reasonable. In 84 LIS courses that were analyzed in this study, there was evidence of a significant increase in the coverage of diversity-related topics in the curricula, albeit at a slow rate.

Regarding the overall trend of ALA-accredited LIS programmes toward diversity and multiculturalism, and compared with the results of past studies, findings show significant improvements in the capacity of programmes to prepare students for a productive working experience in supporting the information-related needs of diverse populations. Whereas Al-Qallaf and Mika (2013) found that 81 percent of ALA-accredited schools offered diversity-related or multicultural courses in their graduate programmes, this study found that more than 90 percent now do so. Moreover, while they found no core course related to diversity, this study identified four U.S. LIS programmes currently offering six core

courses focusing on diversity-related topics. Furthermore, based on the results of this study, 62 percent of ALA-accredited LIS programmes in the U.S. and Canada are offering specialized pathways related to understanding the cultural aspects of society, thereby preparing information professionals to serve in diverse societies. These efforts are dedicated to improving LIS curricula to enable students to meet the needs of multicultural communities, which are well explained in the universities' mission statements, goals, and objectives.

Diversity-related courses and other areas of LIS continue to evolve. However, LIS institutions and professional organizations face new challenges, such as access to information, digital literacy, and digital inclusion. Librarians and information professionals need to promote and advocate diversity, equality, and inclusion as the very heart of their work. Despite the many instances among libraries and other information institutions, in terms of finding ways to meet unique community needs and promote inclusiveness and equality, the racial, ethnic, and gender composition of the profession has hardly changed (Barlow and Jaeger 2016; East and Lam 1995).

This study has presented the current status of the coverage of strands of diversity in LIS education, and provided useful insights for LIS educators, researchers, and practitioners. To remain current, LIS educators responsible for curriculum design should continue to enhance the curricula, and offer classes and professional training that can help empower graduate students to serve the multicultural interests of their communities.

Additional work is needed to examine the perceptions of students, faculty, and programme directors on specific aspects of diversity that should be integrated into the curriculum, where they should be placed, core versus electives, and what the implications are for LIS education. It is important to adopt new methodologies to investigate such issues. One worth considering was proposed by Irvin's (2016) practitioner inquiry. He introduced it as a meaningful approach to study pedagogical practice and identity in the LIS classroom, as a means for LIS educators to become more reflective and understanding of the profession's true diversity.

Several initiatives from professional institutions have sought to promote diversity, equality, and inclusion beyond academia (Neely 2009). Diversity, equality, and inclusion are fundamental values of the ALA association and its members (Public Library Association (PLA), Association of College and Research Libraries (ACRL), Association for Library Service to Children (ALSC), Libray and Information Technology Association (LITA)), and diversity has been listed as among the ALA's Key Action Areas (<http://www.ala.org/aboutala/missionpriorities/keyactionareas>). The ALA and affiliated organizations have advanced several initiatives that support libraries in providing and developing programming that promotes diversity (<http://www.ala.org/advocacy/diversity/culturalprogrammingtopromotediversity>).

Another pertinent initiative is the Symposium on Diversity and Library and Information Science Education. This platform seeks to address long-term and widely recognized issues concerning diversity, inclusion, and equality in the LIS field that need to be addressed. It is a place where practitioners, educators, and scholars interested in such issues in LIS can gather to learn, share, and network. Since 2012, because of the high level of interest and the continued success of this event, the symposium has become regular.

The findings of this study can provide a practical roadmap for helping LIS faculty integrate diversity-related educational activities into their curriculum. LIS has long struggled with issues of diversity, inclusion, and justice. However, information and LIS professionals continue to develop initiatives to bridge the gap among academia, educational content, and practice. Only through the transformation of theory into practice, and by sharing best practices can we meet the needs of communities and incorporate issues of diversity and inclusion into educational activities.

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List of 19 Participating Schools Contributing Course Syllabi for this Study

University	School	Programme Name	Website
Alberta, University of (1)	School of Library and Information Studies	Master of Library and Information Studies	https://www.ualberta.ca/school-of-library-and-information-studies
British Columbia, University of (2)	School of Library, Archival & Information Studies	Master of Library and Information Studies	https://slais.ubc.ca/
Catholic University of America, The (3)	School of Arts and Sciences	Master of Science in Library Science	http://lis.cua.edu
Dalhousie University (4)	School of Information Management	Master of Information	http://sim.management.dal.ca/
Emporia State University (5)	School of Library and Information Management	Master of Library Science	https://www.emporia.edu/school-library-and-information-management/
Florida State University (6)	College of Communication & Information	Master of Science	https://ischool.cci.fsu.edu/
Hawaii, University of (7)	College of Natural Sciences	Master of Library and Information Science	http://www.hawaii.edu/lis/
Indiana University, Bloomington (8)	School of Informatics and Computing, and Engineering	Master of Library Science	http://ils.indiana.edu
Indiana University – Purdue University, Indianapolis (9)	School of Informatics and Computing	Master of Library and information Science	http://soic.iupui.edu/lis/
Kentucky, University of (10)	College of Communication and Information	Master of Science in Library Science	http://www.uky.edu/CIS/SLIS
Louisiana State University (11)	College of Human Sciences & Education	Master of Library and Information Science	http://slis.lsu.edu
Maryland, University of (12)	College of Information Studies	Master of Library and Information Science	http://ischool.umd.edu/mlis
Missouri, University of (13)	College of Education	Master of Library and Information Science	http://lis.missouri.edu
North Carolina at Greensboro, The University of (14)	School of Education	Master of Library and Information Studies	http://soe.uncg.edu/academics/departments/lis/
Pratt Institute (15)	School of Information	Master of Science in Library and Information Science	http://www.pratt.edu/academics/information/
Tennessee, University of (16)	College of Communication and Information	Master of Science in Information Sciences	http://www.sis.utk.edu
Texas At Austin, University of (17)	School of Information	Master of Science in Information Studies	http://www.ischool.utexas.edu
Valdosta State University (18)	College of Education and Human Services	Master of Library and Information Science	http://www.valdosta.edu/mlis/
Wayne State University (19)	School of Information Sciences	Master of Library and Information Science	http://sis.wayne.edu/mlis/index.php

Strands of Diversity in Library and Information Science Graduate Curricula

APPENDIX 2

Universities and Course Titles Offered

University	Course Title	Syllabus
Alberta		
1.	Materials for Young Adults	✓
2.	Canadian Literature for Young People in Schools and Libraries	✓
3.	Introduction to Children's Literature	✓
4.	Library Services to Children and Young Adults	✓
5.	Indigenous Contexts For Library And Information Studies In Canada	✓
6.	LIS Services In Culturally Diverse Society	✓
British Columbia		
7.	New Media For Children And Young Adults	✓
8.	Survey Of Literature And Other Materials For Children	✓
9.	Contemporary Literature And Other Materials For Children	✓
10.	Canadian Literature And Other Materials For Children	✓
11.	Writing, Publishing And The Book Trade For Children	✓
12.	Illustrated Literature And Other Materials For Children	✓
13.	Literature And Other Materials For Young Adults	✓
14.	Client Centered Services For Adults	✓
15.	Services For Young Adults	✓
16.	Services For Young Children	✓
17.	Services For Families And Early Literacy In The Preschool Years.	✓
Catholic U of America		
18.	History And Theory Of Cultural Heritage Institutions	✓
19.	Media For Children	✓
20.	Media For Young Adults	✓
21.	Visions Of Italy: Cultural Institutions In Twenty-First Century Rome And Florence	✓
Dalhousie U		
22.	Services And Resources For Young Adults	✓
23.	Services And Resources For Children	✓
24.	Community- Led Services	✓
Emporia University		
25.	Resources And Services For Early Learners	✓
26.	Resources And Services For Children	✓
27.	Information Resources And Services For Young Adults	✓
28.	Multicultural Resources& Services For Libraries	✓
Florida State		
29.	Information, Technology, And Older Adults	✓
30.	Information Needs Of Children	✓
31.	Information Needs Of Young Adults	✓
32.	Diverse Resources For Children And Young Adults	✓
Hawaii University		
33.	Books And Media For Children	✓
34.	Books And Media For Young Adults	✓

35.	Information Sources For Hawaiian Studies	✓
36.	Asian American Resources For Children And Youth	✓
37.	Asian Research Materials & Methods	✓
Indiana University, Bloomington		
38.	Gender And Computerization	✓
39.	Seminar On Youth Literature	✓
40.	Youth Library Services	✓
41.	Library Material For Children& Young Adults	✓
Indiana University, Purdue		
42.	Adult Readers Advisory	✓
43.	Materials For Youth	✓
44.	Youth Services	✓
45.	Resources And Services For People With Disabilities	✓
46.	Genealogy And Local History Resources	✗
47.	Seminar On Literature For Youth	✓
University of Kentucky		
48.	Library Materials & Literature for Children	✓
49.	Youth Literature For A Diverse Society	✓
50.	Information Resources And Services For Children	✓
51.	Literature & Related Materials For Young Adults	✓
Louisiana State University		
52.	History And Theory Of Cultural Heritage Institutions	✓
53.	Collection Development For Children	✗
54.	Collection Development For Teens	✗
55.	Youth Services Librarianship	✗
56.	Non-Fiction For Children And Teens	✗
University of Maryland		
57.	Design Thinking And Youth	✓
58.	Young Adult Literature	✓
59.	Literature And Materials For Children	✓
60.	Facilitating Youth Learning In Formal& Informal Environments	✗
61.	Teaching For Cross Cultural Communication	✗
62.	Diverse Populations, Inclusion, And Information	✗
University of Missouri–Columbia		
63.	Diversity, Leadership, & Libraries	✓
64.	Gender Construction In Children’s And Adolescent Literature And Media	✓
65.	Materials For Children	✓
66.	Youth Services In Libraries	✓
67.	Library Materials For Teens	✓

Strands of Diversity in Library and Information Science Graduate Curricula

68.	Adult Services In Libraries	✓
North Carolina Greensboro		
69	Materials For Children	✓
70	Materials For Adolescents	✓
71	Electronic Resources For Youth	✗
72.	Information Services For Adults	✗
73.	Library Services For Young People	✓
Pratt Institute		
74.	Literature & Literacy For Young Adults	✓
75.	Museums + Digital Culture: Theory And Practice	✓
76.	Community Building & Engagement	✓
Tennessee University		
77.	Children's Materials	✓
78.	Young Adult Materials	✓
79.	Programming For Children & Young Adults	✓
80.	Resources And Services For Adults	✓
81.	International And Intercultural Resources For Youth	✓
82.	Valuing Diversity: International & Intercultural Resources For Youth	✓
Texas–Austin University		
83.	Access & Care Of Indigenous Cultural Knowledge	✓
84.	Materials For Children	✓
85.	Information In Social And Cultural Context	✓
86.	Designing User Interfaces For Children	✗
87.	Photographic Materials In Cultural Heritage Institutions	✓
Valdosta State University		
88.	Library Services For Patrons With Special Needs	✗
89.	Adult Services In Public Libraries	✓
90.	Community Building	✗
91.	Literature for Children	✓
92.	Multicultural Youth Literature	✓
93.	Programming For Children And Young Teens	✓
94.	Literature For Young Adults	✓
95.	Youth Electronic Resources	✓
Wayne State University		
96.	Survey And Analysis Of Literature For Older Children: Grades 4-8	✗
97.	Young Adult Lit	✗
98.	Programming For Children And YA	✓
99.	Multicultural Materials	✓
Total Courses		84

Coding Instrument

Coder : _____
 University: _____
 School: _____
 Program Title: _____
 Course Title: _____

	Diversity Strands				
	Culture	Ethnicity	Age	Gender	Disability
Topics	American Canadian Asian Middle Easter Aboriginal Immigrant International Italian British Irish Chinese Spanish Asian American Indian African American Latino Korean Japanese Indonesia European African Australian	Race Language Religion Ethnicity	Preschooler Children Youth Adults Elderly	Female Male Others	Mental Physical

Comments:
