

Barrye O. Brown. A Case Study on the Diversity Initiatives at the School of Information and Library Science at the University of North Carolina at Chapel Hill. A Master's Paper for the M.S. in L.S. degree. November, 2014. 40 pages. Advisor: Dr. Claudia Gollop

This study examined the diversity initiatives at the School of Information and Library Science at the University of North Carolina at Chapel Hill (UNC-SILS), as they pertain to the recruitment and retention of students and faculty from historically underrepresented groups. The case study method was used to gauge the extent to which "diversity" as a core value of the Information and Library Science profession has been embraced and implemented within the context of an Information and Library Science (ILS) school. As such, this study addresses the following questions: 1. What is the history of the UNC-SILS diversity initiative? 2. How have the objectives of the diversity initiative at UNC-SILS been identified? 3. What major steps have been taken to promote diversity at UNC-SILS? 4. What steps are being taken to assess the success of the short and long term effects of the diversity initiative? What measures will be used?

Headings:

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Retention

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A CASE STUDY ON THE DIVERSITY INITIATIVES AT THE SCHOOL OF
INFORMATION AND LIBRARY SCIENCE AT THE UNIVERSITY OF NORTH
CAROLINA AT CHAPEL HILL

by
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Approved by

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BACKGROUND STATEMENT

As we continue to move forward into the 21st century, diversifying the information and library science profession remains a pertinent issue. Many libraries, particularly academic libraries, have recognized the benefits and importance of recruiting students and faculty from diverse backgrounds, as evinced by the many diversity statements or mentions of diversity within larger mission statements of university libraries. This study is important because diversity matters, especially within the context of libraries and librarianship. As servants of the public, the ILS workforce should reflect the diverse populations that they serve. Diversity is also critical in promoting cultural competency throughout the profession. As stated in the Peterson (1999) article, “Administrators can demonstrate their commitment to diversity in the workplace by changing business as usual to assure that the talents of traditionally excluded groups are brought into the library. The specifics of how this is done will change from place to place, but they include considering equity as a factor in hiring and promotion; encouraging the full contribution of all employees, understanding that diverse representation enhances the quality of resources available to meet customer needs; and promoting ongoing participation in diversity awareness and skill development opportunities.”

PURPOSE

The overall goal of this study is to further contribute to the ongoing discussion of increasing diversity within the ILS profession, with the added benefit of highlighting the strengths and weaknesses of these initiatives in order to offer recommendations to improve existing diversity recruitment and retention programs. This research paper focused on organizational and institutional strategies, including a case study from the University of North Carolina at Chapel Hill, concerned with recruiting students and faculty from underrepresented groups. This study is situated within the broader scholarship concerned with diversity, ILS education, recruitment, retention, and ILS professional organizations.

RESEARCH QUESTIONS

This study seeks to address the following research questions:

1. What is the history of the UNC-SILS diversity initiative?
2. How have the objectives of the diversity initiative at UNC-SILS been identified?
3. What major steps have been taken to promote diversity at UNC-SILS?
4. What steps are being taken to assess the success of the short and long term effects of the diversity initiative? What measures will be used?

LITERATURE REVIEW

An abundance of literature exists on the topic of diversity in information and library science education, as well as the larger profession. As noted in the *Handbook of Black Librarianship*, diversity in librarianship has been discussed since the 1930s.¹ Since that time, librarians and other social science researchers have produced scholarship to address a number of issues related to diversity. The scholarship on diversity in librarianship largely focuses on strategies to increase diversity. As such, many scholars have focused on methods of recruitment and retention of persons from historically underrepresented groups into the field of information and library science. One such case study titled “Increasing Minority Librarians in Academic Research Libraries” looks at the implementation of an internship program at University of California –Santa Barbara (UC-Santa Barbara) for recent minority graduates of LIS programs. This article provides an overview of statistics relating to the number of minorities (African American and Hispanic) in the profession at the time of publication in the late 1980s, a startlingly low number despite the great strides of the Civil Rights movement of the 1960s. It also posits that academic libraries had not been actively trying to recruit minorities. Therefore, this article describes the efforts of UC-Santa Barbara in implementing an internship program to address the need to increase minority librarians to academic libraries. The internship at UC-Santa Barbara provided recent minority graduates from LIS programs with management

¹ E. J. Josey, & A. A Shockley, eds. *Handbook of Black Librarianship*. (Littleton, CO: Libraries Unlimited, 1977).

opportunities, mentorship, and other relevant work experience related to librarianship.²

Increasing diversity remained a relevant imperative to librarianship in the years to follow. Buttlar and Caynon (1992) further explore the issue of increasing diversity by surveying a number of minorities (African American, Asian, Hispanic, and Native American) to “ascertain the factors that influenced the to choose a career in librarianship, and to receive input from them about the recruiting techniques that would be most effective in attracting ethnic librarians to the field.”³ Diversity can mean many things to many people, therefore in order to clearly address the need to increase “diversity” in the information and library science profession, there must be a clear understanding of what “diversity” actually means. Moving further into the 1990s and towards the 2000s, the scholarship on diversity in librarianship seeks to elucidate the meaning of the term “diversity”. In 1999, the *Journal of Library Administration* published an entire volume (1-2) dedicated to issues of diversity in librarianship. Of note, this volume features authors Lorna Peterson and DeEtta Jones, who both tackle the meaning of “diversity” in their respective articles. In defining “diversity”, Peterson provides a broad, historical overview of affirmative action and protected classes as discusses how this pertains to libraries and librarianship. Jones decided to approach the definition of “diversity” differently by examining the way in which the Association of Research Libraries defines diversity, in terms of developing the organization’s diversity initiatives. Also defined within her article are other terms

² J. A Boissé, & C. V. Dowell. “Increasing Minority Librarians in Academic Research Libraries,” *Library Journal*, 112, Issue 7 (1987): 52-54.

³ L. Buttlar & W. Caynon. “Recruitment of Librarians into the Profession: The Minority Perspective.” *Library and Information Science Research*, 14, Issue 3 (1992): 259-80.

and concepts such as equity, culture and cultural pluralism and their relationship to diversity.⁴

As we continue to move into the 21st century, the scholarship has become a bit more focused on LIS programs and their implementation of diversity initiatives. In 2001, an article titled “The Assessment of Diversity Initiatives in Academic Libraries,” discussed and outlined the need for assessment of diversity initiatives, prior to the implementation of these initiatives. The author also stresses the need for an effective method or tool of assessing the current stance of the organization, in regards to diversity, and the future direction of the organization. Case studies by Kim, Sin and Stanley further look at assessment of recruitment and retention of minority students in LIS programs by obtaining the perspectives of library and information professionals, as well as students, respectively. Both case studies employ statistical analysis of the number of minority LIS graduates from ALA-accredited programs and explores the goals and objectives relating to diversity as set by LIS programs.⁵

A case study titled, “Recruiting for Diversity: Strategies for Twenty-first Century Research Librarianship”, published in 2008 in the journal *Library Hi Tech*, specifically focuses on the institutional strategies of the University of Tennessee in recruiting minority librarians. To provide broader context, the researchers of this case study, Dewey and Keally, look at the diversity recruitment programs from a number of professional organizations within the library science profession, such as ALA,

⁴ D. Jones, “The definition of diversity: Two views. A more inclusive definition,” *Journal of Library Administration*, 27, Issue 1-2 (1999): 5-15.

⁵ K. S Kim, & S. C. J. Sin, “Recruiting and retaining students of color in LIS programs: Perspectives of library and information professionals,” *Journal of Education for Library and Information Science* (2006): 81-95; M. J. Stanley, “Case study: Where is the diversity? Focus groups on how students view the face of librarianship,” *Library Leadership and Management*, 21, Issue 2 (2007): 83-89.

OCLC, and IFLA.⁶ As such, the researchers are able to offer suggestions and possible strategies to implement at University of Tennessee and, perhaps, to other academic libraries to further improve their diversity recruitment initiatives. In 2009, the Association of College and Research Libraries published *The Kaleidoscope Concern: An Annotated Chronological Bibliography of Diversity, Recruitment, Retention, and Other Concerns Regarding African American and Ethnic Library Professionals in the United States*. As the title suggests, this resource provides a comprehensive listing of books, articles, and other reference materials broken down decade and topics such as library education, recruitment, retention, and diversity and multiculturalism, just to name a few. *The Kaleidoscope Concern* has been extremely helpful in constructing an overall historiography of diversity issues in library education.⁷

⁶ B. Dewey, & J. Keally, "Recruiting for diversity: strategies for twenty-first century research librarianship," *Library Hi Tech*, 26, Issue 4 (2008): 622-629.

⁷ Kaetrena D. Davis-Kendrick, *The Kaleidoscope Concern: An Annotated Chronological Bibliography of Diversity, Recruitment, Retention, and Other Concerns*, (Chicago: Association of College and Research Libraries, 2009).

<http://www.ala.org/acrl/sites/ala.org.acrl/files/content/publications/booksanddigitalresources/digital/kaleidoscopic.pdf>

RESEARCH DESIGN – CASE STUDY

More so than research design, this researcher has approached this topic through the case study method. In terms of conducting research, a case study is an observation and examination that focuses on “a single case or set of cases” in which phenomenon occur in a natural setting, with the absence of experimental controls or manipulation. Case studies are considered a very useful method when exploring a particular topic or contemporary events. The main focus of this study is on UNC-SILS as a unit of analysis within the larger organizational entity, the University of North Carolina at Chapel Hill, and the programmatic elements and strategies for implementing diversity initiatives. Considering the contemporary nature of UNC-SILS diversity initiatives, in particular the recent articulation of a Diversity Plan for 2012-2013, the researcher has decided that an exploratory case study may be the best approach. There exists relatively little documentation on UNC-SILS diversity initiatives, therefore the long-term success aspect of these initiatives has yet to be determined and may take years to generate data to assess. However, short-term success can be measured by the initiatives undertaken with students, faculty, curriculum, enrollment, and financial support. As such, an exploratory approach should be employed in order to study what has not yet been explored.⁸

⁸ Barbara M. Wildemuth, *Applications of social research methods to questions in information and library science*, (Libraries Unlimited, 2009).

DATA COLLECTION METHODS – HISTORICAL ANALYSIS

In order to tackle the research questions outlined in the section “Research Questions”, as well as provide broader perspective and insight into the planning and implementation of UNC-SILS diversity initiatives, the researcher has collected data through historical research and analysis. Conducting historical research can be challenging as a social science method of data collection. “Data”, in the context of historical research, has a connotation that may differ from the traditional understanding as statistics and quantitative information. When engaged in historical research and inquiry, “data” refers to the information gathered through the examination of documentation and remnants of the past.⁹ Since many of the diversity initiatives of UNC-SILS were derived from the diversity initiatives stemming from the University of North Carolina at Chapel Hill and the American Library Association, the researcher will examine documentation (paper-based or digital/web-based) created by UNC-SILS, the UNC-SILS Diversity Committee, the Chancellor’s Office, the Office of Diversity and Multicultural Affairs, and the American Library Association. Historical analysis of this documentation will provide the researcher with a much needed comprehensive perspective and insight into the current iteration of these diversity initiatives by placing them in socio-historic context.

⁹ Barbara M. Wildemuth, *Applications of social research methods to questions in information and library science*, (Libraries Unlimited, 2009).

DATA ANALYSIS METHODS – QUALITATIVE ANALYSIS

Data collected through historical research yields information that is more qualitative in nature, rather than quantitative, and should be interpreted in a qualitative manner. Qualitative analysis, as a method of data analysis, requires a researcher to make sense of accumulated data through the subjective identification of “core competencies and meanings.” The exploratory case study approach employs qualitative methods of data collection as well as qualitative thematic and chronological analysis, which should provide a great deal of flexibility when interpreting the data collected.¹⁰

¹⁰ Barbara M. Wildemuth, *Applications of social research methods to questions in information and library science*, (Libraries Unlimited, 2009).

LIMITATIONS

The research conducted for this case study was performed as an exploratory measure to examine the history, development, and implementation of diversity initiatives at UNC-SILS. As such, there are quite a few limitations associated with this endeavor. This section will address some of the primary limitations within this case study. A critical limitation of conducting historical research is that the body of documentation related to diversity and diversity initiatives at UNC-SILS, though voluminous, is incomplete. Many of the reports, correspondence, and other resources examined were not published consistently. Therefore, due to the incompleteness of data, gaps in chronology exist in this study. Subjectively analyzing and interpreting this data has resulted in a general characterization of events over time. Hopefully, this characterization will provide important insight into the planning and implementation of diversity initiatives at UNC-SILS, the short-term and long-term goals of these initiatives, and successes and failures along the way.

A limitation of using the case study method is that findings generated from this research may not be generalizable or broadly applicable to other settings. These findings will be specifically applicable to UNC-SILS. However, this limitation can be seen as a strength in that it produces an in-depth look into a particular situation. Future researchers can then use this case study in order to compare and contrast diversity initiatives at other information and library science schools. Another critical limitation in examining the diversity initiatives at UNC-SILS is that these initiatives are currently and actively being implemented. New developments will continue to take place while this research is being conducted. Keeping this limitation in mind,

the researcher has not be able to address all of the new activities taking place. As such, these limitations have had an impact on the accuracy of the overall conclusion of the case study.

EXPECTED BENEFITS OF STUDY

This researcher hopes to further contribute to the ongoing discussion of increasing diversity within the ILS profession, with the added benefit of highlighting the strengths and weaknesses of these initiatives in order to offer recommendations to improve existing diversity recruitment and retention programs, particularly at the School of Information and Library Science at the University of North Carolina at Chapel Hill. Since this case study is exploratory in nature, an additional benefit is that it can be revisited by future UNC-SILS administration, faculty, staff, and students in order to gain further insight into diversity issues at UNC-SILS by serving as a historical perspective on the development of diversity initiatives at SILS. Overall, this researcher hopes to promote the benefits of increasing diversity in ILS programs. UNC-SILS, as well as other ILS programs across the country, is shaping the future of the information and library science profession not only by supporting diversity among students and faculty, but also by implementing curriculum to train future ILS professionals in cultural competency and cultural sensitivity in order to better serve a diverse population.

INTRODUCTION: UNC-SILS

Understanding the current state of diversity initiatives at the School of Information and Library Science at the University of North Carolina (UNC-SILS) requires a look back at the origins of the school itself. The history of UNC-SILS can largely be traced back to one of its most avid supporters, Dr. Louis Round Wilson. Dr. Wilson, recognized today as an early proponent and leader in the field of library science, played a very key and instrumental role in the founding of a library science program and school at the University of North Carolina at Chapel Hill. As University Librarian at Chapel Hill during the early 20th century, Wilson penned an article titled, “Library in Modern Education”, which argued the importance and significance of establishing a school at Chapel Hill to train librarians. Dr. Wilson’s persistent advocacy resulted in securing a Carnegie Mellon grant in the amount of \$100,000 which led to the opening of the School of Library Science at the University of North Carolina at Chapel Hill in 1931.¹¹ In 1987, the faculty voted to include information science in the school’s curriculum and name. This change reflected the evolution of technology and its impact on the library profession. The addition of “information science” to the school’s name and curriculum illustrated UNC-SILS’s awareness and commitment to staying abreast with cutting edge trends within the profession, as well as the growing responsibility of organizing and managing information.¹²

¹¹ The School of Information and Library Science at the University of North Carolina at Chapel Hill. *Illuminating the Past: A history of the first 75 years of the University of North Carolina’s School of Information and Library Science*. Minneapolis, MN: PhotoBook Press, 2007.

¹² Folders 434-435 found in the Office of Chancellor of the University of North Carolina at Chapel Hill: Michael Hooker Records #40026, University Archives, Wilson Library, University of North Carolina at Chapel Hill.

BROWN VS. THE BOARD OF EDUCATION TOPEKA: A DIVERSITY TURNING POINT

We come to the question presented: Does segregation of children in public schools solely on the basis of race, even though the physical facilities and other “tangible” factors may be equal, deprive the children of the minority group of equal educational opportunities? We believe that it does.... We conclude that in the field of public education the doctrine “separate but equal” has no place. Separate educational facilities are inherently unequal.¹³

The quote above is the ruling in the *Brown vs. the Board of Education of Topeka* court case, delivered by Supreme Court Justice Earl Warren on May 17, 1954. The *Brown vs. Board* case is known for its huge social, political, and cultural impact on American society because it served as the legal catalyst for the desegregation of public schools and universities in the United States.¹⁴ In the decades leading up to the historic, landmark *Brown v. Board* decision, the University of North Carolina at Chapel Hill, being a public university, as well as other schools in the south had to face the changing social climate and the dawning of a new era, one in which civil and political rights were to be ensured to all citizens of the United States, despite race, color, gender, ethnicity, national origin, religion, sexual orientation, or disability. Thus, the *Brown v. Board* decision served as the pivotal turning point in regards to diversity becoming a goal of colleges and universities. Exploring the social and cultural landscape before and after the *Brown vs. Board* ruling will further highlight how this decision shaped diversity initiatives in higher education, and for the purposes of this research paper, specifically within the School of Information and Library Science at the University of North Carolina at Chapel Hill.

¹³ Supreme Court Justice Earl Warren, May 17, 1954.

¹⁴ Richard Kluger, *Simple Justice: The History of Brown v. Board of Education and Black America's Struggle for Equality*, Random House LLC, 2011.

Librarianship, then and now, has remained a career choice that requires specialized training and for many African Americans, especially in the south, these educational opportunities were difficult to find prior to the *Brown vs. Board* case. The “separate but equal” doctrine, which was established in 1896 by the *Plessy vs. Ferguson* case, prevailed as the law of the land in the United States. This doctrine upheld racial segregation of public facilities as long as there was an “equal” facility to accommodate blacks. In the realm of higher education, most states were required to accommodate the educational needs of African Americans through establishing separate schools. Specific to the state of North Carolina, in 1923, state aid was appropriated to the National Religious Training School by the North Carolina General Assembly and renamed Durham State Normal School. The North Carolina General Assembly converted Durham State Normal School to North Carolina College for Negroes (NCCN) in 1925, which became the first state supported liberal arts college for blacks in the nation.¹⁵ Funding NCCN meant that the state of North Carolina could continue to deny African Americans admission into the other state-funded white schools in the area, the University of North Carolina at Chapel Hill and North Carolina State University.

Establishing the School of Library Science at The University of North Carolina at Chapel Hill significantly contributed to the professionalization of the library science, particularly from a regional perspective since there existed very few library schools in the southern United States at the time of its opening in 1931. The only other library schools in the south during the 1930s were located at Emory University

¹⁵ Benjamin F. Speller, Jr., *Educating Black Librarians*. (Jefferson, North Carolina: McFarland & Company, Inc. Publishers, 1991), 143-144.

in Atlanta, Georgia and Hampton University in Hampton, Virginia. The library science program at Hampton University, established in 1925, offered training to African Americans interested in librarianship. Hampton's library school also served as a hub for library training for several other historically black colleges and universities throughout the south.¹⁶

Despite this racially segregated social climate, several African Americans interested in pursuing library training sent correspondence to the School of Library Science at Chapel Hill about possible admission.¹⁷ In addition to the library school, The University of North Carolina at Chapel Hill was receiving a number of other requests from African Americans for admission to their other graduate programs, as well. In 1938, Pauli Murray was denied admission the law school at The University of North Carolina at Chapel Hill on the basis of race. Murray's case became well publicized as the University of North Carolina publically declared their stance on admitting African American students into their graduate school. W.W. Pierson, Dean of the Graduate School at the time of Murray's application, expressed that he thought it "unwise" to admit "Negroes to The University of North Carolina at Chapel Hill and to the 'white' schools of the South."¹⁸ Pierson also commented that "the Southern States should proceed as rapidly as possible in good faith to establish Negro schools facilities and services for post-graduate, graduate, and professional education so as

¹⁶ Maurice B Wheeler, *Unfinished Business: Race, Equity, and Diversity in Library and Information Science Education*. (Scarecrow Press, 2005), 3-14.

¹⁷ Folder titled, "Minority Students: Correspondence, General, 1934-1990" found in Box 1:8 of the School of Information and Library Science Records #40044, University Archives, The Wilson Library, University of North Carolina at Chapel Hill.

¹⁸ Folder titled, "Blacks—Graduate Education in NC" found in Box 109 in the Edward G. Holley Papers #4509, Southern Historical Collection, The Wilson Library, University of North Carolina at Chapel Hill.

justly and constructively to meet the aspirations of Negro youth.”¹⁹ In 1939, University president, Dr. Frank Porter Graham also responded stating that he “regards the state constitution definite on the subject. It enforces separate race schools and prescribes state support without discrimination.”²⁰ As such, in response to the admissions inquiries of the 1930s, the School of Library Science at The University of North Carolina at Chapel Hill recommended that African American students and paraprofessionals seek training at black colleges and universities.²¹ NCCN offered a few courses in library science in 1934 but no officially accredited program of study. In 1939, the North Carolina General Assembly authorized the establishment of graduate work in “the Liberal Arts and the Professions” at NCCN to avoid admitting blacks into white programs.

In the years leading up to the *Brown vs. Board* decision, blacks continued to contest unfair racially discriminatory practices in order to gain access to equal educational opportunities. The University of North Carolina at Chapel Hill began desegregation of its graduate and professional schools in 1951 and its undergraduate programs in 1955.²² Thus, the Brown decision became a watershed moment in the diversification of higher education, which was reflected in the changing mission statements and recruitment efforts of colleges and universities. The School Library Science, being a unit of The University of North Carolina at Chapel Hill, its parent

¹⁹ Ibid.

²⁰ Ibid.

²¹ Folder titled, “Minority Students: Correspondence, General, 1934-1990” found in Box 1:8 of the School of Information and Library Science Records #40044, University Archives, The Wilson Library, University of North Carolina at Chapel Hill.

²² Dwana Waugh, “Forgotten to Remembered: The Long Process of School Desegregation in Chapel Hill, North Carolina and Prince Edward County, Virginia.” PhD diss., University of North Carolina at Chapel Hill, 2012.

organization, also reflected the rhetorical change of the university in terms of diversity and made efforts to recruit students and faculty from historically underrepresented groups based on race and gender. Diversification of students and faculty was not an actively pursued goal until the 1970s. On February 6, 1970, the *News and Observer*, a newspaper based out of Raleigh, NC, featured an article titled, “University Given Integration Order”, which detailed the lack of diversity within the University of North Carolina system. The article stated that the federal government had given the consolidated University of North Carolina a year to get more racial integration on three of its six campuses: UNC at Chapel Hill, North Carolina State University, and UNC at Greensboro. The order came from the Department of Health, Education and Welfare’s Office for Civil Rights (HEW). “HEW recommended a series of steps to be taken – almost all of them involving increased recruitment of Negro students and faculty members.”²³ Dr. Eloise Severinson, the regional director of the HEW office, made several recruitment recommendations including, visiting local Negro high schools and predominantly black colleges and universities, making a greater effort to recruit Negro coaches and faculty, and promoting scholarships and financial aid for Negro students.

THE AMERICAN LIBRARY ASSOCIATION AND THE ACCREDITATION PROCESS

The American Library Association (ALA) is largest professional library association in the world. Founded in 1876, the mission of ALA is “to provide leadership for the development, promotion and improvement of library and

²³ Richard Daw, “University Given Integration Order,” *News and Observer*, Friday February 6, 1970.

information services and the profession of librarianship in order to enhance access to information for all.”²⁴ Schools offering library and information science education and training look to the ALA as a guide for the core values and ethics governing librarianship. The American Library Association also oversees the process to ensure the quality of library and information science education through the process of accreditation. As defined by the American Library Association, “Accreditation is a voluntary, nongovernmental, and collegial process of self-review and external verification by peer reviewers. In higher education, accreditation has two goals: 1) to ensure that post-secondary educational institutions and their units, schools, or programs meet appropriate standards of quality and integrity, and 2) to improve the quality of education these institutions offer.”²⁵ The American Library Association has a standing committee called the Committee on Accreditation (COA) which oversees the accreditation process. The accreditation process takes place every 7 years and is an important way for schools of information and library science to systematically assess what they have been doing on a programmatic level as well as their plans for the future. Accreditation is integral to the reputation of the school.²⁶

As part of the reaccreditation process, UNC-SILS conducts a self-study to be submitted to the ALA Committee on Accreditation. Along with the self-study, a team of six COA visitors conduct a site visit. During the site visit, the committee will meet with administrators, faculty, and students from UNC-SILS. Committee members of

²⁴ American Library Association Website, “Mission & Priorities.”

<http://www.ala.org/aboutala/missionpriorities> .

²⁵ American Library Association Website, “The Role of Accreditation.”

<http://www.ala.org/accreditedprograms/standards/ap3/overview/roleofaccreditation> .

²⁶ Ibid.

the visiting team also tour the facilities of Manning Hall, which housed the School of Information and Library Science at Chapel Hill, and may visit classes.

At the conclusion of the visit, the COA team will provide a summary of their impressions to the Chancellor, Provost, and UNC-SILS Dean and then write their recommendations and observations for the full COA report. Typically, at the annual ALA conference in June, UNC-SILS leadership meet with the entire COA to answer questions and learn the result of the accreditation process. Accreditation is crucial for all library and information science schools in order to maintain its reputation and ability to attract top students and for those students to get great placements after graduation. The Program Presentation is a self-study prepared by the program as part of the comprehensive review process. This document describes the program; describes its compliance with the ALA Standards for Accreditation; analyzes the program's strengths, weaknesses, and challenges; and sets forth the program's plans and goals for future development and continued compliance with the standard of the ALA.²⁷

A LOOK AT UNC-SILS DIVERSITY INITIATIVES BY DECADE

Diversifying the library profession has been a goal long promoted by the ALA. Diversity, as an overarching goal of the library profession has greatly shaped diversity initiatives found within schools of information and library science. The ALA spearheaded a minority recruiting campaign during the 1970s which involved the creation of a number ads to recruit minorities to librarianship. During the 1970s,

²⁷ American Library Association Website, "Program Presentation Overview."
<http://www.ala.org/accreditedprograms/standards/ap3/programpresentation/overview> .

the ALA focused on recruiting minorities from four historically underrepresented groups in librarianship: African Americans, Asian-Americans, Native Americans, and bi-lingual Hispanics. The ads were tailored specifically towards each specific minority group and read as follows:

Knowledge is Power: but only when used effectively. People who know themselves, their community, their people, and the political, social, and economic forces that control them are valuable. They are powerful if they can translate this knowledge into something meaningful for their community. Be A Powerful Force in your community. Be a Black Librarian.²⁸

The ALA worked in conjunction with a number of library schools to circulate these ads throughout their respective cities, states, and or regions. From 1972 to 1977, UNC-SILS was one of the participating schools in the ALA's ad campaign to recruit minorities to librarianship, as well as promoting itself as a library school for minority students. The end of each ad featured the contact information for the participating library school. Each year, the ALA would send questionnaires to each library in order to collect statistical data and to assess which ads were used, where ads were circulated, and how often ads were circulated. In their 1976 ALA questionnaire, UNC-SILS responded that they chose to only use the "Indian and Black" ads because few other minorities (Asian or bi-lingual Hispanic) lived in the North Carolina area. UNC-SILS also reported that they paid to circulate the ads in the following minority college newspapers: the "Campus Echo" of North Carolina Central University in Durham, NC; "The Pine Needle" of Pembroke State University on Pembroke, NC; and "The A & T Register" of North Carolina A&T in Greensboro, NC. The ALA

²⁸ Folder titled, "Minority Students: American Library Association (ALA) Minority Student Advertising, 1972-1977" found in Box 1:8 of the School of Information and Library Science Records #40044, University Archives, The Wilson Library, University of North Carolina at Chapel Hill.

proposed a bi-lingual education act to help library schools encourage the development and recruitment of Spanish-speaking students during the mid-1970s; however, UNC-SILS expressed that they were not interested due to the lack of Spanish-minorities in North Carolina.²⁹ In addition to running ads, UNC-SILS also engaged in other minority recruitment activities.

In the 1975 Self-Study Report for the Committee on Accreditation of the American Library Association, UNC-SILS stated that the Dean visited predominantly black colleges and universities in the state to publicize the School and the profession of librarianship. Also, when the names of interested minority applicants are received from the ALA Office for Library Personnel Resources, information about the School and application materials are sent to them. UNC-SILS also reported that they had been successful in enrolling those students to whom it can offer financial aid, in the form of fellowships from the U.S. Office of Education but has had less success in attracting minority students to whom it cannot offer aid. In terms of recruiting minority faculty, during the 1970s, the School of Library Science attempted to recruit and hire Dr. Jessie Smith, who was the Director of Fisk University Library at the time. However, the Self-Study Report stated that, as of 1975, the School of Library Science had not yet been successful in hiring a black faculty member, despite continued efforts.³⁰ Thus, throughout the 1970s, the diversity initiatives of UNC-SILS

²⁹ Ibid.

³⁰ School of Library Science at The University of North Carolina at Chapel Hill, "Self-Study Report for the Committee on Accreditation of the American Library Association," November 1975; Letter dated 20 October 1976, from Jean Freeman to Marilyn Salazar, found in folder titled, "Minority Students: American Library Association (ALA) Minority Student Advertising, 1972-1977" found in Box 1:8 of the School of Information and Library Science Records #40044, University Archives, The Wilson Library, University of North Carolina at Chapel Hill.

remained largely ineffective at recruiting a larger number of minority students or minority faculty.

The University of North Carolina at Chapel Hill is committed to equality of educational opportunity and does not discriminate against applicants, students, or employees based on race, color, national origin, religion, sex, age, or handicap. Any complaints alleging failure of this institution to follow this policy should be brought to the attention of the Assistant to the Chancellor. Moreover, The University of North Carolina at Chapel Hill is open to people of all races and actively seeks to promote racial integration by recruiting and enrolling a larger number of black students.³¹

Similarly, during the 1980s, UNC-SILS continued to experience difficulty in recruiting minority students and faculty. The University of North Carolina at Chapel Hill was particularly concerned with the lack of diversity amongst its faculty. A Faculty Council meeting in 1986 illustrates the state of diversity concerns at Chapel Hill. The meeting minutes state that Chancellor Fordham devoted his entire time to comments on the Minority and Female Presence Report for 1986 prepared and published by the Affirmative Action Office. Student enrollment for black students was 7.8% which was below the 10% set out in the University's Affirmative Action Plan, though the enrollment of female students, undergraduate and graduate, had increased significantly. Faculty statistics told a similar story as well. The number of black faculty had decreased by two since 1983, which continued to serve as a point of distress to the University. The University had experienced some success in their postdoctoral program for minority students, though it was an admittedly small number. Chancellor Fordham stressed his disappointment with the overall figures for black students and faculty and acknowledged that, as chief executive officer of the

³¹ University of North Carolina at Chapel Hill Non-Discrimination Policy pasted in the front of the Report of the Dean 1983-84, School of Library Science.

University, he had not been fully effective in addressing these problems. During this faculty council meeting, History professor Colin Palmer remarked that the situation with respect to black faculty recruitment seemed to repeat itself year after year and that while he appreciated the Chancellor's concern, bold and creative actions are required in order to address the issue of recruiting and retention of black faculty.³²

Like other graduate programs at The University of North Carolina at Chapel Hill, recruiting minority faculty also continued to be a challenge for UNC-SILS throughout the 1980s and into the 1990s. Because of the small proportion of potential faculty with minority backgrounds, the School's strategy is to seek, to continually identify, and to court possible candidates whether or not there is a recognized vacancy. In 1985, the School of Library Science set out a faculty recruitment plan which focused on ways to reach the largest number of minority candidates. This approach involved placing job ads in national professional journals and newspapers, as well as regional journals and newspapers, sending letters and announcements to library schools, and the distribution of announcements to selected individuals who are potential candidates or who are possible sources of candidate referrals. Special efforts were also made to identify minority and female candidates by attending professional meetings such as the Association of Library and Information Science Education (ALISE) annual conference and the ALA mid-winter conference for active recruiting and preliminary interviews.³³ In addition, the School sought to recruit minority students for the Ph.D.

³² Meeting of the General Faculty and Faculty Council, dated 12 December 1986, found in folder titled "UNC Faculty Council" in The Edward G. Holley Papers #4509, Southern Historical Collection, The Wilson Library, University of North Carolina at Chapel Hill.

³³ Folder titled "Information and Library Science, School of, 1973 – 2006", in Box 3:12, in the Equal Opportunity/ADA Office Records #40029, University Archives, The Wilson Library, University of North Carolina at Chapel Hill.

and Master's programs to help contribute to enlarging the future pool.³⁴ In the Report of the Dean of the School of Library Science for the year 1989-1990, out of the 15 full-time tenure track faculty members, 6 were white males, 8 were white females and 1 was a black female.³⁵

The mid 1980s brought about a change in Dean of the School of Library Science. This change in administrative leadership also led to changes in the School's objectives and priorities. In terms of recruitment, the objectives were to increase the number of qualified minority students and to increase financial aid opportunities for all students. Minorities or those from international backgrounds were still not well represented in the applicant pool. Similarly to the 1970s, UNC-SILS continued to focus their minority student recruiting efforts on attending Graduate School Career Days at Winston-Salem State University, North Carolina A&T, and Pembroke State University. Another recruiting activity involved sending follow-up letters to minority students identified by the GRE Locator Service and the Consortium of Cooperative Minority Student Recruitment. On October 13, 1989, UNC-SILS participated in a North Carolina Library Association panel presentation titled, "Strategies for Recruitment and Retention of Minorities in the Library Profession."³⁶ Some of the difficulties in recruiting minority students to UNC-SILS can be attributed to other external factors. In a larger professional context, recruitment to the library profession, in general, continued to be hindered by low library job salaries and overall

³⁴ *The Report of the Dean*, School of Library Science (University of North Carolina at Chapel Hill, 1988-89), 18-19.

³⁵ *The Report of the Dean*, School of Library Science (University of North Carolina at Chapel Hill, 1989-90), 17-19.

³⁶ *Ibid.*

job placement. Recruitment efforts to UNC-SILS were also affected by the presence of two other accredited schools, North Carolina Central University and University of North Carolina at Greensboro, which both have much shorter programs and fewer requirements.³⁷ Despite the School's best efforts, these activities were not effective in attracting a large number of minority students.

Upon entering the 21st century, the School of Information and Library Science conducted a marketing study to develop strategies to obtain longstanding goals for the School and increasing diversity remained a top priority for UNC-SILS. A group comprised of UNC-SILS alumni, current graduate students and Professor Claudia Gollop coordinated a series of recruitment fairs at North Carolina A & T University and North Carolina Central University, as well as forming a minority recruitment committee.³⁸ In 2005, SILS participated in Project Athena to aid in recruiting students and increasing diversity for ILS doctoral programs. The SILS student body in 2005 included 40 minorities, 13 international students and 273 Caucasian students, which was a slight increase from 2004. The concept and meaning of diversity continued to expand throughout the early part of the 21st century and with this expansion came new considerations. Historically, in terms of recruiting students and faculty, institutions seemed to conflate diversity primarily with variety in race and gender. This traditional understanding of "diversity" is slowly being reinterpreted when the UNC-SILS Diversity Committee started to consider issues of diversity associated

³⁷ *The Report of the Dean*, School of Library Science (University of North Carolina at Chapel Hill, 1983-84), 34-35; *The Report of the Dean*, School of Information and Library Science (University of North Carolina at Chapel Hill, 1991-92), 51; *The Report of the Dean*, School of Information and Library Science (University of North Carolina at Chapel Hill, 1992-93).

³⁸ *Annual Report of the Dean*, School of Information and Library Science (University of North Carolina at Chapel Hill, 2003-2004), 5.

with not only race and gender but also disabilities, language, national origin, sexual orientation, etc. As stated in the 2006 Program Presentation to the Committee on Accreditation of the American Library Association, UNC-SILS stated that they:

...use the term diversity in its broadest sense. While racial/ethnic background is a vital measures of diversity in our student body, we seek each year to recruit a cohort of students whose interests and backgrounds will provide the school and ultimately the information professions with students and graduates having varied perspectives conducive to strong intellectual challenge and growth.³⁹

Since academic/intellectual background was included as a diversity rubric, the School expressed a desire to recruit more applicants with backgrounds in the sciences, instead of humanities.⁴⁰

As of 2006, UNC-SILS was finally successful in hiring another African American professor, Dr. Mark Winston. The addition of Dr. Winston to the SILS faculty increased the number of African American professors from one to two; which meant that out of 24 full-time faculty, only 2 professors were African American and the rest were white. Throughout the remainder of the decade, UNC-SILS continued their efforts to recruit minority faculty and staff by adding inclusive language in faculty position announcements such as “we are seeking faculty with an appreciation for cultural diversity.”⁴¹ These job postings also specifically encourage women and minorities to apply.

³⁹ *Program Presentation to the Committee on Accreditation of the American Library Association*, School of Information and Library Science. (University of North Carolina at Chapel Hill: 2006), 91.

⁴⁰ *Program Presentation to the Committee on Accreditation of the American Library Association*, School of Information and Library Science. (University of North Carolina at Chapel Hill: 2006), 55-56, 88-94. Master of Science in Library Science, Master of Science in Information Science

⁴¹ 2011 – 2012 Diversity Plan Report, Diversity and Multicultural Affairs. (The University of North Carolina at Chapel Hill), 12.

Recently, as of 2011, diversity initiatives at the University level have embraced the concept and rhetoric of “inclusivity.” In 2013, University Chancellor Holden Thorpe stated that:

A commitment to attracting a diverse group of people, while important, is not enough. Diversity alone does not ensure a community that values student well-being, respect for different perspectives and a passion for excellence in research. So we are committed to making sure that we have a welcoming and inclusive campus community.⁴²

UNC-SILS has undertaken a number of actions to foster an inclusive climate, which include the creation of a new SILS taskforce on diversity. In the spring of 2013, UNC-SILS Dean Marchionini established an external advisory group called SILS Alumni for Inclusion and Diversity (SAID) to help the School explore ways to extend its diversity, develop a more inclusive academic environment and culture, and recruit more minority students to SILS and the field. The purpose of this taskforce is to work in conjunction with the SILS Diversity Committee to support faculty and students in the development of diversity-related programming, educational content, recruitment efforts, and to raise the level of discourse and awareness around diversity-related topics. Also, during the 2011-2012 and 2012-2013 school year, UNC-SILS faculty and students have participated in webinars on ILS diversity-related topics, as well as a two-day workshop on “Dismantling Racism,” sponsored by the Racial Equity Institute in Greensboro, NC. UNC-SILS faculty and staff were also asked to “complete a survey focused on better understanding attitudes toward diversity within the SILS community.”⁴³

⁴² “Chancellor’s Diversity Statement” *2011 – 2012 Diversity Plan Report*, Diversity and Multicultural Affairs. (The University of North Carolina at Chapel Hill).

⁴³ *2011 – 2012 Diversity Plan Report*, Diversity and Multicultural Affairs. (The University of North Carolina at Chapel Hill), 12, 22, 24; *Program Presentation for the Committee on Accreditation of the*

CONCLUSION

UNC-SILS still continues to grapple with the changing meaning of diversity and has made attempts to develop a more robust way to assess diversity. In April of 2012, UNC-SILS formulated a Diversity Plan to guide their efforts in assessing diversity at SILS. In keeping in line with the assessment of larger diversity initiatives at the University of North Carolina at Chapel Hill, the SILS Diversity Committee, a standing committee of the School, serves as the liaison with the University's Diversity Committee and the Office of the Vice Provost for Diversity and Multicultural Affairs. The SILS Diversity Committee also documents and fosters diversity-related accomplishments within SILS in relation to faculty and staff recruitment and retention, student enrollment, curricula, research, and relationships with the professional and academic community and reports this to the Dean of the School. The SILS Diversity Statement notes that SILS "embraces diversity in all its aspects, and we strive to create an academic environment that welcomes novel ideas and differences of opinion and perspective, whether these differences spring from "race, gender, national origin, ethnicity, religion, social class, age, sexual orientation, or physical and learning ability." However, in the most recent Program Presentation for the Committee on Accreditation of the American Library Association in March 2014, SILS stated that due to the increasing number of broad international, racial, ethnic and social categories, "black or African American, Asian, American Indian/Alaska Native, Native Hawaiian/Pacific Islander, White, or Some other

race... These single categories are outdated, and we have chosen to present our faculty and student diversity in a more complete fashion.”⁴⁴ Though race has been somewhat demoted as a rubric for diversity, age, gender, academic background, and nation of origin have been elevated. The program presentation does offer a statistical breakdown of students based on self-identified racial categories; however SILS reiterates that, “As the population becomes increasingly racially intermixed, racial and ethnic distinctions like these will most likely play a diminishing role in academic admissions statistics and analytics.”⁴⁵

In terms of future diversity initiatives, these sentiments seem to indicate the School’s hope towards a post-racial society. The idea of a post-racial America is an illusion because, contrary to the multitude of ways in which people self-identify, race still matters and will continue to matter. Post-racial language and ideology is antithetical and counterproductive to any efforts relating to diversity. Terms like “diversity” and “inclusivity” are murky at best and continue to be redefined not only by institutions such as The University of North Carolina at Chapel Hill, but also society. Despite the best intentions of “inclusivity”, the ever-expanding focus of diversity can only lead to half-hearted and diluted recruitment and retention efforts, which may, in turn, actually be more detrimental in outreach to historically underrepresented groups in American society and the ILS profession.

⁴⁴ *Program Presentation for the Committee on Accreditation of the American Library Association*, The School of Information and Library Science at the University of North Carolina at Chapel Hill, March 2014, 85.

⁴⁵ *Program Presentation for the Committee on Accreditation of the American Library Association*, The School of Information and Library Science at the University of North Carolina at Chapel Hill, March 2014, 130.

On a very practical level, one recruitment method that UNC-SILS can improve upon is to increase financial support for minority students. The current 2014 program presentation recognizes minority students who have received funding from the Spectrum Scholarship Award provided through the American Library Association and the Mosaic Scholarship awarded through the Society of American Archivists. As a recommendation for improving future diversity initiatives, UNC-SILS should seek to provide more institutional funds, or other funding opportunities in the form of fellowships and assistantships, especially for out of state minority students.⁴⁶ One such program, the Academic and Cultural Enrichment (ACE) Scholars Program at the School of Education - Library and Information Studies at The University of North Carolina at Greensboro, has acquired funding through the Institute of Museum and Library Services (IMLS) to help increase diversity in librarianship. Each year, the ACE Scholars Program recruits students from under-represented communities to the University of North Carolina at Greensboro's two-year master's degree in Library and Information Studies. Upon completion of the master's program, ACE scholars are prepared to serve diverse populations as information and library science professionals.⁴⁷ The ACE Scholars Program seems to be a great model not only for increasing diversity within UNC – Greensboro's Library and Information Studies program, but also for increasing diversity within the information and library science profession overall. UNC – SILS may want to consider implementing such a program

⁴⁶ *Program Presentation for the Committee on Accreditation of the American Library Association*, The School of Information and Library Science at the University of North Carolina at Chapel Hill, March 2014, 25.

⁴⁷ Library and Information Studies page on the University of North Carolina at Greensboro website, "Ace Scholars Program." <http://lis.uncg.edu/ace-scholars/>.

if increasing diversity continues to remain a goal at the University of North Carolina at Chapel Hill.

APPENDIX 1: LITERATURE SEARCH STRATEGY

In beginning my initial search for literature, I utilized the online library catalog at University of North Carolina at Chapel Hill (UNC-Chapel Hill) searching for the terms/phrase “diversity in librarianship”. The search yielded a few books which were greatly beneficial to me. I used the footnotes and references found at the end of each chapter to point me to other resources and case studies on the subject matter. I also used Google Scholar and Articles+ in my search strategy, as well. I performed several keyword searches using a combination of phrases such as diversity in librarianship, diversity in academic libraries, increasing minority librarians, diversity initiatives in LIS programs, diversity LIS programs, minority recruitment and retention in libraries, underrepresented groups in LIS programs, diversity in library science, ARL diversity, ALA diversity, and SAA diversity. After identifying a number of relevant articles and case studies, I then went back the UNC-Chapel Hill library website and used the catalog and the online databases Library and Information Science Abstracts (LISA) and Library Literature & Information Science (LLIS) in order to gain full pdf access to the articles that I found through Google Scholar and Articles +.

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