First Impressions: A Review of Diversity-related Content on North American LIS Program Websites

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Abstract

This study explores library and information science (LIS) program websites from a recruitment and marketing standpoint and sheds light on the availability of diversity-related content. LIS and higher education literature suggests that the Internet and program websites are crucial when it comes to prospective students' graduate school selection. Using Berelson's (1952) quantitative content analysis technique, the researchers examined faculty profiles, diversity statements, diversity-related courses, funding opportunities, achievements, and student organizations on program websites. The data indicates that, collectively, LIS programs are successful in sharing information on funding as well as highlighting faculty scholarship related to diversity. Greater emphasis could be placed on crafting and displaying diversity statements; designing, offering, and listing diversity-related courses beyond survey courses; consistently showcasing diversity-related achievements and events; and encouraging and supporting diversity-related student groups. This research has implications for fostering more strategic diversity-related initiatives.

Keywords: diversity; LIS education; marketing; recruitment; social justice

Publication Type: research article

Introduction

Library and information science (LIS) educators in the U.S. and Canada have been paying closer attention to diversity in the information professions. Topics of discussion have included promoting intercultural leadership and cultural competence skills (e.g., Allard, Mehra, & Qayyum, 2007), embedding diversity and intercultural issues within the LIS curriculum (e.g., Abdullahi, 2007; Cooke & Sweeney, 2017; Subramaniam & Jaeger, 2011), increasing representation and inclusion within the LIS professorate (e.g., Jaeger & Franklin, 2007; Subramaniam & Jaeger, 2010), and recruiting and retaining specific marginalized groups (e.g., Lloyd, 2007; Lance, 2005). In the past, proponents of diversity efforts (e.g., Adkins & Espinal, 2004; Jaeger, Subramanian, Jones, & Bertot, 2011; Cooke, 2013) have noted the wide representational gap within the field and the professorate. Very little has changed. Recent data by the Association for Library & Information Science Education (ALISE, 2017) and the American Library Association (ALA, 2017) substantiates that racial and ethnic representation among North American LIS professionals and educators have not reached parity with combined Canadian and U.S. demographics. Consider the following:

- American Indians or Alaskan Natives comprise .042% of the library workforce and .01% of the LIS professorate, even though this group totals 5.2% of the

overall North American population

- Hispanics comprise 6% of the library workforce and 3% of the professorate, despite making up 15% of the overall North American population

- Blacks or African Americans comprise 9% of the library workforce and 4% of the professorate, even though they make up 12.6% of the North American population

- Asians or Pacific Islanders comprise 4.4% of the library workforce and 13% of the professorate while comprising 8% of the North American population

- Whites comprise 80% of the library workforce and 76% of the professorate while comprising 72% of the North American population

Despite the 3% of respondents who declined to respond or identified as more than one race, the statistics demonstrate a disparity.

Add to this conundrum the fact that, in our field, diversity as a construct remains "maddeningly vague," as Hudson (2017, p. 6) describes it. Definitions vary widely across contexts and purposes. Although diversity is widely construed within LIS, researchers and practitioners often document the lack of race and ethnicity in the field. It is generally agreed (ALA, 2017; ALISE, 2017; Cooke & Sweeney, 2017; Subramanian & Jaeger, 2011), however, that diversity spans beyond race or ethnicity and entails age, socioeconomic status, religion, gender, sexual orientation, language, physical and learning disabilities, and beyond.

In keeping with the spirit of inclusion, this study takes into account as many facets of diversity as possible, as defined within LIS in the U.S. and Canada. The central theme of our research is not which definition of diversity is the most accurate, but that a critical part of recruiting a diverse LIS workforce involves demonstrating inclusion and representation. We address the impact of LIS program websites in engaging and appealing to potential LIS students who are interested in civil rights or might benefit from social justice initiatives. This research focuses on LIS education in North America, but the findings and recommendations should inform LIS educators in other parts of the world, especially in countries where there is a need to diversify the profession. As researchers from underrepresented backgrounds, a global scope is particularly important to us.

More significantly, this article echoes the growing ethical and critical sentiment (Caidi & Dali, 2015; Cooke & Sweeney, 2017; Dali & Caidi, 2017; Hastings, 2015; Hudson, 2017; Mehra & Rioux, 2016) that diversity efforts need to mature beyond perfunctory undertakings to more substantive and relevant measures. Rather than approaching diversity as the right thing to do (Dali & Caidi, 2017; Cooke & Sweeney, 2017), it must be positioned as a value so integral to our profession that it is grafted within LIS programs and workplaces. Our study of LIS program websites is intended to appraise whether the values of equity, diversity, and social justice are noticeable to students. Attention to the taken-for-granted aspects of recruitment such as a program's website, or "virtual face" (Wilson & Meyer, 2009), may reveal the extent to which the field's interest in inclusion and representation translates into online spaces. Since LIS education is increasingly delivered online—and, even when it is delivered face-to-face, promotion and marketing heavily rely

on online presence—it stands to reason that potential students will begin their investigations of programs online. This study is intended to discern the impressions that program websites collectively convey to prospective students.

Background

LIS has long entertained the notion of diversity but has yet to fully embrace its promise (Gibson et al., 2017; Hudson, 2017). To date, the LIS diversity paradigm has largely depended on evangelically recruiting students of color (Kim & Sin, 2006; 2008; Morgan, Farrar, & Owens, 2009). As evidenced by stagnant diversity statistics, however, the outcomes have been hollow. Since programs center on embodied diversity—that is, the presence of people from non-white or non-dominant groups in the LIS classroom—there has been very little structural or epistemological progress. It is time for "integral diversity," or "diversity by design," to quote Dali & Caidi (2017), or "a natural state of diversity," according to Hastings (2015). In other words, diversity needs to become more than simply a proposition; it must be a praxis (hooks, 1994). This mandate calls for intentionality in all spaces and aspects of the LIS program.

Enrolling those who are considered "others" has been the order of the day in LIS programs and workspaces (Hudson, 2017). Yet, few studies examine student preferences; a great deal of our reflections on diversity have resulted in analyst-constructed typologies (Marshall & Rossman, 1999). We argue that student-centered investigations can influence epistemic change. To this end, Kim and Sin (2006) found that research on the viewpoints of LIS students of color, the target group of most recruitment and retention aims, is scarce. The results of their survey study demonstrate that, besides financial support and work opportunities, students from diverse backgrounds seek to take part in proactive and progressive education "that is embraced and supported by the entire LIS community" (p. 89). More recently, Caidi and Dali (2015) investigated student perceptions of and preferences for LIS education. Their findings suggest that while students often prefer to select programs based on pragmatic considerations (i.e., location, costs), program values and missions are also important. Subsequent research (Dali & Caidi, 2016) indicated that the Internet was the second most utilized tool for program selection. Over 50 percent of surveyed students expressed that online information was their primary guidance. The authors argue that "considering that some recruitment, outreach and targeted advertisements by LIS programs are also done online, the importance of the Internet may be even greater" (Dali & Caidi, 2016, p. 511). It is this finding that the current study seeks to probe.

It can be argued that LIS professionals and educators have long grown accustomed to digital media. Many educators are mindful of the centrality of the Internet to the domain and the ways in which the web and information and communication technology (ICT)-mediated education impact LIS professionalization. The fact that the Internet is intrinsic to LIS means that we must perpetually scrutinize correlative power dynamics. It is necessary for program websites to encapsulate this awareness. For potential students, especially those for whom distance or online education is novel, the Internet—program websites, in particular—have important implications which need to be brought to the forefront. The overarching question, then, is what impression of equity, diversity, and social justice prospective students get based on program websites.

Furthermore, to truly transform diversity-related outcomes in the information professions,

it is critical to draw from research beyond LIS. We borrow from higher education literature, which corroborates that program websites serve as the primary information-gathering tools for prospective graduate students (Dam, 2014). Unlike with long-standing higher education marketing and recruitment vehicles such as college fairs and print paraphernalia, the quality of program websites is less dependent on the size and budget of the institution (Pegoraro, 2006). For LIS schools, websites can be a cost-effective means of highlighting diversity efforts to prospective students, allowing smaller programs, despite limited resources, to compete with their larger counterparts in terms of projecting core values and departmental images (Kirp, 2003; Pegoraro, 2006).

When it comes to investing in graduate school, finding the right fit is vital. Selecting a program is a multistage process that typically begins with online discovery. Thus, the Internet has emerged as the single most important tool in the college search (Gordon & Berhow, 2009; Poock & Lefond, 2003). While a university's main site is useful for attracting undergraduates (Wilson & Meyer, 2009), program websites primarily attract graduate students and must therefore include some key characteristics (Maringe, 2006; Poock & Lefond, 2003). Attention to diversity can be appealing to students from diverse backgrounds as well as anyone for whom diversity efforts matter. For example, departmental statements can convey a program's commitment to creating a healthy learning environment and providing equal opportunities for those on the margins of society (Saichaie, 2011; Saichaie & Morphew, 2014; Smith et al., 2016). Diversity statements are great starting points. To be convincing, however, websites need substantive diversity-related content that goes beyond declared values. The best approach is for institutions to provide learning environments and for websites to make it easy to discern successes along these lines.

Perceptions of the departmental social climate have been found to influence graduate student choice in college (Kallio, 1995). Whether pursuing on-campus or distance education, students often base their decisions not only on the program rank and resources, but also on potential relationships or experiences. According to Rau and Hyland (2003), person–organization theory suggests that individuals who embrace egalitarianism and seek a culture of diversity often give more weight to a welcoming departmental atmosphere than to tuition costs or degree requirements. In the same vein, Greenberg (1990) found that recruits are attracted to the organizations that are committed to diversity if they perceive themselves to be the potential beneficiaries of diversity practices and policies. In other words, an LIS program's website can represent its pledge to equity, diversity, and social justice and, in doing so, welcome prospective students.

Research Questions

To investigate whether ALA-accredited LIS program websites present diversity-related content, the following research questions were devised:

1. To what extent do LIS school websites provide diversity statements?

2. To what extent do LIS school websites provide information on diverse student groups?

3. To what extent do LIS school websites provide information on funding opportunities for diverse students?

4. To what extent do LIS school websites provide information on diversity-related student activities?

5. To what extent do LIS school websites provide information on diversity-related courses?

Methods

The researchers accessed the directory of sixty-one ALA-accredited programs and visited program websites between June 21 and September 28, 2017. They utilized Berelson's (1952) quantitative content analysis approach to evaluate each program website according to an established protocol to compute the presence of diversity statements, listings of diverse student groups, availability of funding opportunities for diverse students, and posts of diversity-related initiatives or entities. This data collection technique allows for analyzing written content in a systematic, objective, quantitative manner to measure variables. Content analysis quantifies the presence of words, concepts, themes, or sentences.

In order to assess the characteristics of diversity statements and related material, the researchers mined and categorized available content with the goal of identifying prevalent words and critical word strings. The data was later synthesized and compared based on emergent themes derived from word frequencies.

Analysis

RQ1: Diversity Statements

Diversity statements are proclamations of a commitment to diversity. The field's leading organizations, including the ALA and ALISE, have published formal diversity statements to guide information professionals. Diversity statements can also help draft newcomers to the field, attract more diverse pools of applicants, and function as launching points for strategic initiatives.

In this study, a diversity statement is operationalized as a stand-alone, exclusive statement on equity, diversity, and social justice. It is complementary to but distinct from values and mission statements. Such a statement may be a diversity plan or a specific policy address, and must express an LIS program's position on diversity in lieu of a link to or copy of a university's statement. Fourteen (23%; N=61) LIS school websites provide access to diversity statements, and Table 1 provides a sample of them (in alphabetical order). An analysis of diversity statements indicates that diversity, information, inclusion, and community are among the 15 most common words (Table 2) when allowing for stemmed words, and their relevance increases after adding the following supererogatory words to the stop word list: faculty, students, educators, researchers, staff, university, iSchool, program, and school. Weighted percentages are based on the frequency of the word relative to the total words counted. The weighted percentage assigns a portion of the word's frequency to each group so that the overall total does not exceed 100%. Weights also allow for accurate contextual analysis of word frequencies.

Similarly, 51 program websites (84%; N=61) contained statements on missions, visions, and goals. Operationally, missions, visions, and goals are statements on the future direction of

an LIS program. Missions, visions, and goals can be presented independently as subsidiary webpages or within other documents, such as a program's strategic plan. The data suggests that thirty-one, or roughly half, of the online programs' missions, visions, and goals statements reference "diversity," "multicultural," "inclusion," "representation," or any truncation or derivative of these terms. Moreover, an examination of published missions, visions, and goals (when using the same rubric for mining diversity statements) indicates that of the four above-mentioned words, "diversity" recurs frequently and places sixth (weighted percentage 0.97%) among the 15 most commonly used words, as presented in Table 3.

Table 1. Examples of diversity statements

Institution	URL
Kent State University	https://www.kent.edu/iSchool/diversity-inclusion-statement
University of Maryland	https://ischool.umd.edu/diversity-initiatives
University of Michigan	https://www.si.umich.edu/aboutsi/diversity-school-information
University of North Carolina, Chapel Hill	https://sils.unc.edu/about/diversityhttps://sils.unc.edu/about/diversity
University of Washington	https://ischool.uw.edu/diversity/statement

Table 2. Word frequencies - Program diversity statements (N=5,021 words)

Word	Related Words	Frequency (n)	Weighted Percentage (%)
diversity	diverse	242	4.82
information	inform	103	2.05
inclusion	inclusive, inclusively, inclusiveness, inclusivity	87	1.73
community	communities	76	1.51
library	libraries	62	1.24
issues	issue	38	0.76
promote	promotes, promoting, promotion, promotions	38	0.76
research	researchers	36	0.72
development	develop, developed, developing	35	0.7
professional	professional, professionalism, professionals	31	0.62
recruitment	recruit, recruiting	30	0.6
equity	equality	29	0.58
technology	technological, technologies	29	0.58
access	accessibility, accessible	28	0.56
create	created, creates, creating	28	0.56

Table 3. Word frequency - Program missions, visions, and goals (N=7,766 words)

Word	Related Words	Frequency (n)	Weighted Percentage (%)
professional	professionalism, professionally, professionals	146	1.88
research	researchers, researching	24	1.6
service	services	93	1.2
community	communities, communities'	84	1.08
knowledge	knowledgeable	77	0.99
diversity	diverse	75	0.97
environment	environments	44	0.57
global	globally	37	0.48
access	accessed, accessibility, accessible, accessing	33	0.43
commitment	commitments, committed	31	0.4
people	peoples'	31	0.4
leaders	leadership	29	0.37
articulate	articulates	22	0.28
contribute	contributes, contribution, contributions	22	0.28
achieve	achieves, achievement	18	0.23

RQ2: Diversity-Related Student Groups

LIS applicants who belong to underrepresented groups or who wish to use their career to support these populations will find that 25 (40%; N=61) programs sponsor multicultural or diversity-related student organizations (see Appendix A). Our examination pinpoints that diversity-related LIS student groups focus on general diversity and social justice awareness (12), women in the information professions (12), minority groups or specific ethnic groups (9), the lesbian, gay, bisexual, transgender, and queer (LGBTQ) community (4), international libraries or librarianship (6), and incarcerated persons (1). Five programs sponsor peer/mentor or diversity ambassador groups whereby student volunteers serve as contacts for prospective students by providing tours of the schools and the host institution and directing prospective student to relevant resources. Based on our findings, it appears that there are no LIS student groups that support senior citizens or those with disabilities or, at least, this information is not easily discernable from the descriptions of respective groups. A list of student organizations by type is provided in Appendix A.

RQ3: Funding

To date, efforts to strengthen inclusion and representation in LIS have overwhelmingly consisted of providing financial resources for students of color. Our review of LIS program websites indicates that 50 programs (81%; N=61) provide partial or full funding in the form of departmental or endowed scholarships for students from underrepresented backgrounds.

While fellowships and scholarships are too numerous to list, it is important to mention a few current large-scale scholarship or fellowship opportunities that serve as examples of concerted diversity-related efforts. The University of Arizona Knowledge River program, a project funded by the U.S. Institute of Museum and Library Services (IMLS) to educate information professionals who have experience with and are committed to the information needs of Latinx and Native American populations, has graduated 170 LIS professionals and scholars (the majority of whom are themselves of Native American or Latinx descent) since its inception (University of Arizona, 2017). Similarly, La SCALA (Latino Scholars Cambio Leadership Academy), another IMLS-funded program, in partnership with the University of Tennessee-Knoxville and the University of Arizona, provides full funding for Latinx students to obtain their doctorates in LIS (University of Tennessee, 2017). Wayne State University's Project IDOL (Increasing Diversity of Librarians), yet another IMLS-funded initiative, is a collaboration between the Wayne State University School of Information and Historically Black Colleges and Universities (HBCU) Library Alliance, a library consortium that provides training and support for the 104 historically Black colleges and universities recognized by the White House. This three-year project has focused on recruiting, mentoring, and providing an online MLIS degree to ten students from historically underrepresented groups. Wayne State University oversees the project and executes the educational component while the HBCU Library Alliance leads the mentoring component and assists with student recruitment (Wayne State University, 2017).

RQ4: Diversity-Related Activities and Achievements

Students who value diversity or identify as students with diverse backgrounds may be more likely to explore the program website for faculty profiles, departmental news, or program achievements that relate to social justice and multiculturalism, believing that such highlights are indicators of potential academic support and student experience (Gordon & Berhow, 2009; Maringe, 2006; Saichaie, 2011; Saichaie & Morphew, 2014). A significant pull factor is that prospective graduate students typically seek to collaborate with faculty members who share similar interests.

The data on program websites shows that all 61 programs list faculty profiles and research. Additionally, 42 (69%; N=61) program websites include social justice-related achievements, events, and news. Content ranges from conference and association awards (i.e., Association of Research Libraries Diversity Scholar); to diversity research grants (i.e., the ALA diversity research grant, Beta Phi Mu Lancour scholarship for foreign study); recent faculty publications on diversity and social justice; faculty and student participation in national and international conferences; study abroad or service opportunities; and fundraising for community events. Furthermore, several programs have established diversity-related symposiums or conferences (Table 4) or institutes or centers (Table 5).

RQ5: Diversity-Related Courses

Prospective graduate students are also likely to peruse information about course offerings. A catalog of available courses is an important resource for those who are interested in training or professional development that advance services for underrepresented groups along with cultural competence in the information professions.

A review of program sites reveals that 48 LIS programs (78%) provide access to an online listing of courses. Within the available listings, there are 132 diversity-related courses on topics such

as race and ethnicity; gender and sexuality; usability, access, and ethics; services to specific populations; globalization and international aspects of LIS; and community engagement. A complete list of diversity-related courses is provided in Appendix B. Based on available information, it appears that most programs offer an average of three diversity-related courses, the majority of which are survey courses, while five programs offer a significant number of diversity-related courses (10–12) along with diversity-related certificates or concentrations (Table 6). By this measure, these five programs produce nearly 40 percent of diversity-related courses. This, of course, does not represent how frequently these courses are offered, which is potentially more important than the existence of course offerings.

Table 4. Diversity-related symposiums or conferences

Program	Event
University of Illinois	Libraries Serving Refugees & Asylum Seekers Summit https://publish.illinois.edu/projectwelcome/summit/
University of Maryland	Conference on Inclusion & Diversity in LIS http://ipac.umd.edu/content/cidlis-2017
Simmons	DERAIL Conference https://lisedforum.wordpress.com/
University of Toronto	Diversity by Design Symposium https://www.idiversitybydesign.com/
University of Washington	Diversity Summit https://ischool.uw.edu/diversity/events-programs
Western University, Ontario	Organizing Equality International Conference http://organizingequality.com/

Table 5. Diversity-related centers or institutes

Program	Center or Institute
Drexel University	Center for the Study of Libraries, Information & Society http://drexel.edu/cci/research/centers-institutes/CSLIS/
Florida State University	Information Use Management & Policy Institute https://www.ii.fsu.edu/
University of Illinois, Urbana-Champagne	Center for Digital Inclusion http://cdi.ischool.illinois.edu/ Mortenson Center for International Library Programs https://www.library.illinois.edu/mortenson/
University of Maryland	Information Policy and Access Center (iPAC) https://ischool.umd.edu/search/node/ipac
University of Pittsburgh	iSchool Inclusion Institute for the Information Science (i3) http://www.sis.pitt.edu/i3/
University of Washington	iDEA (Diversity, Equity, & Access) Project https://ischool.uw.edu/diversity/events-programs/idea-project

Additionally, 15 programs provide access to a number of diversity-related courses through the Web-based Information Science Education (WISE) consortia that allows LIS students to enroll in distance courses at other institutions while receiving credit toward their degree.

Diversity-related courses offered through WISE include Literature & Bibliography: Sources & Services for Patrons with a Disability; Information Services for Specific Populations; Globalization and the Information Society: Information, Communication & Development; Feminism, Librarianship & Information; and Female Voices in Historical Narratives (WISE, 2017).

Table 6. Diversity-related certificates or concentrations

Program	Certificate or concentration
University of Alabama	Social Justice degree concentration https://slis.ua.edu/curriculum/mlis-areas-of-emphasis/
University of British Columbia	First Nations certificate https://slais.ubc.ca/programs/degree-specializations/first-nations-curriculum-concentration/ Community & Culture Pathway https://slais.ubc.ca/community-and-culture/
Catholic University	Community & Embedded Librarian concentration http://lis.cua.edu/MSinLS/coursesStudy/community-embedded.cfm
University of Maryland	Diversity & Inclusion certificate https://ischool.umd.edu/sites/default/files/page_files/diversityandinclusion2.pdf
University of North Carolina, Chapel Hill	Diversity Advocate certificate https://sils.unc.edu/about/diversity/certificate

Discussion

This article explored whether there is congruence between the LIS field's efforts to diversify versus what LIS programs represent on their sites. Although research (e.g., Caidi & Dali, 2015; Dali & Caidi, 2016; Dam 2014; Saichaie, 2014; Saichaie & Morphew, 2014) supports that a potential advantage exists for programs that demonstrate diversity on their platforms, our review of LIS program websites reveals that this potential is not fully realized. Taken as a whole, LIS programs are successful in sharing information on funding and in highlighting faculty scholarship related to diversity. While important to inclusion and representation, both of these practices focus on the largely solo endeavors of seeking resources or going about LIS research. Our findings imply that greater emphasis can be placed on crafting and displaying diversity statements; designing, offering, and/or listing diversity-related courses beyond survey courses; showcasing diversity-related achievements and events; and encouraging and supporting diversity-related student groups or initiatives (see Table 7).

The provision of information about events, courses, student groups, centers, conferences, and similar entities requires systemic change, and therein lies the challenge. Beyond the need for quality online content is the reality that the work of diversity is considered overwhelmingly auxiliary and secondary (e.g., Caidi & Allard, 2005; Gibson et al., 2017; Hudson, 2017; Hudson-Ward, 2014). Remedying the lack of representation and inclusion in LIS education necessitates deliberate, ongoing development. Until representation and

inclusion scaffold our spaces, efforts toward equity, diversity, and social justice, though well-intended, will continue to be fleeting. To move beyond the dialogue and interest in ensuring that the LIS profession reflects the communities it serves, diversity-related content must be consistently and clearly displayed. LIS education would do well to transition from mere recruitment (outside–in) to reflection (inside–out); emulating egalitarian ideals in LIS spaces is one avenue for reshaping LIS education. There exists a vast amount of knowledge and interest in ensuring that the LIS profession is reflective of North America's diverse communities; this mantel must be integrated across platforms, courses, workspaces, and research.

Table 7. Percentage of program sites containing content

Diversity Statements	Mission & Vision Statements	Diverse Student Groups	Funding for Students of Diverse Backgrounds	Faculty Profiles	Diversity-Related Activities & News	Diversity-Related Courses
23%	84%	40%	81%	100%	69%	78%
(n=14)	(n=51)	(n=25)	(n=50)	(n=61)	(n=42)	(n=48)

Conclusion

This article provides a starting point for assessing LIS websites in terms of how they represent their commitment to supporting diversity. Since prospective students, in the course of program evaluation, typically begin by scoping out programs online (Dam, 2014; Saichaie, 2014; Saichaie & Morphew, 2014), websites play a vital role in presenting attractive educational options for students. Attending graduate school is a substantial career and financial undertaking, and the student-program fit is an important consideration for serious applicants.

A definite limitation of this study, however, lies in the potential disconnect between what a program says it does and what it actually does (Saichaie, 2014; Saichaie & Morphew, 2014). From a marketing standpoint, the presence of diversity statements, information on student groups or funding for diverse students, and even diversity-related courses, initiatives, or partnerships may not be supported by systematic actions and concerted efforts. A program's appearance of goodwill does not evince that prospective students will encounter a department that is welcoming to diversity. Other factors such as a department's cohesiveness, campus climate, and student–advisor relationships may contribute to the actual educational experience (Lee, 2016).

This article is also limited by the bounds of the quantitative content analysis method (Pegoraro, 2006). Further qualitative inspection would be necessary to evaluate the caliber or attributes of diversity-related content. Qualitative data could improve the comprehensiveness of the findings. Similarly, the website content does not speak to ease of use and efficiency in locating available information. Moreover, some programs have little or no agency when it comes to managing their websites and must defer to their host institutions' web maintenance practices. Accreditation guidelines also influence program marketing. In the North American LIS context, the American Library Association mandates

that programs provide current, accurate, and easily accessible information on curricula, faculty, admission requirements, criteria for evaluating student performance, assistance with placement, financial aid, and policies and procedures. While equity, diversity, and social justice are parallel to the latter aims (and are, indeed, recognized by the ALA 2015 Standards for Accreditation of Master's Programs in LIS), some programs may position concrete, accreditation-bearing metrics more prominently throughout their websites. This technicality may have impacted our results. Additionally, visual (e.g., photographs, logos) and audiovisual (e.g., podcasts; streamed open lectures) content can also represent equity, diversity, and social justice, although categorizing such media is nebulous.

We cannot satisfactorily explain why some LIS programs provide ample diversity-related content while others do not. It may suffice to say, however, that robust diversity-related language demonstrates the LIS field's pledge toward equity, diversity, and social justice. Where direct interaction with prospective students is not possible, a program's virtual image relays how its identity can affirm student identities. To the extent that a prospective student's attraction to LIS is contingent upon diversity outcomes, websites should speak to this commitment. More than this, diversity statements and other rhetorical declarations must translate into far-reaching, concrete measures to develop LIS programs with diversity frameworks in mind.

Acknowledgements

Appendix A

List of student organizations by type

- DIVERSITY/SOCIAL JUSTICE (11)

  o PLG Progressive Library Guild - Vancouver Student Chapter

  o Diversity Council

  o Progressive Librarians Guild- Toronto Student Chapter

  o Activist Librarians and Educators

  o Librarians for Social Justice

  o iDiversity Club

  o Students of Color of Rackham Out in Science, Technology, Engineering, and Mathematics

  o CheckedOut: SILS Diversity

  o Diversity Student Organization (DSO)

  o Open Mind

  o FLID – Future Librarians for Inclusivity and Diversity

  o Progressive Librarians' Guild - Western Ontario Student Chapter

- ETHNICITY (9)

  o Students of Color - Illinois

  o Multi-Ethnic Information eXchange (MIX)

  o Students of Color - Michigan

  o BLISTS: Black and Latino Information Studies Support

  o KIT: Koreans in Information Technologies

  o Nanhi Kali

  o REFORMA Student Group

  o Tribal Libraries, Archives, And Museums (TLAM) Student Group

  o Students of Color - Simmons

- GENDER (12)

- o Women in Computing Society (WiCS)

- o Association for Women in Science Movement of Underrepresented Sisters in Engineering and Science (MUSES)

- o Advocating for Women in Technology (AWIT)

- o Nothing is Binary

- o Women at SICE (School of Informatics, Computing, and Engineering)

- o Women in Information Technology and Informatics

- o She Innovates

- o WIT Graduate

- o SWEEP: Society for Women's Empowerment and Engagement Partners

- o IT Girls United

- o Women Leading Kentucky

- o Women in Information Science (WIS)

- INCARCERATED PERSONS (1)

  - o Jail Library Group

- INTERNATIONAL LIBRARIES/LIBRARIANSHIP (6)

  - o Librarians Without Borders - British Columbia Student Chapter

  - o Librarians Without Borders - McGill Student Chapter

  - o Librarians without Borders - Western Ontario Student Chapter

  - o Student Chapter of ALA International Relations Round Table (SCIRRT)

  - o Librarians Without Borders - Maryland Student Chapter

  - o Librarians Without Borders - San Jose State Student Chapter

- PEER MENTOR/AMBASSADOR (5)

  - o Graduate Peer Mentors

  - o Student Ambassadors

  - o SICE Pacesetter

  - o iDA (Information Diversity) Ambassadors

- o School of Information Studies Program Ambassadors
- SEXUALITY/GENDER IDENTITY (4)
  - o Queer Library Alliance
  - o Queer STS Club
  - o Spectra LGBTQ
  - o LGBTQ Library Group

Appendix B

List of diversity-related courses

- Access and Services to Diverse Populations
- Bibliography of Africa
- Building Literate Communities
- Change and Identity in Information Systems
- Communication and Community
- Communities and Values
- Community Building & Engagement
- Community Building in Libraries
- Community Engagement Strategies in Information Science
- Community Informatics
- Community Partnerships
- Community Relations and Advocacy; Multicultural Librarianship
- Community Relations for Libraries
- Community-Led Services
- Creating Inclusive Environments
- Critical Making: Information Studies, Social Values, and Physical Computing
- Cultural Competence for Information Professionals

- Cultural Diversity Programming

- Cultural Memory Organizations and the Global Information Society

- Culture Matters in Children's Literature

- Dialogues on Feminism & Technology

- Diverse Populations, Inclusion, and Information

- Diverse Users

- Diversity, Ethics & Change

- Diversity, Leadership, and Libraries Community Leadership

- Documenting Diverse Cultures and Communities

- Equity of Access

- Ethnic Materials for Children and Adolescents

- Feminism, Librarianship, and Information

- Folklore: Communication and Culture

- Gender & Global Information Technology Sectors

- Gender and Computerization

- Gender and Information Technology

- Gender, Technology, and Information

- GLBTIQ Resources & Services

- GLBTQ Literature for Young Adults

- Global Contexts and Social Justice in Youth Literature'

- Global Information Services

- Global Perspectives in Librarianship

- Globalization & the Info Society

- Going the Last Mile: Access to Information for Underserved Populations

- Hawaiian Studies Information Resources

- Hip Hop Informatics

- Indigenous Systems of Knowledge

- Info Svcs for Diverse Users

- Information and Culture

- Information and Culture in a Global Context

- Information and Human Rights

- Information and Power

- Information and Society

- Information Divides & Differences in a Multicultural Society

- Information Environments from Hispanic and Native American Perspectives

- Information Equity: Social Justice in a Network Society

- Information Ethics

- Information in Social and Cultural Context; Identity in Society & Community

- Information Literacy Initiatives & Instruction; International & Comparative Librarianship;

- Information Resources and Services in Culturally Diverse Communities

- Information Services for Diverse Users

- Information Services for Specific Populations

- Information Services in a Diverse Society

- Information Services to Diverse Client Groups

- Information Technology, People and Society

- Information & Culture

- Intellectual Freedom and Social Responsibility in Librarianship

- Intercultural Perspectives in Youth Literature

- International and Comparative Aspects of Information

- International and Comparative Librarianship

- International and Cross-Cultural Perspectives for Information Management

- International Librarianship

- International Librarianship - Issues and Innovations

- Issues in Urban Librarianship

- Leadership for Diversity in Public Libraries

- Librarianship for Latin American, Iberian and Latino Studies

- Librarianship in a Multicultural Society

- Libraries, Information, and Society

- Library & Information Services to Students with Disabilities

- Library and Information Resources for Spanish-Speaking Patrons

- Library Services for Racially and Ethnically Diverse Communities

- LIS Services in Culturally Diverse Society

- Literacy and Community Engagement

- Literacy and Services to Underserved Populations: Issues and Responses

- Multicultural Children's Literature

- Multicultural Information Services and Resources

- Multicultural Librarianship; Multicultural Literature for Children and Young Adults

- Multicultural Library Sources & Services for Educators and Librarians

- Multicultural Literature for Children and Young Adults

- Multicultural Resources and Services for Libraries

- Multicultural Resources for Youth

- Multicultural Youth Literature

- Multiculturalism in Libraries

- Multilingual Information Access

- Museums and Indigenous Communities: Changing Relations, Changing Practice

- Naming and Power

- Outreach to Diverse Populations

- Pacific Islands Information Resources

- Perspectives on Librarianship

- Political Economy and Cultural Studies of Information

- Programming for Cultural Heritage

- Programs, Information and People; Information Technology and Global Society

- Progressive Library Politics

- Public Libraries Rural America

- Public Library History: Ideology, Sociology, and Economy

- Race, Gender, and Information Technology

- Race, Gender, and Sexuality in LIS

- Race, Gender, Sexuality in the Information Professions

- Representation and Organization

- Rereading Race in Classic Children's Literature

- Resources and Services for Diverse Populations

- Resources and Services for People with Disabilities

- Seminar in International and Multicultural Information Services

- Services and Materials for an Aging Population

- Services to Diverse Populations

- Services to Racially and Ethnically Diverse Communities

- Social Aspects of Information

- Social Aspects of Information Technology

- Social Constructs of Information

- Social Issues in Information and Communication Technologies

- Social Justice in the Information Professions

- Social Justice and Children's/Young Adult Literature

- Social Media & Global Change

- Sociocultural Aspects of Literacy

- Sources of Information for a Multicultural Society

- Special Topics in Information Studies: Readings in Feminist Technology

- The African American Collection

- The Digital Divide: Policy, Research, and Community Empowerment

- The Public Library in the Community: Developing a Critical Practice

- Topics in Race and Ethnicity in the Information Society

- Universal Usability

- Values and Communities

- Valuing Diversity: International and Intercultural Resources for Youth

- Who Writes Your Story? Race and Gender in the Archives

- Youth Services in a Diverse Society

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