

Diversity in Research and Practice: What Have We Learned and How Do We Move Forward?

Beckett, Cooke, & Kwon

Rutgers University, School of Communication and Information

Discussion Questions

- Are diversity concerns the same across all types of librarianship?
- How effective can our grassroots diversity efforts be, especially in terms of retention and advancement, without concurrent changes, in terms of diversity in the management and leadership of our organizations?
- If we expand the ways that we define diversity, e.g. to include age, gender, and physical disability, does it water down traditional notions of diversity? What do we gain, what do we lose?
- Regional differences in demographic patterns suggest that it may be time to move beyond a one-size-fits-all approach in our diversity thinking. Neely and Peterson (2007) suggest that making the profession reflect the population may be an unrealistic goal. If that's true, what are some alternative benchmarks to guide our efforts?
- Have the national recruitment efforts, residency and fellowship programs been effective in practice?
- If not, how should they be improved? What does the model initiative look like?
- Should diversity considerations be foundational to the MLIS curriculum?
- What are the relative advantages and disadvantages of the different approaches to incorporating diversity into MLIS curricula?
- What type of research is most needed to support curricular efforts?
- WHAT DO WE NEED TO DO (what are the priorities) IN ORDER TO MOVE FORWARD?

Contact Information

Edith Beckett ekbecket@eden.rutgers.edu

Nicole Cooke nicole.cooke@rutgers.edu

Hannah Kwon kwon@eden.rutgers.edu

Diversity in Research and Practice: What Have We Learned and How Do We Move Forward?

Beckett, Cooke, & Kwon

Rutgers University, School of Communication and Information

Suggested Readings

- Altman, E., & Promis, P. (1994). Affirmative action: Opportunity or obstacle. *College and Research Libraries*, 55(1), 11-24.
- Audson, R., Brunelli, M., & Goulding, A. (2005). The library in the multi-cultural information society. In L. Kejberg & L. Lørring (Eds.), *European curriculum reflections on library and information science education* (141-179). Copenhagen, Denmark: Royal School of Library and Information Science.
- Davis, D. M., & Hall, T. D. (2007). *Diversity counts*. Retrieved from American Library Association website: http://www.ala.org/ala/aboutala/offices/diversity/diversitycounts/diversitycounts_rev0.pdf
- Dewey, B. I., & Parham, L. (Eds.). (2006). *Achieving diversity: A how-to-do-it manual for librarians*. New York: Neal-Schuman.
- Gray-Little, B. (2009, April). Diversity in research universities. *Research Library Issues*, (263), 1-9.
- Gollop, C. (1999). Library and information science education: Preparing librarians for a multicultural society. *College & Research libraries*, 60(4), 385-95.
- Jaeger, P. T. , Bertot, J. C., Franklin, R. E. (2010). Diversity, inclusion, and underrepresented populations in LIS research. *Library Quarterly*, 80(2), 175-181.
- Morgan, J. C., Farrar, B., & Owens, I. (2009). Documenting diversity among working LIS graduates. *Library Trends*, 58(2), 192-214.
- Neely, T. Y., & Peterson, L. (2007). *Achieving racial and ethnic diversity among academic and research librarians: The recruitment, retention, and advancement of librarians of color*. Retrieved from Association of College and Research Libraries website: http://www.ala.org/ala/mgrps/divs/acrl/publications/whitepapers/ACRL_AchievingRacial.pdf.
- Winston, M. (2008). Diversity: the research and the lack of progress. *New Library World*, 109(3/4), 130-149.