School of Information and Library Science (SILS)  
Diversity Plan  
Spring 2012

The School of Information and Library Science (SILS) Diversity Plan for 2012 was developed by the 2011/2012 SILS Diversity Committee which included: Dr. Sandra Hughes-Hassell (chair), Dr. Claudia Gollop, Dr. Ron Bergquist, Dana Hanson-Baldauf (Ph.D. student representative), Sofia Becerra-Licha (Master’s student representative), Jessica Bodford (undergraduate student representative), Heidi Barry Rodriguez (alumni representative), and Wanda Monroe (ex-officio).
Diversity Plan Report | 2011-2012

Name of School/Unit: School of Information & Library Science

Person Submitting Report: Sandra Hughes-Hassell, Professor, Chair of SILS Diversity Committee

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a. Which of the 5 University Diversity Goals did your school/unit identify as a priority for the past twelve months (2011-2012)? Please check all that apply.
   b. Goal 1: Communicating the University’s Commitment to Diversity
   c. Goal 2: Supporting the Achievement of Critical Mass
   d. Goal 3: Making Diversity Education Available
   e. Goal 4: Creating an Inclusive Climate
   f. Goal 5: Support Further Research

b. What school/unit-level goal(s) did you establish for 2011-2012 to address the above goals?
   1. Invest faculty resources to interview potential minority candidates who could be funded as targeted hires (Goals 1,2).
   2. Provide opportunities for faculty and students to increase their awareness and understanding of diversity issues (Goals 1,3)
   3. Re-evaluate and strengthen our recruitment plan to attract more students in underrepresented groups (Goals 1,2).
   4. Examine the cultural climate within SILS. (Goals 4,5)
   5. Continue Global Outreach/International Efforts (Goals 1,3,4)

c. What actions did your school/unit undertake to achieve the above identified goal(s)?
   1. Recruitment of Minority Faculty Candidates—
      a. Faculty members attending major IS & LIS conferences talked with potential minority faculty hires.
      b. Language was included in the Faculty position announcement for 1 assistant faculty to be hired in 2011 that indicated that were seeking faculty with “an appreciation for cultural diversity” and specifically encouraging women and minorities to apply.
      c. SILS identified and interviewed one Hispanic faculty candidate to be funded as a targeted hire.
2. Provide Opportunity for Faculty & Student Awareness—
   a. The newly created SILS Taskforce on Diversity partnered with the SILS Diversity Committee to support faculty and students in the development of diversity-related programming, educational content, recruitment efforts, and raise the level of discourse and awareness around diversity-related topics.
   b. Each SILS student group was asked to host at least one event which focused on a diversity-related topic.
   c. The Dean provided funding for one faculty member and one student to attend the Anti-Racism workshop conducted by the Racial Equity Institute in Greensboro each year.
   d. SILS offered a Diversity Advocate Certificate.
   e. SILS and NCCU submitted a grant to the Institute for Museum and Library Services to hold a summit that focuses on how libraries can better support the literacy needs of African-American youth.

3. Expand the recruitment base—
   a. Recruitment efforts targeted underrepresented groups.

4. Examine the cultural climate within SILS—
   a. The faculty and staff completed a survey focused on better understanding attitudes toward diversity within the SILS community. The survey, based on the one administered by the School of Dentistry, was administered in March 2011.

5. Continue Global Outreach/International Efforts—
   a. The Al Akhawayn University in Ifrane, Morocco and SILS, UNC at Chapel Hill continued to explore educational programs that may benefit both institutions.

What metrics did you establish?

SILS Goals 1 & 3: We have baseline data related to representation among faculty, staff, and students at SILS. Assessment will include our success in recruiting faculty, staff, and students from targeted groups.

SILS Goal 2: Measures of success will include:
   • The effectiveness of the SILS Diversity Taskforce.
   • Number of SILS students who receive the Diversity Advocate certificate.
   • Number diversity programs sponsored by SILS student organizations
   • Receipt of the IMLS grant to host the national summit on supporting the literacy needs of African-American male youth
   • Attendance at the Anti-Racism conference by one student and one faculty member; sharing of information learned at this conference with the faculty and with student groups

SILS Goal 4: Measures of success will include:
   • The number of faculty and students who participate in the study
• Use of the data collected by the diversity committee to determine and guide future diversity efforts

SILS Goal 5: Each of the international programs contains a built in evaluation component.

d. What were your results? Explain in detail.

1. Recruitment of Minority Faculty Candidates—
   SILS interviewed and hired one Hispanic faculty candidate who will be funded as a targeted hire. He joined the faculty in Fall 2011. We also interviewed for 2 open faculty positions. Six candidates were invited to interview—3 of them were women. One of the women joined the faculty in Fall 2011.

2. Promote Faculty & Student Awareness—
   a. A SILS Taskforce on Diversity made up of students was established. Its goal is to build upon and enhance the diverse and open culture of SILS, by sustaining diversity efforts on a student level by embedding duties into an existing position within each student organization (ILSSA, AMLISS, Doctoral Students, ISSUE, SCALA, ASIS&T, SCOSAA, SLA, CheckedOut). These representatives supported faculty and students in the development of diversity-related programming, educational content, recruitment efforts, and raised the level of discourse and awareness around diversity-related topics.
   b. CheckedOut: SILS LGBTQ student organization was formally recognized by the University as a student organization.
   c. Links to diversity resources on campus were included on the same webpage as the SILS diversity statement, thus increasing awareness of the availability of these resources to faculty and students.
   d. SILS student organizations hosted diversity related programs, including brown bag discussions and presentations by librarians of color.
   e. Five SILS students received the Diversity Advocate certificate at graduation in May 2011.
   f. SILS and NCCU received an IMLS grant to host a national summit on supporting the literacy needs of African-American male youth. It is scheduled for June 3-5, 2012.
   g. One student and one faculty member attended the Anti-racism workshop held in May 2011.

3. Recruitment of underrepresented students—

   Doctoral Student Recruitment:
   SILS partnered with the American Library Association Office of Diversity, and several IS/LIS schools at other universities, to submit a grant to the Institute for Museum and Library Services that will provide funding for minority doctoral
students. SILS will receive funding to enroll 2 minority doctoral students for Fall 2013.

Masters Student Recruitment:
  a. Staff travelled to Appalachian State and to East Carolina University to recruit students to the MS program.
  b. Travelled to Robeson County which has a large number of Native Americans to recruit for our MS program.

Undergraduate Recruitment:
  a. Began participating in New Student Orientation (CTOPS) throughout the summer months
  b. Began participating in Explore Carolina (Program though UG Admissions for all incoming undergraduate students)
  c. Visited Durham Tech to speak to prospective students about BSIS
  d. Implementing a new transfer policy which would allow transfer students to easily apply and enroll for the BSIS

4. Examine the cultural climate within SILS——
   • 376 students and 13 faculty/staff participated in the climate study
   • A report was completed that included recommendations. These recommendations form the basis of the 2012-2013 SILS Diversity Plan (see below for details).

5. International Program——
  a. A SILS student was been hired by AUI in a reference librarian / instructor position. It is hoped that the person in this position will be a bridge between the two institutions. More information on the emerging educational collaboration is available at: [http://lair.unc.edu/morocco](http://lair.unc.edu/morocco).

Part II: 2012-2013 Plan Unit/School Report

a. Which of the five University Diversity Goals will be a priority for your school/unit to address in 2010-2011?
   Goal 1: Communicating the University’s Commitment to Diversity
   Goal 2: Supporting the Achievement of Critical Mass
   Goal 3: Making Diversity Education Available
   Goal 4: Creating an Inclusive Climate

b. What goals will your school/unit establish to support the University Diversity Goal(s) selected as a priority?
   1. Clearly define and publicize SILS commitment to diversity. (Goals1, 3, 4).
   2. Make high quality diversity and cultural competency education and training available to all members of the SILS community. (Goals1, 3, 4)
3. Expand the inclusion of diversity and cultural competency in the curriculum (Goals 3, 4)

4. Provide students, faculty, and staff with information on dealing with and communicating experiences or observations of discrimination or disrespect. (Goal 4)

5. Continue efforts to recruit and retain a diverse student body, faculty, and staff (Goals 1, 2)

c. **What action steps will your school/unit undertake to achieve this goal(s)?**

1. Clearly define and publicize SILS commitment to diversity.
   - Make all new students, faculty, and staff aware of SILS diversity values.
   - Expand the SILS diversity webpage, which includes the SILS diversity statement, to increase awareness of SILS diversity values and to make the community aware of diversity-related events.
   - Include a statement expressing SILS commitment to diversity on all SILS promotional materials.
   - Add the SILS diversity statement to the student handbook for undergraduate and PhD students (there is no student handbook for the master’s degree).
   - Introduce the SILS diversity statement, the Diversity Advocate Certificate, and the services of the Department of Disability Services at new student orientations.
   - Include the SILS diversity statement and a statement regarding the services offered by the Department of Disabilities Services on all course syllabi.

2. Make high quality diversity and cultural competency education and training available to all members of the SILS community.
   - Sponsor SILS programs on diversity and cultural competency issues, such as those developed by the SILS student organizations, and encourage participation by faculty, staff, and students. Programs may include lectures, discussion, symposia, and panels, but also should incorporate creative alternatives for addressing these topics.
   - Publicize diversity and cultural competency education and training opportunities that are available at SILS, at the University, and in the broader community.

3. Expand the inclusion of diversity and cultural competency in the curriculum.
   - Encourage faculty to discuss the value of diversity and cultural competency in the curriculum.
   - Conduct an audit of the core courses to identify opportunities for incorporating diversity and cultural competency.
   - Continue to publicize courses that address specific topics related to diversity or cultural competency (i.e. INLS 739: Information Services for Specific Populations).
   - Add service learning with diverse communities (i.e. racial, ethnic, socio-economic, differently-abled, etc.) to courses, where appropriate.

4. Provide students, faculty, and staff with information on dealing with and communicating experiences or observations of discrimination or disrespect.
   - Revise the SILS course evaluation to include an open-ended question about the inclusion of issues related to diversity.
Include questions about diversity in the SILS student exit interview.

5. Continue efforts to recruit and retain a diverse student body, faculty, and staff.

For students:

- Identify and communicate scholarship and funding opportunities for under-represented students.
- Continue to identify and attend campus events that provide an opportunity for introducing SILS to diverse communities.
- Continue to identify and utilize communication channels that provide an opportunity for introducing SILS to diverse communities.
- Target recruitment efforts at historically minority universities and other institutions to increase the diversity of schools and departments.

For faculty and staff:

- Utilize University funded efforts to increase diversity within the faculty and staff (i.e. Targeted Hiring Program, The Carolina Postdoctoral Program for Faculty Diversity, etc.)
- Provide appropriate assistance to faculty search committees on strategies to promote diversity in advertising and filling faculty and staff positions.
- Continue to analyze and monitor hiring outcomes and communicate results more widely.
- Continue to include discussions about SILS commitment to diversity during the interview process with prospective candidates.

d. How will your school/unit’s outcomes be assessed?

SILS Goal 1: Measures of success will include the extent to which SILS commitment to diversity is communicated to prospective and current students, faculty, and staff.

SILS Goal 2: Measures of success will include:

- Number of SILS students who receive the Diversity Advocate certificate.
- Number diversity programs sponsored by SILS student organizations

SILS Goal 3: Measures of success will include the addition of diversity-related topics to existing and new courses.

SILS Goal 4: Measures of success will include:

- Revision of the SILS course evaluation and exit interviews to include questions about diversity

SILS Goal 5: We have baseline data related to representation among faculty, staff, and students at SILS. Assessment will include our success in recruiting faculty, staff, and students from targeted groups.

Part III: Impact of Budget Cuts on Diversity in Faculty, Staff and/or Programs

N/A to our unit at this point