

The Diversity Stalemate: An Analysis of How the Collection Development Policies of Academic Libraries Address Diversity in Children's Books

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I. Introduction

The seminal work of Nancy Larrick highlighted the dominant representation of Whiteness in children's books. In 1965, Nancy Larrick published an essay in the *Saturday Review*, titled "The All White World of Children's Books." Primarily focused on the absence of African Americans in children's literature, Larrick examined approximately 5,206 children's books published between 1962 and 1964. She estimated that an average of 6.7 percent of the books sampled included images of "Negroes."¹ More than half a century later, the degree of diversity in children's books is still low.

In 2018, the Cooperative Children's Book Center (CCBC) received 3,682 children's books from US publishers. According to the CCBC, 405 of the books they received had representations of African Americans, and 214 were written or illustrated by African Americans.² This equates to an 11 percent representation of African Americans, which is also consistent with CCBC's 2019 data. If compared to Larrick's study, this would mean that representation for African Americans has increased by an approximate margin of 4.3 percent over 54 years. This disparity in representation impacts other ethnicities as well. Of the 3,682 children's books received by the CCBC from US publishers in 2018, 56 books represented Indigenous cultures, 344 books represented Asian cultures, 7 books represented Pacific Island cultures, 252 books represented Latinx cultures, and 28 represented Arab cultures. Overall, the data here suggest that nearly 71 percent of the children's books received by CCBC are predominantly white in representation and approximately 77 percent are white in terms of authorship.

Larrick's work increased focus on the need for libraries to ensure equitable access to diverse books. Given that diversity is articulated as a core value by the American Library Association (ALA), the lack of diversity in children's books is germane to libraries. The aim of this study was to examine whether or not policies that govern the selection of children's books address diversity. Utilizing a mixed-methods (embedded) research design, a content analysis was performed on the collection development policies of academic libraries at universities that offer ALA-accredited programs in children's librarianship. The researcher performed this analysis to examine whether "manifest" messages of diversity exist in policies and the degree of congruency, if any, to the American Library Association's (ALA) Diversity in Collection Development: An Interpretation of the Library Bill of Rights.³

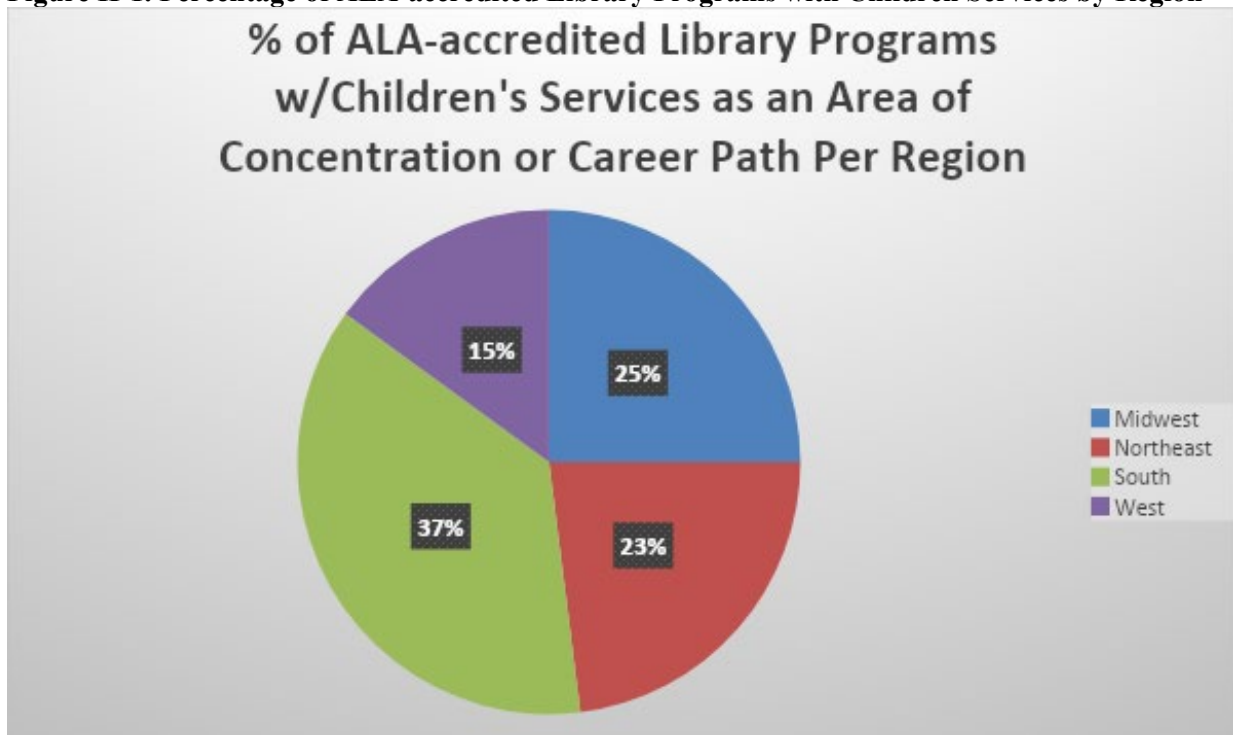
It is essential to assess how different types of libraries address diversity through their policies as policies influence practice and can impact service. By providing a glimpse into how some academic libraries address diversity in their respective collection development policies, this study adds to the overall conversation about diversity practices in libraries. This study can also serve as a model for analyzing policies at various types of library institutions. Additionally, similar studies can interrogate library practices and help provide insight into practices that either perpetuate or mitigate systems of inequities. It should be noted that the author began this study as dissertation work conducted at Dominican University in River Forest, Illinois. The author is currently expanding the work done here in a larger study.

II. Background

A content analysis was performed on the collection development policies of academic libraries at universities or colleges with ALA-accredited programs in library and information studies and that offer

master's degrees or library programs with areas of concentrations or career pathways in children's services. Nineteen schools were included in this study. Ten of those schools are located in the Midwestern region of the United States, and nine are in the Northeast. The population of schools in the Midwest represents approximately 25% of the total ALA-accredited schools offering library programs with concentrations or career pathways in children's services across four US regions, N=39.⁴ The Northeast represents approximately 23%. Combined, this sample equates to approximately 48% of the total number of ALA-accredited universities offering master's degrees or library programs with concentrations or career pathways in children's services across four US regions.

Figure II-1. Percentage of ALA-accredited Library Programs with Children Services by Region



The study was conducted in three phases. In the first phase, a checklist was created as an evaluative measure to assess whether manifest messages of diversity exist in policies. The checklist was created by coding ALA's Interpretation of the Bill of Rights for Diversity in Collections (IBOR).⁵ Preliminary coding was conducted using relevant LIS literature. This process enabled the researcher to identify terminology synonymous with "diversity" prior to coding ALA's IBOR document. A set of protocols were also drafted to guide the coding process.

The researcher and two additional librarians participated in coding ALA's IBOR document. On separate occasions, each coding librarian was provided with a copy of the coding rules and an unmarked copy of the interpretations. Without providing any additional context, the researcher asked each librarian to underline words that described, denoted, accounted for, summarized, or referenced diversity based on race or ethnicity per coding rules. After each librarian completed this process, the interpretations were returned to the researcher. Coding results were compared in order to identify agreements in terminology. Data obtained from this process was used to form the checklist. Face validity testing was performed on the checklist to ensure the quality of the measure.

In the second phase of this study, a pilot test was performed on two academic policies not included in the study. These two policies were randomly selected. Thus, policies from all regions and all school types

were considered to ensure the general usability of the measure. To find a sample policy for pilot testing, the researcher conducted an online search for policies using the following search query: “children’s literature collection development policy.” This search query produced approximately 380,000,000 results. Accreditation status or location was not considered as a qualifying factor for selecting a policy to pilot test. The first policy listed that closely matched the original wording from the search query and that appeared to be linked to an institution of higher education was selected for piloting. Using the link provided from the search page, the policy was downloaded and evaluated using the checklist.

The first policy used for pilot testing was labeled as PT1 (Pilot Test 1). The following steps were used to analyze this policy:

1. First, the researcher read over the checklist.
2. Next, the researcher read over the policy in its entirety without making any notations.
3. On the checklist, PT1 was recorded to identify the specific policy being analyzed.
4. The evaluator’s initials and date of the evaluation were also recorded on the checklist.
5. The policy document was read a second time, specifically searching for each unit (word, phrase, or category) listed on the checklist. The researcher read through a single line of the checklist. Immediately after reading each line of the checklist, the policy was reviewed to determine if the unit being analyzed was found in the policy. If a unit was found within the policy, that unit was highlighted and counted. An (x) was marked on the checklist to indicate whether or not a unit was found. If found, the number of times the unit appeared within the document was also recorded. Examples of specific units were recorded per the directions on the checklist. This process was repeated until a search had been conducted for each unit on the checklist.

After completing this process in its entirety, the researcher reviewed the findings.

PT1 did not manifest any diversity words, phrases, or related terminology. Although listed as a children’s literature collection development policy, the policy only provided descriptive information about the children’s literature collection and the location where children’s books could be found within the library. By using the checklist, the researcher was able to conclude that the policy did not manifest any words related to diversity. However, the researcher did not feel that the measure was fully tested. Therefore, the researcher sought out another more comprehensive policy to ensure the effectiveness of the measure.

To obtain a second policy, labeled PT2 (Pilot Test 2), another online search was performed. Once more, accreditation status or location was not considered as a qualifying factor for selecting a policy to test. A second policy was randomly selected that was identified as a collection development policy and that appeared to be linked to an institution of higher education. Using the link provided from the search page, the policy was downloaded and evaluated using the checklist.

PT2 was much more detailed than the first pilot test. The policy for PT2 was composed of several categories: an introduction and description of the university library, information about the policy, selection criteria, policy scope, and the process for weeding the collection. PT2 was evaluated by following the same steps used in the evaluation of PT1. Similar to PT1, words or phrases related to diversity and that were listed on the checklist did not manifest in the policy. However, several terms manifested within the policy that could have possibly been construed as being related to diversity. PT2 states, “Material is primarily in English with a focus on Spanish/English bilingual materials. Selected materials in Spanish, French, and German are also added.” This statement raised two additional

considerations regarding the checklist. The first involved the use of racialized categories to describe groups. Terms referencing Spanish, French, or German materials could equally be considered as making a reference to diverse populations and needed to be clearly defined. Therefore, the researcher felt that the checklist needed to be more specific in addressing racial or ethnic categories and that those categories needed to be added to the checklist.

Given that this study sought to determine how diversity is addressed in collection development policies, the researcher first deferred to the Cooperative Children’s Book Center for examples of racialized categories. The Cooperative Children’s Book Center (CCBC) provides annual publishing statistics on children’s books that are representative of or written by specific groups most impacted by these types of inequities. Based on information from CCBC (2019),⁶ the checklist was updated. To ensure that categories were exhaustive, the researcher added the phrase “other non-white groups” as a category as well.

As another consideration, PT2 referred to the inclusion of bilingual materials. Referencing a specific language could potentially be construed as a diversity indicator. Although language is correlated with race and ethnicity, using language to classify or identify a group is largely subjective.⁷ “Language” appeared on the checklist. “Language” was also a term extracted from coding the Interpretations of the Bill of Rights. Since this study (in part) examined the amount of congruence, if any, to the Bill of Rights, the researcher felt it important to ensure that any words that could denote language was specified on the checklist. Therefore, the category for “language” was modified to include any references to languages that are indicative of underrepresented groups. To accomplish this, the following was added to the “language” category on the checklist: “Does the policy reference ‘language’ or materials collected in the ‘language’ of a racial or ethnic group (ex: Apache, Chinese, Mayan, Indonesian, Vietnamese, Spanish, or other language attributed to non-white racial or ethnic groups)?” An additional set of directions on how to address this category was added to the code book. To ensure that all categories were exhaustive, a separate category for “other” was added to the checklist. This category allowed for additional examples of diversity to be recorded during the policy analysis. The code book was updated to provide directions on how to document this category during the analysis.

After revising the checklist, PT2 was reevaluated. The policy manifested one instance of a diversity related term. Based on the results from PT2, the instrument proved sufficient to move forward with the policy evaluations. The steps used during the pilot test were used to create coding rules for using the checklist and became part of the code book.

After finalizing the checklist and code book, the researcher began the final analysis phase of the research study. During this phase, the researcher collected policies, conducted policy evaluations using the checklist, and performed data analyses. The table below shows the 10 schools located in the Midwest and 9 schools from the Northeast that met the criteria for inclusion in this study.

Table II-1. Sample of Schools by Region

Midwest Region	Northeast Region
Dominican University	Buffalo University at SUNY
Emporia State University	Clarion University
Indiana University	Long Island University
Kent State University	Pratt Institute

Midwest Region	Northeast Region
St. Catherine University	Queens College at CUNY
University of Illinois at Urbana-Champaign	Simmons University
University of Iowa	St. John's University
University of Michigan	University of Pittsburgh
University of Wisconsin-Madison	University of Rhode Island
Wayne State University	

To obtain policies, the researcher searched the public website of each school. If a separate website existed for the school's library, the researcher searched that website as well. A search of the school or library's website was conducted using the phrase(s): "collection development policy for children's books," "collection management policies," "resource management policies," or "selection policies." Any policy identified as guidelines for managing the library's collection or selection of books was downloaded. If there were no such policies available, the researcher conducted subsequent searches of the library's website and the school website before moving on to another school. During these subsequent searches, the researcher explored links and pages that provided information about the collection or about library policies. If a collection development policy was not found, the researcher notated this information. Only those collection development policies that were publicly available on the library's website were evaluated. General library statements or descriptions about the collection were not considered for evaluation unless they were labeled as a collection development policy or identified as being part of a collection development policy.

A total of 13 policies were found online. To ensure that policies had not been overlooked, the researcher contacted each of the six remaining libraries where policies had not been found online. Using a publicly available telephone number for each library, the researcher spoke to a library representative to inquire whether the library had a policy online and, if so, where that policy could be found. The researcher made note of the responses obtained from each library. For one of the libraries, information about policies was not disclosed. Information obtained from three additional libraries indicated that collection policies were not provided to the public. Two libraries were not reachable by phone, possibly due to the timing of this study. Parts of this study occurred in 2020 during the COVID-19 pandemic, which prompted the closure of many libraries and academic institutions. Since no further policies could be obtained, only the 13 policies were analyzed. The remaining six policies were included in a wider discussion about library transparency.

The researcher maintained a detailed record of the collection process. The names of the schools were coded using the acronym UCP, which stands for University Collection Policy. This information was then transferred to a policy collection data sheet in a randomized order. The researcher kept a separate data sheet matching the names of each school with the corresponding collection policy numbers in a secured and confidential file. This process was done to provide a degree of anonymity when reporting data. Further, by removing identifying information from study data, the researcher was able to center data discussions around policy practices without singling out a specific institution.

After obtaining policies, the researcher read and evaluated each policy using the checklist as a guide. The researcher used the checklist to note whether "diversity" units appeared in each of the policies. If a unit

did manifest within the policy, a checkmark was used to denote the presence of the unit. For units that were present in policies, the number of times the unit occurred within the policy was also documented. For policies manifesting the unit “diversity” itself, an example of how the unit manifested within the policy was also documented along with anecdotal records about where diversity examples were found. Checklist results were transcribed to provide a description of how diversity manifested in policies along with the percent of units present in each policy.

The researcher then compiled and recorded checklist results on a data matrix to gain an overall sense of the data. On the data matrix, entries were made to identify the number of times units appeared in policies. The researcher tabulated this data in two different ways: by presence and by frequency. To tabulate by presence, the researcher counted the number of different units that appeared in policies. The sum of these numbers equated to the total presence of units. To tabulate by frequency, the researcher counted the number of times each of the different units appeared in the policy. The sum of these numbers became the total frequency or total units manifested. Given that this study aimed to examine the extent that policies address diversity and adhere to ALA’s Interpretation of the Bill of Rights for Diversity in Collection Development, subsequent data analyses were performed. These analyses examined how policies manifested diversity and how units manifested in policies.

To examine how the researched policies manifested diversity, the researcher ordered policies according to the total presence of units found in policies. These numbers were then compared to determine which policies had the highest presence of units versus those policies that had the lowest presence of units. Policies were then ranked according to the total units manifested. Relative frequency rates and percent of increase in frequency over the number of units present in policies were also tabulated. Relative frequency was calculated by dividing the total units manifested in each policy by the total frequency of all units. To calculate the percentage of increase of frequency counts over units present in policies, the researcher divided the difference between presence and frequency by the total number of units present.

To examine how the researched units were manifest in policies, the researcher ranked units based on the absolute frequency and relative frequency of each unit. This analysis was also done to determine which words occurred most and which words occurred least. This unit analysis was also performed to identify which words and phrases manifested in policies versus those that did not. Again, the researcher performed this type of analysis by examining all checklist units and units specifically derived from the IBOR document. By performing an analysis of how units manifested in policies in terms of presence and frequency, the researcher was able to determine which units were present in policies. The researcher further compared units to determine which units had the highest frequency of manifestation.

For analyses on how the researched policies manifested diversity units and how the units manifested in policies, two variations of these analyses were performed. Firstly, the researcher examined policies and units using all the words listed on the checklist. When referring to data from this analysis, the phrase “checklist units” was used. The researcher then examined policies and units using only the words derived from coding ALA’s Interpretation of the Bill of Rights for Diversity in Collection Development (IBOR). When referring to data from this analysis type, the phrase IBOR units was used.

The last analysis performed was a cross analysis of policy and survey data. Survey data was collected using Qualtrics. Survey data was manually aggregated and crossed analyzed with corresponding policies to gain additional information about policies.

III. Results—Five Policy Types

Data from this study indicate that all policies did manifest a degree of diversity in terms of presence and frequency. However, not all policies manifest language found in the IBOR. Checklist results were transcribed and presented below.

Table III-1. Checklist Results

UCP #	Region	Description of Units	Percent of Units Present (N=19)
4	Midwest	The following two units manifested in this policy: equitable and language. Equitable appeared within the policy once and language appeared six times. However, specific languages were not named in this policy.	11%
5	Midwest	The following unit manifested in this policy: culture.	5%
6	Midwest	The following eight units manifested in this policy: diversity, all people, inclusive, different backgrounds, ethnic, race, named racial or ethnic group, and language. All people, diversity of people, inclusive, ethnic, and race appeared once within the policy. Diversity, a named racial group, and language appeared twice. The unit diversity appeared once in the value statement and once in the description of the libraries' clientele. An example of how the unit diversity manifested in this policy is as follows: "We respect one another and honor all individuals, their diverse backgrounds, skills, and needs."	42%
7	Midwest	Diversity manifested once in this policy. An example of how the unit "diversity" manifested is as follows: "These guide the library's important role in selecting and preserving items that represent a diversity of thought and opinion." The unit appeared once in the section of the policy that describes the process for reconsidering materials.	5%

UCP #	Region	Description of Units	Percent of Units Present (N=19)
10	Midwest	<p>The following three units manifested in this policy: diversity, inclusive, and different backgrounds. Inclusive and different backgrounds appeared once in the policy. Diversity appeared three times in the policy’s mission statement. An example of how “diversity” appeared in the policy is as follows:</p> <p>“The University’s academic mission is to provide access to inclusive, diverse, and distinctive collections.”</p>	16%
11	Northeast	<p>Diversity is the unit that manifested in this policy. It appeared once in the introduction of the policy, and a variation of the unit appeared once in the description of the collection.</p> <p>An example of how diversity appeared in the policy is as follows:</p> <p>“....Focuses on women, diversity, and leadership.”</p>	5%
12	Northeast	<p>Language is the only unit that manifested in this policy, and it appeared a total of six times. However, a specific language was not named.</p>	5%
13	Northeast	<p>Language is the only unit that manifested, and it appeared once. However, a specific language was not named.</p>	5%
14	Northeast	<p>Culture is the only unit that manifested, and it appeared once in the policy.</p>	5%

UCP #	Region	Description of Units	Percent of Units Present (N=19)
15	Northeast	<p>The following six units manifested in this policy: diversity, inclusive, ethnic, race, culture, and language. Inclusive, ethnic, race, and language appeared once. Culture appeared twice. The unit diversity appeared three times in a statement on diversity and inclusion and was also listed once in the table of contents. Although language appeared in the policy, a specific language was not named.</p> <p>An example of how diversity appeared in the policy is as follows:</p> <p>“...libraries’ collection development strategy adheres to both the Institute’s Diversity Strategic Plan and the Association of College and Research Libraries’ Diversity Standards.”</p>	32%
16	Northeast	<p>The following two units manifested in this policy: race and language. Race and language each appeared once. Although language appeared in the policy, a specific language was not named.</p>	11%
17	Northeast	<p>The following three units manifested in this policy: fair, named racial group, and language. Both fair and a named racial group appeared once. Language appeared seven times. However, specific languages were not named in this policy.</p>	16%
18	Northeast	<p>The following five units manifested in this policy: all people, ethnic, race, minority, and language. All people, ethnic, race, and minority each appeared once. Language appeared three times. However, there were no named references to specific languages in this policy.</p>	26%

Policy Types. Five types of policies emerged from data analyses on how policies manifested IBOR and checklist units in terms of presence and frequency. The researcher studied the policies that manifested a low presence of checklist units and subsequently compared those policies to similar policies that manifested a low presence of IBOR units. Policies were grouped based on agreements across both examinations. From this analysis, the following categories emerged for both checklist and IBOR units that manifested a low presence of units:

- policies that had a low presence of checklist and IBOR units but had no change in frequency;
- policies that had a low presence of checklist and IBOR units but had an increase in frequency over the number of units present by more than (>) 100% of the total units present; and

- policies that had a low presence of checklist and IBOR units but had an increase in frequency equal to 100% of the amount of units present.

The researcher also studied the policies that manifested a high presence of checklist units and then compared those policies to similar policies that manifested a high presence of IBOR units. Policies were grouped based on agreements across both examinations. From this analysis, the following categories emerged for both checklist and IBOR units that manifested a high presence of units:

- Policies that had a high presence of checklist and IBOR units and had an increase in frequency over 100% over the amount of units present
- Policies that a high presence of checklist units but had less than a 100% increase in the amount of units present

Ten—or 77%—of the policies (N=13) fit within one of the following categories. Three policies did not fit within any of the following categories because data for these policies were not consistent in terms of how they manifested checklist and IBOR units. For example, UCP #10 fell within one of the groups that manifested a higher presence of checklist and IBOR units. However, increases in frequency counts over units present were not consistent. For IBOR units, the increase in frequency over checklist units was observed at 67%. However, the increase in frequency over IBOR units was observed at 100%. UCP #4 manifested a low presence of checklist units. The same policy manifested a high presence of IBOR units. Lastly, UCP #5 manifested a low presence of checklist units but had an increase in frequency that was equal to 100% of the total units present. The same policy did not manifest any IBOR units; therefore, there was no change in the amount of frequency. The table below shows the policies grouped in each of these categories.

Table III-2. Policy Types

Policy Type	Description	Policy Number
High Presence—Low Frequency	Policies fell within either of the groups that manifested a high presence of checklist and IBOR units. However, the overall increase in frequency over the amount of units present increased by less than (<) 100% of the total unit presence.	UCP #6, UCP #15, and UCP #18
Low Presence—High Frequency	Policies fell within either of the groups that manifested a low presence of checklist and IBOR units. However, the overall increase in frequency over the number of units present increased by more than (>) 100% of the total unit presence.	UCP #12
High Presence—High Frequency	Policies fell within one of the two groups that manifested a high presence of checklist and IBOR units. This category also describes policies where the overall increase in frequency over the amount of units present increased (>) by 100%.	UCP #17
Low Presence—No Change	Policies fell within either of the groups that manifested a lower presence of checklist and IBOR units. However, there was no (0) increase in frequency	UCP #7, UCP #13, 14, and UCP #16

Policy Type	Description	Policy Number
	over the amount of unit presence. Frequency counts were the same as unit presence.	
Low Presence— Same	Policies had a low presence of checklist and IBOR units. However, the overall increase in frequency over the amount of unit presence was equal to (=) or 100% of the total unit presence.	UCP #11

Based on the identified policy types, several themes emerged. These themes pointed to the fact that some policies lacked specificity and embeddedness. Policies that lacked specificity were visible in **low presence** policies. For these types of policies, messages of diversity were not clear. These policies lacked specificity in terms of identifying which groups were represented in selection practices. Policies with a high presence but low frequency were more likely to articulate messages of diversity through statements (e.g., vision statements or diversity and inclusion statements). Although these types of policies generally manifested a higher **presence** of diverse language and were more specific, the language was siloed in certain sections of the policy and was not embedded throughout the entire policy document. While policies like these may make messages of diversity more defined, the importance of diversity is not imbued throughout the policy.

This study also revealed that some libraries lacked transparency in terms of sharing information about their collection policies. Of the 19 libraries that met the criteria for inclusion in this study, 13 had policies that were accessible online. Three additional libraries also had policies that were not made available to the public. This information is promising in that it shows that, at a minimum, 84% of the universities sampled (N=19) do have policies. This percentage is higher than prior research studies.⁸ However, the fact some libraries are not willing to disclose information about policies or make policies publicly available impedes efforts to gather research data about library practices. Without such data, opportunities to build on existing LIS scholarship that can help improve practices or create more library inclusion will be limited.

IV. Conclusion: Implication for Policy Development

The data from this study can serve as a lens for thinking about how diversity is written into policies. Libraries should be inclusive in library services using practices that reflect the core values of the profession. Part of being inclusive means cultivating library collections that reflect the diversity of the larger world. Since policies serve as guides for selecting library books and other resources,⁹ librarians should ensure that messages of diversity in policies are clear. Diversity is such a broad and complex term, which describes many different experiences. To capture the vastness of these experiences, librarians should create policies that are specific and that identify groups that are included within their collection. Therefore, policies should use terminology to name the specific groups that are represented in their collections. Such specificity in policies can serve as a compass to help librarians select books that represent specific populations that have been impacted the most by diversity inequities.

Policies should also increase the presence of diverse language in policies by including statements regarding diversity. These statements can help make clear a library's procedures and increase the presence of diverse language written in policies. However, these statements should not be the only way diversity is addressed in policies. Language used to draft diversity statements should be reiterated throughout the entire collection policy. Given that collection development policies provide guidelines for building library collections that are fair, equitable, and under library standards,¹⁰ policies should detail procedures for selecting diverse materials that are aligned to diversity statements.

Diversity can be expressed in many ways, using varied terminology. Therefore, the different words and phrases found in the new IBOR document for diverse collections should also be used to address diversity in collection policies. The researcher recommends that librarians create, update, or evaluate their collection development policies using the new IBOR document for diverse collections. This study evaluated, in part, how collection development policies align to the American Library Association's (ALA) Diversity in Collection Development: An Interpretation of the Library Bill of Rights (IBOR). The interpretations document coded in this study is an older version that was revised by the American Library Association in 2014. A newer version of the IBOR was adopted by the American Library Association in July 2019.

Lastly, libraries should make policy information available to the larger community. It is important that libraries are transparent in their practices regarding diversity. Systems of inequities thrive when information is not scrutinized. By making policy information available to the larger community, librarians can reinforce messages of diversity and practices that align with core values of librarianship as articulated by the ALA.

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Author Biography

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Andrea Jamison is an assistant professor of teaching and learning at Illinois State University. Professor Jamison has more than 17 years of experience working in schools and libraries. She speaks internationally on issues related to creating inclusive learning spaces for youth and the interplay of race, power, and privilege in children's books. Her current research involves examining equity issues in library services and the role that libraries play in either perpetuating or mitigating systems of inequity. Professor Jamison received her Master of Teaching from Concordia University and both her Master of Library Science and PhD in Information Studies from Dominican University School of Library and Information Science in River Forest, Illinois. Currently, she serves as chair for ALA's Ethnic & Multicultural Information Exchange Roundtable, which promotes multiculturalism in library services.

Endnotes

¹ Larrick, "The all-white world of children's books," 1–10.

² "CCBC Diversity Statistics."

³ ALA, "Diverse Collections."

⁴ ALA, Searchable Database of ALA-accredited Schools as of January 2020.

⁵ ALA, "Interpretations of the Library Bill of Rights."

⁶ "CCBC Diversity Statistics."

⁷ Averbach, "Language classifications," 481.

⁸ Ahmadianyazdi et al., "Study of library policies in universities 1"; Horava and Levine-Clark, "Current trends in collection development practices."

⁹ Lukenbill, *Collection Development for a New Century*; Olojo and Akewukereke, "Collection Development Policies"; and Woolls and Coatney, "The School Library Manager."

¹⁰ Lukenbill, *Collection Development for a New Century*; and Woolls and Coatney, "The School Library Manager."

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