

Revisit Library and Information Science: A Critical Discourse Analysis of Mission Statements in Library and Information School in United States*

문헌정보학 정체성에 대한 연구:
비평적 담론분석 기반 미국 문헌정보학 강령분석을 중심으로

Ok Nam Park (박옥남)**

ABSTRACT

The study analyzes mission statements of Library and Information Science schools in the United States. It aims to reveal identities of LIS by Critical Discourse Analysis (CDA). The study examines the strategies or stereotypes of academic mission statements in LIS as a genre. Mission statements are analyzed using discourse analysis to find common ideology using agency, modality, and lexical analysis. A comparative analysis of two mission statements is also conducted within discursive practices to reveal characteristics of two schools. This study has value in that it provides implications for other ideological discussions applicable to LIS.

초 록

본 연구는 미국 문헌정보학과 홈페이지에 나타난 강령분석을 바탕으로 문헌정보학의 주요 개념에 대한 담론을 연구하고자 한다. 이를 위해 본 연구는 비평적 담론분석을 사용하였으며, 1) 문헌정보학 강령구조의 접근성, 제목, 구조를 조사하였으며, 2) 정체성 분석을 위해 의무적 용법, 어휘분석, 행위분석을 실시하였다. 3) 문헌정보학의 다양성을 분석하기 위하여 비교분석을 통한 문헌정보학과와의 특성을 살펴보았다. 본 연구는 담론분석을 문헌정보학 분야와 연계하여 정체성을 밝히는 연구의 예가 될 것으로 기대한다.

Keywords: identity, library and information science, critical discourse analysis, mission statement, united states

정체성, 문헌정보학, 비평적 담론분석, 강령, 미국

* 본 연구는 2012년도 상명대학교 교내연구비 지원을 받아 연구되었음.

** 상명대학교 문헌정보학과 조교수(ponda@smu.ac.kr)

■ 논문접수일자: 2013년 8월 14일 ■ 최초심사일자: 2013년 9월 6일 ■ 게재확정일자: 2013년 9월 22일
■ 정보관리학회지, 30(3), 89-109, 2013. [<http://dx.doi.org/10.3743/KOSIM.2013.30.3.089>]

1. Introduction

Library and Information Science (LIS) has discussed how to build its identity and identify how this discipline views some important elements in LIS such as information, technology, people, etc. The discussion is still going on.

There are indispensable elements in discussions of LIS. The first main component is information. Information as a signifier usually engages human communication (Webber, 2003, p. 311). Technology also plays an important role in LIS since technology is made possible to better retrieve, access, and use information. It broadened the range of information and the range of LIS by the flux of information. Another vital element is people. That means, LIS is to study “information”, and “technology” to support people’s lives. Therefore, LIS includes the understanding of people and their societies, needs, or behaviors. In addition, LIS itself is interdisciplinary and multidisciplinary (McNicol, 2003). LIS has recently been developed with computer science, cognitive science, communication, semiotics, education, and so on, since information has diverse characteristics and different disciplines to deal with information so that LIS can benefit from it. These multidisciplinary and interdisciplinary characteristics show that LIS in nature is not static, but rather is dynamic and constantly change with the development of other disciplines.

LIS addresses information, technology, and people, but “it does not provides coherent explanation of the nature and scope of the field (Buckland, 2012,

p. 1).” One reason for this is that there are a variety of views of information, people, and technology. Different ways of thinking about information, users, and technology are closely related to different ways of thinking about what needs to be studied, how, and why in LIS. Moreover, there are different views on which focal points contribute to solving problems and improvements in human life. Is it technology? People? The social context of people? Communication between users and providers? If then, how? Some researchers emphasize the “social nature of information as a vital human resource” (Raber, 2003, p. 5). LIS is not merely a technological discipline but also needs to play a role in the development and evolution of the information society. The understanding of the user and his/her circumstances in an individual and social context in terms of information needs, use, and behavior is essential since we are living with disorder (Cibangu, 2010). From this perspective, LIS is characterized as a social science (Cibangu, 2010). The focal point of this perspective is how to represent information based on the understanding of users and their context. The other perspective underlines technology since technology is a main vehicle to associate information with people or user information problems. Ciganbu (2010) defines this viewpoint as a technical model. In this respect, the focal point of LIS is to develop better mechanisms so that people can access information better. For example, information retrieval matched with information needs is one of the important ways of improving access to information. That is, LIS is a discipline whose identity or concern

depends on different layers and elements of information ecology. Within information ecology, different words might have dissimilar meanings in LIS (Saracevic, 1999).

Then, how do we understand LIS as a discipline? How do we understand information, technology, and users in LIS? One way to reveal these is by studying the mission statements of LIS schools. Mission statements symbolize the visions and values of the organization and what they look for (Corrall, 1994). A mission statement is an essential tool for planning and marketing, and also a communication tool within and outside the organization (Wallace, 2004). Therefore, it is expected to reveal the ideology, identity, and characteristics of the academics. This study aims to probe the ideological construction of identity and power relations, embedded within the mission statements of LIS schools. The study also seeks to reveal how the circumstances and characteristics of schools have influence in shaping the identity and ideology of the school, and how these ideologies and identities of schools appear in discursive practice in schools in terms of developing curricular or research themes.

The analysis of mission statements employs the analytic paradigm of Critical Discourse Analysis (CDA). CDA is a type of discourse analysis which “primarily studies the way social power abuse, dominance, and inequality are enacted, reproduced, and resisted by text and talk in the social and political context” (van Dijk, 2001, p. 353). That is, by employing CDA, the study discusses or explains discourses around LIS schools, and the power and relationships

among some concepts such as information, technology, and users.

The study consists of three parts. First, a general characterization of mission statements is examined to reveal the strategies or stereotypes of academic mission statements in LIS as genre. Second, mission statements are analyzed using discourse analysis to find identities. Lastly, a comparative analysis of two mission statements is conducted. Their ideology, identity, and the framing of concepts within discursive practices are analyzed. This analysis is vital since LIS schools have their own characteristics related to research and education. The study concludes with a discussion to explain how the findings and evidence in mission statements reflect the characterizations or circumstances of schools.

2. Literature Review

2.1 Critical Discourse Analysis

CDA is a type of discourse analysis, but there is no concrete agreement on the definition of discourse or methodology. There are different views of discourse such as Wodak & Meyer (2002) sees discourse as “a complex bundle of simultaneous and sequential interrelated linguistic acts.” In addition, there is no consensus of linguistic features to investigate such as agents, time, tense, modality, syntax, semantic, topics, lexical characteristics, word order, stress and/or intonation, and hesitations.

Despite disagreements, there are some agree-

ments on CDA. CDA researchers agree that discourse not only “reflects social processes and structures, but also affirms, consolidates and, in this way, reproduces existing social structures (Teo, 2000, p. 11).” They also seem to take into account language “as a means of social construction (Teo, 2000, p. 11).” This makes it possible to differentiate CDA from discourse analysis. CDA has an additional term - “critical.” In CDA, “critical” means that CDA exposes ideology or the exercise of power through discourse.

In terms of methodology, CDA does not have any unifying framework in terms of methodology. However, van Dijk (1993) suggests principles of critical discourse analysis - power and dominance (who or what has control over groups), social cognition (what is the identity of discourse), access (who or what has more access to discourse), discourse structures (what is the structure of text or talk), etc. by studying word, sentence, and text. He also suggest studies text in the level of word, sentence, text, and discursive practice. That is, the linguistic character of a CDA becomes evident in the analysis, and research questions decide on which linguistic devices the study needs to concentrate on. Therefore, linguistic expertise is an essential element in CDA.

2.2 Critical Discourse Analysis in Mission Statements

This section reviews the literature on the use of Critical Discourse Analysis to analyze mission statements of universities. Swales and Rogers (1995) ana-

lyzed mission statements in two companies in the United States to identify the philosophy of the organizations. They employed discourse analysis by sentence-subject and foci analysis. They concluded that mission statements envision the philosophy and the vision of the organizations. They argued there is a need to analyze mission statements as textual data to reveal discourses.

Ayers (2005) employed critical discourse analysis to investigate the neoliberal discursive practices of mission statements in community colleges. He analyzed mission statements by semiotic and linguistic analyses. He found that community college constructed students as an economic unit and set up market-driven curricula. From this analysis, he argued that community college constructed inequity and community discourse focused on economic interest rather than democratic.

Morphew and Hartley (2006) studied university mission statements in the United States. They analyzed how mission statements are dissimilar and whether the differences among mission statements are related to the types of institutions. First, he found three common components of public and private universities. For public universities, the following factors commonly appeared - serves local area, commitment to diversity, and liberal arts for baccalaureate; serves local area, teaching-centered, and access for master's institutions; and civic duty, serves local area, and research for doctoral program. For private universities, the common elements were the following - religious affiliation, liberal arts, and preparation for worlds for baccalaureate; religious affiliation,

liberal arts, and community for masters; and student development, religious affiliation, and service for doctoral.

Orozco (2009) investigated mission statements with largely Mexican-American populations. He employed critical discourse analyses for 20 schools. Students showed low expectations and negative manners towards Mexican-American students when low anticipation and negative attitudes appeared in mission statements. He argued that understanding the discourse toward Mexican-American students is required for changing discourses in schools.

Baxter (2013) studied how the discourse on higher education influences the mission statements of schools. For this, she selected 12 mission statements in Rwandan, and employed Fairclough's critical discourse analysis by analyzing text, discursive practices and sociocultural practices. She found key terms, use of key terms, and themes. She found that mission statements display the tight view of leading neoliberal global tendencies toward entrepreneurialism as well as reinforcing assertions of this.

Despite researches using CDA to investigate mission statements in other areas, there is little literature on the use of CDA in LIS. Only a few studies using DA have been conducted in LIS. Talja's (1997) empirical study revealed different areas of interest in the regional information service context. Savolainen (2004) used interviews to investigate different discourses of Internet use for information seeking in everyday life. Tuominen (2004) also used interviews, this time about information seeking by heart surgery patients and their spouses.

3. Method

Forty-four library and information schools that are ranked in U.S. News as the best for library and information studies were selected. Thirty of the 44 schools have mission statements on their websites. The space of data I hope to cover includes vision statements as well as mission statements since two schools have vision statements but their vision statements also represent "what they do" and "how they do it," which are mainly presented in mission statements.

The data in the first stage, which aims at revealing common characteristics of mission statements as genre, consist of 30 mission statements across schools ranked in U.S. News. The second stage aims to find ideology commonly appearing in mission statements. The data in the last stage, which consists of comparative studies, includes two mission statements. Two mission statements are selected - University of Washington and University of Denver - because they have distinct differences in structures. University of Washington is a public university while University of Denver is a private university. University of Washington was classified as a research university (very high research activity) in the Carnegie Classification of Institutions of Higher Education while University of Denver was not. They also have different degree programs. University of Washington has undergraduate, master and doctoral programs while the University of Denver has only a master's program. It is assumed that these differences might be helpful in discovering

the differences and commonalities across academic discourse among them. Based on these criteria, two distinct schools are selected.

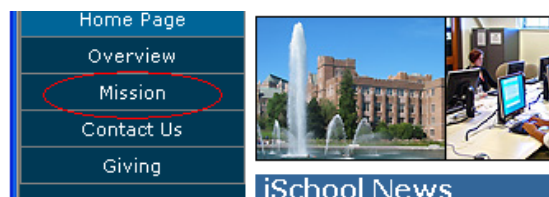
This study employs the analytical framework of Critical Discourse Analysis (CDA) employed by Wodak and Meyer (2002). Huckin (1997) recommends the study of a text in a general sense from the uncritical manner to critical manner as the first step of the approach. This leads to putting a text in a genre, which has its own characteristics, rules, or structures. “Because these rules, for how to structure the genre, belong to the institution that owns the genre, the genre becomes a means through which the institution extends power (McGregor, 2003).” Therefore, genre studies are employed in the method in this study. Furthermore, linguistic elements based on agency, modality, and lexical analysis, and linguistic elements between texts and discursive practices are analyzed.

4. Analysis

4.1 Mission statements as Genre

4.1.1 Accessibility & Location

Nowadays, most academic programs have websites so that people are able to access most information on the Web. However, not every academic program has mission statements on the Web. This study investigates 44 programs, which are ranked in US News, of which 30 schools have their mission statements on the Web. In other words, about 68% of program websites have mission statements. In addition, three websites among 30 mission statements show “mission statement” as a separate menu on the main default homepage as shown in <Figure 1>. The other websites have mission statements under the “about” menu on a website along with history, school news, and so on, as shown in <Figure 2> below. That is, all websites have “mission statements” within the first part of the introduction of the website and they are quite visible as well.



<Figure 1> Mission appeared at a default page



<Figure 2> Mission appeared at a “about us” page

4.1.2 Headings & Subjects

Common features of mission statements are the use of the headline and the subject of the school. For the use of the headline, Wallace (2004, p. 21) differentiates mission, vision, and values in that missions represent “what they do” and “how they do it” while vision represents “where it is going” and “what it hopes to achieve.” However, most mission statements include these elements within the website. For these reasons, most mission statements use “headings” to indicate elements like mission, vision, values, etc. <Table 1> displays the use of headings in mission statements.

For the subject, one definitive characteristic of mission statements is that a mission is represented a one-sentence that says who the college is, what it does, how it does it, and for whom it does it, and where and/or the period are located in the first part of the mission statement. Here are an example:

“The MLIS program offers a distinguished professional education relevant in a rapidly evolving age of information and based on the practices and underlying theories of information acquisition, organization, transmission and utilization.”

(University of Denver)

This example explains the who (MLIS program), what (a distinguished professional education relevant in a rapidly evolving age of information), and how (based on the practices and underlying theories of information acquisition, organization, transmission and utilization).

“Supporting the Simmons College mission to educate, empower, and transform the lives of its students,

- Through teaching, to prepare students for an ever-expanding array of careers in the information field;
- Through scholarship, to contribute to society’s fund of information and knowledge of ways to store, retrieve, and use that information;
- Through professional service, to assist in the transfer of the discoveries of research to the improvement of lives.” (Simmons College)

This example above explains the who (Simmons College), what (educate, empower, and transform the lives of its students), and how (through teaching, scholarship, professional service).

<Table 1> Headings

Heading	Number of Schools	Heading	Number of Schools
Mission	5	Mission - Vision - Goal	10
Mission - Vision	2	Mission - Goal - Objectives	3
Mission - Goal	3	Mission - Vision - Value	1
Vision - Value	2	Mission - Vision - Goal - Objectives	3
		Mission - Vision - Value - Goals	1

4.1.3 From Categories & Structures to Ideology & Marketization

There are some unique traits of a mission statement in terms of structures. A mission statement includes

a variety of sub topics. However, the exploration of different mission statements reveals some common categories across statements as shown in <Table 2> below. The structure of mission statements is com

<Table 2> Structures

Structure	Text	School
A. Program Introduction	The School of Information Studies, established in 1896 and renamed as the first Information School in 1974 , has along tradition of leading innovation and change.	Syracuse University
	The School of Information Resources and Library Science (SIRLS) is an academic department and a professional school in the College of Social and Behavioral Sciences at The University of Arizona, Arizona's only public land grant university.	University of Arizona
B. Knowledge		
B.1. Focus Areas of Program	This high-quality professional education informs relevant, ethical and effective practice in a rapidly changing multicultural, multiethnic and multilingual society. Students will be engaged in a student-centered learning environment that focuses on both practice and theory-based principles that prepare them to be critical consumers of research and reflective practitioners.	University of Denver
B.2. Study Areas Characteristics	We combine theories with practices to educate leaders who advance the importance of information in society. We deliver accessible, high quality education incorporating professional scholarship and best practices. We focus on three pillars: - Library Users and Services - Information Management - Archives and Digital Content Management	Wayne State University
C. Education		
C.1. Education Support	The School of Library and Information Science offers a graduate-level program of preparation for careers in all types of libraries and information centers that 1. provides students with a strong, well-rounded education through a curriculum that reflects the profession's immediate and long-range needs and prepares students to be leaders in a changing field.	University of Iowa
C.2. Career Development	To offer opportunities for professionals and the wider community to update their skills and knowledge through advanced and continuing education courses, workshops, and programs offered nationally and internationally.	University of Wisconsin-Milwaukee
C.3. Scholarships or research opportunities	Continue to seek external funding for scholarships, professorships, research, and renovations - One new endowed scholarship will be funded each year - By 2015, 15% of all students (including 15% of part-time students) will receive scholarships or tuition waivers - \$250,000 of new planned giving will come in each year	Louisiana State University
D. Communities		
D.1. How to contribute to community	To expand human capabilities through information. What matters is that we make a difference in everything we do, and that this difference is a positive one affecting individuals, organization, and ultimately society. We intend to add value to society through education and through the information, systems, and services we help to create	Syracuse University
D.2. Relations with other schools or disciplines	We seek extensive partnerships and collaborations with organizations and communities both private and not-for-profit. We reach out to those in the state, in the region, and those far away.	University of Tennessee at Knoxville

posed of the program introduction, knowledge, education, and communities. The knowledge category covers the focus areas of programs, and characteristics of focus areas. An education category deals with how to support education in terms of teaching, research, career development, and scholarship or research opportunities. A community category contains how to contribute to related communities and their focus on keeping relations with other schools or disciplines. In term of structures, even though there are slight differences among mission statements, knowledge comes first, education next, and community the last in most mission statements. Here are some examples demonstrating the structure of mission statements in LIS. The following excerpts in <Table 2> were taken from mission statements, highlighted, and bolded to illuminate structures.

The structures and categories of a mission statement reveal some interesting characteristics of mission statements: First, not every mission statement introduces a program. Only 10 schools introduce school programs since most websites have separate sections introducing programs and schools. Second, the most focal areas in mission statements in LIS are program focus and education support. Almost every mission statement includes these sections, as shown in <Table 3>. Third, the school, through the mission statements, reveals its embedded ideology, beliefs, and values. Knowledge, education, and community categories throughout a mission statement reveal what main values they represent, and what these categories seek to support. Lastly, a mission statement has a marketization characteristic. Some

studies have revealed that education discourse has marketization characteristics (Faber, 2003; Pearce, 2006) focusing on students as information professionals and on career development. Especially, education categories strongly show how their programs are attractive to outside stakeholders as well as inside stakeholders.

<Table 3> Categories and Elements

Structure	Number of Schools
A. Program Introduction	10
B. Knowledge	
B.1. Focus of Program	30
B.2. Study Areas Characteristics	7
C. Education	
C.1. How to Support Education	30
C.2. Career Development	18
C.3. Scholarships or research opportunities	9
D. Communities	
D.1. How to contribute to community	14
D.2. Relations with other schools or disciplines	8

4.2 Identity in LIS

4.2.1 Agency

Agency in discourse analysis is vital to reveal the identity of the textual data. Agency is located by asking, “Are the persons or groups responsible for actions, events, or conditions represented in the discourse made explicit?” (Wenden, 2005, p. 112). For example, in the sentence “the delivery of these quantities has been delayed by the military checkpoints”, “the delivery of these quantities has been delayed” is effect, and “military checkpoints” is agen-

cy (Wenden, 2005, p. 101).

First distinctive agent, which appears in the sentence in the mission statement, is “information.” It appears 48 times as agents in the data. This agency’s beneficiaries, who are acted upon or get influence from “information”, are “people” including citizens and members of society. “People” occurs 27 times as agents in mission statements. This reveals that information has power over people. Information exerts power since it assumes that they have influence over people and their lives while people are regarded as passive in this power relation to some extent. As shown in the following excerpt from the University of North Carolina, even when people are an agent in the sentence, information is a driving force. An example is the University of Texas at Austin, which displays information as an agent and citizens as a driving force. The following highlighted and bolded excerpts illustrate the agencies in mission statements from two schools.

“Our basic research mission is rooted in the recognition that data, information, and knowledge are the engines of science, industry, and the human experience... Our engagement mission is motivated by the recognition that information is socially embedded in culture and that real world problems are solved by people armed with knowledge of the past, contemporary information, and tools for exploration and decision making.” (University of North Carolina - Chapel Hill)

“At the School of Information, we are committed

to making a difference in the lives of citizens by enabling and supporting the curation, organization and experience of information in ways that enhance lives.” (The University of Texas at Austin)

The other distinctive agents are “research,” “education,” and “service” as the focus of works in the school while “students” as future professionals are the persons who are acted upon. “Students” appears 55 times in data. The following statement displays the value of education, research and service in the school, and information professionals as the beneficiaries of these. This reveals the educational identity of LIS programs and it is accomplished by research, education, and service. <Table 4> displays agents shown in mission statements and the words used for agents.

“The Department of Library and Information Sciences provides and supports resources, research, and service for education and leadership to the library and information sciences community and prepares information professionals of the highest quality to serve dynamic roles in the state, the nation, and the world.” (University of North Texas)

4.2.2 Modality

Modality, according to a linguistic dictionary’s Glossary of linguistic terms, is “a facet of illocutionary force, signaled by grammatical devices that expresses.” It is important since it makes possible

<Table 4> Agents

Agent	Words used for Agents (Number of Occurrence)	Agent	Words used for Agents (Number of Occurrence)
Student(55)	Leader(6)	Information(48)	Information(48)
	Thinker(4)	Service(8)	Service(8)
	Information Professional(20)	Education(15)	Education(10)
	Student(11)		Teaching(5)
	Graduate(9)	Research(7)	Research(7)
	Scholar(2)	Technology(21)	Technology(14)
	Information System(7)		
People(27)	People(19)		
	Human(4)		
	Citizen(2)		
	Society(2)		

for writers or speakers to convey their “degree of commitment to the validity of their propositions (Faber, 2003, p. 398).” In addition, it is expected to reveal where writers or speakers of mission statements express “the expressed proposition’s believability, obligatoriness, desirability, or reality (Glossary of linguistic terms).” The use of modality from mission statements is shown in the following <Table 5>. Desirability is dominantly used in mission statements using “will,” “be dedicated to,” and “commit” compared to necessity or possibility.

<Table 5> Modality

Modality	Number of Occurrence
Will (Desirability)	83
Be dedicated to (Desirability)	5
Commit (Desirability)	22
Believe (Believability)	4
Need (Necessity)	2
Must (Necessity)	3
Can (Possibility)	4

For the Desirability modality, “will” is most repeatedly utilized. “will” has several meanings. Sometimes it is sorted out in possibilities or predictability while other times it demonstrates volition (Faber, 2003). However, in LIS mission statements, “will” displays desirability or volition rather than possibilities. The repeated use of desirability exposes a characteristic of a mission statement as a genre in that it shows a high degree of commitment of values or goals. Here is an example:

“The School of Information Sciences will be recognized regionally, nationally, and internationally as an interdisciplinary program of excellence in library and information sciences... The School’s graduates will recognize their responsibilities to contribute to knowledge, advance the information professions, and to engage in lifelong learning” (University of Tennessee - Knoxville)

Qurik et al. (1999) suggests two types of modal-

ities – intrinsic and extrinsic. An intrinsic modality includes a modality that displays human control over events such as permission, obligatoriness, desirability, etc., while extrinsic modality contains a modality that does not show human control over events such as possibilities, necessity, or predictions.

According to this category, a mission statement as genre from texts shows a quite strong characteristic as an intrinsic modality. Here is the example.

“GSE&IS is dedicated to inquiry, the advancement of knowledge, the improvement of professional practice, and service to the education and information professions” (University of California - Los Angeles)

4.2.3 Lexical Analysis

Lexical analysis is used to “study the conceptual organization of discourse, because it is through vocabulary that text producers and consumers identify different discourses, whereas speakers summarize their representational images via some key words” (Stamou & Paraskevopoulos, 2004, p. 112). Through lexical analysis, lexicon is analyzed for the representation of important elements in information science.

The data analyzed is shown in <Table 6> below.

The data analysis shows some interesting results. First, in mission statements data, refers to information school, and they use “we,” or “our” instead of “it” when they designate abstract concepts such as values, objectives, or beliefs while they use ‘it’ to indicate the concrete concepts of the school itself. They both refer to their mission headings as “Our Mission”. It reveals that the school is not owned or built by itself; it is built or modeled by people together. Here is one example designating who comprises the school.

“The school, consisting of its students, faculty, staff, and administration, is dedicated...” (University of Washington)

“Our School will be the “school of choice” in the region and beyond, with faculty recognized as leaders in sponsored research, scholarship, and in teaching, with renewed and focused master’s and doctoral programs” (University of Alabama).

Additionally, technology is referred to in a variety of terms such as technology resources, information technology, information systems, and so on. It shows

<Table 6> Lexical Analysis

Word	Number of Occurrence
Information School	We(125), Our(121), Information School(34), It(37)
Information	Information(327)
Technology	Information technology(7), Technology(23), Information systems(7), System(11), Technology Service(1), Technology Resource(1), Technology Skills(1), Technology Systems(1)
People	People(47), Human(16), Individual(32), Citizens(5), Organization(50), Society(53), Community(66)
Students	Information Professionals(28), Student(122), Leader(48), Thinker(5)

how much they focus on technology as a tool supporting information. People are referred to using a variety of terms as well such as individual, community, people, citizens, human, etc. It not only shows important consideration of humans but also reveals that they consider many aspects or layers of people, rather than those of individuals or a specific group of people. The other consideration is the role of students. They refer to students as information professionals, leaders, and thinkers. It also reveals the education function of the school, and practical focus on education.

4.3 A Comparative Analysis of Two Mission Statements

4.3.1 Agent

The first distinctive agents, which appear in the University of Washington mission statement, are information and tools such as information technologies, systems or services. These agency's beneficiaries, who are acted upon, are people including individuals, organizations, and members of society. Eight sentences of 18 refer to information and tools, including technologies, systems, and services as agents and people as those who get influence from information and tools. Here is an example:

“... Information and information technologies profoundly influence the quality of people's lives...” (University of Washington)

The other distinctive agents in University of Washington are “research, teaching, and service” as

the focus while students are the persons who are acted upon. They are appeared in two sentences of 18.

On the other hand, University of Denver mission statement shows a slightly different agency. Eight sentences of 12 sentences have students and information professionals as an agent in the following example below. Two sentences have education as an agent. Only two sentences have information as the agent.

“This high-quality professional education informs relevant, ethical and effective practice in a rapidly changing multicultural, multiethnic and multilingual society” (University of Denver)

This implies 1) the two schools display that information has power and information professionals have power. 2) The University of Washington demonstrates social contribution as the main vision while the University of Denver highlights education as the main goal. The mission statement of the University of Denver shows more marketization characteristics of discourse in that it focuses on the education function and shows how education supports students. 3) The mission statement at the University of Denver focuses more on education while the University of Washington has equal emphasis on research, teaching, and service.

4.3.2 Modality

The main distinctive difference between the two mission statements in modality is that the University of Washington often employs believability and desir-

abilities modalities while the University of Denver uses necessities and desirabilities as shown in <Table 7>. The use of “will” as desirabilities is similar in the two schools, emphasizing how the schools provide learning environments and opportunities. However, the University of Denver also utilizes “must” to deliver learning opportunities in the following examples:

“Students will be engaged in a student-centered learning environment that focuses on both practice and theory-based principles that prepare them to be critical consumers of research and reflective practitioners.” (University of Washington)

“School must also provide life-long learning opportunities to established information professionals and prepare students to pioneer career paths that do not now exist.” (University of Denver)

In addition, the University of Washington employs “believes” to explain the importance of knowledge and access to information to improve people’s lives, which displays the ultimate goals of the programs, while the University of Denver uses “need” to empha-

size the role of information professionals in the information society. By modality, the University of Washington emphasizes its values and visions in contributing to information societies while the University of Denver focuses on its goal to educate students as information professionals. That is, like agency, the University of Washington demonstrates social contribution as the main vision while the University of Denver highlights education as the main goal.

“The Information School believes that connecting people with knowledge is of fundamental individual and societal importance; further we believe access to information is a basic human right. We commit ourselves to sustain this vision.” (University of Washington)

“In an information society, information professionals need skills and knowledge to assume roles of leadership in organizations that provide or rely upon information.” (University of Denver)

4.3.3 Lexical Analysis

There is not much difference in the use of the

<Table 7> Lexical Analysis in Comparative Analysis

Modality	University of Washington(366 words)	University of Denver(345 words)
Will (Desirability)	2	3
Be dedicated to (Desirability)	4	0
Commit (Desirability)	1	0
Believe (Believability)	5	0
Need (Necessity)	0	3
Must (Necessity)	0	1
Can (Possibility)	0	0

terms “information school”, “information”, “technology”, “people” and “student” between two schools. However, the University of Denver’s mission statement more frequently mentions students, information professionals, and graduates. It shows the school’s focus on education to develop students into information professionals.

However, this study does not address how these notions are used. This part of the study is supported by lexical cohesion analysis. Stamou and Paraskevopoulos (2004) mention that cohesion “refers to unifying relations established among elements of a text that are not structural, but that give texture to a text.”

The study of lexical cohesion discovers some interesting findings. In the University of Washington mission statement, 1) the notion “life,” it is closely related to terms such as “better”, “positive”, “supportive”, “important” and “productive”. All related words are quite positive. Information is located with “through”. It shows information refers to a tool to support better lives, and information is the key focus in the study

here. The cohesion also reveals that information, technology, information systems, and services are used together and, in sentences mentioning “lives,” the verb used is “influence.” This shows their beliefs that they have influences or impact on lives. 2) For the notion “technology,” it is used with systems, services, resources, etc., which shows “technology” is a quite abstract concept including services, systems, etc. In addition, “technology” is also located with “information” such as information technology. It shows “technology” is limited as a tool to support information. 3) Information, people, and technology are used together with the terms “relations” or “connections,” which mean that they view information, people, and technology as together. Information, people, and technology are linked to “research, teaching, and service,” and “education.” Therefore, their education focus is closely related information, people, and technology. 4) For the notion “students,” it is closely related to education, and “information professionals” or “leaders,” which refers to students as beneficiaries of their education and

<Table 8> Lexical Analysis in Comparative Analysis

	University of Washington	University of Denver
Information School	We (10), Our (5), information school (3), community (1), it (1)	Information school (5)
Information	Information (7)	Information (7)
Technology	Information technologies (1), technology resource (1), technology skills (1), technology systems (1), technology services (1), information systems (1), information service (1), technology (2)	Technology (1)
People	People (6), human (3), organizations (1), individual (1), society (1), they (1), Citizens (1)	people (1), community (2), organization (5), society (3)
Students	Information professionals (1), they (1)	Information professionals (2), students (3), graduates (4), they (1)

it considers students as the main inside stakeholders, and therefore seeks to develop information professionals in societies. 6) It focuses on “collaborative” with study, and teach. It reveals multidisciplinary and interdisciplinary characteristics. 7) They use “research, teaching and service” together which shows their equal importance on them. Here are sentences from University of Washington:

“The Information School is about changing lives for the better - through information.”

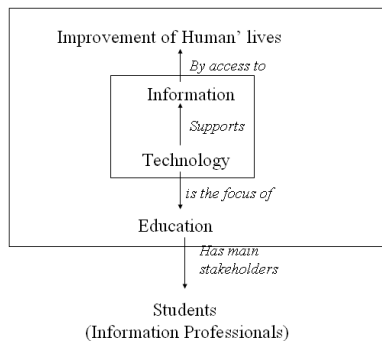
“Central to our work in each of these areas is our focus on three core elements: information, people, and technology. The relationships among information, people, and technology pervade every aspect of our research, teaching, and service.” (University of Washington)

In a University of Denver mission statement, 1) For the notion “information”, “utilize”, and “access”, “users”, “consumer” are used together, which information is for users by utilizing, accessing, etc. Also information is located with “organization” or “community”. It shows how society and context are closely related to information, 2) For the notion “technology”, it is used with “solution, which shows “technology” is a quite concrete concept as a means. 3) For the notion “students”, it is closely related to “education”, “information professionals”, “professional students”, “practical”, “training”, and “learning” which refers to students as beneficiaries of their education, focusing on their professional specialties, and

it considers students as their main inside stakeholder as future information professionals. 4) They mention “information acquisition, organization, transmission and utilization”, and “practice” with education. It shows that University of Denver’s notion of education is aiming at improving practice.

“This high-quality professional education informs relevant, ethical and effective practice in a rapidly changing multicultural, multiethnic and multilingual society” (University of Denver)

<Figure 3> displays how lexical cohesion reveals the relationships between concepts such as human, information, technology, and students. The analysis finds that the two schools believe the impact of information on human lives and societies. LIS is characterized as a social science since it is closely related to technology, and technology itself aims to support humans’ lives by information (Cibangu, 2010) and information professionals play an important role between users (society) and information. However, the two schools show differences. The University of Washington demonstrates that information, technology, and people together influence society. This is accomplished through education, research, and the services of the school. Also the University of Washington shows multidisciplinary aspects of LIS. However, the University of Denver continues to emphasize education functions and developing students into information professionals who make contributions to the information society.



<Figure 3> Lexical Cohesion Findings

4.3.4 The Discursive Construction of Programs and Research Areas

1) Faculty Background

The difference in the mission statements appear in their programs. In the University of Washington program, 23 tenure track professors have diverse backgrounds - 7 for library and information science, 8 for computer science, 3 for communication, 2 for business, 1 for electronic engineering, 1 for philosophy, and 1 for education, backgrounds. 8 of 49 (16.3%) are adjunct or affiliate professors or lecturers from philosophy, computer science, informatics, or cognitive science. However, four faculties at University of Denver has all LIS background including information science.

2) Organizational Characteristics

While the University of Washington offers a Bachelor of Science in Informatics, Master of Library & Information Science, Master of Science in Information Management, and PhD in Information Science, the University of Denver only offers a Master of Library & Information Science. It may be interpreted that the University of Washington is more

research-oriented in that it has a PhD program while the University of Denver is more teaching-oriented in that it has only a Master's program.

3) Degree Requirements

The two schools have different requirements for an LIS degree. To earn a Master of Library & Information Science at the University of Washington requires the completion of a Capstone project working with a faculty on a research project. Even though the University of Washington has field study, it is optional. On the other hand, the University of Denver requires a 5-hour comprehensive exam to pass and completion of a 100-hour practicum. That is, the University of Washington focuses on “research” while the University of Denver emphasizes “education” and “practice.”

That is, University of Denver is more teaching oriented, focuses on practicum in the curriculum. University of Washington is more research oriented and focus on social contribution. These different focuses also envision in the mission statements. This support that discourse not only “reflects social processes and structures, but also affirms, consolidates and, in this way, reproduces existing social structures (Teo, 2000, p. 11).”

5. Discussion and Conclusion

This study was conducted to reveal the identity and the view of key values of information science schools through the study of the mission statements

of LIS schools. The study also analyzes mission statements of two information schools to reveal the different characteristics of the schools, and how social processes and social context impact the discourse appearing in mission statements. With this aim, the research employs critical discourse analysis. The research finds the following information in LIS mission statements.

First, the study reveals general structures of mission statements as genre. Mission statements are quite visible on most websites. The structure of mission statements is composed of program introduction, knowledge, education, and communities. Most focal areas in mission statements in LIS are program focus, education support, and contribution to society.

Second, the research identifies some common beliefs about information among LIS. The schools believe that information has an impact on human lives. To improve human lives, society, or communities is their main missions, and they show that it is possible through information. They believe that technology as a tool helps to carry out this ideology. In addition, they commonly show that information, technology, and people are linked together as key values in LIS. The study finds that information professionals play an important role between people and technology. Students in schools will play these roles as mediators. Education is the main aspect of training students as information professionals. LIS schools also view information professionals and people as not equal in terms of power relations. Information professionals exert power over people and people are beneficiaries of information professionals through information.

The relationship is one-directional. They also views LIS as multi- and inter-disciplinary, and dynamic. Additionally, mission statements show a high degree of commitment to these values or goals through a “will” modality.

Lastly, the study reveals differences between the two different schools analyzed in terms of key values and focus areas. Even though the two schools have similar goals - improving human's life by information, the University of Washington views LIS as a multi-disciplinary study, and focuses on research, education, and service. While the University of Denver has a more traditional LIS-oriented view, and its focus is education. Its mission statement has a more market-driven characteristic. In the discussion, the study also shows that these ideologies and values are reflected in the discursive construction of the faculty background and degree requirements of the two schools.

To be sure, this interpretation is speculative, and considerable work needs to be done to acquire collective knowledge from mission statements in LIS and to see the changes of identities of LIS. Especially for comparative study, the research investigated only two schools. Therefore, it is probably not sufficient to adequately represent the difference of research and teaching oriented schools. A study of several schools may unearth varying results. Also, further empirical studies to reveal identities based on in-depth lexical analysis needs to be conducted. However, the findings have provided LIS schools in Korea with a wealth of information concerning the perspectives of LIS in the United States since there is a paucity of research on how we view important

concepts and how they are framed in mission statements. These gaps in the research will serve as the future bases to reveal the differences in identities of LIS schools between Korea and the United States. The study also provides a stepping stone for building the mission statements of LIS schools in Korea.

References

- Ayers, D. F. (2005). Neoliberal ideology in community college mission statements: A critical discourse analysis. *Review of Higher Education*, 28(4), 527-550.
- Baxter, A. (2013). Higher education mission and vision in Rwanda: A comparative and critical discourse analysis. *Reconsidering Development*, 2(2). Retrieved from <http://rdj.ipid-umn.org/category/volumes/issue-iii/>
- Buckland, M. (2012). What kind of science can information science be? *Journal of the American Society for Information Science and Technology*, 63(1), 1-7. <http://dx.doi.org/10.1002/asi.21656>
- Cibangu, S. K. (2010). Information science as a social science. *Information Research*, 15(3), 434. Retrieved from <http://informationr.net/ir/15-3/paper434.html>
- Faber, B. (2003). Creating rhetorical stability in corporate university discourse: Discourse technologies and change. *Written Communication*, 20(4), 391-425. <http://dx.doi.org/10.1177/0741088303259869>
- Glossary of linguistic terms (2003). SIL International. Retrieved from <http://www-01.sil.org/linguistics/GlossaryOfLinguisticTerms/WhatIsMoodAndModality.htm>
- Huckin, T. (1995). Critical discourse analysis. *Journal of TESOL-France*, 2(2), 95-112.
- McGregor, S. (2003). Critical discourse analysis: A primer. *Kappa Omicron Nu FORUM*, 15(1). Retrieved from <http://www.kon.org/archives/forum/15-1/mcgregorcda.html>
- McNicol, S. (2001). LIS: The interdisciplinary research landscape. *Journal of Librarianship and Information Science*, 35(1), 23-30. <http://dx.doi.org/10.1177/096100060303500103>
- Morphew, C. C., & Hartley, M. (2006). Mission statements: A thematic analysis of rhetoric across institutional type. *Journal of HIGHER Education*, 77(3), 456-471. <http://dx.doi.org/10.1353/jhe.2006.0025>
- Orozco, R. A. (2009). Framing hostilities: Comparative critical discourse analyses of mission statements from predominantly Mexican American and white school districts and high schools. Unpublished doctoral dissertation, The University of Arizona, Tucson, Arizona, USA. Retrieved from <http://hdl.handle.net/10150/194245>
- Pearce, M. (2006). The marketization of discourse about educating in UK general election manifestos. *Text: Interdisciplinary Journal for the Study of Discourse*, 24(2), 245-265.

<http://dx.doi.org/10.1515/text.2004.009>

- Quirk, R., Greenbaum, S., Leech, G., & Svartvik, J. (1999). *A Comprehensive Grammar of the English Language*. Essex, UK: Longman.
- Raber, D. (2003). *The problem of information: An introduction to information science*. Lanham, MD: Scarecrow Press.
- Saracevic, T. (1999). Information science. *Journal of the American Society for information science*, 50(12), 1051-1063.
- Savolainen, R. (2004). Enthusiastic, realistic and critical: Discourses of Internet use in the context of everyday life information seeking. *Information Research*, 10(1), 198. Retrieved from <http://informationR.net/ir/10-1/paper198.html>
- Stamou, A. G., & Paraskevopoulos, S. (2004). Images of nature by tourism and environmentalist discourses in visitors books: A critical discourse analysis of ecotourism. *Discourse & Society*, 15(1), 105-129. <http://dx.doi.org/10.1177/0957926504038948>
- Swales, J. M., & Rogers, P. S. (1995). Discourse and the projection of corporate culture: The mission statement. *Discourse & Society*, 6(2), 223-242.
- Talja, S. (1999). Analyzing qualitative interview data: The discourse analytic method. *Library & Information Science Research*, 21(4), 459-477. [http://dx.doi.org/10.1016/S0740-8188\(99\)00024-9](http://dx.doi.org/10.1016/S0740-8188(99)00024-9)
- Teo, P. (2000). Racism in the news: A critical discourse analysis of news reporting in two Austrian newspapers. *Discourse & Society*, 11(1), 7-49. <http://dx.doi.org/10.1177/0957926500011001002>
- Tuominen, K. (1997). User-centered discourse: An analysis of the subject positions of the user and the librarian. *Library Quarterly*, 67(4), 350-371.
- van Dijk, T. A. (1993). Principles of critical discourse analysis. *Discourse & Society*, 4(2), 249-283. <http://dx.doi.org/10.1177/0957926593004002006>
- van Dijk, T. A. (2001). Critical discourse analysis. In D. Schiffrin, D. Tannen, & H. E. Hamilton (eds.), *The handbook of discourse analysis*. (pp. 352-371). Oxford: Blackwell. Retrieved from <http://www.discourses.org/OldArticles/Critical%20discourse%20analysis.pdf>
- Wallace, L. K. (2004). *Libraries, mission & marketing: Writing mission statements that work*. Chicago: American Library Association
- Webber, S. (2003). Information science in 2003: A critique. *Journal of Information Science*, 29(4), 311-330. <http://dx.doi.org/10.1177/01655515030294007>
- Wenden, A. L. (2005). The politics of representation: A critical discourse analysis of an Aljazeera special report. *International Journal of Peace Studies*, 10(2), 89-112.
- Wodak, R., & Meyer, M. (2002). *Methods of critical discourse analysis*. London: Sage Publications.

[Appendix] Institution & Website

No.	Institution	Website
1	University of Illinois-Urbana-Champaign	http://www.lis.illinois.edu/about-gslis/overview#mission
2	University of North Carolina-Chapel Hill	http://sils.unc.edu/about
3	University of Washington	http://ischool.uw.edu/about/vision-mission
4	Syracuse University	http://ischool.syr.edu/ilife/about/vision.aspx
5	University of Michigan-Ann Arbor	https://www.si.umich.edu/aboutsi/history-and-mission
6	Rutgers, the State University of New Jersey-New Brunswick	http://comminfo.rutgers.edu/library-and-information-science/about-our-department.html
7	University of Texas-Austin	http://www.ischool.utexas.edu/programs/
8	Simmons College	http://www.simmons.edu/gslis/
9	Florida State University	http://slis.fsu.edu/about/mission/
10	University of California-Los Angeles	http://is.gseis.ucla.edu/about/goals.htm
11	University of Wisconsin-Milwaukee	http://www4.uwm.edu/sois/about/mission.cfm
12	University of Tennessee-Knoxville	http://www.sis.utk.edu/vision
13	University of Alabama	http://www.slis.ua.edu/Mission.html
14	University of South Carolina	http://www.libsci.sc.edu/about/mission.htm
15	University of North Texas	http://lis.unt.edu/vision-mission-goals-objectives
16	University of Kentucky	http://ci.uky.edu/lis/content/our-vision-mission-goals-instructional-objectives
17	University of Oklahoma	http://slis.ou.edu/vmgo
18	University of South Florida	http://si.usf.edu/about/mission
19	Wayne State University	http://slis.wayne.edu/about/mission.php
20	Catholic University of America	http://lis.cua.edu/about/mission.cfm
21	Dominican University	http://public.dom.edu/about/mission
22	Louisiana State University-Baton Rouge	http://sites01.lsu.edu/wp/slis/strategic-plan/
23	University of Hawaii-Manoa	http://www.hawaii.edu/lis/about-us/mission-and-goals/
24	Pratt Institute	http://www.pratt.edu/about_pratt/mission_and_governance/
25	University of Arizona	http://sirls.arizona.edu/node/641
26	University of Denver	http://www.du.edu/education/programs/lis/mlis-mission.html
27	University of Iowa	http://slis.grad.uiowa.edu/mission
28	University at Buffalo-SUNY	http://gse.buffalo.edu/about/mission
29	CUNY-Queens College	http://www.qc.cuny.edu/Academics/Degrees/DSS/gslis/AboutUs/Mission/Pages/default.aspx
30	Clarion University of Pennsylvania	http://www.clarion.edu/49269/

All mission and vision statements were downloaded from December, 2012 to February 2013.