Information Ethics from a Multicultural Perspective: Content Analysis of Selected Library and Information Science Publications

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Information ethics governs the way in which information is created, manipulated, and used. The integration of ethical values in education and coursework has been of interest in many fields, including the discipline of library and information science (LIS). Integrating information ethics in library and information science education and research is essential for preparing the next generation of information professionals for an increasingly diverse and multicultural society. This study examines information ethics from multicultural perspectives by exploring the extent to which LIS faculty view and articulate information ethics in their research and scholarly publications. The study sample was assembled by identifying the top LIS schools in the United States, selecting one LIS faculty member for each school, and examining the research output for each scholar for the use of multicultural and information ethics terminology. The text analysis was conducted using Python. Faculty were selected for the study based on their engagement in multicultural research rather than their minority status. The study results indicate that information ethics is not a primary research focus of LIS scholarship. There is no uniform reference for information ethics, and the most commonly associated terms received low percentage results. The impact of information ethics should be considered in every area of LIS scholarship and practice.

The necessity for incorporating information ethics within library and information science (LIS) education is critical in preparing students for the workplace and in how information professionals can handle arising and prominent ethical issues. While emerging technologies, such as social media and information systems, have great benefits, they raise ethical concerns related to privacy, plagiarism, and academic integrity. Technology has made it possible for individuals to

KEY POINTS:

- Information ethics is not a primary focus of research in LIS scholarship.

- Information ethics does not have a uniform reference.

- There are implications in LIS scholarship and practice based on the impact of information ethics.

manipulate records, publish and propagate fake news, alter research results, and sometimes create alternative convenient facts. Information ethics is an area that is not only impacted by technology but also shaped by culture, norms, values, and beliefs. This study examines information ethics from multicultural perspectives by exploring the extent to which LIS faculty who engage in multicultural scholarship handle this issue in their research and scholarly publications.

We analyzed library and information science publications (journal articles, monographs, chapters, etc.) published by faculty who engage in multicultural scholarship over the past decade using critical content analysis in an attempt to identify patterns, trends, and directions that could be used in LIS education, given the fact that research informs practice. This study provides a better understanding of information ethics as it applies to library and information science, determines how information ethics is viewed from a multicultural perspective, and offers suggestions for future areas of research. The findings from this study will further help recognize areas where we need to improve and enhance information ethics within the library and information science field.

Literature review

The role of information ethics is still evolving in library and information science scholarship and instruction. This is not surprising, as Ocholla, Onyancha, and Britz (2010) contend that the concept of information ethics has been accepted without an established definition. LIS scholars seek to understand the nature of information ethics and explore the ways in which ethics theory affects instruction, research, and the library profession. Oppenheim and Pollecutt (2000) conducted research 21 years ago examining the professional codes of ethics published by library associations; they also administered questionnaires to members of the American Library Association (ALA) and the Library Association (LA). The results indicate that the ALA has been more proactive in considering ethical initiatives, while the LA has addressed ethics to a letter extent. Sturges (2009) examines information ethics in LIS publications, examining professional guidelines, scholarly publications, conference papers, and LIS education programs. Hansson (2016) examines the development of ethics in librarianship, establishing the historical progression of ethical codes using specific sources from the fifteenth, seventeenth, and twentieth centuries. The empirical study questions whether older sources (that have little modern relevance) should contribute to professional guidelines for modern ethical practices. The perceived value of older sources as ethical examples should be reconsidered in librarianship.

Information ethics initiatives have been adopted by institutions around the world; ethical interpretations can be influenced by social conventions or academic disciplines. Karno and Roth (2017) present a case study from the University of Rhode Island Graduate School for Library and Information Studies; this program employs an interdisciplinary approach in LIS education, examining digital objects while considering philosophical questions relating to digital identity, diversity, and cultural connections. Adebayo and Mabawonku (2017) examined how information ethics were practiced and perceived by librarians in Nigeria. Conflicts can arise in ethical practices, as Burgess (2016) believes that "an ethical dilemma

occurs when two values are in opposition" (p. 161). Ethical divides can create professional dissention and factions, ultimately affecting service delivery. Tensions can arise between library professionals favoring neutrality and those supporting social justice initiatives.

Information ethics extends to research data management and information objects. Stahl (2016) describes the role of responsible research and innovation (RRI) in European institutions. RRI works to "ensure that process and outcome of research are aligned with societal needs" (p. 207). The RRI approach ensures that information ethics are considered when conducting and publishing research. Van der Veer Martens (2017) describes Floridi's Philosophy of Information project, which stresses the "intrinsic value" of "information objects." This perceived value imbues information objects with "moral rights." Thus, LIS and librarianship have an "ontic trust" to serve as stewards for information artifacts (p. 37). Sheble (2016) believes that research synthesis methods (RSM) also have a role in LIS academic research. The author's RSM analysis determined that information ethics is an important topic in current LIS literature, as are information retrieval, open access, and selection bias. Mai (2019) argues that the choice of information medium plays an important role in LIS. An inherent bias is introduced when information retrieval processes favor "fast, efficient, and neutral systems" (p. 152).

Information ethics affects the use of technology in information sharing. Elmborg (2008) writes that LIS education must embrace new technologies and "include a synthesis of global, technical, and critical perspectives" (p. 499). Adkins, Buchanan, and Alston (2020) considered the "virtuous circle model" in LIS education. Carbo (2008) described how information ethics has been incorporated in LIS education and examined a case study at the University of Pittsburgh demonstrating information ethics implementation. Fallis (2007) states that information ethics courses must be included in LIS courses; students should have a comprehensive understanding of both theoretical and practical ethics. Fallis believes that professional codes do provide some guidance, but they cannot address every information ethics concern affecting modern librarianship. Garnar (2016) considered the value of the Master of Library and Information Sciences (MLIS) degree in modern librarianship and looked at role of LIS instruction in providing "a grounding in the principals and values that undergird the professional work of a librarian" (p. 1). The role of ethics in LIS has been widely investigated. Maina (2017) discusses a study conducted in Kenya; respondents were LIS education professionals. Despite the importance of information ethics in librarianship, the respondents viewed information ethics as a secondary component of LIS instruction, not a primary interest. Hongladarom (2016) believes that "discussions in intercultural information ethics often focus on the problem of the universality of values" (p. 191), as different cultures often have conflicting ethical views. Philosophical debates are unproductive, focusing on both universal and non-universal value systems. The author proposes that ethical values should be evaluated for use unburdened by questions of universality or cultural identity.

Maina (2017) believes that information and communications technology (ICT) has had an effect on politics and social mores that is not adequately addressed in modern ethics theory. Elmborg (2008) believes that libraries have not kept pace with the technological developments that are redefining our society. Using critical race analysis, the

author concludes that Western information inequality sustains the colonial perception of "other." LIS needs to become more outward-facing, actively addressing issues of information marginalization. Mathiesen (2015) suggests that information activities have become a crucial part of modern society. The author conducted a review of LIS literature related to information sharing and human rights. Mathiesen identifies three crucial aspects of informational rights: communication, privacy, and intellectual property. Communication rights have become "a central linchpin in the system of human rights" (p. 1305). Tammaro, Manfredi, Berloco, De Castro, and Distilo (2020) discuss the outcome of the International Federation of Library Associations and Institutions Global conference in 2020. The conference sessions demonstrated that "LIS is being enriched by new technological, ethical, and social aspects that should be inserted into future curricula and will become part of the librarian's identity" (p. 332).

Methodologies

A list of schools was obtained by examining the top 45 best library and information studies schools as ranked by the *U.S. News & World Report*. This list of schools was compared to the Association for Library and Information Science Education (ALISE) Equity & Social Justice Special Interest Group (SIG) (formerly the Multicultural, Ethnic, and Humanistic Concerns SIG) to identify faculty for each school, with the intent of identifying at least one faculty per school. The Equity & Social Justice SIG explores the state of affairs in ethnic, multicultural, and humanistic concerns in LIS. Faculty were selected for the study based on their engagement in multicultural research rather than their minority status. The Equity & Social Justice SIG had 83 members at the time of examination in May 2020. Fourteen schools did not meet the above criteria (have any faculty that were members of this SIG), so faculty were randomly selected by searching the ALISE membership directory by school name. A total of 45 library and information studies faculty were included in this study.

Faculty school profiles and curricula vitae were located via internet searches and used to compile a list of faculty work published within the last 10 years. The title and citation for each library and information science publication (journal articles, monographs, chapters, etc.) were recorded. This information was used to locate available full-text documents for each citation, utilizing the San José State University King Library and University of North Texas Library databases, Google Scholar, internet searches, and interlibrary loan for those unavailable. Some 397 total publications were retrieved from 184 different titles. Editor abstracts were not considered, and all abstracts and full text that could be retrieved were excluded.

The articles whose abstract were not found were removed from the dataset, after which the research dataset had 299 article titles along with 299 article abstracts. These abstracts were from the author(s). A list of 57 keywords was developed that imply ethics/policy (i.e., academic integrity, plagiarism) (see Appendix). This list was developed based on the following resources: ALISE Position Statement on Information Ethics in LIS Education, International Federation of Library Associations and Institutions Code of Ethics for Librarians and other Information Workers, Iacovino (2002), Carbo and Smith (2008). This list of
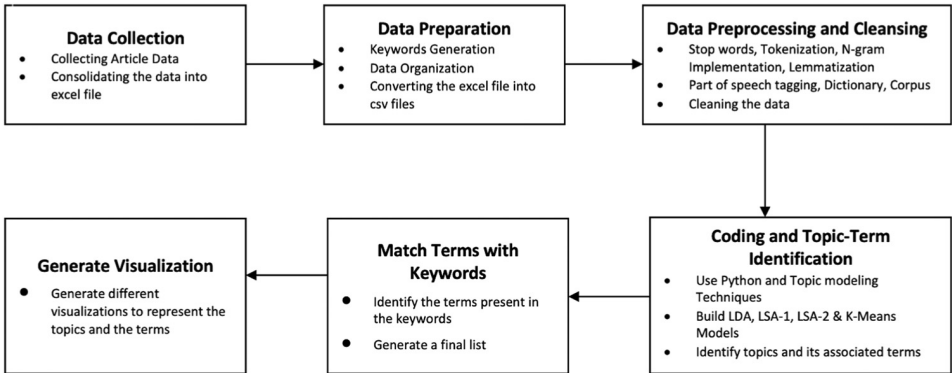
Figure 1: Research design

keywords was compared against terms within the 299 total publications' abstracts and the full list of publication titles.

Research design

A code was built using Python, and then the entire code was run twice, once only on the article title text data and then once only on the article abstract text data. Figure 1 illustrates the full research design process. Python programming language was used to perform exploratory data analysis and topic modeling. Python is a general-purpose programming language with emphasis on code readability. It uses an object-oriented approach that is based on the concept of "objects." Objects can contain data and code. Data are stored in the form of fields, whereas the code is stored in the form of procedures/methods. Python is free and open source. Anaconda was the software tool used to design, write, and execute Python code.

Exploratory data analysis (EDA) is an approach for data analysis which employs various techniques to understand the insights of the dataset, extract important variables, and detect outliers and anomalies. In this research, EDA was performed to understand the dataset, identify if there were any null values in the columns, and clean the data to remove unwanted text. EDA was also carried out to analyze the dataset to summarize its main characteristics using visual methods.

After EDA was performed, data were pre-processed before building the topic models to extract the terms and the topics from the dataset. Multiple methodologies were adopted for data preprocessing:

1. Defining and implementing stop words: Stop words refer to the commonly used English words that do not add much meaning to a sentence. Hence these words were defined first and then implemented using Python. After implementing the stop words, the commonly used English words such as *me*, *we*, and *will* were

removed from the data/text that was being analyzed. The Natural Language Toolkit (NLTK) Python library was used to define and implement the stop words.

2. Tokenization: Tokenization is a method used to split the words within the sentences into individual words. Each word is referred to as "token." In this method, the tokens are lowercase, and letter accents and punctuation are removed. Also, shorter tokens are ignored in this process. Tokenization can be classified as word tokenization, character tokenization, and subword (n-grams) tokenization. In this research, word and subword tokenization was carried out.

3. N-gram implementation: This method is used to extract sequences of "n" words that frequently occur in the corpus. In tokenization, only single words are extracted. In this research, bigrams and trigrams, that is, two words and three words in sequence, respectively, were extracted and implemented. (For example, bi-gram: network_theory; trigram: complex_network_theory). Gensim's phrases model was used to build and implement the bigrams and the trigrams in this research.

4. Lemmatization: Lemmatization refers to removing inflectional endings from the tokens and returning a base or dictionary form of the word. For example, when lemmatization is carried out on the word *using*, the lemmatization results in transforming the word from *using* to *use*, where *use* is the base form of the word.

5. Part of speech tagging: In this process, each token/word is tagged with a part of speech tag that signifies whether the word is a noun, adjective, adverb, and so on. In this research, after the part of speech tagging was carried out, only the tokens/words with the part of speech tags *noun*, *adjective*, *verb*, and *adverb* were selected. The other tags were ignored.

6. Creating dictionary and corpus: After pre-processing the data, a word dictionary and a corpus were built based on the pre-processed data. The word dictionary consisted of all the unique words present in the pre-processed data. A corpus was built that gave information about the word frequencies.

After pre-processing the text to identify the keywords, different topic modeling techniques were used to build different topic models. Topic modeling is a type of statistical model used to identify abstract "topics" that occur in a collection of documents or a text. Topic modeling is one of the text-mining tools used to discover hidden semantic structures in a text body. Given that a text is about a particular topic, it is expected that particular words will appear in that text. The "topics" produced by topic modeling techniques are clusters of similar words. A topic model captures this intuition in a mathematical framework, which allows document examination and discovery. Based on the statistics of the words in each text, relevant topics are identified and their frequency determined. A text or document can contain one or more topics, and each topic can contain one or more terms related to the topic. Different topic modeling techniques that were used in this research are as follows:

1. Latent Dirichlet Allocation (LDA): LDA assumes that documents are produced from a mixture of topics. Those topics then generate words based on their prob-

ability distribution. Given a dataset of documents, LDA backtracks and tries to figure out what topics would create those documents in the first place.

2. Latent Semantic Analysis (LSA): The objective of LSA is to reduce dimensions for classification. LSA assumes that words that are close in meaning will occur in similar pieces of text (the distributional hypothesis). A matrix containing word counts per document is constructed from a large piece of text, and a mathematical technique called singular value decomposition (SVD) is used to reduce the number of rows while preserving the similarity structure among columns. Documents are then compared by taking the cosine of the angle between the two vectors (or the dot product between the normalizations of the two vectors) formed by any two columns. Values close to 1 represent very similar documents, while values close to 0 represent very dissimilar documents. In this research, two LSA models were built:

   a. LSA-1 Model: This model was built using an inbuilt package/library and function known as "Gensim" & "LsiModel."

   b. LSA-2 Model: This LSA model was built using the regular technique where a word matrix was built and a singular value decomposition technique was used to reduce the matrix and identify the topics and its terms.

3. K-means: K-means is an unsupervised learning algorithm. It initializes with a pre-determined number of clusters. Each observation is assigned to a cluster (cluster assignment) to minimize the within cluster sum of squares. Next, the mean of the clustered observations is calculated and used as the new cluster centroid. Then observations are reassigned to clusters and centroids recalculated in an iterative process until the algorithm reaches convergence.

Results

The topic modeling code designed in this research was run twice, once on the article title data and once on the article abstract data. The topics and the terms obtained from both the article title and article abstract data were compared against the list of keywords that were developed that imply ethics or policy (e.g., academic integrity, plagiarism). The topics identified from all four topic models were compared against the existing list of keywords pertaining to ethics or policy.

Article title

After the data collection and cleaning, the data had 299 article titles. The dataset was loaded into the Python code; this showed that there were no null values in the article title column. The dataset was further cleaned and pre-processed according to the methodologies described above. After data pre-processing, the data dictionary for article title data had 878 words. From the code, it was discernible that some of the words were frequently repeated. The words whose frequency was greater than 15 were removed from the dataset, and the dictionary and corpus were rebuilt, after which the data dictionary had 870 words.

The topic models were built for the article title data. The number of topics to be determined by the models were kept the same across all the models to maintain uniformity.
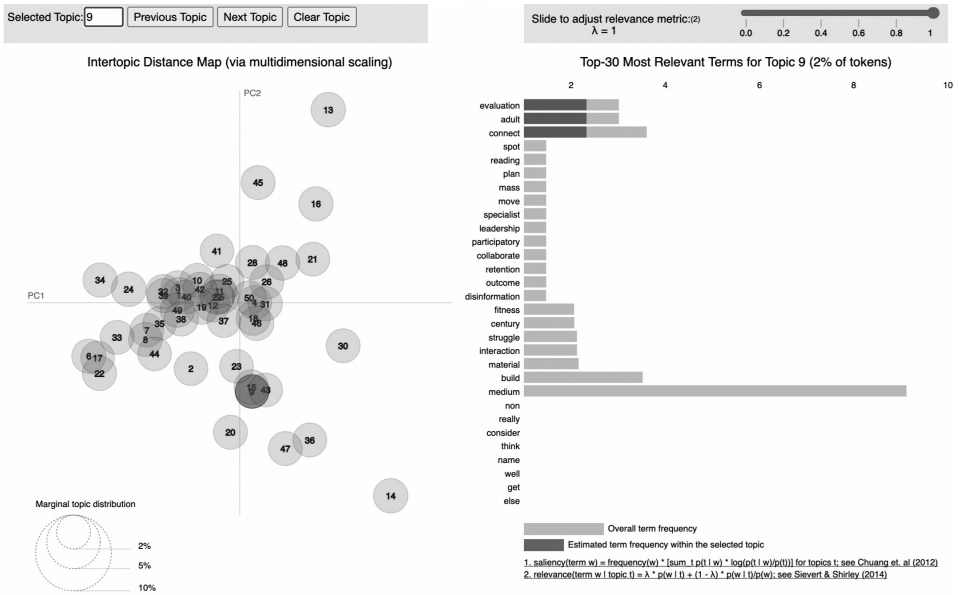
Figure 2: Data visualization of topic 9 of the LDA model

Based on the size of the dictionary and corpus, the optimum number of topics that could be obtained was 50. Hence the models were built so that each model could identify 50 topics from the article title data and each topic could have 20 terms associated with it.

The coherence score for the LDA model was scored. A coherence model is used to evaluate the topic model's quality. The coherence score for the LDA model came to be around 0.78, showing that the terms identified by the model had a high degree of semantic similarity between words, and the topics and topic quality identified by the model were quite good. Similarly, the coherence score for one of the LSA models which was built using an inbuilt library and module was 0.54, which was slightly less compared to the LDA model. The output from all the models were put together in one file, and the terms were manually compared with the existing key words.

Table 1 provides a summary of the results obtained. The first column represents the list of keywords pertaining to ethics or policy. The second column refers to the words identified from the article title data that were present in the topics and the terms identified by the topic models. The third, fourth, fifth, and sixth columns represent the number of times that keyword was identified by that topic model (LDA, LSA-1, LSA-2, and K-means, respectively). The seventh column provides the total count of a particular keyword from all the four models. The eighth and final column represents the percentage of a keyword occurrence from all the keywords identified by the topic models.

The data visualization in Figure 2 represents the interactive graph that was generated from the LDA data-modeling tool. The left side of the diagram shows the topics generated

Table 1: Results of article title

Ethics keywords	Keywords found in article title	LDA model	LSA-1 model	LSA-2 model	K-means model	Total word count	Percentage of each word
moving beyond diversity, tolerance, and inclusion	diversity, tolerance	2	6	10	2	20	27.77%
inclusion	inclusion	1	6	3	2	12	16.66%
denial and restriction of access to information	access	2	2	4	3	11	15.27%
justice and respect	justice	1	0	6	1	8	11.11%
ethical theories and concepts	ethic/ethics	1	2	1	2	6	8.33%
social justice	social & justice	0	0	3	1	4	5.55%
leadership	leadership	1	1	0	0	2	2.80%
racial injustice	racial	1	0	0	1	2	2.76%
intercultural dialog	intercultural	1	0	0	0	1	1.38%
right to access information	right & information	0	0	0	1	1	1.38%
ethical use of information	use & information	0	0	0	1	1	1.38%
disinformation	disinformation	1	0	0	0	1	1.38%
racial battle fatigue	battle & fatigue	0	0	0	1	1	1.38%
archival practices	archival & practices	0	0	1	0	1	1.38%
social media contribution to racial and social justice	social & media & justice	0	0	1	0	1	1.38%

from topic modeling analysis, while the right side shows the top 30 most-ranked terms from topic number 9. From the list, we can see that only two terms could be related to ethics/policy: "leadership" and "disinformation."
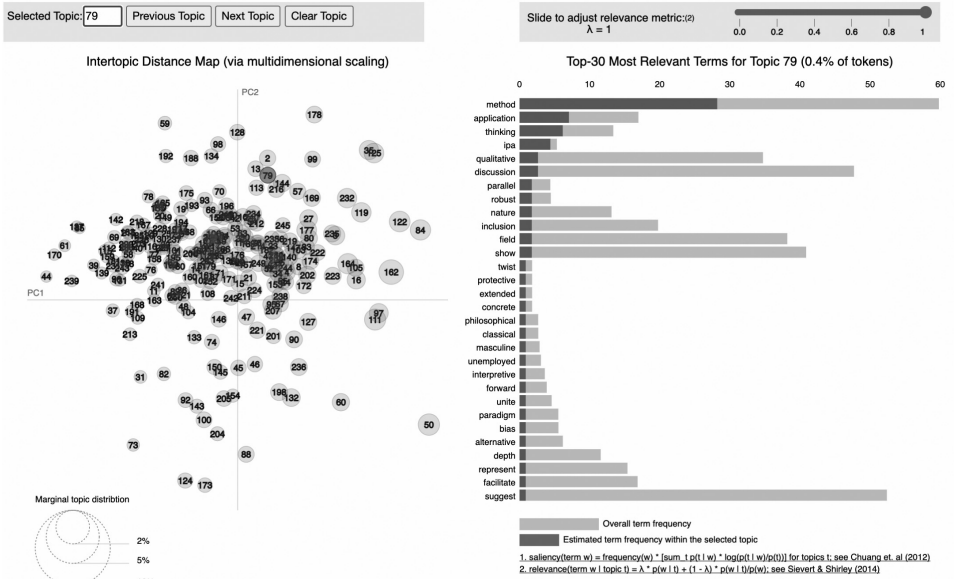
Article abstract

After the data collection and cleaning, the data had 299 article abstracts. The dataset was loaded into the Python code; this showed that there were no null values in the article abstract column. The dataset was further cleaned and pre-processed according to the methodologies described above. After data preprocessing, the data dictionary for article abstract data had 3,446 words. From the code, it was evident that some of the words were frequently repeated.

Table 2: Results of article abstract data analysis

Ethics keywords	Keywords found in article abstract	LDA model	LSA-1 model	LSA-2 model	K-means model	Total word count	Percentage of each word
archival practices	archival, archives, archival & practices	5	26	25	7	63	29.30%
moving beyond diversity, tolerance, and inclusion	diversity	3	17	16	10	46	21%
inclusion	inclusion	4	10	12	6	32	14.88%
justice and respect	justice, respect	2	9	7	3	21	9.76%
leadership	leadership	3	1	4	3	11	5.11%
social justice	social & justice	1	0	5	4	10	5%
ethical theories and concepts	ethic & theory, ethic & concept	0	2	4	0	6	3%
bias	bias	3	2	0	0	5	2.32%
racial battle fatigue	battle, battle & fatigue, fatigue	2	3	0	0	5	2.32%
respect of personal privacy	personal & privacy	1	0	2	1	4	2%
ethical considerations	ethics & consider	0	1	1	0	2	1%
acknowledgment	acknowledge	2	0	0	0	2	1%
intercultural dialog	intercultural	1	0	0	0	1	0.46%
misuse of information	misinformation	1	0	0	0	1	0.46%
neutrality	neutrality	1	0	0	0	1	0.46%
stewardship	stewardship	1	0	0	0	1	0.46%
censorship	censor	1	0	0	0	1	0.46%
informed consent	consent	1	0	0	0	1	0.46%
accountability	accountability	1	0	0	0	1	0.46%
fabrications and misconduct	fabricated	1	0	0	0	1	0.46%

The words whose frequency was greater than 75 were removed from the dataset, and the dictionary and corpus were rebuilt, after which the data dictionary had 3,421 words.

The topic models were built for the article abstract data. The number of topics to be determined by the models was kept the same across all the models to maintain uniformity. Based on the size of the dictionary and corpus, the optimum number of topics that could be

Figure 3: Data visualization of topic 79 of the LDA model

obtained was 250. Hence the models were built so that each model could identify 250 topics from the article abstract data and each topic could have 20 terms associated with it.

The coherence score for the LDA model was scored. The coherence score for the LDA model came to be around 0.56 showing that the terms identified by the model had a high degree of semantic similarity between words, and the topics and topic quality identified by the model were quite good. Similarly, the coherence score for one of the LSA models which was built using an inbuilt library and module was 0.47, which was slightly less compared to the LDA model. The output from all the models were put together into one file, and the terms were manually compared with the existing key words.

Table 2 provides a summary of the results obtained for article abstract data analysis. The first column represents the list of keywords pertaining to ethics or policy. The second column refers to the words identified from the article abstract data that were present in the topics and the terms identified by the topic models. The third, fourth, fifth, and sixth columns represent the number of times that keyword was identified by that topic model (LDA, LSA-1, LSA-2, and K-means, respectively). The seventh column provides the total count of a particular keyword from all the four models. The eighth and final column represents the percentage of a keyword occurrence from all the keywords identified by the topic models. "Archival, archives, archival & practices," "diversity," and "inclusion" were some of the frequently occurring keywords.

The data visualization in Figure 3 represents the interactive graph that was generated from the LDA model. The left side of the diagram shows the topics generated from the data

analysis, while the right side shows the top 30 ranked terms from the 79 topics identified. Out of the list of terms generated, we can see terms such as "bias," "inclusion," "masculture," and "paradigm" are related and relevant to ethics or policy.

Discussion

There is no consensus on the definition or scope of information ethics. From Table 1, it is clear that there were 15 keywords related to ethics or policy in the article title data that were identified by the topic models. It is evident that "diversity, tolerance," "inclusion," and "access" were some of the frequently occurring keywords. Table 1 displays the results for the article title keyword study; there is no uniform reference for information ethics, and the most commonly associated terms ("ethical theories and concepts" and "ethical use of information") received low percentage results (8.33% and 1.38%, respectively). The highest percentages ("moving beyond diversity, tolerance, and inclusion"—27.77%, "inclusion"—16.66%, and "denial and restriction of access to information"—15.27%) indicate that current information ethics interpretation trends to social justice issues, not ethical information use and practices. These results also indicate that information ethics is not a primary research focus of LIS scholarship.

From Table 2, it is observable that there were two keywords related to ethics or policy in the article abstract data that were identified by the topic models. According to this, again, there appears to be a significant gap when it comes to information ethics within LIS research. Table 2 confirms these results, demonstrating that only 4% of the abstract keywords refer to information ethics terms directly. The results also indicate that the relationship between diversity, equity, and inclusion initiatives and information ethics has not been firmly established. Terms relating to "inclusion," "personal privacy," "justice and respect," and "racial battle fatigue" are well represented in Tables 1 and 2, but the intersection of diversity, equity, and inclusion and information ethics terms is limited.

Limitations

Although this study was intended to examine information ethics from multicultural perspectives by exploring the extent to which LIS faculty view and articulate information ethics in their research and scholarly publications, the results of this study are not representative of all LIS scholars and faculty, nor of the profession as a whole. This study was limited to one specific SIG within one professional association, which likely excludes many potential faculty that have publications written about ethics but are not included. Additionally, many school profiles and CVs may not be up-to-date, as faculty generally update these annually or every couple of years.

It is rare indeed to find references to relevant information ethics terms within the abstracts and titles as examined in this study; however, further examination of additional literature in related subfields such as records management may prove otherwise. It is also important that a further contextual examination of the full text of the articles included in this study may result in additional keywords being represented. Another limitation that may be worth exploring as future research is examining information ethics within LIS education globally, specifically if, how, and why this is critical to prepare students for the

global workplace. While outside the scope of this research, evaluation at the global level may lead to comparison of codes of ethics across LIS education as a whole.

Conclusion

This study provides a better understanding of information ethics as it applies to library and information science and determines how information ethics is viewed from a multicultural perspective. The findings from this study help us recognize areas where we need to improve and enhance information ethics within the LIS field. Greater investigation of the role of information ethics in diversity, equity, and inclusion practices is warranted, as this focus is not present in the study results. Library best practices and policies and procedures can help provide guidance in this area. LIS scholars and practitioners alike should define the nature of information ethics and its scope. The impact of information ethics can be considered and embedded in every area of LIS scholarship and practice, including within curricula, professional development, and so on. Professional library and information science organizations can play a significant role in incorporating information ethics as a standard part of their practices and guidelines.

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Appendix: Keyword Checklist

academic integrity
accountability
acknowledgment
archival practices
bias
breaches of confidentiality
bribery
censorship
coercion
conflict of interest
corruption
data imputation
deception
denial and restriction of access to information
destruction of data and records
disinformation
ethical clearance
ethical conflicts
ethical considerations
ethical principles
ethical standards
ethical theories and concepts
ethical use of information
fair
fabrications and misconduct
falsification
fraud
freedom of information
harm
inclusion
information cultures and values
information rights of adults
informed consent
integrity
intellectual property right
intercultural dialog
justice and respect
leadership
misappropriation or misuse
miscarriages of justice
misconduct
mismanagement

misuse of information
moving beyond diversity, tolerance, and inclusion
neutrality
plagiarism
professional negligence
respect of personal privacy
racial justice
racial battle fatigue
right to access information
right to be forgotten
safeguard intellectual property
stewardship
social justice
unauthorized disclosure
violations of law