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Incorporating Student Interns & Grant-Funded Collection Development to improve DEI in Library Collections

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INCORPORATING STUDENT INTERNS & GRANT-FUNDED COLLECTION DEVELOPMENT TO IMPROVE DEI IN LIBRARY COLLECTIONS

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LAND ACKNOWLEDGEMENT

Long before the land was colonized by Spanish, Mexican, and Americans, and California's political boundaries were set, the area was rich with diverse cultures. According to UC Berkeley's California Language Archive, there were as many as 20 different language families spoken in what was to become California.

Currently, Pacific's campuses are on the unceded ancestral homeland of what was and still is Yokuts and Me-wuk/Miwok Peoples (now Stockton) Nisenan Peoples (now Sacramento) and Ramaytush Ohlone Peoples (now San Francisco).



01. AUDIT OVERVIEW

An overview of the project

02. METHODOLOGY

Evaluating the collection;
assessing student learning

03. RESULTS

What did the audit reveal?

04. DISCUSSION

Student perspectives and
conclusions

1. AUDIT OVERVIEW

"THERE'S REALLY NO SUCH THING AS THE
'VOICELESS'. THERE ARE ONLY THE
DELIBERATELY SILENCED, OR THE
PREFERABLY UNHEARD."

- ARUNDHATI ROY, SYDNEY PEACE PRIZE LECTURE



ADDRESSING SOCIAL JUSTICE, A MEMO FROM THE PRESIDENT

“University Libraries will conduct a diversity audit of its entire collection to determine gaps in representations of race, gender, sexual orientation, ability and other traditionally marginalized perspectives. The goal is to diversify the collection to ensure that students, faculty and staff can access **materials that reflect the diversity of experiences and perspectives of our communities.** In the meantime, Pacificans can access **Resources on Bias and Racism in America**, which highlights some of the racial justice and DEI-related titles in our collection.”

—PRESIDENT CHRISTOPHER CALLAHAN


<https://www.pacific.edu/about-pacific/administrative-offices/office-of-the-president/addressing-social-justice>

01

“University Libraries will conduct a diversity audit of its entire collection...”

02

“...materials that reflect the diversity of experiences and perspectives of our communities.”





A CRITICAL PEDAGOGICAL APPROACH TO THE AUDIT

“Critical information literacy considers in what ways librarians may encourage students to engage with and act upon the power structures underpinning information’s production and dissemination.”

- Eamon Tewell, “A Decade of Critical Information Literacy: A Review of the Literature” (2015)

2. METHODOLOGY

A photograph of two women standing in a field of purple flowers, likely lupines. They are both holding large, vibrant bouquets of similar flowers, which completely obscure their faces. The woman on the left is wearing a light blue dress, and the woman on the right is wearing a light-colored dress with vertical stripes. The background shows a soft-focus landscape with trees and a building under a cloudy sky.

THE PARADOX OF EDUCATION IS PRECISELY THIS - THAT AS ONE BEGINS TO BECOME CONSCIOUS ONE BEGINS TO EXAMINE THE SOCIETY IN WHICH HE IS BEING EDUCATED.

-JAMES BALDWIN, "A TALK TO TEACHERS", 1963

STUDENT LEARNING OUTCOMES



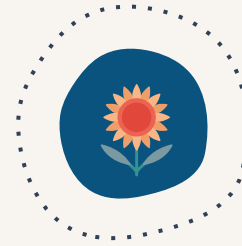
1

Students will learn how library resources are acquired and cataloged



2

Students will learn about diversity, equity, and inclusion issues in libraries, the context of specific disciplines, and in the publishing world



3

Students will develop critical thinking and information literacy skills by assessing materials in the library collection



SCOPE OF THE STUDENT WORK ON THE DEI AUDIT

Students evaluated samples of the following subject areas:

- **Humanities** – 68,604 = **1,000**
- **Social Sciences** - 22,598 = **1,000**
- **STEM** – 11,789 = **1,000**
- **Music Scores** – 8,390 = **839 (10%)**
- **Medicine** – 3,435 = **344 (10%)**
- **Education** – 1,607 = **161 (10%)**

Students evaluated the titles for:

- Author/editor's gender
- Author/editor's ethnicity
- Author's LGBTQ+ identity
- Author's disability status
- Cover art
- For fiction titles whether or not the main character(s) were BIPOC or LGBTQ+
- If the book identified as anti-racist
- If the book contained social justice themes
- Publisher CEO's gender



SEMI-MONTHLY MEETINGS



READINGS FROM OUR SEMI-MONTHLY MEETINGS

"MEASURING DIVERSITY IN THE COLLECTION"

Article from
Library Journal

"TAKING AIM: INTEGRATING
ORGANIZATION DEVELOPMENT INTO
THE CREATION OF A DIVERSITY, EQUITY,
AND INCLUSION AUDIT"
Conference paper

"WHOSE PLAY SCRIPTS ARE BEING
PUBLISHED? A DIVERSITY AUDIT OF ONE
LIBRARY'S COLLECTION"

Article from
Collection Management

"DEMOGRAPHICS OF SCHOLARLY
PUBLISHING AND COMMUNICATION
PROFESSIONALS"

Article from
Learned Publishing

"REVIEWING THE BOOK
REVIEW"

Article from
The New York Times



ASSESSING STUDENT LEARNING

- 3 questionnaires:
 - Beginning of the project
 - Middle of the project
 - End of the project
- Questionnaires included:
 - 6 open-ended questions, such as “How would you describe diversity, equity and inclusion?”
 - 3 Likert scale questions, such as “Diversity, equity and inclusion are issues that matter to me when I select a book for my research and studies.”
- IRB approval

A close-up photograph of a hand holding a bouquet of flowers. The bouquet features several large, vibrant pink peonies with ruffled petals, interspersed with green eucalyptus leaves. The hand holding the bouquet has a tattoo on the forearm. In the background, a person wearing a black and white striped shirt and orange sneakers is visible, though out of focus. The overall scene is set outdoors on a wooden deck.

3. AUDIT RESULTS

"You don't make progress by standing on the sidelines, whimpering and complaining. **You make progress by implementing ideas.**"

— SHIRLEY CHISHOLM

BREAKDOWN OF EVALUATORS/TITLES

Evaluator	Number of titles
Intern 1	166
Intern 2	89
Intern 3	1,291
Intern 4	280
Intern 5	432
Intern 6	415
Intern 7	707
Intern 8	200

Evaluator	Number of titles
Student Worker 1	76
Student Worker 2	367
Student Worker 3	48
Staff Member 1	50
Staff Member 2	170
Staff Member 3	50
Staff Member 4	50

FIRST AUTHOR/EDITOR GENDER & ETHNICITY

	TOTAL	WHITE	BIPOC	% BIPOC
CIS-GENDER MALE	2,404	1,966	210	11%
CIS-GENDER FEMALE	431	341	57	16%
NON-BINARY	1	1		0%
MULTIPLE CREATORS/COULD NOT FIND	491			

Publication Year	Male	Female	Non-binary	White	Black	Hispanic/LatinX	Indigenous Peoples	Asian	Mixed Race	% Female	% BIPOC
1803-1899	30	1		31						3%	0%
1900-1919	10			10						0%	0%
1910-1919	12			11				1		0%	8%
1920-1929	31	2		31		2				6%	6%
1930-1939	27	7		31				2	1	21%	9%
1940-1949	67	10		72		4		1		13%	7%
1950-1959	143	13		138	1	8		4	2	8%	10%
1960-1969	358	26		343	4	22	1	6	1	7%	9%
1970-1979	682	76		657	18	21		27	9	10%	10%
1980-1989	667	140		710	14	16	1	22	7	17%	7%
1990-1999	148	35		164	5	3		9	2	19%	10%
2000-2009	105	43		119	6	7	2	13	1	29%	20%
2010-2019	118	74	1	163	7	7		13	3	39%	16%

Discipline	Male	Female	Non-binary	White	Black	Hispanic/ LatinX	Indigenous Peoples	Asian	Mixed Race	% Female	% BIPOC
Education	83	53		113	7	2	1	4		39%	10%
Humanities	761	128		725	23	59	1	20	8	14%	13%
Medicine	215	68		221	11	10	1	20	9	24%	18%
STEM	588	48		538	1	5		22	2	8%	5%
Social Sciences	750	130	1	700	15	11	1	30	7	15%	7%



MORE FIRST AUTHOR/EDITOR

1.62%

LGBTQIA+ Identifying

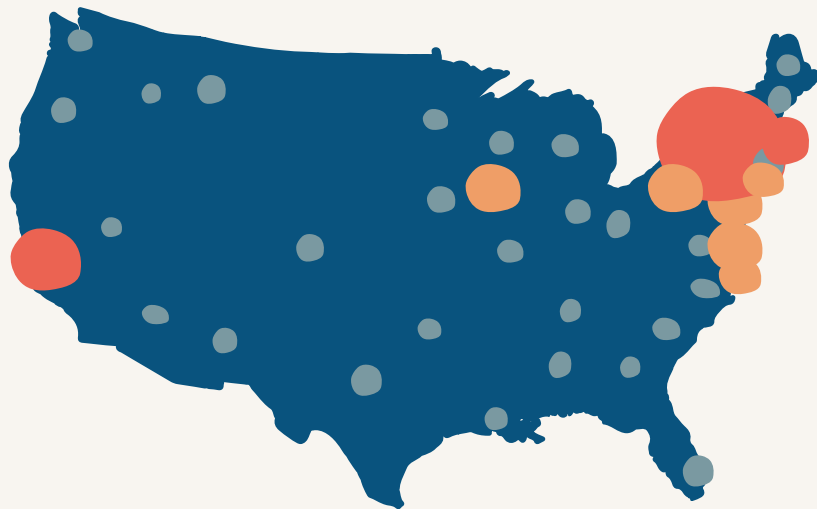
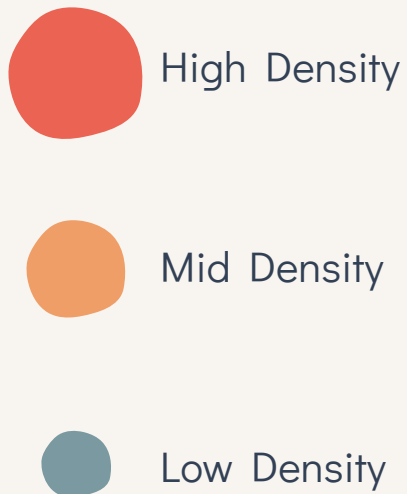
1.74%

Stated Disability

PUBLISHER HOUSE PRESIDENT/CEO

	TOTAL	WHITE	BIPOC	% BIPOC
MALE	87	83	2	2.3%
FEMALE	28	25	2	7.1%

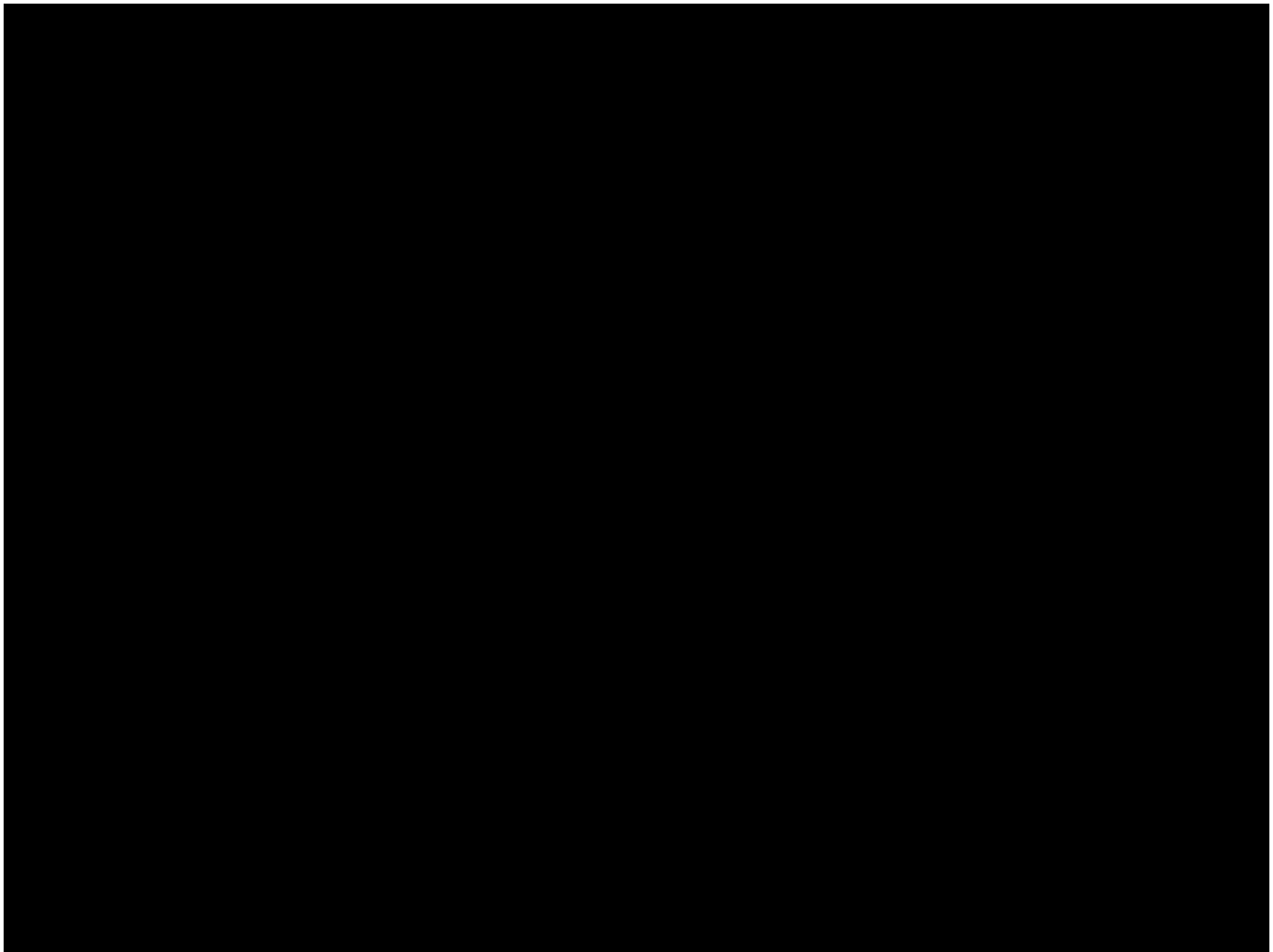
PUBLISHER HOUSE SPREAD



79% of publisher headquarters are in the US

EBOOK

PURCHASES



SCHOLARLY COMMONS ADDITION

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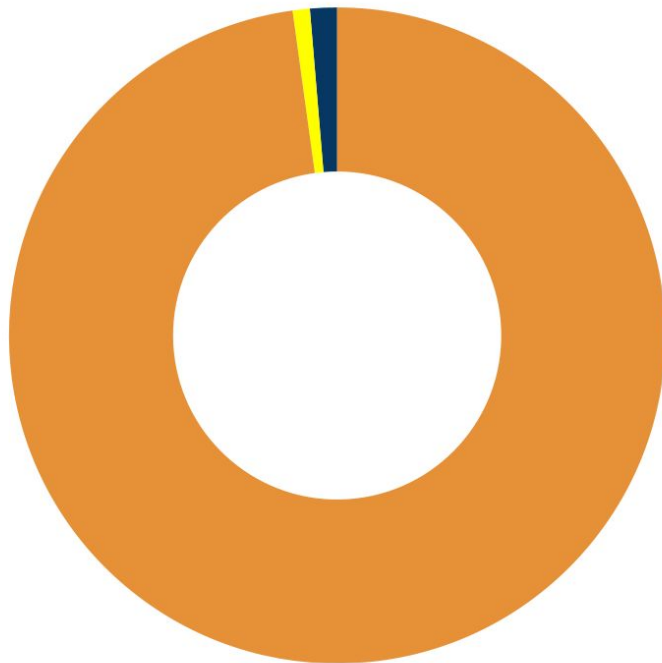
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<https://scholarlycommons.pacific.edu/about.html>



MUSIC SCORES: GENDER OF COMPOSERS

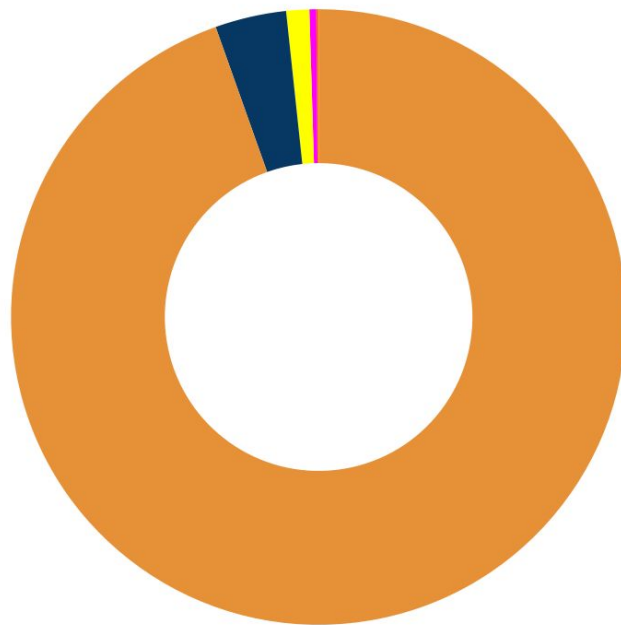
- Male (cis-gender) - 810 (97.8%)
- Female (cis-gender) - 7 (0.8%)
- Could not locate - 11 (1.4%)





MUSIC SCORES: ETHNICITY OF COMPOSERS

- White - 782 (94.4%)
- Could not identify - 31 (3.7%)
- Hispanic/Latinx - 10 (1.2%)
- Black - 3 (0.3%)
- Asian - 1 (0.1%)



4. DISCUSSION

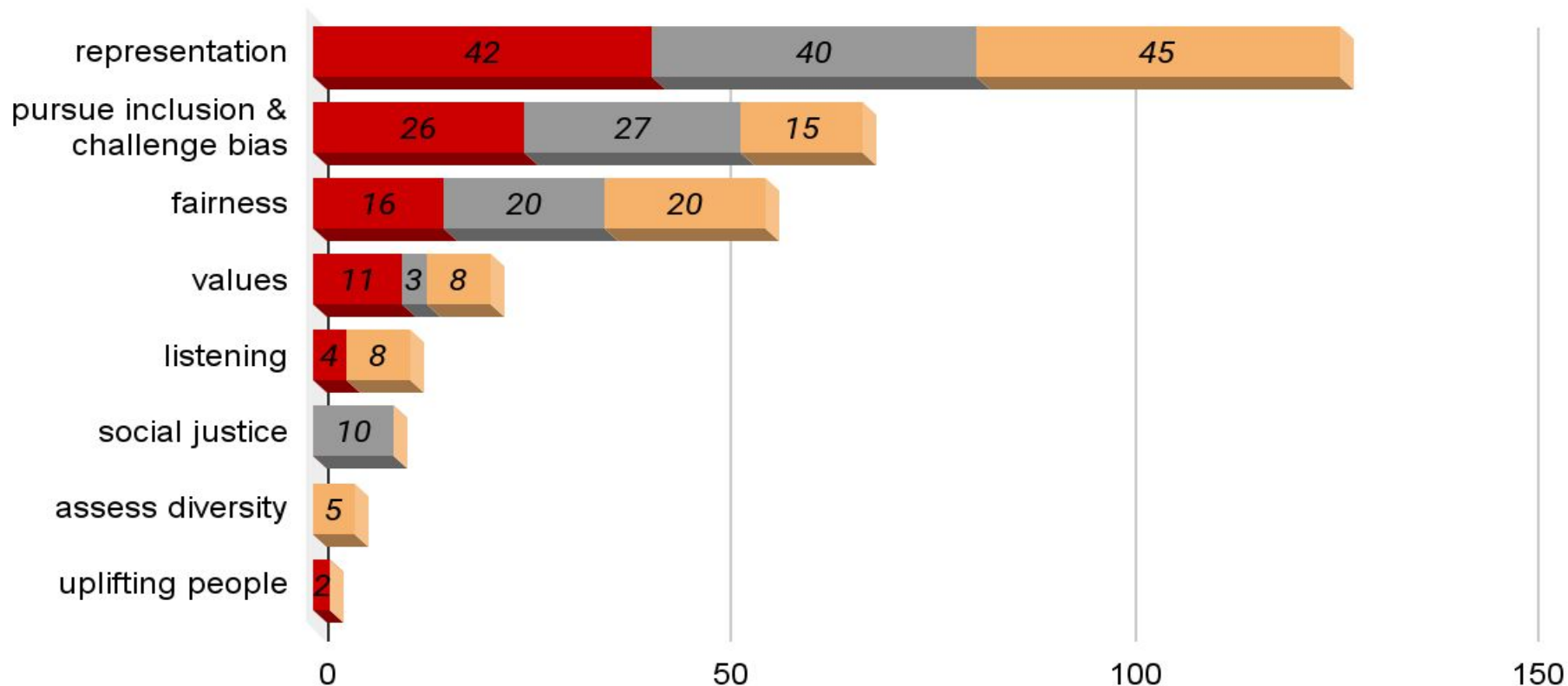


...WHEN EDUCATION INVOLVES YOUNG PEOPLE IN MAKING COMMUNITY CHANGES THAT MATTER TO THEM...YOUNG PEOPLE BEGIN TO BELIEVE IN THEMSELVES AND TO DREAM OF THE FUTURE."

- Grace Lee Boggs, *The Next American Revolution: Sustainable Activism for the Twenty-First Century*

How would you describe diversity, equity and inclusion?

■ Q1 ■ Q2 ■ Q3



“How would you describe diversity, equity and inclusion?”

“promotes differences”

“including others”

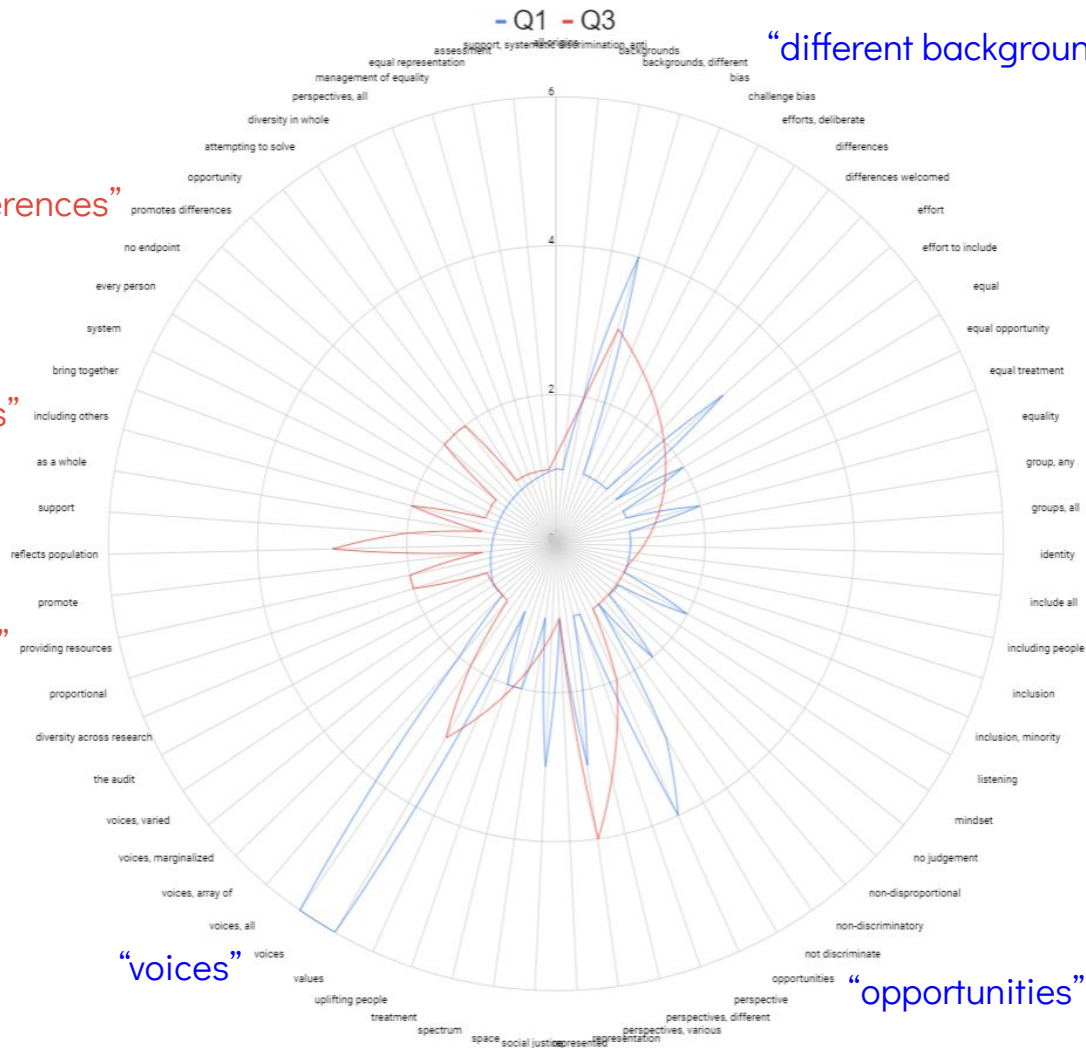
“reflects population”

“providing resources”

“voices”

“different backgrounds”

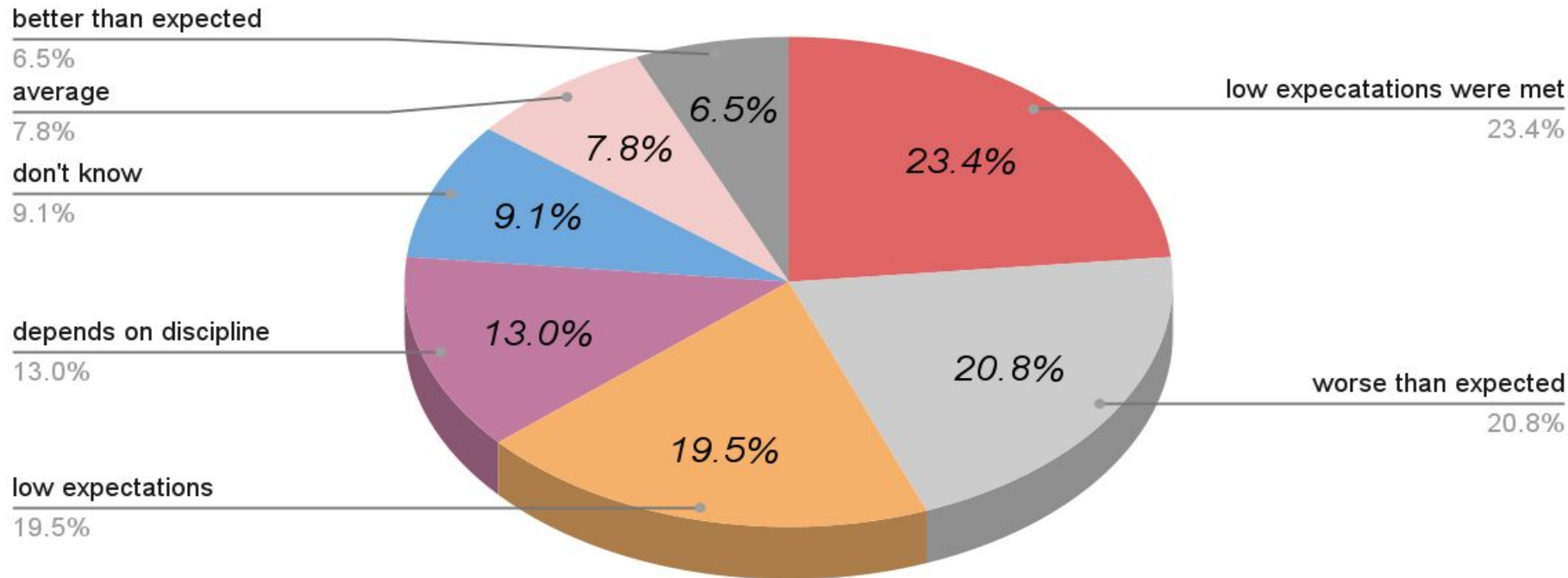
“opportunities”



A radar plot visualization of all coding from student answers

- Change occurs from first to third questionnaires
- Shift in language to active verbs and away from definitions

How would you compare your expectations for the library's collection as diverse, equitable and inclusive over the course of the project?





STUDENT SUGGESTIONS

- SHARE RESULTS WITH THE CAMPUS COMMUNITY & COMPARE WITH OTHER LIBRARIES
- EXPLORE GRANTS TO PURCHASE BOOKS FROM UNDERREPRESENTED DEMOGRAPHICS
- MARKET NEW DEI COLLECTIONS TO CAMPUS COMMUNITY
- RENEW COLLECTION DEVELOPMENT GUIDELINES
- PROVIDE SURVEYS & ONLINE FORMS TO STUDENTS FOR BOOK RECOMMENDATIONS



STUDENT SELF-REFLECTION

“Learning the facts about this project will allow me to inform other students of the importance of diversity, equity, and inclusion **in the other parts of the university.**”

“The project is an important task in order to document and detail the current status of the library in regards to DEI. Although **the work is tedious, and the results have so far reflected our original expectations,** it is important to have the **data to back up the claims.**”

“**I really enjoy the thoughtful conversations** we’re having at the biweekly meetings.”

“I would say that **we have a long way to go,** but we’ve made big first steps toward becoming more inclusive.”



FINAL THOUGHTS AND THANK YOU!



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