EDUCATING AND EMPOWERING
A DIVERSE STUDENT BODY
A MIXED-METHODS APPROACH TO ASSESSING DIVERSITY, EQUITY,
AND INCLUSION IN LIBRARY COLLECTIONS

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OBJECTIVES

SUPPORTING DIVERSITY, EQUITY, AND INCLUSION RESEARCH THROUGH LIBRARY COLLECTIONS

Explore methods for measuring the library collections to support curricular goals in DEI related courses.

Better understand users’ behavior when searching and evaluating library’s resources related to DEI.

Identify successes, challenges, and areas for improvement of the library’s DEI-related collections and their usability (UX).
TTU Libraries’ collection provides necessary resources for teaching and study of DEI across disciplines.

Users can effectively find and evaluate DEI research resources from the TTU Library website.
Faculty requests and e-Book usage for Women’s and Gender Studies (WGS) and Mexican American and Latino/a Studies (MALS) [Table 1] indicate potential to cultivate stronger relationships with and support for affiliated faculty and students.

Analysis of the completeness of catalog records via 505 (Table of Contents) and 520 (Abstract/Summary) for award-winning DEI titles [Table 2], shows potential impediments to discovery, an area that would benefit from future research.

<table>
<thead>
<tr>
<th></th>
<th>ILL Purchase</th>
<th>Accessed E-book</th>
<th>Courses</th>
<th>Enrollment</th>
</tr>
</thead>
<tbody>
<tr>
<td>TTU total</td>
<td>300</td>
<td>2117</td>
<td>3964</td>
<td>348,753</td>
</tr>
<tr>
<td>WGS</td>
<td>8 (2.7%)</td>
<td>88 (4.2%)</td>
<td>49 (1.2%)</td>
<td>1,052 (0.3%)</td>
</tr>
<tr>
<td>MALS</td>
<td>6 (2%)</td>
<td>48 (2.3%)</td>
<td>23 (0.6%)</td>
<td>575 (0.2%)</td>
</tr>
</tbody>
</table>

Table 1: requests and usage linked to WGS and MALS

<table>
<thead>
<tr>
<th></th>
<th>505 Field</th>
<th>520 Field</th>
<th>505 &amp; 520</th>
</tr>
</thead>
<tbody>
<tr>
<td>Print (267)</td>
<td>114 (42.7%)</td>
<td>208 (77.9%)</td>
<td>100 (37.5%)</td>
</tr>
<tr>
<td>Electronic (211)</td>
<td>123 (58.3%)</td>
<td>99 (46.9%)</td>
<td>79 (37.4%)</td>
</tr>
<tr>
<td>Total (455)</td>
<td>219 (48.1%)</td>
<td>293 (64.4%)</td>
<td>166 (36.5%)</td>
</tr>
</tbody>
</table>

Table 2: DEI books cataloging analysis
### PHASE I AWARDS

<table>
<thead>
<tr>
<th>Awarding Entity</th>
<th>Total Titles</th>
<th>TTU Library Holdings</th>
<th>Print</th>
<th>Electronic</th>
</tr>
</thead>
<tbody>
<tr>
<td>(AAS) Assoc. for Asian Studies</td>
<td>79</td>
<td>34</td>
<td>4</td>
<td>31</td>
</tr>
<tr>
<td>(AfAA) Assoc. for Afric. Anthro.</td>
<td>12</td>
<td>8</td>
<td>0</td>
<td>8</td>
</tr>
<tr>
<td>(AHA) Amer. Hist. Assoc.</td>
<td>37</td>
<td>23</td>
<td>5</td>
<td>18</td>
</tr>
<tr>
<td>(AILA) Amer. Indian Lib. Assoc.</td>
<td>23</td>
<td>2</td>
<td>2</td>
<td>0</td>
</tr>
</tbody>
</table>
PHASE II

21 of 32 participants conducting two or more searches; 10 participants searched for their topic plus the words “diversity,” “equity,” and/or “inclusion.”

Improvements/refinements of discovery search and librarian support were the most common participant recommendations to make it easier to find DEI library resources, as grouped by researchers [Table 3].

When determining suitability of the resources [Table 4], description or abstract was the most mentioned element.
CHALLENGES/LESSONS LEARNED

- Low survey participation from both DEI faculty and department chairs
- Identification/searchability of DEI resources/materials
- Lack of DEI subject headings in bibliographic records
- Many records without added descriptive fields (table of contents)
- IRB process/ Navigation of IRB process
- Campus policies/procedures/required training involved
- Funding not included at start of research lead to delays requiring special exemption w/IRB & campus approval
- Changes in direction of research
RECOMMENDATIONS

• Mutually beneficial partnership with faculty
• Library collection development criteria
• Curated resource guides
• Instructional strategies for searching and identifying relevant library resources
• Identify new gaps in DEI research –
• Improve student engagement
• Implement targeted instruction
• Rerun UX testing after recommendations implemented- DEI resources, guides, and tutorials, marketed and tagged for discovery and retrieval
• Research and advocacy to improve discoverability via cataloging
FUTURE RESEARCH

Two common threads in the findings for both phases of the research study present potential for future research.

1. How does the complexity of DEI research stymie researchers because it manifests differently according to the field of study?
2. How do current cataloging practices impact effective access and discoverability of DEI library resources?
REFERENCES


Sleeter, Christine E. The academic and social value of ethnic studies: A research review. National Education Association Research Department, 2011. ED521869

