EDUCATING AND EMPOWERING A DIVERSE STUDENT BODY

A MIXED-METHODS APPROACH TO ASSESSING DIVERSITY, EQUITY, AND INCLUSION IN LIBRARY COLLECTIONS

Jayne Sappington and Esther De León

jayne.sappington@ttu.edu and esther.de-leon@ttu.edu

Texas Tech University Libraries

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).

HYPOTHESIS/PHASES

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

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

Table 1: requests and usage linked to WGS and MALS

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.

	505 Field	520 Field	505 & 520
Print (267)	114 (42.7%)	208 (77.9%)	100 (37.5%)
Electronic (211)	123 (58.3%)	99 (46.9%)	79 (37.4%)
Total (455)	219 (48.1%)	293 (64.4%)	166 (36.5%)

Table 2: DEI books cataloging analysis

PHASE I AWARDS

Awarding Entity	Total Titles	TTU Library Holdings	Print	Electronic
(AAS) Assoc. for Asian Studies	79	34	4	31
(AfAA) Assoc. for Afric. Anthro.	12	8	0	8
(AHA) Amer. Hist. Assoc.	37	23	5	18
(AILA) Amer. Indian Lib. Assoc.	23	2	2	0

Participant Recommendations	Count
Search enhancement	11
Library website	6
Research guides (LibGuides)	4
Better understanding of DEI	2
Librarian help	2
Catalog enhancement	2
Collection enhancement	2
Promote resources	2

Table 3: Participant top recommendations

Considerations to evaluate resource suitability	# of participants
Description or abstract	17
Title(s)	13
Publication date	11
Keywords	7

Table 4: Participant top evaluation considerations

- 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

Beals, Benedetto, Jennifer., and Ron Gilmour. "Assessing collections using brief tests and WorldCat Collection Analysis." *Collection Building, 26, no.*4(2007): 104-107. https://doi.org/10.1108/01604950710831898

Clarke, Rachel. I. and Sayward Schoonmaker. "Metadata for diversity: Identification and implications of potential access points for diverse library resources." *Journal of Documentation*, *76, no.*1(2020): 173-196. https://doi.org/10.1108/JD-01-2019-0003

Ciszek, Matthew P. and Courney Young. "Diversity collection assessment in large academic libraries." *Collection Building29,* no. 4(2010): 154-161. https://doi.org/10.1108/01604951011088899

Craft, Anna R.. "Creating connections, building community: The role of oral history collections in documenting and sharing campus diversity." *Serials Review 44 no.*3(2018): 232-237. https://doi.org/10.1080/00987913.2018.1513750

Edge, Samuel J. "A subject "Queer"-y: A literature review on subject access to LGBTIQ materials." *The Serials Librarian 75 issue*1-4(2019): 81-90. https://doi.org/10.1080/0361526X.2018.1556190

Frederiksen, Linda. "Diversity in libraries." *Public Services Quarterly*, *10, issue*3 (2014): 224-228. https://doi.org/10.1080/15228959.2014.931209

Graziano, Vince. "LGBTQ collection assessment: Library ownership of resources cited by master's students." *College & Research Libraries, 77 no.*1(2016): 114-127. https://doi.org/10.5860/crl.77.1.114

Herrera, Gail. "Undergraduate library collection use and diversity: Testing for racial and gender differences." *Portal: Libraries and the Academy16 no.*4 (2016): 763-774. https://doi.org/10.1353/pla.2016.0051

Howard, Sara A. and Steven A. Knowlton, "Browsing through bias: The Library of Congress classification and subject headings for African American studies and LGBTQIA studies." *Library Trends 67 no.*1 (2018): 74-88. https://doi.org/10.1353/lib.2018.0026

Kelly, Madeline. "Applying the tiers of assessment: A holistic and systematic approach to assessing library collections." *The Journal of Academic Librarianship 40 issue*6 (2014): 585-591. https://doi.org/10.1016/j.acalib.2014.10.002

Kristick, Laurel. "Diversity literary awards: A tool for assessing an academic library's collection." *Collection Management*, *45 issue*2 (2020): 151-161, https://doi.org/10.1080/01462679.2019.1675209

Koury, Regina, Jenny L. Semenza, and Sandra Shropshire. "A survey of diversity and inclusiveness initiatives at Carnegie Doctoral Research Institutions libraries." *Library Management 40 no.*1/2 (2019): 23-33. https://doi.org/10.1108/LM-10-2017-0117

Maloney, Michell M. "Cultivating community, promoting inclusivity: Collections as fulcrum for targeted outreach." *New Library World* 113 no.5/6(2012): 281-289. https://doi.org/10.1108/03074801211226364

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

Sueyoshi, Amy andand Sutee Sujitparapitaya. "Why ethnic studies: Student success for the twenty-first century." *Ethnic Studies Review 43 issue*3 (2020): 86-102. https://doi.org/10.1525/esr.2020.43.3.86

Texas Tech University. "*Multicultural Requirement Learning Outcomes.*"Accessed June 24, 2021. https://www.depts.ttu.edu/provost/curriculum/core-curriculum/requirements.php

White, Howard D., *Brief tests of collection strength: A methodology for all types of libraries.* Westport, CT: Greenwood Press,1995.