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## Student participation in a DEI audit as High-Impact Practice

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## Student Participation in a DEI Audit as High-Impact Practice

### ABSTRACT

During Spring 2021, eight students at the University of the Pacific participated in an internship where they performed a DEI audit of the library's book and music score collection. An internship is one documented type of High-Impact Practices and research studies show that High-Impact Practices lead to higher retention and graduation rates. Deep learning occurred as student interns participated in developing the methodology, evaluating book and music score collections, reading assigned articles pertaining to DEI in librarianship and publishing, and providing recommendations on closing identified collection gaps. To evaluate their learning, the interns were asked to complete three surveys at the beginning, middle, and end of the project. These surveys were evaluated by a mixed methods research approach to incorporate qualitative and quantitative data in assessing the student interns' understanding of library collections, the publishing industry, and academic DEI issues. This study contributes to the literature on High-Impact Practices in academic libraries by describing a unique and valuable way to involve students in diversifying the library collection.

**Keywords:** DEI, diversity, equity, inclusion, students, internships, High-Impact Practices, collection audit, collection development

## INTRODUCTION

As part of a DEI audit in Spring 2021, eight student interns at the University of the Pacific participated in a High-Impact Practice in which they evaluated over 3,000 books (all eight students) and 800 scores (music majors - three of the eight students) based on criteria co-developed with a team of librarians and library staff. Three anonymous surveys were given to the student interns throughout the course of the study. The surveys contained a combination of short open-ended and Likert scale questions to assess their learning and understanding of diversity, equity, and inclusion issues in libraries, academia, and publishing. The internship included all the characteristics of a High-Impact Practice and the survey results reveal how student interns' learning developed and perspectives shifted during the project, which demonstrates the benefit of involving students in this critical work. This study contributes to the research on High-Impact Practices in academic libraries through examining the student perspective and the contributions gained from their unique voices.

### *University of the Pacific*

With over 6,000 students enrolled in 2021, the University of the Pacific is a medium-sized, private, liberal arts institution. There are three campuses in Stockton, San Francisco, and Sacramento, California. Of those 6,000 students, about half are undergraduates and their demographics are quite diverse. As of 2021, the undergraduate student body included: 52% female and 48% male, 35% Asian, 24% Hispanic/Latino, 21% White, non-Hispanic, 8.8% international, 4.4% multi-ethnic, 4% Black, non-Hispanic, 0.5% Native Hawaiian/Other Pacific

Islander, 0.3% American Indian/Alaskan Native, and 2% Unknown (University of the Pacific, *Fast Facts*).

Like many institutions of higher education, University of the Pacific is tuition dependent and therefore it is essential to retain and graduate students. While library usage has been correlated with student success, it is imperative that librarians at colleges and universities continue to explore ways to engage students, such as offering meaningful student learning experiences through internships.

## **LITERATURE REVIEW**

### ***DEI Audits***

Literature specifically on DEI library collection audits has a semi-robust history in K-12 (Lifshitz, 2016; Duval, 2020; Bogan, 2020) and public libraries (Jensen, 2018; Mortensen, 2019; Cahil et al., 2021; LACONI Technical Services, 2021) but is limited when it comes to academic libraries and primarily exists in 2021 and 2022. When this project began in January 2021, there was a major gap in the literature on how to structure a DEI audit for an academic university collection. The methodology in this study was therefore cobbled together from K-12 and public library examples without significantly considering the differences in the nature of academic literature from, for example, a children's picture book. The following literature reviewed in this section was published after the study was started and is presented as examples of DEI audits at other institutions of higher education, some of which was executed in a similar fashion to the one presented in this study.

Kester (2021) audited a children's collection in an academic library. This provided limited collection data overall as it was a very specific subset of the library's collection. This audit was similar to what you would see at a K-12 or public library as it involved similar base material.

As the Conservatory of Music is an important college at University of the Pacific, it was important for the student interns to investigate musical scores and readings; recently, other institutions are opening their musical scores to evaluate for DEI. Librarians from University of Minnesota, Massachusetts Institute of Technology, and the Cincinnati Symphony Orchestra wrote an article about diversifying music library collections in higher education to create more inclusive collections (Abbazio et al., 2022). Abbazio and their co-authors note that music education, particularly in the North American context, has historically prioritized Euro-centric models of education with limited to no representation of other music cultures or traditions. For comparison, the study in this paper covers a wider spectrum of academic materials, including music scores and a small subsection of music literature as well, which served to confirm that the predominance of Euro-centric materials. Findings were similar in both on the predominance of Euro-centric materials, though subsequent to the audit performed at University of the Pacific, many music subject-heading books and scores have been added to the collection. The three music major student interns involved in this part of the DEI audit are all very passionate about diversifying the music collection now and this partially led to the campus Conservatory auditing their concert repertoire. While results from this audit are preliminary, they do suggest the need to diversify composers chosen for performances to more adequately reflect the undergraduate ethnic makeup of the Conservatory itself and the university as a whole.

Jones et al. (2021) audited another subset of their library holdings - this time the archival and special collections materials. Similar to University of the Pacific, University of Nevada, Las

Vegas is classified as a Minority-Serving Institution and, as such, wanted to identify how well the archival collections represent the diversity of their student population. The authors attempted to provide concrete benchmarking suggestions to use while making progress towards diversifying an archival collection. At University of the Pacific, the archives and special collections were not part of the 2021 student intern audit, however, this provides an excellent blueprint for future work that a similar Minority-Serving Institution has completed in that area.

Cox (2021) performed an initial pilot scale DEI audit of their collection at University of Alaska Southeast's Egan Library. The audit did not include any student participation and was limited to 170 titles – that said, it is otherwise very similar to the audit written about in this paper, just on a smaller scale.

Though the literature has expanded recently with academic DEI Audit research studies, have any included students in their methodology as a High-Impact Practice? Emerson & Lehman (2022) completed a DEI audit at Augustana College Thomas Tredway Library which did include the participation of four student workers and completed 6,465 titles. The audit had several inclusion criteria for books to be considered: single authors, published after 2000, and physical, print books only. In observation, this audit is the most like the one undertaken at University of the Pacific and occurred contemporaneously, unbeknownst to either group. It could be expected that additional institutions, who have not published nor presented their findings, embarked on similar DEI audits around the same period. The authors of this study postulate not only that methodologies for DEI audits can be developed for academic libraries, but also include students in the process as a High-Impact Practice to improve learning and retention.

### ***High-Impact Practices***

The literature on high-impact practices in higher education is extensive, but is limited when it comes specifically to academic libraries. The term High-Impact Practice was established by George Kuh and his colleagues at the Association of College & Research Libraries in 2008. Internships are considered one of the eleven identified High-Impact Practices. The other ten are First-Year Experiences; Common Intellectual Experiences; Learning Communities; Writing-Intensive Courses; Collaborative Assignments and Projects; Undergraduate Research; Diversity/Global Learning; Service Learning/ Community-Based Learning; Capstone Courses/Projects; and e-Portfolios. (Ruelle, 2020) High-Impact Practices lead to greater student engagement, and as a result, student retention. (Kuh, 2008). At University of the Pacific, student recruitment and retention are two of the primary goals of the University's administration. Including High-Impact Practice in the library's engagement with the student population is highly encouraged and the DEI audit exemplifies the University Library's 2021 efforts in this area. The following literature examples explore additional, similar, and alternative examples of High-Impact Practices in the higher education library landscape, and how they influenced this study's methodology.

Rinto, Mitola, and Otto (2019) note that academic libraries are uniquely poised to offer work opportunities that employ characteristics of High-Impact Practices. These opportunities, they posit, could contribute to student retention, as well as recruitment of students to the library profession. The authors offer case studies that show how they accomplished this at their respective institutions. While it is too early to tell if the student interns involved in the project at University of the Pacific will enter the library profession in future, they all either continued at the university in the following academic year or graduated at the end of it – thus offering confirmation of their retention.

Mitola, Rinto, and Pattni's systematic review (2018) examined the extent to which academic libraries use student employment as an opportunity to engage students in a High-Impact Practice. While they found that many student employment programs consistently aligned with high-impact practices, particularly in terms of faculty and peer interaction, time, and effort; internships were not directly addressed in their findings. The authors of this paper would definitively argue that internships can and should fall under student employment and high-impact practices, especially when they are paid and necessitate similar work opportunities in supervision, collaboration, research, and engagement.

Murray (2015) discusses internships in a study that surveyed academic library deans on High-Impact Practices: "Comments indicated that internships offered within academic libraries were typically in the areas of special collections and archives, technical services, and circulation or information desks, or in support of a library science degree offered by the institution or by nearby institutions. No themes were observed in the areas of library collections, library instruction, or library facilities" (Murray, 2015; 481-482). Therefore, internships involving library collections were not reported on by the library deans. This paper offers, therefore, an expansion to Murray's study with a case study example of library collection high-impact practice in the academic space. Future studies may wish to broach the topics of library instruction or library facilities with student work and high-impact practice.

ACRL's recent *The Engaged Library: High Impact Educational Practices in Academic Libraries* offers a comprehensive overview along with a plethora of ideas on how academic librarians can institute High-Impact Practices (Ruelle, 2020). LePors' (2020) chapter, in particular, describes ways of structuring library internship experiences to be High-Impact Practice, which can include



partnering with the campus's career center or other departmental units, as well as internships for undergraduate students and graduate students.

The literature on DEI audits and High-Impact Practices in academic libraries continue to be developing areas. This study is unique in that it combines the two and offers academic librarians an opportunity to consider engaging student interns in this critical work while also benefiting the students through activities that can lead to retention and career success.

## **MATERIALS & METHODS**

The DEI Audit study team applied for and received approval from the University's Institutional Research Board (IRB) to conduct surveys on the student interns. A job description was created for a Research Intern position (Appendix A). All participants for the study were hired as student interns by January 29, 2021. Interns were paid \$1 more than minimum wage in efforts to support work requiring a greater level of focus and decision-making abilities. Study participation took place over the course of one semester from February 1, 2021 to May 8, 2021. During this time, all university students, faculty, and staff were learning, teaching, and working remotely due to the COVID-19 pandemic, which added complexity as student interns met online and reviewed books as represented online.

In consideration of student learning outcomes, the DEI Audit team decided to immerse the student interns in High-Impact Practice for the auditing project. According to Kuh (2008), there are eight key elements of a High-Impact Practice. The elements are listed below, as well as a brief summary of how the DEI Audit Internship incorporated each element.

1. *Performance expectations set at appropriately high levels* – Student interns were expected to have experience with basic library research, thus all student interns hired – with one exception – were sophomores, juniors and seniors as this meant they had already completed the university’s first year information literacy course which includes a library instruction session. Only one freshman student intern was hired who was taking the information literacy course contemporaneously with the study. Orientation and training consisted of two initial meetings where library employees who had conducted the initial pilot audits first presented on their process, results, and lessons learned and then took questions and discussed the new project as a group. The student interns were also then each given a list of the same 15 titles to audit and the group met again a week later to discuss those 15 titles and show, anonymously, the results from the student interns marking elements in the audit form. Discussion centered around any areas where there were significant differences in results in order to ensure that all participants would mark factors consistently in the future. A Google Doc page was also created with additional explanation and advice for the less clearly defined fields in the form to aid student interns as a reference point. After orientation and training, they were asked to evaluate hundreds of titles, which required collecting numerous data points about a book or score and its author or composer. They also had to frequently manage ambiguity and know that they might not be able to find all the information.
2. *Significant investment of time and effort by students over an extended period of time* - Interns worked approximately 5-12 hours a week, depending on what their schedule allowed, during the Spring 2021 semester. All of them continued to maintain a full-time course load.

3. *Interactions with faculty and peers about substantive matters* - The DEI Audit team, which included library workers and interns, had two meetings at the beginning of the project for orientation and training. Afterwards, regular check-in meetings were held twice a month. These meetings included time for informal conversation as well as an assigned journal article discussion, project updates, and discussion of progress or challenges. While the meetings were an integral part of the high-impact practice of the overall study, they also turned out to be an absolute highlight of the experience for both the authors and the interns – based on their comments during presentations and in the qualitative surveys. Guided by the article readings for each meeting, discussions ranged widely from how academic literature is reviewed and who reviews it to what course readings faculty choose each semester and, conversely, what resources the students cite in their own research. Discussing how and where, in specific cases, the same types of voices are historically promoted and lauded in academic literature proved revelatory – even with the diverse cultural backgrounds of the intern group. The legacy of injustice in higher education and the presence of racism, colonialism, and other forms of discrimination is of long-standing and continuing distress in academia. When viewed through the expositions of *New York Times* book reviewers (Sehgal, 2021) and the sometimes inherently racist decisions made in reviewing and purchasing teaching and learning research materials, the student interns recognized these legacies as a blow to equity and diversity throughout the scholarly communication and publishing lifecycle, and as a cautionary tale to do and be better.
4. *Experiences with diversity wherein students are exposed to and must contend with people and circumstances that differ from those with which students are familiar* - The interns were exposed to diversity in terms of the varying aspects of their personal demographics,

as well as the multiple areas of research study. In addition, the project as a whole was centered on diversity work, and student interns critically analyzed and interacted with issues of race, ethnicity, anti-racism, homophobia, and ableism, within the context of publishing and libraries.

5. *Frequent, timely, and constructive feedback* - Library workers monitored the interns' progress on a regular basis and offered feedback on the quality and quantity of their work. This was done over the bi-weekly Zoom meetings, inside a well-used Slack site, and within both group and direct emails. For example, many of the conversations and feedback centered around the work of the audit. Student interns would bring questions that came up during their work at the meetings and the whole group would discuss. One week this centered on a discussion of where the student interns were finding the best sources of information – whether publisher webpages, author social media profiles, or recorded interviews discovered on YouTube. In another check-in meeting, the conversation centered on how comfortable the student interns felt making assessments about an author's identity. For example, several student interns brought up their concerns about author obituaries and who was responsible for writing them. This developed from an author who the student intern was relatively sure had identified as LGBTQIA+ but the family members who wrote their obituary utilized language to imply the opposite. Assigning true/false notation to author identities was the most difficult aspect of the audit for the student interns and having multiple conversations, advice and discussion of the process was a way for the whole research team to work through it together.
6. *Periodic, structured opportunities to reflect and integrate learning* - Reflection and opportunities to integrate learning occurred during the bi-weekly meetings where interns

were invited to share their experiences. The assigned readings on DEI issues provided additional context that guided the student interns' reflective practice to learn and integrate the significance and impact of the work they were completing. Assigned articles covered issues about diversity, equity, and inclusion in publishing and librarianship (Bright and Ghose, 2018; Greco et al., 2016; Mortensen, 2019; Sehgal, 2021; Stone, 2020). The three qualitative surveys administered over the semester also offered a structured writing opportunity to reflect and integrate what they had been learning and discussing during the project.

7. *Opportunities to discover relevance of learning through real-world applications* - Interns had the opportunity to recommend book titles for purchase, which allowed them to contribute to increasing the diversity of the library collection. They also took part in several discussions that invited them to reflect on the significance of their learning and work, and how they can contribute to changing oppressive systems.
8. *Public demonstration of competence* - In April 2021, the DEI audit team presented an online showcase for the University on the DEI audit, which featured a student intern panel where they shared their experiences and what they had learned (Gibney et al., 2021).

In addition to the quantitative data collected as part of the library audit, a qualitative component was included to survey the student interns over the course of the study with three optional, anonymized surveys. The surveys were shared with study participants at the beginning of February prior to data collection commencing on the audit (Appendix B), in mid-March at the mid-point of the audit (Appendix C), and the first week of May at the conclusion of the audit (Appendix D). The purpose of the qualitative surveys was to examine the student interns' learning about library collections, the publishing industry, and DEI issues in academia. Institutional Review Board

approval was granted for this portion of the study and it was conducted using Google Forms. The surveys were optional as, due to Institutional Review Board (IRB) requirements, survey participants must have the option to stop taking a survey at any point for any reason.

The three surveys derived from Bloom's Taxonomy. Bloom (1956) created a taxonomy that can assist in question composition using verbs describing different levels of thinking. This taxonomy ranges from lower to higher levels of critical thinking: Knowledge, Comprehension, Application, Analysis, Synthesis, and Evaluation. The surveys were sent out via email to the student interns at regular intervals in February, March and May. Each survey was sent out on a Monday with a requested completion of the same week on Friday. The survey questions were created to assess and compare student interns' baseline understanding of library collections, the publishing industry, and academic DEI issues prior to starting the study, at the midpoint of the study and at the study's conclusion.

During data analysis, all the open-ended student intern responses to survey questions 1 and 2 were coded to quantify opinions and themes about diversity, equity and inclusion. The surveys also utilized mixed methods to compare the qualitative data in the surveys with a concurrent set of quantitative data in the student interns' responses, in the form of Likert Scale questions. The authors used triangulation of open-ended questions 3, 4, 5 and 6 to support the closed-ended Likert scale questions 1, 2 and 3 (see Appendices B, C, and D) in order to provide additional context. Triangulation not only provides complementary results, as the strengths of each method enhances the other, but also opens new inquiries for future research (Sale, et al. 2002; Dawadi, et al. 2021).

## **RESULTS**

Survey results show that student interns' understanding of DEI issues in library collections and the publishing industry changed over the course of the study. The authors charted the qualitative and quantitative data gained from the High-Impact Practice elements incorporated into the study's methodology, and drew relationships from the survey findings. These results demonstrate linear changes in perception values from the student interns on DEI issues in publishing and academic libraries. Student interns' experiences throughout the study via critical reflection, discussions, directed work, and solitary efforts all increased their appreciation and understanding of DEI issues within the publishing industry and the academic library collection development spheres.

### *Survey Qualitative Findings*

Over the course of the audit, three qualitative surveys were administered to the student interns to monitor and assess their learning outcomes. The first was sent out at the beginning of the semester before they started the audit, the second in the middle of the semester and the final the last week of school (see Appendices B, C, and D).

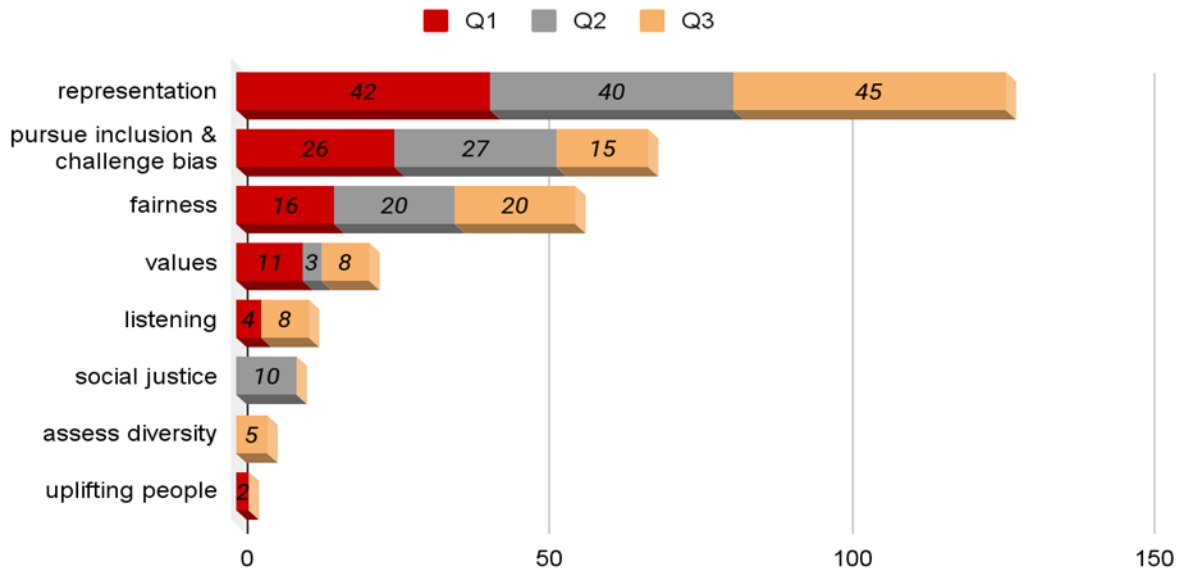
Each survey had six questions based on Bloom's Taxonomy (1956) pulling from the lower to higher levels of cognitive thinking. These six questions were similar in scope across each of the surveys, albeit moving from lower to higher cognition with each successive survey. There were an additional three questions that remained the same across all three surveys, using Likert Scale responses for consistency and to monitor and quantify student intern feedback.

All eight student interns working on the DEI Audit of the library collection responded to the first survey. The second survey had 6 responses and the final survey was answered by all eight of the interns again. The main limitation of the surveys is due to the difference in response rate of the

second survey, and given the anonymous design of the survey, it is not possible to parse the identity of respondents. Therefore, in discussion of the results, the research data gives higher priority and can provide more context for the qualitative results than confirm the significant relevance in the quantitative results of this study.

The first question across all three surveys was the same - “How would you describe diversity, equity and inclusion?” The authors coded the responses down to base keywords which resulted in eight main themes (see Chart 1). The numbers shown are percentages over the course of the three Questionnaires in different colors (Q1 = red, Q2 = gray, Q3 = peach).

*Chart 1*  
*Question 1 - All Questionnaires*  
(\*COLOR ONLINE ONLY)

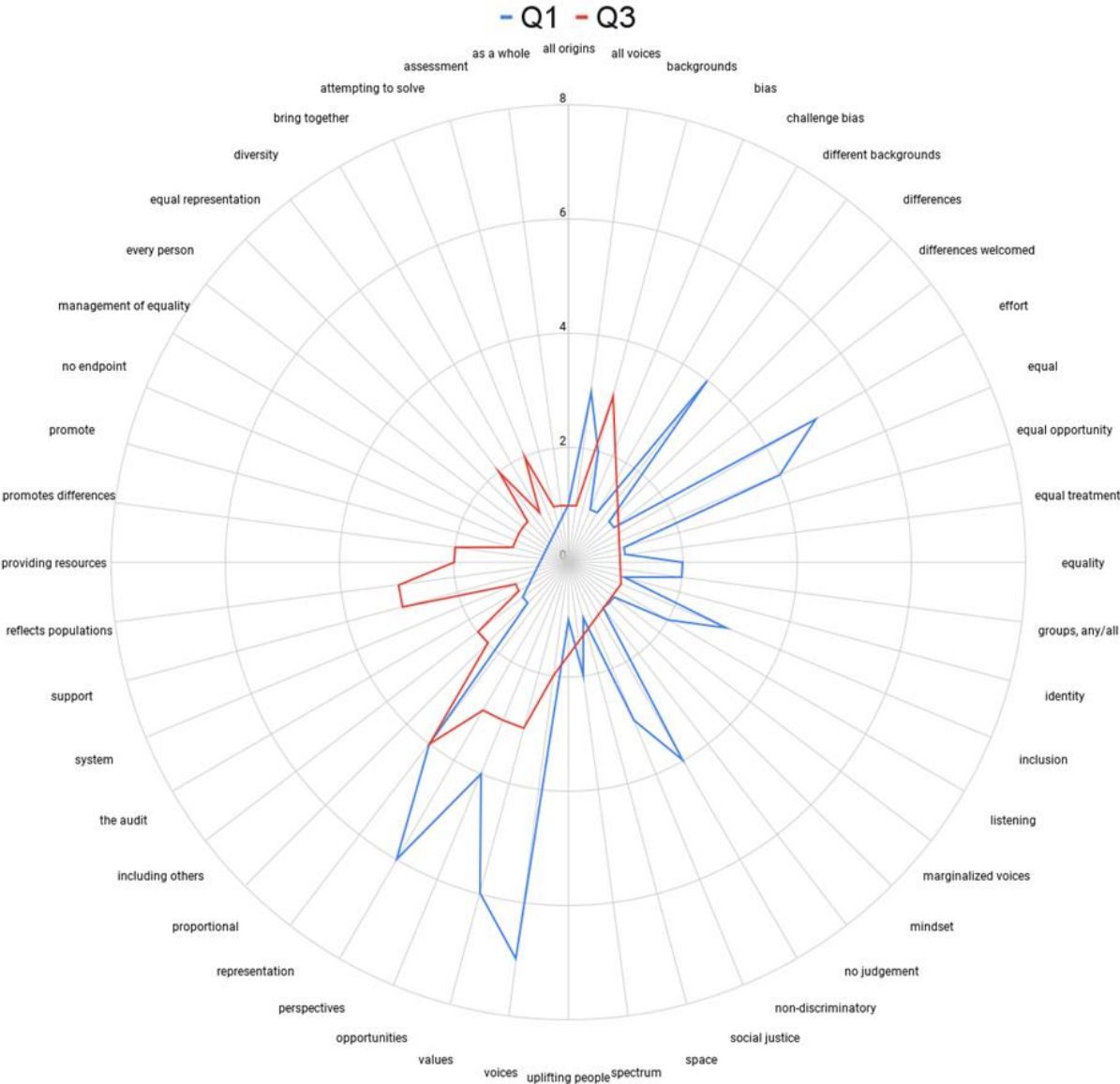


Visibly in the coded data, it does not appear that most of the themes changed significantly over time, including the top themes of *representation*, *pursue inclusion and challenge bias*, and



fairness. However, tonal shifts in the individual coded responses within the themes did occur as evidenced in Chart 2.

Chart 2  
Question 1 - Questionnaires 1 & 3 (Tonal Shifts)  
(\*COLOR ONLINE ONLY)



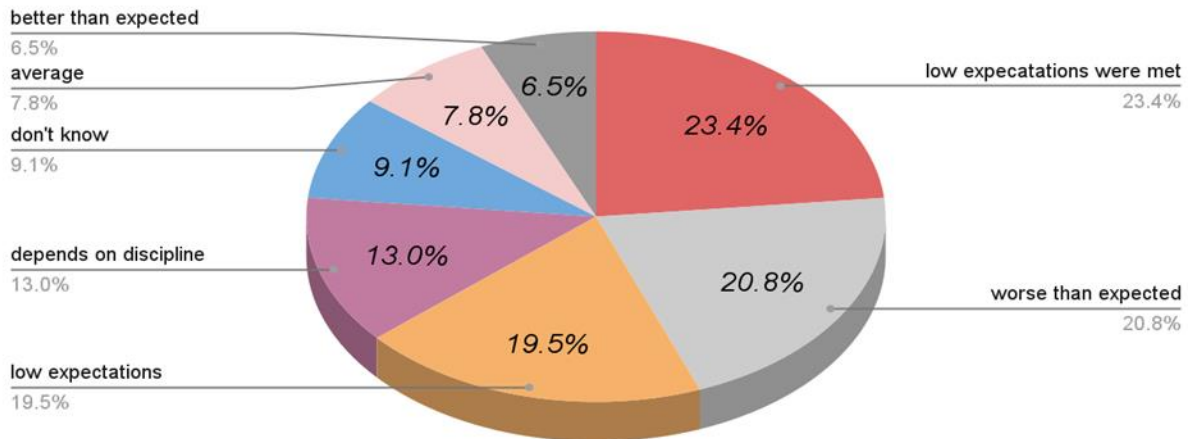
Student intern responses showed a tonal shift in language from the first questionnaire to the third. While thematically the language stayed the same, verbiage of responses changed in nature from definitional to call-to-action. The student interns went from basic definitions of DEI such as “different backgrounds” of people, “opportunities” and peoples’ “voices” (blue responses) to more focused language with action verbs such as “promotes differences”, “reflects populations”, and “providing resources” (red responses). By the third questionnaire, responses included such statements as “DEI means to actively and systematically support marginalized groups.” The switch to active verbs infers agency, where the student interns began to negotiate the empowerment behind the idea of DEI rather than just reciting base definitions at the lower levels of Bloom’s taxonomy.

The student interns evidenced deeper learning and applied new knowledge gained through discussion on their readings in exciting ways, such as suggesting DEI book titles that they discovered on their own. The active learning taking place during the direct action of the audit, combined with decision-making through book selection, supports the intent of the DEI Audit internship as a High-Impact Practice and vehicle of student empowerment.

The second question across all three surveys, while phrased slightly differently each time using Bloom’s taxonomy of language determination, was, at the core, focused on determining student intern expectations for the audit (see Chart 3). From a teaching perspective, this question was designed to prime student interns’ thinking to focus on a critical, reasoned approach to the DEI work, rather than just acquiring basic information literacy skills, although they did learn those

skills in the process. The outcome that the authors tested was potential transformation of critical thinking about the library collection.

*Chart 3*  
*Question 2 - Across all 3 questionnaires*  
(\*COLOR ONLINE ONLY)



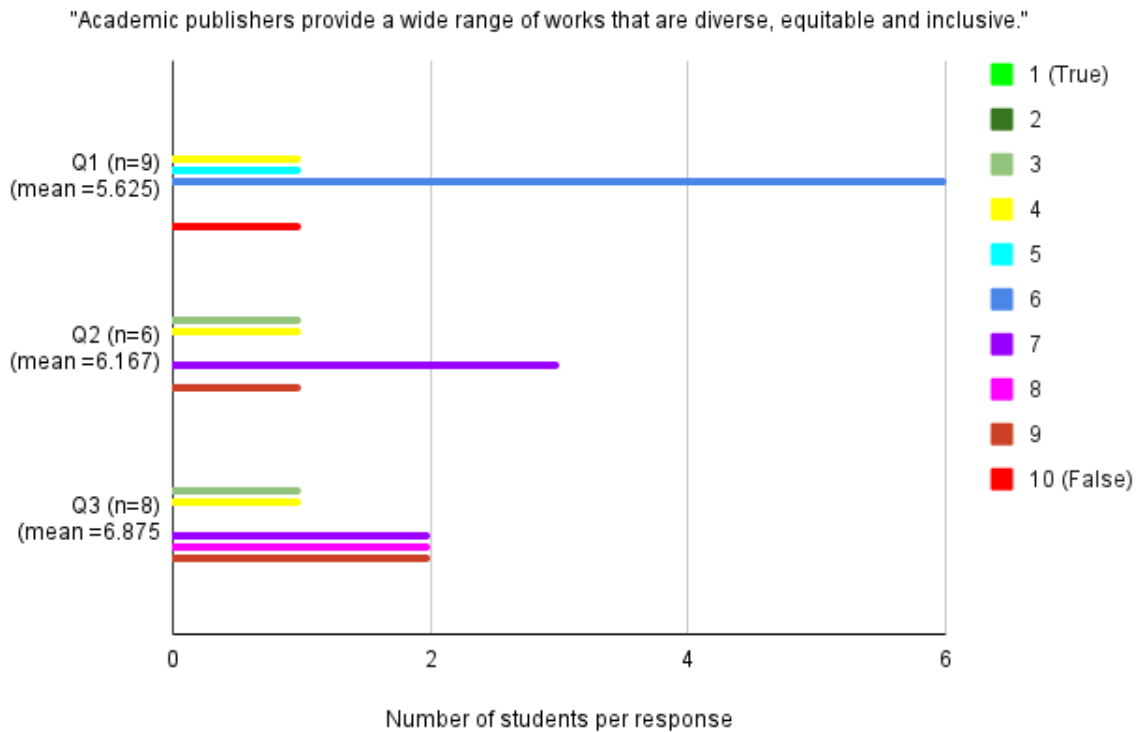
These results are totaled percentages from the three surveys in order to compare individual expectations even with the varying response rate from Survey 2. The majority of responses were that they had low expectations to start, and those low expectations were met or were even worse than expected. The “better than expected” responses stand out, although one limitation in this question is that there was not enough context for answers that started with very low expectations. Future studies could solve this ambiguity through the use of additional open-ended questions or interviews. Student interns also suggested that DEI may be dependent on discipline, which was a truth borne out in the quantitative data gathered in the library collection audit (Wells et al., 2021).

There were three persistent Likert Scale questions across all three surveys that were used to set a baseline and to quantifiably measure if and how student intern perceptions about libraries,

publishers and DEI changed over time during the study, in addition to how it impacted them personally. For each question statement, student interns were asked to rate it on a scale of 1-10 with 1 being “True” and 10 being “False”. In the mixed-method approach, the student interns provided qualitative perspectives in Questions 3-6 that support and provide context to their responses in the three Likert questions. Responses for each question were added together and averaged by number of respondents for each questionnaire overall.

The first Likert question was “Academic publishers provide a wide range of works that are diverse, equitable and inclusive.” In Chart 4, the needle moved very slightly from true (0) to false (10) over time, with the student interns acknowledging that publishers are not supportive of publishing DEI works. Averages from Q1 to Q3 went from 5.625 at the beginning to 6.875 at the end of the semester. This dovetails with the readings and discussions throughout the project as student interns learned more about the publishing industry as a whole.

*Chart 4*  
*Likert Question #1*  
(\*COLOR ONLINE ONLY)

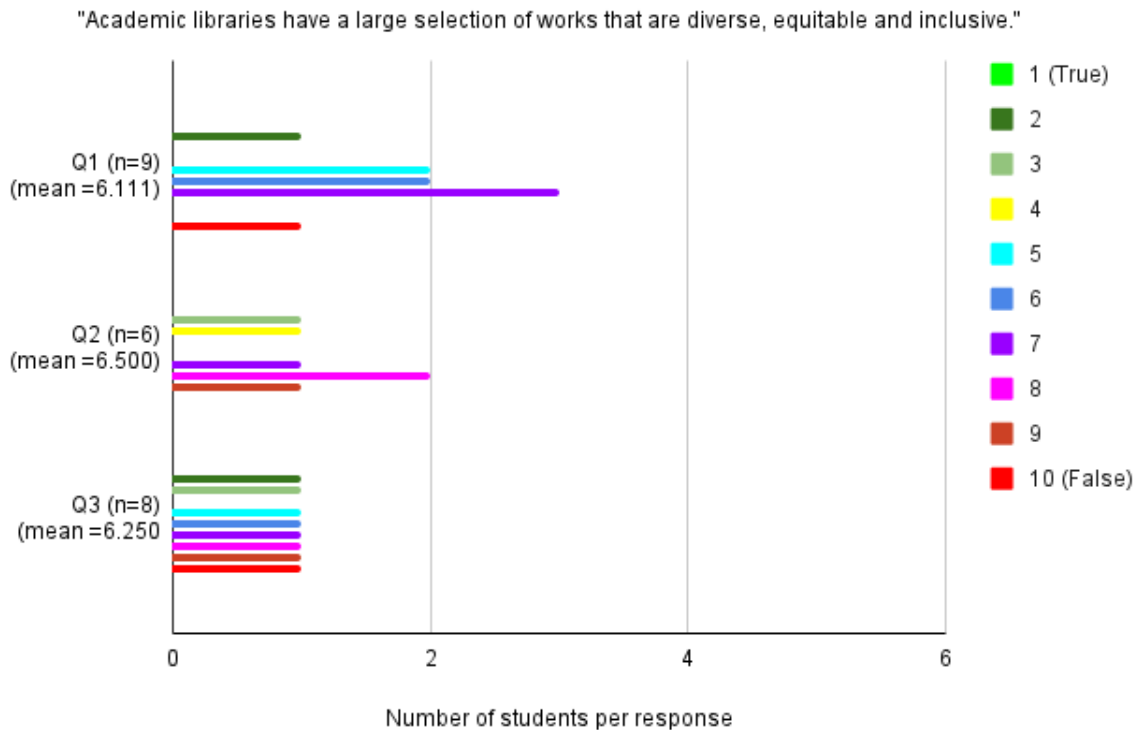


In the first questionnaire, one student intern wrote: "I believe that there will be more books by white men because I suspect that major publishing companies might discriminate based on gender, ethnicity, sexual orientation, etc."

Student interns also pondered about diversity within the publishing industry and how it chooses which authors to publish, reflecting concern about how systemic publishing issues can affect what students read. One student intern stated, "I understand that the information is vital to know if people from different backgrounds are represented and given opportunities in the publishing company and as writers," while another intern indicated after completing the audit that "I would encourage the library to look into the kinds of academic resources bought and if these titles have racial slurs and homophobic phrases. I also want the university to be aware that most books published lack positive representation of cultures."

The second Likert question was “Academic libraries have a large selection of works that are diverse, equitable and inclusive.” In Chart 5, most student interns seemed initially confident that the statement was more false than true but during the second and third iterations of the survey, responses flattened out as they seemed to waiver and disagree. Some student interns were hopeful about the direction of DEI within the library collection - “I would say that we have a long way to go, but we've made big first steps towards becoming more inclusive” - while others were not so hopeful - “The project demonstrated a desperate need for more authors from marginalized groups.”

*Chart 5*  
*Likert Scale Question #2*  
 (\*COLOR ONLINE ONLY)



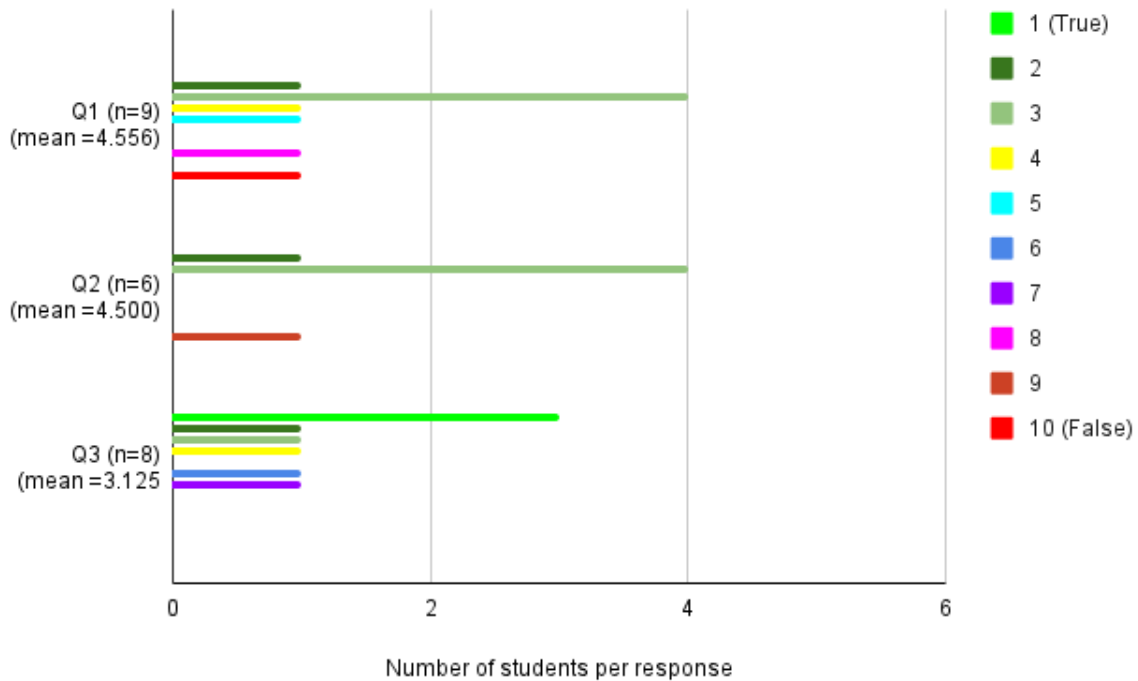
By the end of the study, there was a dispersal of opinions across the spectrum about the library collection, which could be explained by student interns being assigned titles in a specific subject

area. A future DEI Audit could potentially resolve any differences or disagreements by randomly assigning titles to interns regardless of subject or LCSH number. In concurrence with the differences in disciplines at the publisher level, one student intern said that the library audit would “shed light on representation in the library's collections and, to an extent, how disciplines differ in diversity, equity, and inclusion. At a minimum, this information offers capacity for reflection and potential change.”

The third Likert question was “Diversity, equity and inclusion are issues that matter to me when I select a book for my research and studies.” In Chart 6, student interns found the statement to be more true than false across all three iterations of the survey. This was a gratifying result as even though they started out with an interest in DEI and their own research, the average trend made a substantial jump downwards toward 0 (more true) as DEI became more valued and important to them over the course of the project.

*Chart 6*  
*Likert Scale Question #3*  
(\*COLOR ONLINE ONLY)

"Diversity, equity and inclusion are issues that matter to me when I select a book for my research and studies."



Student interns shared similar values about the importance of diversity, equity and inclusion in giving students a well-rounded education in academia from the outset. Student interns stated that “having a diverse array of perspectives in one's education teaches them the value in all people, preventing the formation of biases and prejudice,” and also that “a diverse education allows students to grow and learn about different races, cultures, and ethnicities. Lastly, students can learn empathy.”

Student interns also reflected upon DEI work within the context of their own interests and the real world. One student intern shared that: “Learning about diversity, equity and inclusion is really important because in the real world there are so many people that will look like and value different things than you. You must learn how to interact with these individuals whether as coworkers or peers.”



Although the third Likert question reflected the heart of the objectives of DEI work, it is important to note one limitation in this question involving selection of the student interns. There was a large pool of candidates for the intern position and the students hired were all passionate about social justice to begin with, which could have influenced the results of this particular survey question.

The qualitative aspect of the DEI project invited student interns to reflect on how their understanding and expectations changed throughout the course of the project. The surveys allowed the student interns to reflect upon and write about their experiences, which is another one of the eight key elements identified in the High-Impact Practice approach. In addition, student interns were able to act upon their own suggestions. A question in the third survey asked for suggestions to improve the collection and they had the opportunity to suggest titles to expand DEI in the collection. A student intern took this one step further and introduced the idea of having the library create “a way for more student-input to be added into the library's decision-making process to buy new texts,” which was incorporated into a library guide that features a suggestion form (University of the Pacific, *Resources on bias and racism in America*).

## **CONCLUSIONS AND FUTURE ACTIONS**

The survey results show that over the course of the study, student interns converted from passive receivers of information to “problem solvers not just problem identifiers” (Jacoby, 2017). The authors posit that DEI audits using student research internships as High-Impact Practice can be catalysts for social change and allow students to contribute to the future of education. It was certainly seen in this project that the interns applied their own experiences, understanding, and

vision to the research project and the surrounding literature used to frame the project. The deep learning exhibited from the student interns in their own words from the surveys demonstrates that the internship was a meaningful High-Impact Practice that can not only further students' personal growth, but also be applied to improve the outcomes of library services and collections.

Student interns also reflected upon the importance of sharing the library's DEI results to the university community as well as continuing the work. "It would be nice to generate data that allows us to explore the differences in DEI over time within the library's collection," one student intern opined, and other comments also indicated how the library could affect that change. Student intern suggestions include:

1. Pursuing future grants for DEI titles.
2. Buying books from more inclusive publishers and POC authors; adding books related to social justice to the collection.
3. Advertising the new DEI collections to the student body.
4. Reconsidering existing criteria when purchasing titles to include DEI.
5. Actively soliciting faculty, student, and staff input in the library's text purchasing decision making process (e.g., setting up a portal with recommendation form, starting active dialogue with campus community, sending out surveys to groups on campus).

Through High-Impact Practice work, student interns evaluated the collection and provided practical solutions to improving DEI within the University of the Pacific Library collection, and the library listened by actively engaging in bringing those solutions into fruition. The library applied for and received a \$10,000 grant from the University's DEI Committee to purchase new books on social justice and by authors from underrepresented communities and demographics

who write on DEI topics. Once the library received the new DEI books, an advertising campaign was developed to alert the University body through social media, online showcases and presentations. Additionally, a Recommend-a-Purchase form was created in the library's DEI Resources on Bias and Anti-Racism page to provide a way for students, faculty, and staff to provide input on DEI title purchases. Currently, the library is working on including DEI criteria for collection development guidelines, and will be working towards the remaining suggestions the student interns provided. Through this High-Impact Practice, student interns learned that they could affect library collections, and their suggestions support how student action can lead to positive outcomes.

A limitation to this study was the usefulness of some of the data reviewed by the student interns. Some of the data originally collected – such as analysis of book covers – amounted to little usefulness as academic literature covers have very little in common with the content, unlike images on a children's picture book, for example, which generally fully represent the people or anthropomorphized animal characters in the book. The result of collecting too much potentially unnecessary data can cause student interns working on a DEI Audit to spend too much time searching for information. Studies that focus on a shorter list of book features and characteristics, or that have inclusion criteria in their methodologies, such as the study by Emerson & Lehman (2022), can help refocus efforts by appraising only the most useful data for a DEI Audit.

For other institutions interested in doing similar DEI audit work, there are a few things to consider before embarking. As time has gone on and multiple academic libraries have completed DEI collection audits, the results are becoming apparent that academic publishing as an industry is not particularly diverse and collection development can only change so much in adopting DEI policies while still collecting new literature that faculty and students request for their research.

While doing an audit with student participation can lead to really wonderful engagement, working on alternative DEI focused efforts in libraries with students may serve as a greater catalyst for change. This could take place in working with students to identify publishers or publishing opportunities for the library to support that contribute DEI perspectives, or on creating campaign awareness on campus around DEI in publishing and libraries without performing an intensive audit. There are opportunities to expand on the work presented here with student interns and high-impact practice that may eventually lead to transformative change, as well. Discovering concrete evidence of where your collection falls short can certainly lead to conversations at all levels in the university on how change might be needed. For University of the Pacific, this High-Impact Practice experience was beneficial to both the library and the success of the student interns as they can now see themselves as agents of change, able to foster the development of transformative solutions in their current, and future, communities.

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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 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).

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