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## Critical Pedagogy in Library Collections: Conducting a DEI Library Audit with Student Interns

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# CRITICAL PEDAGOGY IN LIBRARY COLLECTIONS: CONDUCTING A DEI LIBRARY AUDIT WITH STUDENT INTERNS

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A decorative border of stylized flowers and leaves in red, orange, blue, and green surrounds the text.

# 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

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 decorative border of stylized flowers and leaves in red, blue, orange, and teal colors surrounds the central text area.

# 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 tall purple flowers, likely lupines. They are holding large, dense bouquets of similar flowers in front of their faces, completely obscuring them. The woman on the left is wearing a light blue dress, and the woman on the right is wearing a white dress with thin vertical stripes. The background is a soft-focus landscape with more flowers and distant trees 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

### 3. AUDIT RESULTS

A person is holding a bouquet of pink peonies and greenery. The person's arm, which has a tattoo, is visible on the left side of the image. They are wearing a black and white striped shirt. The background is a wooden deck.

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

**— SHIRLEY CHISHOLM**



## 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			

## 4. DISCUSSION



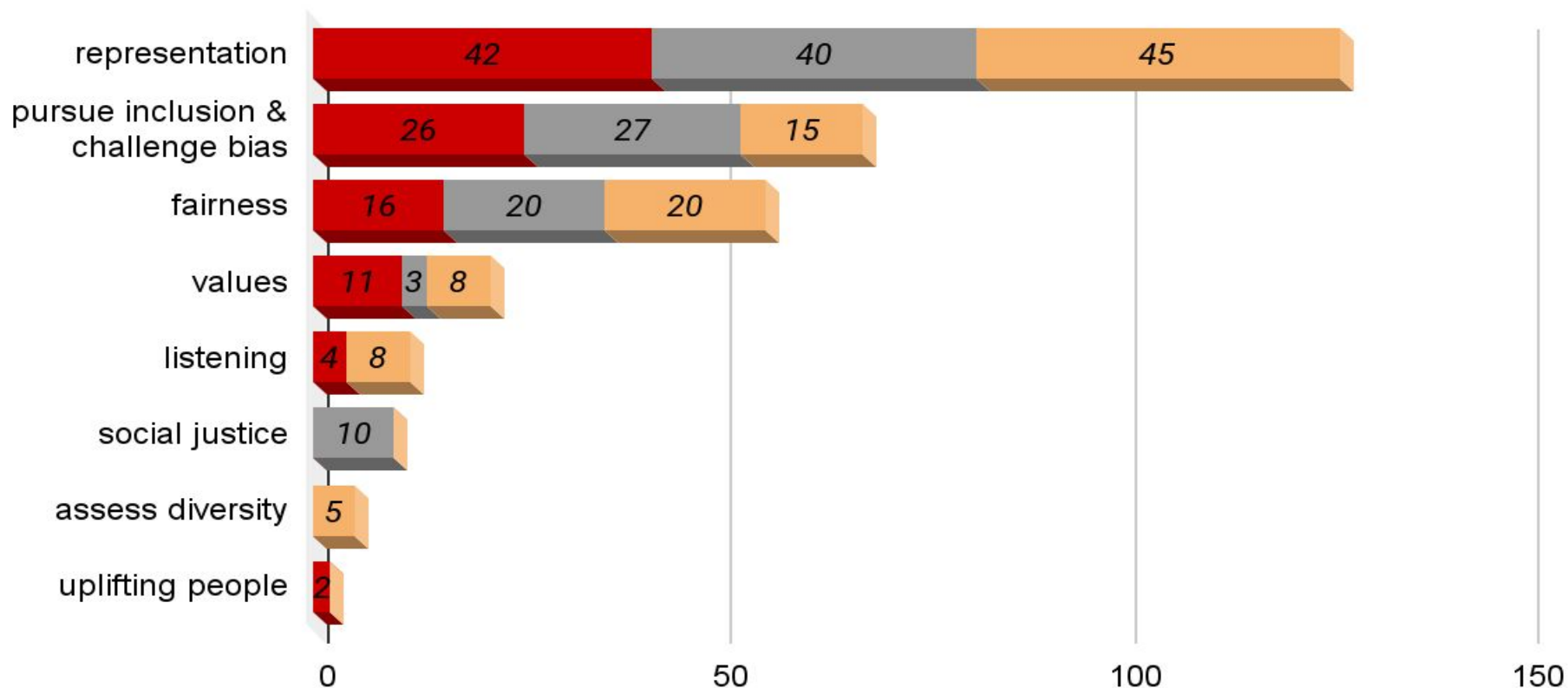
...WHEN EDUCATION INVOLVES YOUNG PEOPLE IN MAKING COMMUNITY CHANGES THAT MATTER TO THEM...YOUNG PEOPLE BEGIN TO BELIEVE IN THEMSELVES AND TO DREAM OF THE FUTURE."

- 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”

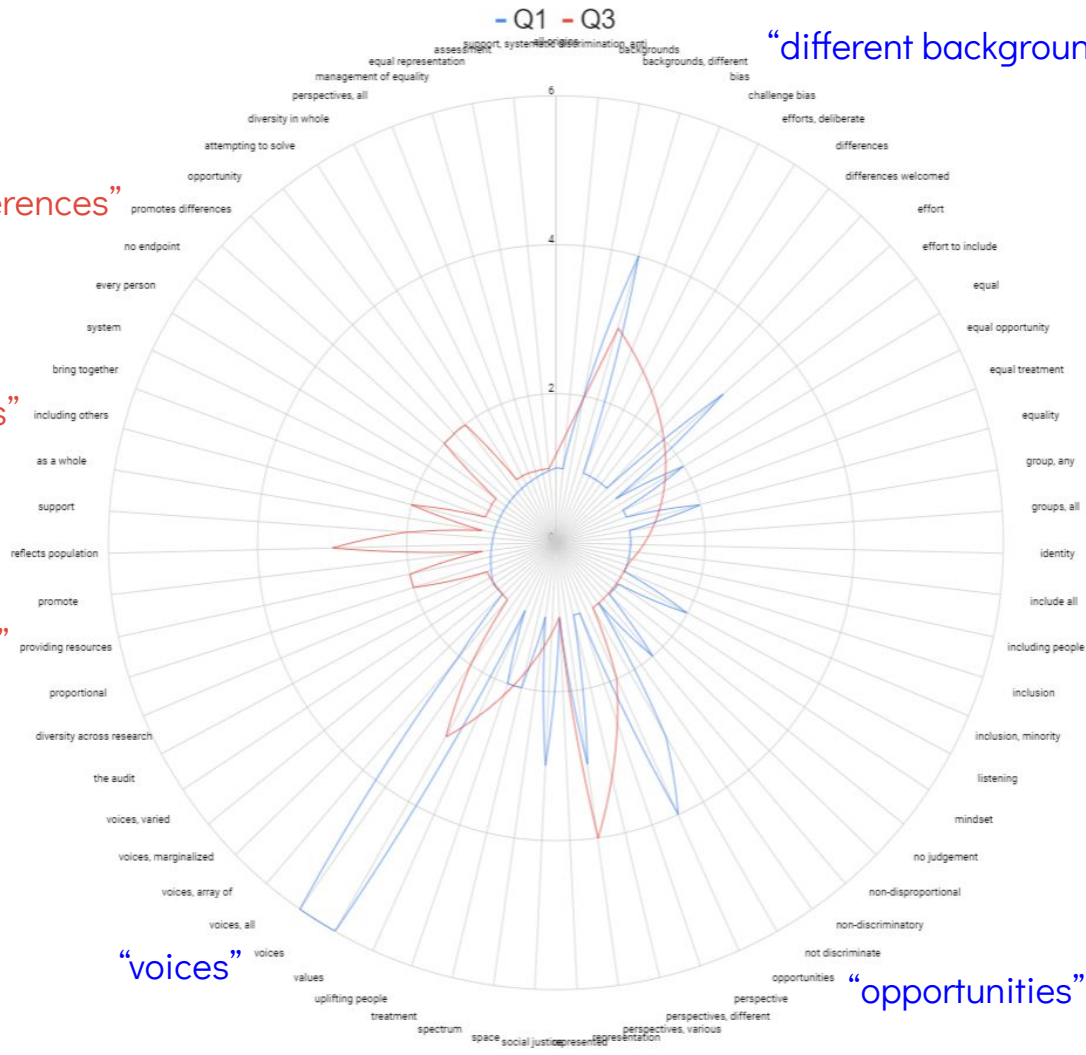
“reflects population”

“providing resources”

“voices”

“different backgrounds”

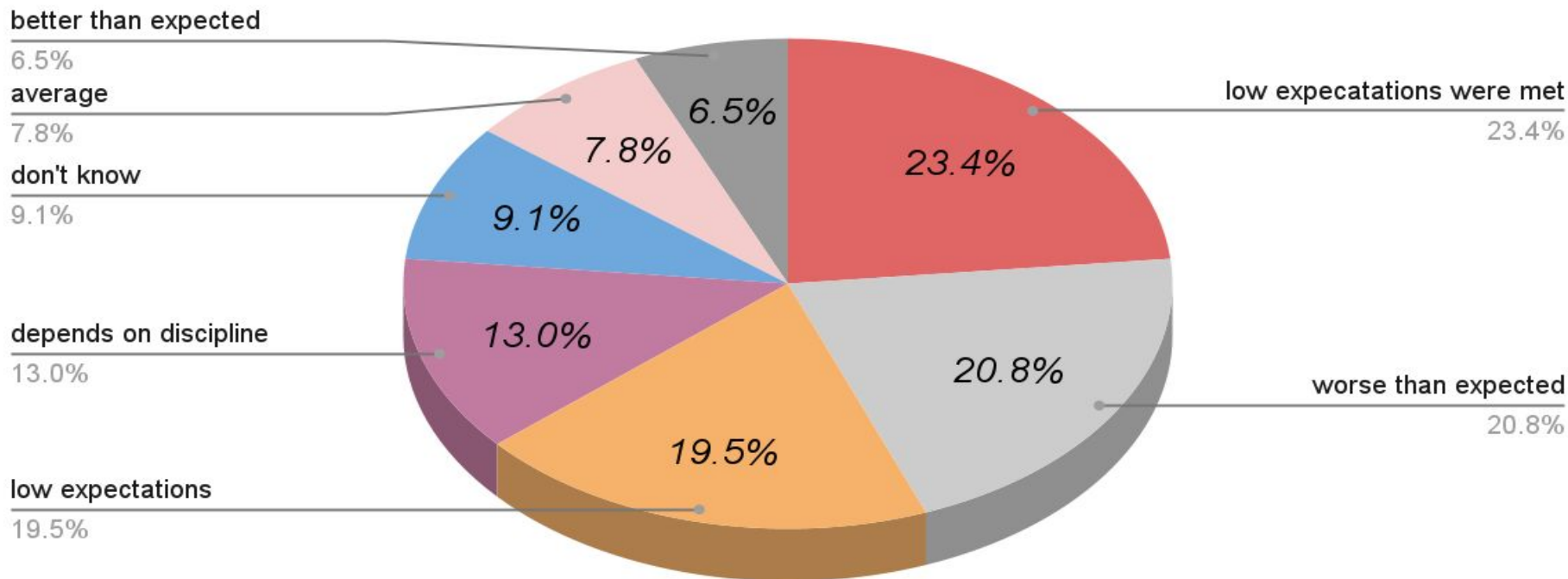
“opportunities”



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 REFLECTIONS

- SHARE RESULTS WITH THE CAMPUS COMMUNITY & COMPARE WITH OTHER LIBRARIES
- PROVIDE SURVEYS & ONLINE FORMS TO STUDENTS FOR BOOK RECOMMENDATIONS
- EXPLORE GRANTS TO PURCHASE BOOKS FROM UNDERREPRESENTED DEMOGRAPHICS

“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.”

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

- RENEW COLLECTION DEVELOPMENT GUIDELINES
- ADVERTISE NEW DEI COLLECTIONS TO CAMPUS COMMUNITY



## STUDENT REFLECTION QUOTES

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

*“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.**”*



# FINAL THOUGHTS AND THANK YOU!



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