Assessing the Diversity of our Electronic Resources
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PURPOSE

● To ensure that our materials collection aligns with our professional ethics, our institutional vision, and fully meets the research needs of our diverse campus population.

● Determine if our online databases (most often the first point of research consultation for our students and faculty) are adequately “bridging disciplines” and “representing diverse topics and perspectives”.

● Ensure that we build collections that are deliberately and positively contributing to an inclusive campus climate.
WE WON A GRANT!

- Inclusive Excellence Grant awarded by LMU’s University Intercultural Council (UIC)
- Our application outlined a plan of action, challenges, innovation, impact, sustainability, scalability, and budget
- Supported by the Dean of the Library
TIMELINE

Fall ‘17
- Literature review and annotated bibliography
- Pick e-resources for project
- Define codes and keyword search strings
- Write procedure for student’s database evaluations
- Design reflection prompts
- Pilot test and revise procedures
- Determine total hours needed for the evaluation

Spring ‘18
- Student recruitment
- Student training
- Evaluation: Students search databases
- Student reflection papers

Summer ‘18
- Data analysis
CATEGORIES AND KEYWORDS

Disability
General multicultural perspective
Gay, lesbian, bisexual, and transgender LGBTQ+
People of Color
Religion
Women's Studies
### CATEGORIES AND KEYWORDS

<table>
<thead>
<tr>
<th>Category</th>
<th>Definition</th>
<th>Keyword search phrases</th>
</tr>
</thead>
<tbody>
<tr>
<td>Disability</td>
<td>There are views represented in this database that address concepts of disability.</td>
<td>&quot;physical disabilit*&quot; &quot;neurocognitive disorder*&quot; &quot;neurodevelopmental disorder*&quot; &quot;psychiatric disorder*&quot; &quot;sleep-wake disorder*&quot;</td>
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</tbody>
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STUDENT RECRUITMENT AND ENGAGEMENT

- Chose student participants who are library employees
- Coordinated with student employee supervisors
- Provided an incentive for participation ($100)
- Training session + follow up through email
THE EVALUATION PROCESS

The student employees applied 33 keyword searches to about 200 databases (that’s a lot of searches!)

Reflective prompts

Final reflection paper
“There were a lot of results that demonstrated intersectionality between race and sexuality, however disabilities and women's studies are particularly lacking.”
“Diverse, to me, means that the database contains various sources of information about a variety of topics, which this database does not offer too many options when it comes to topics such as Latino/a, neurocognitive disorders, minority groups.”
FINDINGS

119 of 170 databases are ABOVE AVERAGE in the number of search results across all categories.

On average, the category of *Religion* returned the most keyword search results, the category of *Disability* returned the least.
Twenty six of the databases returned keyword search results that were above average in all six categories.
FINDINGS

Each category contributes this percentage to the total number of search results:

- Disability: 1.71%
- General multicultural perspective: 0.83%
- Gay, lesbian, bisexual, and transgender LGBTQ+: 10.37%
- People of Color: 19.61%
- Religion: 2.27%
- Women's Studies: 15.20%
LIMITATIONS

- Unequal number of keyword searches per category
- Keyword search strings not exhaustive
- Depth of categories is uneven
RECOMMENDATION FOR OUR COLLECTION

The categories of
- **Gay, lesbian, bisexual, and transgender LGBTQ+**
- **Women’s Studies**, and
- **Disability**

are minimally represented in the total collection. Based on this assessment, the library’s collection team may want to pursue the acquisition of databases that address those areas.
RECOMMENDATION FOR OUR COMMUNITY

Find more opportunities to partner with students in the library’s assessment projects!

“Overall, thank you for allowing me to participate in this research project! I think the work that’s being done here is thought-provoking and essential to an equal environment for all types of students.”
“After conducting this research I have realized that it is really important to scrutinize the academic bodies of work that we use in our own research--they can easily skew our perspectives.”