

DESIGNING A STUDENT-CENTERED

D **I** **v** **e** **r** **s** **i** **t** **y**

A U D I T

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INTRODUCTION

I set a goal to complete a diversity audit of the leisure reading collection this year. Finding time to dedicate to the project proved difficult, so I jumped at the opportunity to design a process allowing for an OhioLINK Luminaries Program student to participate in the work of auditing the collection.

OHIOLINK LUMINARIES

“As part of the OhioLINK Library Diversity, Equity and Inclusion Initiative [...] The Luminaries Program offers students a unique, paid opportunity in academic libraries [...] students receive a broad introduction to the information studies profession [...] The program provides **experiential learning, valuable training, and support** within a professional and structured work environment [...]

The Luminaries program exposes students to a wide range of work experiences based in the students' interest; creates a support system for students, mentors, and library administrators; and supports our library work environments becoming more inclusive.”

More at www.OhioLINK.edu/Content/OhioLINK_Initiatives

THE COLLECTION

Though my long-term goals include an audit of both print (250+) and digital (190) titles, the digital collection is the focus of the student's audit.

I've received \$3,000 in funding from the Libraries Diversity, Equity and Inclusion Committee to purchase titles related to antiracism and DEI to the digital collection.

Leisure purchasing is often motivated by (1) popularity, (2) eBook license and (3) cost, which led me to wonder: How diverse is the rest of the digital leisure collection?!



A STUDENT-CENTERED AUDIT

Shared Decision Making

Student serves as co-creator in the audit documentation, adding resources and notes (Padlet).

Conducts own needs assessment (Jamboard).

Self-Directed with Support

Structure, but set own goals for individual work time.

Participate in self-assessment through mini reflections (Flip).

Librarian reviews and responds regularly to student work.

Relevant

Project connects to professional goals, by design of Luminaries program and through final reflection.



bit.ly/46til9d

Student Training Documentation



bit.ly/3LZMWbA

Independent Work Documentation



10.0%
LGBTQ+

10.0%
WOMEN / GIRLS

A MINI AUDIT OF THE PRINT COLLECTION

A LOOK AT 2023 PRINT
PURCHASING THROUGH A
DIVERSITY LENS

8.0%
AFRICAN AMERICAN

4.0%
AMERICAN INDIAN

2.0%
JEWISH

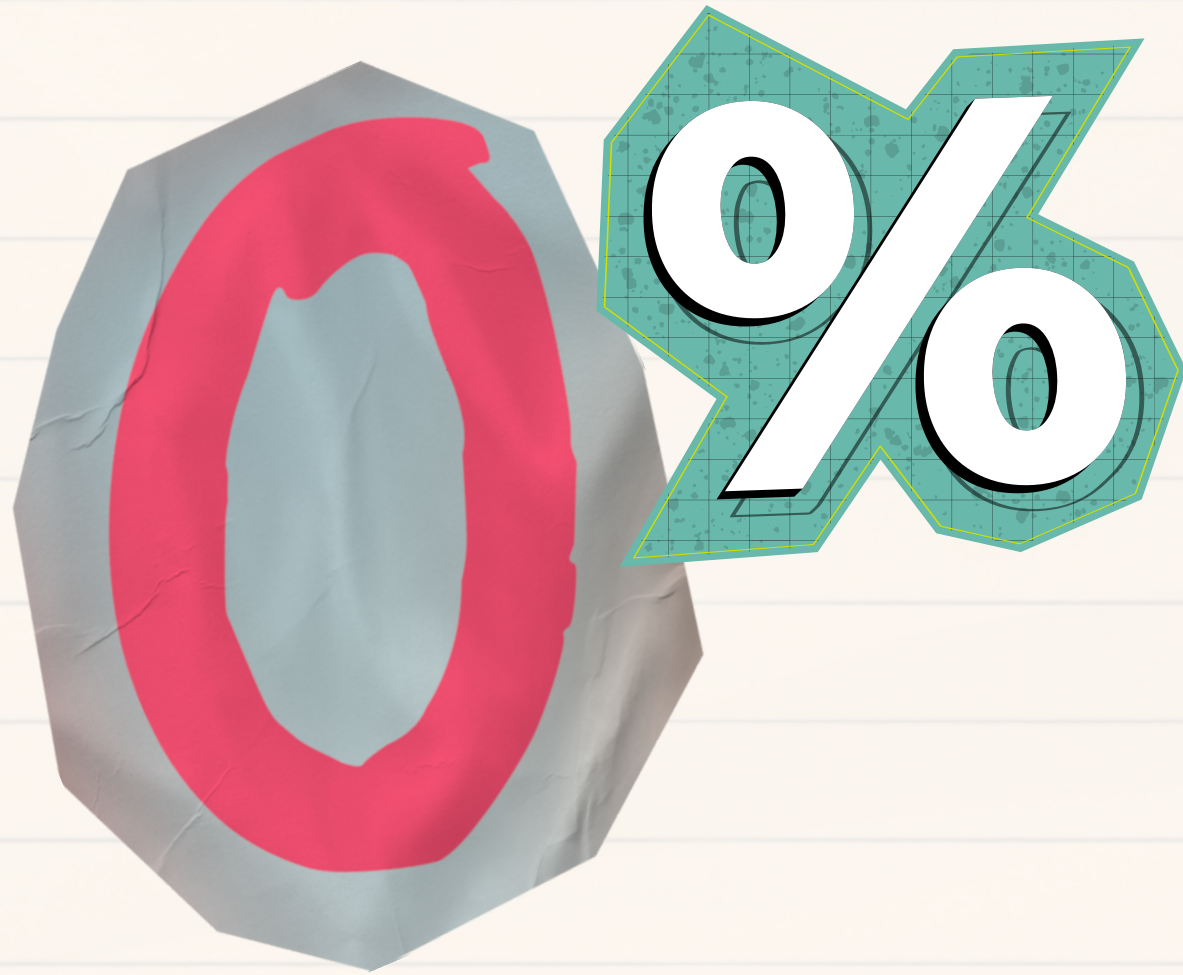
2.0%
GENDER

4.0%
IMMIGRANT / REFUGEE

2.0%
DISABILITY

2.0%
ASIAN AMERICAN

4.0%
SOUTH ASIAN



1. **African (Global)**
2. **African**
3. **Asian (Global)**
4. **Asian**
5. **Transgender / Non-Conforming**
6. **Men / Boys**
7. **Latino/a/e/x**
8. **Latino (US / Canada)**
9. **Latino (Latin America)**
10. **Middle Eastern**
11. **Multiracial / Mixed Race**
12. **Muslim**
13. **Pacific Islander / Oceania**

OVER HALF (52.0%) OF THE AUDITED TITLES HAD NO ATTRIBUTE ASSIGNED

THANK

YOU

bit.ly/480ZWuE

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