

Fondren Library Gap Assignment

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12 July 2021

APA Citation Format

The author has been employed at Fondren Library as a Research & User Experience Intern since August 2019.

I. Gap Details

A. Gap Identification

Since the events of the summer of 2020, campus-wide committees on Equity, Diversity, Inclusion and Accessibility were formed at Southern Methodist University, including at SMU Libraries. The EDIA Committee at SMU Libraries has been discussing how all libraries on campus can be more inclusive for diverse students, including by broadening our collection holdings on cultural intelligence, racism, anti-racism, and related topics. While primarily prompted by national events, this was also a response to tweets with the hashtag #BlackAtSMU that shared experiences of current and former Black students on campus, which revealed the negative experiences of Black students on campus.

The university is working to educate students about inequality in our society, particularly white students who are the majority on campus (58%, as compared to 7% of the students that self-identify as Black or African American) (SMU, 2020). While the libraries cannot directly change curriculum, similar discussions about equity, diversity and inclusion are happening in the Faculty Senate and elsewhere on campus; SMU Libraries will continue to work with faculty and students to expand representation of diverse voices in our collections.

B. Formats Included

Most resources collected through Fondren Library are books and journals. Books are added to the collection in both print and electronic format; SMU Libraries prefers to

subscribe to journals in electronic format (SMU Libraries, n.d.b). Audiovisual presentations can be added to the collection as either streaming media or DVDs.

C. Gap Limits

Per the guidelines of this assignment, no single item will cost more than \$300, nor will the researcher suggest purchasing more than one copy of any item. Collection development policy at SMU Libraries also excludes the purchase of any textbooks or workbooks (SMU Libraries, n.d.b).

Resources purchased through Fondren Library support degree programs for "the Dedman College of Humanities and Sciences, the Lyle School of Engineering, and the Simmons School of Education and Human Development," so any purchases must support programs offered through those schools (SMU Libraries, n.d.a). Audiovisual materials that support these programs are acceptable, but audio recordings that support degree programs offered through the Meadows School of the Arts, particularly of music, should not be purchased through this budget unless a strong argument is given for its use in the above listed programs. The VHS format is no longer supported by SMU Libraries, and preference is given for DVDs over Blu-Ray discs, as well as formats prepared for use in the U.S., but consideration will be given for these other formats should they be the only format available (SMU Libraries, n.d.b).

II. Resources Used

A. Selection Sources

The researcher began by looking at suggested reading lists on equity, diversity and inclusion posted through the Special Libraries Association, which had a variety of recommended resources posted on their page for Diversity Inclusion Community Equity, or DICE. These recommendation lists were from such groups as the Black Caucus of the American Library Association and the Social Responsibilities Round Table of the ALA, diversity leaders like Victoria Alexander and Nicole Cooke, and universities including Simmons University, the University of California at Berkley, the University of Wisconsin-Madison, and the University of Missouri Kansas City.

Once the researcher had exhausted those lists, she turned to Bowker's Books in Print. The resource was used to search keywords related to equity, diversity and inclusion, and anti-racism, leading to academic titles on such topics that could be used in classes across campus but particularly in those for education, psychology, gender studies, history and political science. Two recent catalogs from the Harvard University Press, on books for Education and Common Reads, were also consulted.

B. Review Sources

Half of the suggested purchased resources were reviewed by a publication. Resources from recommended resource lists were Googled to find reviews; these searches led to

reviews published by the following publications:

- *Kirkus Reviews*
- *Library Journal*
- *Publishers Weekly*
- *The New York Times*
- *Time Magazine*
- *Teach With Movies*
- *Enculturation*

Several selections found via Bowker's *Books in Print* had featured reviews within the publication listings, although one review was found in a Google search for the title *Otherwise Worlds*. Titles published by the Harvard University Press also had excerpted reviews from such publications as *The New Yorker* and *Kirkus Reviews*; these were found online to confirm the excerpt reflected the positive nature of the overall review. And one selection source was also a reviewer, the Social Responsibilities Round Table of the ALA, which specifically was recommending resources related to social responsibility, diversity and equity.

III. Works Cited/Consulted

A. Selection Sources

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National Council of Teachers of English. (2021). *Professional development books: Bestsellers*. <https://ncte.org/blog/2021/07/summer-professional-development-books-bestsellers-2/>

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Social Responsibilities Round Table of the, ALA. (n.d.). *The SRRT newsletter*. <https://www.ala.org/rt/srrt/srrt-newsletter>

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IV. Table of Selections

The researcher identified 43 new resources to recommend for purchase through Fondren Library and SMU Libraries. These resources include a subscription for an academic journal, two DVDs, and 40 books, published as hardcover, paperback and electronic versions. The total cost of these materials is \$1,944. See attached Excel spreadsheet for details on the suggested resources, as well as direct links for reviews.

V. References

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