

## UW Libraries Task Force on DEI and Ant-Racism in Collections Report

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## 1. Background

The University of Washington (UW) Libraries Strategic Plan, 2018-23, expresses our commitment to equity as a value this way:

We aspire to become a truly inclusive and equitable organization. We actively support the University in sustaining diversity, creating inclusive experiences for the UW community, and confronting institutional bias and structural racism.

To meet this commitment, units and administrative groups were challenged to examine their current practices. The Collections & Resources Council (CRC) [charged](#) the Task Force on Diversity, Equity, Inclusion, (DEI) and Anti-racism (AR) in Collections (herein referred to as the Task Force) with leading the UW Libraries in an examination of how the structures of racism, inequity, and privilege shape the work of building and maintaining collections at the UW. During the summer of 2021, the co-chairs of the CRC requested volunteers for the Task Force from amongst those who regularly attend the meetings. We recognize that, as a result of this selection process, the composition of the group is skewed towards those with time to volunteer and is not as racially diverse as we hoped.

### 1.1 Process

During the first meeting of the task force, the group set team norms for discussion and engagement, ([see Appendix C](#)) and established the parameters for generating a literature review ([see Appendix B](#)). Taking UW iSchool student Kate McAlister's 2020 [Capstone Project](#), which included an annotated bibliography on DEI in collections as a baseline, we updated her literature review for new materials across the major interdisciplinary databases, testing different keyword terminology that had come up in our preliminary readings. It was soon clear that while there was copious literature that met our broad definitions of DEI and AR in collections, there were relatively few citations that directly addressed collections in a major research collection such as ours. We are not the only ones who found a lack of relevant literature. Jahnke, Tanaka, and Palazzolo note:

The literature specifically addressing collection management and how diversity is defined is relatively sparse. In 2010, Ciszek and Young noted that very little had been written about large-scale diversity collection assessment, 5 and seven years later Jenny Semenza and colleagues came to a similar conclusion. In their review, only a handful of publications covered the practical issues of collections diversity, such as descriptive metadata and collection assessment, while the majority of publications focused on workforce diversity.<sup>1</sup>

In order to tackle the task of sifting through over 200 citations that might possibly be relevant, the group split into three broad areas of focus to update a working bibliography and determine salient issues to explore further:

1. Grouping 1
  - a. Revision of Guidelines

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<sup>1</sup> Jahnke, Lori M., Kyle Tanaka, and Christopher A. Palazzolo. "Ideology, Policy, and Practice: Structural Barriers to Collections Diversity in Research and College Libraries," March 3, 2022. <https://doi.org/10.5860/crl.83.2.166>.

- b. The Scholarly Publishing and Academic Library Marketplace
- 2. Grouping 2
  - a. Funding and Review of Budget Priorities
  - b. Community Inclusion & Outreach
- 3. Grouping 3
  - a. Representation of Marginalized Perspectives in Collections
  - b. Anti-racism in Collections

As part of the Task Force's Charge, we were encouraged to consult widely with interested Libraries communities. Besides reporting briefly to the CRC in November 2021, we held meetings with: Selector Bootcamp; Scholarly Communication Outreach and Education Team [SCOUT]; Special Collections; Gifts; ARCS and CAMS; International Studies and TEAL; Assessment; Accessibility Working Group; and the UW Press. Our recommendations and findings below reflect these discussions, as well as our review of the literature.

## 2. Recommendations

### 2.1 Strategic Investments

- **Budget reallocation**
  - Support cataloging/metadata to make resources both more appropriate for, and reflective of, diverse viewpoints and characteristics
  - Evaluate approval plans to determine/identify gaps in content reflecting DEI and AR and/or diverse and less mainstream publishers
  - Perform collection analysis to determine/identify critical gaps in collections
- **Infrastructure investments**
  - Create capacity for staff across the Libraries to engage in digital projects that focus on local diverse communities
  - Invest in flexible platforms to host non-commercial digital content
  - Support more flexible fiscal workflows to enable more diverse purchasing options
  - Invest in more shelving space for diverse format print materials
- **Staff reallocation and training**
  - Create a small team with a member from each fund group that would serve as the DEI and AR point person for the fund group
  - Establish training materials/programs for selectors in collecting materials that reflect DEI and AR
  - Train selectors to work collaboratively with campus and community groups to identify gaps in collections
  - Create marketing/outreach and trust-building programs/initiatives to better connect communities with existing resources.

### 2.2 Implementation Priorities

- Revision of Guidelines: Update internal and external collections statements to include language centering DEI and AR values, including:

- [Collection Development Guiding Principles](#),
  - [Collection Management](#)
- Revision of Licensing Principles and Expectations for Vendors
  - Ensure accessibility
  - Ensure user privacy and safety
- DEI and AR Audit
  - Determine what parts of the collection can be assessed.
  - Work with Assessment on a plan to sample the collection

### 3. Task Force Findings

#### 3.1 The Scholarly Publishing and Academic Library Marketplace

Synopsis of recommendations:

- Evaluate business decisions under the framework of our values, including DEI, AR, and social justice
- Combat the commercialization and homogenization of tools created for library and archives access and management by promoting and adopting open-source practices and alternative metrics for value assessment
- Recognize that many of the more diverse materials are more expensive, as vendors are capitalizing on the trend
- Reevaluate the Big Deal, publisher e-book packages, which cede collecting decisions to commercial interests
- Reevaluate patron- or demand-driven acquisitions critically to consider non-majority values in collection planning
- Consider equity of access in decisions pertaining to digital publishing and licensing vs. ownership models: author rights and fair use, and sharing e.g. in DRM v. the doctrine of first sale
- Consider impediments to publication for endogenous voices (even within OA and smaller publishers) and the need to look to alternative formats, including ephemera: such as posters, zines, and postcards, as well as student-created objects and other self- and independently published sources
- Support publication diversity in budgets and staffing priorities, including support for research into collections diversity; and cataloging, storage, preservation and digital infrastructure for non-standard items
- Strengthen the UW Libraries' and Press's roles in offering foundational knowledge about the scholarly publishing landscape for representatives of underrepresented voices
- UW Press is a leader nationally in innovative and collaborative publishing with local tribal communities. Ensure that the UW Press budget supports expansion of such initiatives that foreground alternative knowledge sources and scholarly frameworks
- Work with community members and scholars to seek out non-English publication networks, where the Libraries lack that linguistic expertise, and ensure that Libraries acquisitions processes are supported for such change.

### 3.1.1 Background Context and Discussion

#### 3.1.1.1 Commercial Monopolies

The Task Force found the 2017 report from the Collections Directorate of the MIT Libraries<sup>2</sup> particularly useful as a guide to the issues of entrenched biases and lack of diversity in the scholarly publishing marketplace and existing Libraries guidelines for collection development. The following section discusses the commercial marketplace, and its influence on how academic institutions assign and affirm value in collections.

Libraries-wide discussions of DEI in collections focused on the need to broaden content and expand points of access and public exposure to more diverse sources of scholarly production and knowledge representation. It was clear from these discussions that there is wide recognition that limiting factors impeding such an expansion include publishing monopolies and the domination of corporate entities, whose enterprises control ever-expanding sectors of libraries acquisitions, research, management and assessment infrastructures and content. This corporatization of academic institutions has been described in the MIT report as a symptom of the move away from University's goal of education as a public good "toward the commodification of education as a private good, providing 'marketable skills.'" <sup>3</sup> This corporatization of the university and the library influences the way that **value** is assigned to scholarly materials, particularly as they relate to promotion, retention, and tenure decisions, and leading to the dominant influence of majoritarian and commercially-driven viewpoints in self-referential circuits of value assessment that feed these corporate monopolies.

Recognizing this corporate-dominated closed system of references, two recent London School of Economics blog post cite bibliometric studies across disciplines that "have shown that the 'top' journals are heavily dominated by research produced in and about a small number of 'core' countries, mostly the USA and the UK, and thus "reproduce existing global power imbalances within and beyond academia."<sup>4</sup> The authors noted that journals with lower impact rankings were

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<sup>2</sup> Baildon, Michelle, Dana Hamlin, Czeslaw Jankowski, Rhonda Kauffman, Julia Lanigan, Michelle Miller, Jessica Venlet, and Ann Marie Willer. "Creating a Social Justice Mindset: Diversity, Inclusion, and Social Justice in the Collections Directorate of the MIT Libraries." Report, February 9, 2017.

<https://dspace.mit.edu/handle/1721.1/108771>.

<sup>3</sup> Baildon, Michelle, Dana Hamlin, Czeslaw Jankowski, Rhonda Kauffman, Julia Lanigan, Michelle Miller, Jessica Venlet, and Ann Marie Willer. "Creating a Social Justice Mindset: Diversity, Inclusion, and Social Justice in the Collections Directorate of the MIT Libraries." Report, February 9, 2017.

<https://dspace.mit.edu/handle/1721.1/108771>.

<sup>4</sup> "Research assessments based on journal rankings systematically marginalize knowledge from certain regions and subjects." Oct 30, 2017.

<https://blogs.lse.ac.uk/impactofsocialsciences/2017/10/30/research-assessments-based-on-journal-rankings-systematically-marginalise-knowledge-from-certain-regions-and-subjects/> and "Less 'prestigious' journals can contain more diverse research, by citing them we can shape a more just politics of citation."

Oct 11, 2021.

<http://blogs.lse.ac.uk/impactofsocialsciences/2021/10/11/less-prestigious-journals-can-contain-more-diverse-research-by-citing-them-we-can-shape-a-more-just-politics-of-citation/>.

more likely to include citations from a wider representation of articles, and written in languages other than English. The authors argue that by citing these less prestigious journals we can promote a “more just politics of citation.” Yet impact remains a key metric in tenure and promotion decisions. We note the work on UW campus of Carl Bergstrom and Jevin West in critiquing commercial scholarly assessment metrics and data abuse in misinformation<sup>5</sup> and welcome innovations such as: the pilot project Humane Metrics in Humanities and Social Science, which is looking to create and support a values-based framework for academic evaluation. <http://humetricshss.org/> [\$650,000 Mellon grant recipient in 2021]. These are alternative tools for the establishment of value that the Libraries should continue to promote.

In many respects the increasing dominance of digital access, which initially promised so much in terms of diversification of sources and access, has resulted in greater restrictions on materials, as the same corporate interests have asserted control over large proportions of the world’s digital corpus; in part through a favorable copyright environment provided by the The Digital Millennium Copyright Act (DMCA) of 1998, and restrictive licensing provisions. The DMCA enshrines into U.S. law corporate values of exclusionary protections for copyright holders, often at the expense of knowledge producers themselves. Copyright law founded on the principle of protecting knowledge production as a public good while affording certain rights to knowledge producers, increasingly serves to ensure the profits of publishers. Copyright is intended as the primary means by which society preserves and protects valued cultural heritage, but it has become an instrument through which the publishing market determines that which *is worthy* of being protected and that which is valued by society; based on profitability and increasingly anachronistic ideals of acceptable cultural production, to the exclusion of many historically marginalized peoples and groups. In the digital environment, where the doctrine of first sale does not apply, previously accepted libraries practices of interlibrary borrowing are unavailable to communities of users, often the underrepresented and underserved.<sup>6</sup>

Mega-monopolies also concentrate power in ways that enable the collection and selling of user data, infringing user privacy and possibly endangering user livelihoods and wellbeing. For instance: enabling ICE oversight of undocumented people and authoritarian government surveillance of students at UW and elsewhere. The question was raised in libraries-wide discussion of whether the library is simply a “purchasing agent” for our campus, looking to transactional metrics of efficiency and cost-effectiveness to the detriment of our values. Conglomerates and “big deals” dominate library budgets, leaving little flexibility to add new subscriptions from independent publishers and non-traditional sources that are more likely to represent diverse voices, undermining our values of collection diversity and protecting user privacy.

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<sup>5</sup> West, Jevin D., Ian Wesley-Smith, and Carl T. Bergstrom. "A Recommendation System Based on Hierarchical Clustering of an Article-Level Citation Network." *IEEE Transactions on Big Data* 2, no. 2 (2016): 113-23. [doi:10.1109/TBDATA.2016.2541167](https://doi.org/10.1109/TBDATA.2016.2541167) and <https://www.callingbullshit.org/>

<sup>6</sup> April M. Hathcock, "Confining Cultural Expression: How the Historical Principles behind Modern Copyright Law Perpetuate Cultural Exclusion," *American University Journal of Gender, Social Policy & the Law* 25, no. 3 (2017): 239-260.

### 3.1.1.2 Equity Diversity and Reward in the Scholarly Marketplace:

Although much of the Task Force discussion revolved around broadening acquisition channels to smaller presses outside of the GOBI selection framework, the literature suggests that, in terms of diversification, few of the smaller presses are doing any better in diversifying their publication lists. Large publishers have invested in diversifying staff, but there has been little evidence that this change influences the existing biases in publication outputs quickly. Morales, Knowles, and Bourg noted that “white writers wrote 90% of the books reviewed by the New York Times in 2011” In 2018, Nicolas Shea cites the following author identifications statistics: Penguin: 75% probably white; Independent publishers: 79% probably white.<sup>7</sup> While these findings certainly complicate any presumed easy correlation between press type and diversity of publishing list, it is nevertheless the case that the past few years since those findings were published have seen an explosive growth of interest in diverse voices, and more diverse publications across a range of presses. The Task Force conclusions still refer to the need to expand acquisitions channels to small and non-mainstream presses, but here we are specifically meaning those presses that focus on the representation of minority voices, viewpoints and issues.

Beyond the question of author demographics is the larger issue of the kind of knowledge being represented. The literature the Task Force consulted refers to libraries and the publishing marketplace needing to recognize indigenous knowledge frameworks and how they are not represented in traditional published materials. Relationship-based scholarship is not rewarded institutionally, and, as Danielle Cooper notes, “Indigenous frameworks privilege relationship building, and by extension, how knowledge is created relationally, including through oral traditions.”<sup>8</sup> Libraries need to recognize that certain kinds of critical information for indigenous studies and pertaining to other underrepresented groups therefore are not formally published: such sources as oral histories, gray literature, and genealogical records, and new forms of digital media.

In our TF discussion with UW Press, they noted that, while they have been less successful in diversifying their editorial staff, they have been national leaders in forging collaborations with local tribal communities, resulting in the strengthening of their indigenous studies publication lists. They are partners with UBC Press, and other indigenous, technology and cultural organizations in [RavenSpace](#), “an innovative initiative for digital publishing in Indigenous studies” that “provides a new model and online platform for collaborative authorship and publishing, meeting the standards of peer-reviewed academic publishing and respecting

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<sup>7</sup> Shea, Nicholas, Gloria Mulvihill, Vi La Bianca, and Alyssa Hanchar. "Who Is Publishing Diverse Books Best?" *Publishing Research Quarterly* 34, no. 2 (2018): 207-17.

<https://doi.org/10.1007/s12109-018-9573-4>

<sup>8</sup> Cooper, Danielle, Tanya Ball, Michelle N. Boyer-Kelly, Anne Carr-Wiggin, Carrie Cornelius, J. W. Cox, Sarah Dupont, et al. "When Research is Relational: Supporting the Research Practices of Indigenous Studies Scholars." Ithaka S+R. Last Modified 11 April 2019. <https://doi.org/10.18665/sr.311240>.

Indigenous protocols for the ownership, access, and use of cultural heritage and traditional knowledge.” This project has published dictionaries that are vital tools for language revitalization, for instance. A project with the Lummi tribe, however, demonstrates the limitations of digital publishing, because the print book is viewed as a material object that can be passed down through generations, whether or not they have access to the internet. Print also allows the information to be controlled according to accepted indigenous value systems.

The UW Press’ strength in indigenous studies dates from the American Indian Studies Program on campus, but they can also claim a long track record of publishing in the area of Asian American studies, and are an important partner for the Libraries in documenting the various migrations from the Pacific region. They have been implementing the Mellon Fellowship Diversity Program for over 6 years, so have been very successful in bringing more diverse voices to the publishing community at large.

Closer integration between the Libraries and the Press opens up other important avenues of collaboration where our aims of highlighting underrepresented voices overlap. Comments from around the Libraries mentioned our interest in hosting platforms that support open publishing (Pressbooks and Open Education Network for instance) as being an important part of this discussion around DEI and collections. Our support (financial and staffing/services) of these platforms is important and should be thought of as part of collections (as well as teaching & learning) areas of our work. These comments can also be seen in the context of the need to reduce financial barriers to the publication of anti-racism material, also mentioned in discussions. Examples of publishing collaborations between the Libraries, the Burke Museum, faculty and students, for instance, are increasing, as the Libraries Open Scholarship Commons reaches an increasingly wide audience with its outreach and programming on campus. As American Ethnic Studies faculty member Rick Bonus argues, such collaborations across campus, including in publishing, which recognize different modes of meaning-making, are essential to transforming student relationships with the university.<sup>9</sup> Despite these promising initiatives, library and student produced work available under creative commons licensing agreements remains marginal to the mainstream bibliographic order, siloed and sidelined as secondary by inadequate bibliographic description. In this sense, it retains its status as “subjugate knowledge,” to use Foucault’s term. See fn 18 on Foucault below in Section 3c.

Across many discussions in the Libraries, the question of equitable reward for intellectual work was also raised, not only calling for recognition of effort across the publishing enterprise, but also for cultural informants who share their knowledge with scholars, publishers, and libraries. For instance, a 2019 ACRL report noted that “Publons was created by publishers to provide a mechanism for giving credit to those who engage in peer review. CRediT (the Contributor Roles Taxonomy), created in 2014, has been adopted by many academic publishers as a way to

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<sup>9</sup> Bonus, Rick. *The Ocean in the School: Pacific Islander Students Transforming Their University*. Durham: Duke University Press, 2020. See also the UW Pressbooks publication created with his 2019 class.

provide visibility to the broad range of contributors to published output.”<sup>10</sup> This ACRL report notes that library-based publishing operations and presses can be among the first to promote a “transparent peer-review system,” like MIT Press (PubPub) and (OJS).<sup>11</sup> They also note the role of libraries in validating “alternative systems, institutions, and processes involved in creating, sharing, and consuming research as legitimate...” This concern was expressed in Libraries discussion in the question: Who produces scholarship and how do students consent to have their materials published? Clearly having these knowledge producers recognized for their contributions, as well as having their rights protected, is of concern, even as there is sentiment towards greater inclusion of students in the process of documenting their own, and their communities', experiences and histories. Our Libraries discussions raised the important question about the kind of support the Libraries can/should provide for research that falls outside the traditional purview of scholarship, in its role as information broker and in validating that which is worthy of recognition – both for the reading public and in the tenure and promotion process.

### *3.1.1.3 Equity of Access in Publishing*

There is a need to transform scholarly communication toward openness and increased access, guided by the values of open access, diversity, and social justice. Open access (OA) provides alternatives to the dysfunctional economics of the current publishing system. But OA has also been criticized as a neo-colonial practice in that it focuses on access but not on participation. These critiques note the need to avoid the “one-way bestowal of knowledge from the Global North to the Global South.” The wider variety of publications that now fall under the rubric of open access should be noted, as should the observation that not all OA publications are regarded as having equal worth. With increasing pressure around the world to publish in an English-language medium with an impact rating, an array of open access outlets has emerged, many of them without serious peer review and others clearly predatory. Even so, these journals appear to fill a niche market for at least some scholars from Global South who can’t afford APCs to publish elsewhere or are not trained to meet the rigorous scholarly apparatus and peer review requirements of the Euro-American marketplace. The Libraries needs to be better prepared to navigate and guide students in this open access environment.

It was clear from Libraries meetings that participants were concerned that collections meet the needs of another underrepresented and often ignored group: the disabled community. How has

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<sup>10</sup> Maron, Nancy, Rebecca Kennison, Paul Bracke, Nathan Hall, Isaac Gilman, Kara Malenfant, Charlotte Roh, and Yasmeen Shorish. "Open and Equitable Scholarly Communications: Creating a More Inclusive Future" (2019). *Copyright, Fair Use, Scholarly Communication, etc.*. 111.p 16.

<https://digitalcommons.unl.edu/scholcom/111> and “Next Steps for CRediT – An Interview with the Co-Chairs.” The Scholarly Kitchen, May 24, 2022.

<https://scholarlykitchen.sspnet.org/2022/05/24/next-steps-for-credit-an-interview-with-the-co-chairs/>.

<sup>11</sup> Maron, Nancy, Rebecca Kennison, Paul Bracke, Nathan Hall, Isaac Gilman, Kara Malenfant, Charlotte Roh, and Yasmeen Shorish. "Open and Equitable Scholarly Communications: Creating a More Inclusive Future" (2019). *Copyright, Fair Use, Scholarly Communication, etc.*. 111.p 16.

<https://digitalcommons.unl.edu/scholcom/111>

the marketplace responded to the need for accessibility standards? When meeting with the UW Libraries Accessibility Group, they made it clear that 100% accessibility is not attainable, and progress, not perfection, is our goal. There's a range of accessibility, and even a low point of the range is better than nothing. Options and flexibility are key: ebooks may be more accessible to some, but print may be more accessible to those with ADHD or migraines. Some formats of diverse materials, such as zines or graphic novels, may not be particularly accessible because they may have a handwritten or smaller font, and they may require extra work to remediate. UW Guidelines require that we are in WCAG 2.1 compliance, which covers a wide range of recommendations for making Web content more accessible. Materials such as oral histories and photographs are potentially expensive to make accessible, putting our goals of diversifying forms of knowledge production in non-standard formats, and meeting accessibility standards in competition for scarce resources in this case. Lack of funding means that some collections have not been made available at all because we haven't been able to meet standards. The Libraries Accessibility Group hoped that Special Collections, for instance, is not sacrificing the goal of broad open access for the sake of complete metadata and assistive technical enhancements that would meet disability optimal requirements. One librarian commented in our meeting with Special Collections, the DEI and accessibility expectations are "unfunded mandates."

### **3.1.2 Revision of Licensing Guidelines**

From discussions, there was a clear and emerging pressure for enhanced ethical guidelines governing our relationships with mega-vendors. Questions have arisen around LexisNexis and the revelations of its possible misuse of data in relation to its contract relationship with the Department of Homeland Security and particularly ICE. These questions point to the need for a broader set of guidelines for when to withdraw patronage from commercial enterprises that violate ethical norms, even if those violations are unlikely to directly affect our users. In the past year, Law Schools around the country, with Seattle University at the forefront, are protesting the possible harm to their undocumented students and are calling for the termination of contracts with LexisNexis (parent company RELX) and Westlaw (Thomson Reuters). A small Libraries working group concluded recently that the long-term collaborative project of moving away from both these services is worth supporting, and noted that law libraries are starting to include use of non-profit alternatives into library user instruction. Additionally, a librarian working with the Open Scholarship Commons mentioned that she had students who were working on a project that would have been a good fit for ARC GIS, but refused to use it because this company too works with the Department of Defence. Clearly these ethical issues are of importance to our users, and should be reflected in guidelines governing how our collecting decisions are made.

### **3.2 Diversifying Perspectives: Community Outreach and Consultation**

*Synopsis of recommendations:*

- Work with appropriate local Seattle area community groups to determine/identify gaps in collections, including partnering with schools and departments on campus which are working with HBCs and minority serving institutions to strengthen Libraries networks with underserved communities.

- Provide digital archiving support for collaborative community project work within and outside of Special Collections
- Invest in the staff and infrastructure needed to collect, describe, present, and preserve these underrepresented community materials
- Invest in platforms and/or systems that facilitate controlled access to digital formats that cannot/should not be made available openly, due to legal, cultural, or privacy concerns
- Collaborate with community, faculty and student projects to bring library texts and museum objects into scholarly research and curriculum development
- Invest in marketing/outreach strategies to better connect communities with existing resources; including cataloging/making resources accessible and exhibits.
- Be realistic about our long-term capacity as an institution before committing- we don't want to tell a community partner we can help with their collection or related needs and then fail to deliver.

### **3.2.1 Background Context and Discussion**

In meetings with Special Collections and across the Libraries, there was interest expressed in collecting or documenting materials created by indigenous and underrepresented knowledge keepers, with a focus on documenting these resources in a non-extractive way. These communities would be defined as BIPOC or AAPI, for instance, or representing non-Christian theologies or ideological perspectives. The literature we reviewed on this subject describes how particular institutions may decide to work with specific community groups, making under-represented groups part of the libraries' strategic plan, mostly based on the dominant demographic groups in their communities; for instance the University of Northern Arizona libraries published a case study that provides an overview of existing programmatic and policy-based initiatives to help foster a closer and more meaningful relationship with Native American students, faculty, and patrons.

Other literature we reviewed also described work with or outreach to particular underserved racial or social groups on campus, or in the wider community, as a key component of growing and evaluating collections. Most articles focused on case studies of particular groups who were being served by a special library or research resource: an LGBTQ resource center or a transgender historical research institute, for instance. In these cases, users could easily be identified and queried about the effectiveness of collections, services and pedagogical practices, and could be fruitful partners to co-sponsor performances, speaker series and other outreach activities that could target similar constituencies within the community. Such outreach programs are essential to bring users into the collection; conferences promote inclusion and community building based on reciprocity and trust, for instance. Community partners, advocacy organizations, or non-profits can serve as potential collaborators as librarians brainstorm programming and outreach to underserved groups. Such labor-intensive practices are more difficult for a library of our complexity.

Our discussions with Special Collections emphasized the importance of promoting trust between the Libraries and our community constituencies. Focus groups with members of the community, approaching them with humility and ready to learn from them, promotes reciprocity and trust. The "We are History Keepers" program, for instance, has been a very successful collaboration between Special Collections and a local community organization (Ethnic Heritage Council), and has framed its work as a dialogue with the communities it hopes to serve. The primary aim has been to assist local organizations preserve their own archival resources, and not to acquire them for UW. The program has been responsive to the particular needs and concerns of the communities. As was noted in our meetings, "Stories are in the communities, but they lack the resources to surface them." This assistance in surfacing stories has been characterized as post-custodial collecting, enhancing access to materials without appropriation.

Despite a focus on DEI for the last 2 years, Special Collections discussions pointed to the enduring physical and technical deficits that the unit suffers from; these deficits particularly impact our ability to address the kinds of community-driven acquisitions and resource management protocols that would help address our need for more diverse collections. For instance, there was discussion of the lack of infrastructure to support resources such as oral history projects. The dominant scholarly practice of giving primacy to the written record is an issue in the context of Special Collections' responsibilities towards the wider research and user community, some of whose cultural practices are based on oral and other non-textual traditions. It was noted in meetings that since the dismantling of the Digital Initiatives unit and the Media Center, the remaining Libraries digital and media infrastructure is limited to proprietary platforms and/or systems that are exclusive to Special Collections. This leaves other units and selectors with connections to underserved communities with no infrastructure support for project work that might surface underrepresented voices.

The TEAL maintains very strong community relationships and has its own special collections facilities, but is also dependent upon centralized library technical services to provide solutions to non-textual, non-published and non-traditional knowledge forms, including media. DEI literature emphasizes that these alternative forms of cultural production are critical – oral histories, informal group productions, research notes, ethnographic collections, image collections etc. – since indigenous knowledge frameworks are not well represented in traditional published materials. Special Collections librarians referenced the problematic history that the University as a whole has in relation to local indigenous communities, whose information is often thought to have been appropriated. One staff member noted: "We are custodians of information that maybe we shouldn't be," adding that the concept of owning information is problematic in the contexts of indigenous knowledge, and that often spiritual practices necessitate that information is not freely available within the entire community and certainly not beyond it. Indigenous materials are almost entirely donated by non-native donors, with restrictions dictated by a third party, and with little regard given to community spiritual and cultural practices concerning information sources.

There is a clear need to develop long-standing relationships with community groups. But even projects that engage with indigenous groups on a collaborative basis, tend to rely on their free labor. There are now movements within archival communities seeking to redress the economic imbalance of such collaborations by seeking compensation for local informants and participants.<sup>12</sup> The sensitivity of these issues is such that Special Collections in particular needs staff trained to deal with indigenous materials, or at the very least, Advisory Boards to act as a bridge to community interests. As is largely true for the Libraries as a whole, there is little diversity among Special Collections staff, and a lack of perspective from lived experience that can contribute knowledge to this work. There is also a problem in ensuring that minority users are comfortable in Libraries space and have a good experience with staff when getting reference help. Special Collections spaces in general are notoriously unwelcoming, and UWL is no exception, even to seasoned scholars. We need to address this negative impression to draw in more students and community members. More staff in Special Collections would help to process materials, bring hidden voices to light, and promote them to the community. Bilingual cataloging and description could also help in this process: oral histories could include transcriptions of interviews in their preferred languages.

Special Collections staff are aware of the need for an audit of metadata and descriptive terms as part of this larger DEI effort; any attempt to make the Libraries collections more welcoming is undermined by legacy vocabularies rooted in historical inaccuracies and biases. This work would require grant funding or could perhaps be an iSchool student Capstone Project, although there is no discretionary staff time to supervise such a project. Real change requires funding. It was noted that the iSchool recently recruited Temi Odomosu, an art historian whose work focuses on colonial representations of the African diaspora. Her work at UW “interrogating archives” for their biases and falsifications will generate student excitement in this kind of work. We can only hope that Special Collections has the capacity to absorb and take advantage of this increasing interest in its collections and their potential to meet the expanding demands of a diversifying user base. The literature points to this rapid racial and ethnic diversification of college campuses and rising social movements, both on campus and in the surrounding communities, to engage with issues of diversity and equity. This new imperative offers opportunities for enhanced community engagement: to build community-based digital archives to support campus diversity initiatives and spur greater engagement with community concerns;

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<sup>12</sup> Casey, Conor. “Corrective Collecting, Democratizing Documentation: A Practical, EDI-centered Documentation strategy for Community Archives” OCLC Works in Progress Webinar, June 2, 2021. Accessed July 1, 2021 <https://www.oclc.org/research/events/2021/060221-edi-corrective-collecting.html>  
Casey, Conor. “Corrective Collecting and Democratizing Documentation: Preserving, Interpreting, and Promoting Regional Workers’ History at the Labor Archives of Washington” in Trasciatti, Mary Anne A. and Robert Farrant, (Ed.) *Where are the Workers? Labor’s Stories at Museums and Historic Sites*, Champaign, IL: University of Illinois Press, 2021 (in-press).  
<https://www.press.uillinois.edu/books/?id=65nfk8hb9780252044397>  
On equity budgeting and paying community member knowledge: Marion Voice Manifesto: <https://marionvoices.org/equity-budgeting/> Columbia Oral History Workshop: <http://oralhistory.columbia.edu/calendar/placing-the-narrator-at-the-center-haw3j>

to reflect the voices of community members and for students and teachers to engage with these materials in their learning and research.

### 3.3 Diversifying Perspectives: Collections Strategies

#### *Synopsis of Recommendations:*

- Agree on a meaningful definition of diversity
- Reevaluate vendor decisions and monograph approval plans through a values-based lens, including profile criteria and taxonomies. This could be done by the small DEI team recommended above.
- Find more diverse sources of books, different publishers and authors who may not previously have been considered “academic” enough
- Seek out smaller, local sources of knowledge that are not handled by commercial vendors through alternative sources such as social media
- Work with YBP to include more diverse publishers in their GOBI profiling
- Invest in additional staffing to support flexible acquisitions workflows in ARCS
- Revise collections guidelines
- Create a shared GOBI folder that all selectors could contribute DEI titles to and would be purchased by the DEI team with funds set aside for this purpose.
- Consider criteria other than strictly usage when making deselection decisions
- Fund buying trips. These trips have been stopped during COVID, but may be the only way to purchase materials from certain areas that publish mostly in print.

#### 3.3.1 Background Context and Discussion

“The long arc of collecting is not just rooted in colonial paradigms; it relies on and continually remakes those structures of injustice through the seemingly benign practices and processes of the profession.”<sup>13</sup>

Underpinning our discussion is the acknowledgement of the importance of libraries in public discourse and the disproportionate influence they have over the circuits of academic knowledge production and consumption. As Morales, Knowles, and Bourg note: “Academic librarians are perhaps uniquely equipped and empowered to define and redefine systems of knowledge that convey ‘truths’ about what we know about the world and how that knowledge is organized and evaluated.”<sup>14</sup>

With that responsibility in mind, one of the most important questions facing the Task Force has always been: whose voices should be included in a diverse collection? This question was raised at the November 2021 Bootcamp meeting, with very useful suggestions. The responses included: BIPOC communities; LGBTQ+; disabled authors/creators; Neurodivergent/diverse

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<sup>13</sup> Christen, Kimberly, and Jane Anderson. "Toward Slow Archives." *Archival Science* 19, no. 2 (2019): 87-116. <https://doi.org/10.1007/s10502-019-09307-x>

<sup>14</sup> Morales, Myrna, Em Claire Knowles, and Chris Bourg, “Diversity, Social Justice, and the Future of Libraries,” *Portal: Libraries and the Academy* 14, no. 3 (2014): 440, [doi:10.1353/pla.2014.0017](https://doi.org/10.1353/pla.2014.0017)

authors/creators; and voices of the community that represent these interest groups. In addition, difficult questions of advocacy, library neutrality and representation of unpopular views were raised: “How deep do we go into collecting unpopular opinions that we don’t agree with? Does including extreme views (e.g. far right-wing) make our collections more diverse? I struggle with this.” With the response: “The way I think about extreme views in collections is that they can and are used by people to argue for social justice. Without them in collections, they aren’t documented. That’s not to say that they belong in an undergrad collection, etc.”<sup>15</sup> These discussions are consistent with recent published articles on what it means for the library to be a “neutral” institution.<sup>16</sup>

This pragmatic but activist position is reflected in a recent study by E.E. Lawrence, who argues that viewpoint diversity has long been a consideration in a library world mindful of its social, political, and pedagogical influence. However, Lawrence argues that the concept of diversity is too ambiguous to be useful, outside of the political considerations that inform its conceptualization.<sup>17</sup> Lawrence notes:

Though diverse books is a concept in need of a definition, conceptual analysis is not an appropriate method for adjudicating between the definitions we have on offer. This is because the concept is fundamentally political, serving as a resource for re-shaping collective social arrangements and ways of life. The conceptual problem outlined here requires for its resolution a method that will move us from a descriptive project to an explicitly normative one, wherein we consider what we properly work to achieve with and through the concept in question.<sup>18</sup>

Lawrence raises a wide ranging critique of the current status of “diversity” as a useful analytical category, raising the following questions: Is representation of diverse characteristics sufficient, even if that representation may be misleading or ideologically driven, or does the *quality* of representation matter in our definition. Lawrence sees “*evaluative inclusionism*” as taking into account the quality of the representation, as well as the relationship of the author to the lived experience of the representation: “Evaluative inclusionists might also index representation not to characters per se but to experiences represented, such that a narrative must in some way depict a character’s experiences as a member of the social group(s) to which they belong rather than merely announcing or implying social identifications.” The category of *authorial inclusionism* might include works by diverse authors, but perhaps without regard for the nature of the representation, leading us to think about the concept of Own Voices as one possible

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<sup>15</sup> For some of this debate, see: Rick Anderson, “Libraries and the Contested Terrain of ‘Neutrality,’” The Scholarly Kitchen, March 3rd 2022.

<https://scholarlykitchen.sspnet.org/2022/03/03/libraries-and-the-contested-terrain-of-neutrality/>

<sup>16</sup> “Libraries and the Contested Terrain of “Neutrality.”

<https://scholarlykitchen.sspnet.org/2022/03/03/libraries-and-the-contested-terrain-of-neutrality/>

<sup>17</sup> Lawrence, E. E. "The Trouble with Diverse Books, Part I: On the Limits of Conceptual Analysis for Political Negotiation in Library & Information Science." *Journal of Documentation* 76, no. 6 (2020): 1473-491. <https://doi-org.offcampus.lib.washington.edu/10.1108/JD-04-2020-0057>

<sup>18</sup> Lawrence, E.E. "The Trouble with Diverse Books, Part II: An Informational Pragmatic Analysis." *Journal of Documentation* 77, no. 1 (2020): 181-97. <https://doi.org/10.1108/JD-06-2020-0112>.

particular definition of diversity.<sup>19</sup> There is also an argument, however, that since we don't know what the actual effects of diverse representation are on readers, authorial inclusionism does have the added advantage of at least "promoting the creative efforts of people who are systematically disadvantaged in terms of their access to the formal publishing apparatus." The overall concern here is that since *diverse books* fails as a meaningful category, we are obliged as Lawrence expresses it, to move from: "the descriptive to the prescriptive – that is, that we have entered into a kind of normative negotiation, one where the subject of dispute is no longer what a diverse book *is* but what it *should be*." Such a principle could appear to contradict and undermine the very notion of diversity that it seeks to uphold, since it replaces one set of encoded political and power dynamics (existing, racist) for another (putatively enlightened and not racist.).

### 3.3.1.1 From Diversity to Praxis

The mirrored reflection of this theoretical conundrum was raised in the Bootcamp meeting in the question: How to make "diverse" items discoverable without "othering" them? That which resists this normative negotiation (taxonomically fixed and ideologically affirmed) remains other, a essentialized and voiceless negation. In response to the need to keep praxis as the end goal of the diversity debate, Lawrence elaborates, in part II of their analysis, the need for "pragmatic conceptual analysis" in face of the crisis in the concept of diversity. This debate reflects the question well understood by scholars of European colonialism around the world, and articulated by the postcolonial studies scholar Gyastry Spivak, who proposed the notion of "strategic essentialism" as a heuristic means to frame social praxis within, (and outside of), the reductionist paradigm of the always-becoming normalized. Spivak helpfully cites Foucault's definition of what he calls "subjugated knowledge" as that which is overwritten by the dominant narratives of colonialism: "a whole set of knowledges that have been disqualified as inadequate to their task or insufficiently elaborated: naive knowledges, located low down on the hierarchy, beneath the required level of cognition or scientificity."<sup>20</sup>

The prescriptive activism suggested by Lawrence should be placed within the broader context of social justice, particularly with reference to the anti-racism mandate of our charge. Many comments in meetings suggested that this anti-racism work requires active engagement and promotion of materials in the collection. Our readings also suggest that the passive adoption of

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<sup>19</sup> Also called "authentic authorship workflow" by Blume and Roylance. Blume, Rachel, and Allyson Roylance. "Decolonization in Collection Development: Developing an Authentic Authorship Workflow." *The Journal of Academic Librarianship* 46, no. 5 (2020): 102175

<sup>20</sup> In defining the "subtext of the palimpsestic narrative of imperialism," Spivak cited Foucault's "subjugated knowledge". Foucault, Michel, and Gordon, Colin. *Power/knowledge : Selected Interviews and Other Writings, 1972-1977*. 1st American ed. New York: Pantheon Books, 1980. p. 82. She asks, "On the other side of the international division of labor from socialized capital, inside and outside the circuit of the epistemic violence of imperialist law and education supplementing an earlier economic text, can the subaltern speak? Spivak, G. (2003). Can the Subaltern Speak? *Die Philosophin*, 14(27), 42-58.

the paradigm of diversity is a distraction from the real work of identifying and naming racist structural impediments to equity within the library world. As David Hudson contends:

Diversity's preoccupation with demographic inclusion and individual behavioural competence has, I contend, left little room in the field for substantive engagement with race as a historically contingent phenomenon: race is ultimately reified through LIS diversity discourse, effectively precluding exploration of the ways in which racial formations are differentially produced in the contextually-specific exercise of power itself.<sup>21</sup>

This demographic inclusion argument rests on the assumption that all we need to do is right a demographic misalignment between our constituencies and what we are representing in our collections. In this sense the diversity arguments replace the former multiculturalism paradigms without questioning the social and economic structures that privilege and maintain the dominant scholarly and publishing structures. Hudson argues that even for those authors who recognize the structural nature of racism “the anti-racist response to racism at least nominally conceived of as structural is diversification, with both texts proposing the purposeful development of more heterogeneous collections.” As evidence, authors cite the American Library Association’s (ALA) core value of diversity, defined as the commitment to “striv[ing] to reflect [the nation’s] diversity,” reflecting “a society where difference is simultaneously celebrated and ethically immaterial.”

When Selector Bootcamp participants were asked to consider whether DEI work should be a neutral or passive process or if it should be proactive advocacy work, it was clear that most respondents see the aims of diversity as deeply embedded in the social justice movement, and would agree with Morales, Knowles and Bourge that “Social justice addresses power and privilege on a structural level, as well as at the level of mere representation.”<sup>22</sup> There was sentiment that anti-racism work in particular was a positive and active commitment not only to remove barriers to access, but to promote materials that sought to highlight anti-racist positions through displays, LibGuides, etc. While much anti-racism social justice activism primarily revolves around recruiting a more racially aligned and representative cohort of librarians, in line with what is projected to be an increasingly non-white demographic, Morales, Knowles and Bourge note that “academic libraries and librarians exercise considerable influence over the diversity (or lack thereof) of scholarship through choices they make in fulfilling the primary missions of collecting, preserving, and providing access to information. In other words, there is certainly work that the collection itself can do to further the anti-racism agenda.

What would Lawrence’s “pragmatic conceptual analysis” based on aims of informational justice look like in practice and how might it inform our work? Lawrence states that this “concept allows us to speak collectively about such works, picking out not so much a stable class of texts as those with a distinctive relational status: books that are excluded or devalorized by our

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<sup>21</sup> Hudson, David James. "On "Diversity" as Anti-Racism in Library and Information Studies: A Critique." *Journal of Critical Library and Information Studies* 1, no. 1 (2017): Journal of Critical Library and Information Studies, 2017-01-31, Vol.1 (1). <https://doi.org/10.24242/jclis.v1i1.6>

<sup>22</sup> Morales, Myrna, Em Claire Knowles, and Chris Bourge. "Diversity, Social Justice, and the Future of Libraries." *Portal (Baltimore, Md.)* 14, no. 3 (2014): 439-51. <http://dx.doi.org/10.1353/pla.2014.0017>. <https://www.proquest.com/scholarly-journals/diversity-social-justice-future-libraries/docview/1546003757/se-2?accountid=14784>.

institutions of print in ways that accord with known structural inequities.”<sup>23</sup> This relationality appears to recognize the ongoing negotiations within and between categories that strain against becoming normalized, allowing for their fracturing and re-forming, and recognizing their intersectionalities, within and across social characteristics. An example of this issue of intersecting boundaries is Ethnic American collections: our purchasing of diverse materials is hindered by confusion over who is buying material for some ethnic groups in America. For example, the Korean Studies librarian doesn't buy materials on Korean-Americans, even though they have the strongest Libraries connections to that community. The Ethnic Studies selector doesn't buy anything not in English, so who is buying Chinese American materials in Chinese?<sup>24</sup> We suggest a group folder, and a funding source, that Ethnic Studies or another area selector can use to purchase this important category that we routinely overlook. We also have this problem for other materials that aren't clearly in one geographic area. We want to promote awareness of diversity issues outside of the United States (for example, gender issues in Japan or indigeneity and ethnic politics worldwide), and to enlarge the intellectual horizons of students by exposing them to a wide variety of ideas and the cultural diversity of different nations. Should we only be buying those materials in English?

### **3.3.1.2. Diversity in the STEM Curriculum**

Participants in the Bootcamp meeting and others noted not only that authors, researchers and creators of diverse racial and cultural backgrounds should be represented in our collections, but also diverse cultural approaches to knowledge generation across disciplines should be represented, including those in the sciences for which such self-reflection has not been an integral part of scholarly practice. This means not just promoting people of color working within Euro-American frameworks of academic inquiry, but recognizing the structural impediments within mainstream circuits of scholarly production that inhibit diversity of cultural approaches. What would it take to elevate this “subjugated knowledge” in whatever form it takes: This work could mean non-print collections (audio/video) from cultures not based in traditional publishing/written forms of transferring knowledge. Some meeting participants noted that this doesn't mean not buying Euro-centric materials, but rather intentionally centering voices that have historically not had a platform, in the hope of making these materials mainstream in public discourse and promoting them in curriculum use. During recent times of budget constraints our focus has been to support our curriculum needs, but these are not necessarily incompatible with an enhanced focus on DEI materials. Fortunately, President Cauce's [Race and Equity Initiative](#) of 2015 has done much to increase interest in these materials across the campus teaching

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<sup>23</sup> Lawrence, E.E. "The Trouble with Diverse Books, Part II: An Informational Pragmatic Analysis." *Journal of Documentation* 77, no. 1 (2020): 181-97. <https://doi.org/10.1108/JD-06-2020-0112>.

<sup>24</sup> The UW SE Asia Center and Libraries were recently awarded a \$1 million grant from the Henry Luce Foundation to explore new pedagogies and archival connections linking SE Asian Studies and SE Asian American Studies, indicating that scholarly focus on those diasporic connections is only increasing.

curriculum. Some authors, such as Márquez and Porras have suggested ways to promote non-English language materials in the science classroom.<sup>25</sup>

Some selectors in the sciences spoke of the need to increase viewpoint diversity within their disciplines, and to interrupt the scholarly cycle that is firmly based in Euro-American habits and scholarly practices, and based exclusively on the English language publishing world. They noted that 30 years ago foreign language knowledge would have been a requirement for scientists, in recognition of the contributions to science from outside of the English-speaking world, but that is no longer the case. There is a recognized need for perspectives outside of the White Euro-American research corpus which is dominant now, particularly for global topics like climate change.<sup>26</sup>

A recent email exchange within the libraries in response to a reference question about the percentage of non-English scholarship that is made available in translation contributes to this discussion of diversity viewpoints in the sciences: a sciences librarian cited literature showing that the number of books translated into English and published in the U.S. has gone up over the last few years, from in the 400s to the low 600s, although these statistics do not indicate the type of books translated, and may well reflect an increasing interest in global literature in translation. This email exchange surmises, however, that the number of translated scholarly articles has gone down over the last few decades in sci-tech, in part because there were in the past publishers that specialized in translating entire science and engineering journals originally published in other languages (especially Russian) into English. There also used to be U.S. government agencies that published scientific and technical report series of translated scholarly work. Because of a relatively high cost/use ratio, those journals were selected for cancellation by libraries and consequently are no longer published, demonstrating the influential power of library purchasing habits over the scope and diversity of the publishing marketplace. The few remaining publishers of journal translations are mostly publishing translations from East Asian CJK languages, not from Russian or other European languages previously associated with valued scientific knowledge. This provides an interesting reflection on which languages and realms of cultural production are valued and which are not in the global competition for technological primacy. It may also be a reflection of how easily roman script (and one-to-one alphabetic transcription) languages can now be automatically translated by Google translate.

### **3.3.1.3 Additional Acquisitions Considerations**

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<sup>25</sup> Márquez Melissa C., Porras Ana Maria. "Science Communication in Multiple Languages Is Critical to Its Effectiveness," *Frontiers in Communication* 5, 2020.

<https://www.frontiersin.org/articles/10.3389/fcomm.2020.00031>

<sup>26</sup> "Inequitable Power Dynamics of Global Knowledge Production and Exchange Must Be Confronted Head On," LSE Impact Blog, April 29, 2013.

<https://blogs.lse.ac.uk/impactofsocialsciences/2013/04/29/redrawing-the-map-from-access-to-participation/>.

Discussions within the UW Libraries emphasized the need for partners in this DEI initiative: university partners who recognize the need for funding; partners within the Orbis Cascade Alliance with whom to collaborate on consortial licensing revisions and the libraries community more widely for advocacy and support in such initiatives as innovative financing of “big deal” packages and advocacy for transformative agreements. There was a sense in our libraries meetings of powerlessness in the face of monopoly publishers upon whose products the current research, assessment, and tenure apparatus rests: “It is baked into the system and how they are evaluated.” Discussion in the libraries noted that leveraging collections not only provides opportunities for student learning regarding diversity and inclusion, but also can be a platform to build collaborative campus relationships and elevate library visibility. The Diversity Book Display initiative has been a positive way to engage patrons with library collections as well as with social and cultural issues pertaining to diverse cultural approaches and inclusivity.

It was also noted in our discussions that there are existing ways to make immediate gains in our diversity objectives: there are many diversity book awards that may help us identify titles that could be included in the collection, including [Lambda Literary Awards](#), the [Anisfield Wolf Book Awards](#), the [Coretta Scott King Awards](#) and the [Stonewall Book Awards](#). GOBI includes links to several diverse Spotlight Lists and offers an Awards Program that includes Diversity Awards. Using award and spotlight lists could be a low-effort way to quickly add a small number of diverse titles. Members of the Task Force have already applied for and were granted funds from Allen Opportunity Awards to purchase the IGI Global DEI ebook collection, which added a couple hundred diversity titles to the collection. Another idea from our readings is to maintain separate subject and budget lines for diversity areas as a strategy that would allow us to track diversity holdings, assess costs (including inflation), and ensure coverage.<sup>27</sup> One institution started to receive alerts from journals such as *Gender & Society*, *Feminism & Psychology*, and *Men & Masculinities* for book reviews, which enabled them to purchase the reviewed titles.<sup>28</sup>

#### **3.3.1.4 Collection Diversity Assessment/Audit**

Jahnke, Tanaka, and Palazzolo discuss how metadata fails as a system for identifying materials as under-represented due to the slow recognition of new disciplinary areas in subject description and in the diversity of new knowledge, and knowledge forms produced under its auspice. They cite Deborah Rosenfelt’s work on literary contributions to LGBTQ+ studies: “Rosenfelt brings up another significant consideration for collection development in the form of disciplinary evolutions and revisions. First, new perspectives may be integrated in a way that is not fundamentally inclusive, a phenomenon she refers to as ‘a literary tokenism that would allow

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<sup>27</sup> Vega Garcia, Susan and Kristin Gerhard, "Inflation of Diversity Journals in an Academic Library Collection: Implications for Data Tracking in Diversity Collection Development and Maintenance". *Reference and Instruction Conference Papers, Posters and Presentations*. 16.(2002) [https://lib.dr.iastate.edu/refinst\\_conf/16](https://lib.dr.iastate.edu/refinst_conf/16)

<sup>28</sup> Blackburn, Heidi, and Omer Farooq. “LGBTQIA-R: Creating a Diverse and Inclusive Medical Collection at a Public Metropolitan University.” *Collection Management* 45, no. 1 (January 2, 2020): 3–18.

the most assimilable to rise but would not question the established literary order.”<sup>29</sup> She points out that it is those authors who write in genres most akin to the canonical works who are included; “great writers” are those who write poetry or novels, not autobiographies, essays, diaries, and the like.”

Jahnke, Tanaka and Palazzolo argue that:

Numerous assessments of indexing adequacy for materials associated with diversity have found such metadata lacking. In practice, this means that metadata cannot be relied upon to identify works that could diversify a collection...The absence of relevant metadata impedes selection of materials in disciplines like African American studies or queer studies in two ways. First, inconsistency in focus means such headings do not necessarily accurately identify relevant characteristics of the item...Second, inconsistency in metadata availability is an issue. For Gerhard et al.,<sup>[30]</sup> erratic indexing made it difficult to determine whether search results were truly representative of all relevant materials.

The lack of reliable and accurate metadata makes evaluating the diversity of any collection particularly difficult. None of the articles that we read described a complete diversity evaluation or audit of a large collection. The case studies in the articles evaluated a small part of the collection. Some focused on a few cultures such as Native American and African American<sup>31</sup> or people who identify as LGBTQ+<sup>32</sup>. Several of the articles were about public libraries that audited their Children’s Literature. Many articles referred to the article written by Ciszek & Young in 2010. Both Ciszek & Young and Proctor broke down the collection assessment techniques into four categories:

1. Quantitative (Collections-Based): Collection size/growth, materials budget size/growth, collection size standards and formulas
2. Quantitative (Use- or User-Based): Interlibrary loan statistics, circulation statistics, in-house use statistics, document delivery statistics, shelf availability statistics
3. Qualitative (Collection-Based): List checking, verification studies, citation analysis, direct collection checking, collection mapping (assigning conspectus levels), brief tests of collection strength
4. Qualitative (Use- or User-Based): User opinion surveys, user observation, focus groups.

The Task Force met with members of the Libraries Assessment Team to discuss options for assessment in the future. It’s clear that assessing the entire UW Libraries collection is not possible—the collection is too large and we don’t have enough accurate metadata. Even if we

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<sup>29</sup> Rosenfelt, “The Politics of Bibliography,” Cited in: Jahnke, Lori M., Kyle Tanaka, and Christopher A. Palazzolo. “Ideology, Policy, and Practice: Structural Barriers to Collections Diversity in Research and College Libraries,” March 3, 2022. <https://doi.org/10.5860/crl.83.2.166>.

<sup>30</sup> Gerhard, Kristin H., Jacobson, Trudi E., Williamson, Susan G. “Indexing Adequacy and Interdisciplinary Journals: The Case of Women's Studies.” *College & Research Libraries*, [S.l.], v. 54, n. 2, p. 125-135, mar. 1993. ISSN 2150-6701. doi:<https://doi.org/10.5860/crl.54.02.125>.

<sup>31</sup> Delaney-Lehman, Maureen J. “Assessing the Library Collection for Diversity.” *Collection Management* 20, no. 3–4 (1996): 29–37. [https://doi.org/10.1300/J105v20n03\\_05](https://doi.org/10.1300/J105v20n03_05).

<sup>32</sup> Stewart, B., & Kendrick, K.. “‘Hard to find’: Information Barriers Among LGBT College Students”. *Aslib Journal of Information Management*, 71, no. 5 (2019): 601-617.

had accurate metadata, categories are unavoidably reductive of cultural identity and will never convey any accurate picture of the full diversity of our culture.<sup>33</sup> That doesn't mean we shouldn't try to do what we can in some small way. We recommend working with the assessment team to identify areas that could potentially be assessed. It's clear that any assessment of the collection cannot be a one-time event, and that we need to continually assess progress by building it into the process and workflow. One suggestion from the meeting is to spend a year approaching collection assessment with a mixed methods view, including focus groups and involvement of student and faculty surveys, since data do not represent the full picture.

Jahnke, Tanaka and Palazzolo “outline four broad structural barriers that librarians face in pursuing equitable representation in their collections: 1) inadequacies of resource description and classification; 2) an over-reliance on use statistics; 3) insufficient staffing and available expertise; and 4) budget allocations for materials and operations.”<sup>34</sup> One barrier that we have not yet addressed is the over-reliance of use statistics. This issue was raised in our discussions with Selectors at the Bootcamp meeting, who were concerned about the metrics used for deselection as we face a large weeding target. Equating use with value reinforces and amplifies inequalities and marginalization. “A logic that equates use with value benefits established fields and scholars while marginalizing emerging fields, creating additional barriers for scholars from historically underrepresented groups. This same logic also undervalues specialized knowledge. Low-use materials in more specialized areas, or for certain disciplines, may be deemed less important and subsequently be weeded, moved off-site, or, in the case of use-based acquisition methods, not purchased in the first place.”<sup>35</sup> The authors also argue that DDA programs are problematic and they have the potential to amplify biases already present in publishing. They suggest more privileged students may be more comfortable with making purchase requests.

### 3.3.2 Revision of Guidelines

Proposed Guidelines Revisions were shared with a libraries-wide audience at the November 2021 Selector Bootcamp, where useful suggestions were submitted; for instance decreased reliance on metrics of use to determine selection, withdrawal and location decisions. Appendix D lists the suggested revisions, reflecting the changes described below.

UW Libraries has two public facing statements regarding collection development principles. Neither of these statements significantly signals to the public that the library is committed to

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<sup>33</sup> Harrington, Morgan. “Rethinking Diversity beyond Catalogue Representation: Lessons from Efforts to Develop a Methodology to Evaluate Diversity within the National Library of Australia.” *Journal of the Australian Library and Information Association* 70, no. 1 (January 2, 2021): 23–43. <https://doi.org/10.1080/24750158.2021.1874624>.

<sup>34</sup> Jahnke, Lori M., Kyle Tanaka, and Christopher A. Palazzolo. “Ideology, Policy, and Practice: Structural Barriers to Collections Diversity in Research and College Libraries,” March 3, 2022. <https://doi.org/10.5860/crl.83.2.166>.

<sup>35</sup> Jahnke, Lori M., Kyle Tanaka, and Christopher A. Palazzolo. “Ideology, Policy, and Practice: Structural Barriers to Collections Diversity in Research and College Libraries,” March 3, 2022. <https://doi.org/10.5860/crl.83.2.166>.

equitable practices and representation of diverse voices in our collection development activities. Therefore, the DEI Collections Working Group recommends making the below changes. Adding such language is supported by the [core university values](#), which list equity as one of the campus values, and by the [2018-2023 Libraries Strategic Plan's](#) focus on "Enhanc[ing] Equitable Environments for Research, Learning, and Working."

### 3.3.2.1 [Collection Development Guiding Principles](#)

Add the following bullet points as additions to existing content:

- *Recognizes its role in providing and promoting equitable access to information resources supporting its values of diversity, inclusion and social justice.*
- *Promotes and provides financial and other direct support for the publication, dissemination and preservation of diverse materials that are responsive to UW user and community needs.*
- *The Libraries actively seeks out voices that have historically been underrepresented in our collections.*

### 3.3.2.2 [Collection Management](#)

Add the following statement to the introduction to enhance existing language:

*"Our collections are developed and maintained to maximize the value and impact for current and future users and to best encourage equity, sustainability, creativity and collaboration. The Libraries' collection is constantly evolving to support access to and promote preservation of a wide range of diverse educational, cultural, scientific, and historical resources."*

Add the following bullet point to the section labeled *Goals of Collection Management*:

- *represent communities that have historically been excluded from library collections;*

Add the following bullet point to the section labeled *Role of Subject Librarians in Collection Management*:

- *proactively collect and promote resources that support the equity priorities of the university*

## **3.4 Diversifying Technical and Processing Infrastructure**

“...an overemphasis on efficiency and scale is inherently opposed to valuing collection diversity. By its very nature, diversity in a system is inefficient and is therefore more costly.”<sup>36</sup> - E.E. Lawrence

### 3.4.1 Acquisitions Infrastructure

There was overwhelming interest in our Libraries meetings in expanding acquisitions networks outside of our existing reliance on GOBI. Participants noted that it would be helpful to find small press/self published materials through social media (at least that’s where artists, small publishers are promoting their work) including places like Instagram. Virtual book fairs, or in person book fairs are also great for networking and meeting new people/publishers. Since we recognize that this kind of work is labor-intensive and has implications for the ordering and cataloging workflows, we met with staff in ARCS and CAMS who would be impacted. Although the impact on staff would depend on the volume of non-GOBI requests that come in, there was concern that a more diversified acquisitions pattern would likely need additional staff to support a large-scale change. Financial Services would also be impacted due to registering vendors prior to payment, and the increase in manual invoicing would take longer to process. Short-term it would be possible to arrange a meeting with GOBI to explore options, as well as arrange training on using interdisciplinary descriptors in GOBI to ensure that we’re capturing things like disability studies, developing countries, etc. in our subject areas across disciplines:

[https://www.gobi3.com/staticcontent/gobicontent/ybp/private/help/pages/NSP\\_GLOSSARY.html#interdis](https://www.gobi3.com/staticcontent/gobicontent/ybp/private/help/pages/NSP_GLOSSARY.html#interdis)

There was interest in training on rewriting our approval plans for DEI materials, on the use of foreign language vendor databases, and guidance on how to discover minority press publications. Jahnke, Tanaka and Palazzolo cite the following observation from Laurel Kristick: “In the hopes of finding a more expedient method of assessing diversity in the Oregon State University (OSU) collections, Laurel Kristick compiled a list of titles featured by diversity book awards. She found that 32 percent of the 2,408 titles identified came from independent presses; she noted, further, that the prevalence of independent presses meant these titles were missed by the library’s approval plan.”<sup>37</sup> It was suggested in Libraries meetings to form a group to research/identify small press publishers that aren’t represented in GOBI so we can ask that they be included; and to identify where alternative publications can be purchased (Amazon, etc). An analysis of diverse materials available on Amazon exclusively would be a worthwhile project, as would a student project analyzing diversity book awards.

It was noted that gifts are a significant but under-appreciated source of publications produced by marginalized, underrepresented, and alternative voices; individuals and communities that do not or cannot be published through major presses. The TF met with the Head of the Gifts Program

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<sup>36</sup> Jahnke, Lori M., Kyle Tanaka, and Christopher A. Palazzolo. “Ideology, Policy, and Practice: Structural Barriers to Collections Diversity in Research and College Libraries,” March 3, 2022. <https://doi.org/10.5860/crl.83.2.166>.

<sup>37</sup> Jahnke, Lori M., Kyle Tanaka, and Christopher A. Palazzolo. “Ideology, Policy, and Practice: Structural Barriers to Collections Diversity in Research and College Libraries,” March 3, 2022. <https://doi.org/10.5860/crl.83.2.166>.

to listen to her concerns about diminishing support for the work of Gifts, particularly at this time of both pressure for collection diversity and drastic collection budget cuts. They noted that Gifts are also assigned a low priority in processing workflows, with materials routinely waiting for years to be cataloged, and not available to users or the donor constituencies.

### 3.4.2 Digital Hosting Infrastructure

Questions were raised in our meetings about Libraries support for a wider variety of digital content, and how we might host, make accessible, describe, and adequately preserve it. Available repositories, including ContentDM, DSpace, HathiTrust and the Internet Archive all have serious limitations, and lack adequate staff support for broadening their use or functionality. Currently we have only an extremely limited ability to present digital materials outside of these repositories, centered in Special Collections' archival workflows and often requiring in-person visits to the reading room. A Libraries ITS-provided server is used to host some pdfs of purchased or gifted content, but again, is not staffed to support the variety of digital content that is available and that we should be collecting, including gift digital files. In our conversation with ARCS it was noted that some digital materials cannot be purchased because we don't have the platform to support them (digital media, interviews, data, ethnic histories, etc).

The Libraries have little ability (or the dedicated staff necessary) to limit online access to digital content to the UW community or other specific user groups. Fine tuning access to specific materials and collections is essential to the ethical stewardship of some indigenous content, as well as legal access to licensed materials, some digitized content, and materials acquired on the expectation of educational access only. DSpace has some functionality in this direction, but is a seriously inadequate platform for many material types: serials because of its lack of hierarchy structure; or media, due to the necessity of direct user downloads and lack of streaming capabilities. Sometimes small or independent presses, and non-English language publishers, may only sell materials through an individual log-in and not through IP access, or will provide a pdf which we cannot support.

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## Appendices

### Appendix A: Suggested Definitions of Key Terms

#### Access

Pathways to programs/exhibitions, facility use, technology, and interpretive materials are easy to navigate regardless of physicality. Technology access points exist for communities needing translation services. Internal and external stakeholders participate in active and authentic outreach into communities who have not been traditionally part of the organization.

#### Antiracism

A belief or practice that recognizes pervasive racism in society, and actively combats racial prejudice and discrimination in order to promote racial justice and equality

#### Belonging

Belonging goes beyond diversity, equity, and inclusion, working to ensure that diverse folks feel like they belong in the room, at the table, and feel connected and accepted. "Belonging is the feeling of security and support when there is a sense of acceptance, inclusion, and identity for a member of a certain group. It is when an individual can bring their authentic self to work."<sup>38</sup>

#### Collection Stewardship

Stewardship is the careful, sound and responsible management of that which is entrusted to a library's care. Possession of collections incurs legal, social and ethical obligations to provide proper physical storage, management and care for the collections and associated

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<sup>38</sup> Belonging at Cornell. "Sense of Belonging | Cornell University Diversity and Inclusion." Accessed March 22, 2022. <https://diversity.cornell.edu/belonging/sense-belonging>.

documentation, as well as proper intellectual control. Collections are held in trust for the public and made accessible for the public's benefit. Effective collections stewardship ensures that the items are available and accessible to present and future generations.

#### Diversity

A broad range of differences and characteristics, including race, age, ethnicity, social-economics, sexual orientation, gender identity, religion, citizenship, etc. A space for all voices to be heard - especially historically underrepresented ones - in context of content development, leadership, decision-making, and organizational participation (internal/external).

#### Endogenous

Endogenous perspectives originate within the community. The concern for authentic representation of experience that initially gave rise to the #OwnVoices label can also matter for scholarly works. Alexander (2013) distinguishes between exogenous perspectives (looking at a community or culture from the outside) and endogenous perspectives (originating within the community).

#### Equality

the right of different groups of people to have a similar social position and receive the same treatment.

#### Equity

Equal access to resources proportionate to need, with structures of systemic racism and classism mitigated to maximize fairness to those who have been historically marginalized.

#### Exogenous

Exogenous perspectives look at a community or culture from the outside.

The concern for authentic representation of experience that initially gave rise to the #OwnVoices label can also matter for scholarly works. Alexander (2013) distinguishes between exogenous perspectives (looking at a community or culture from the outside) and endogenous perspectives (originating within the community).

#### Inclusion

Input and shared power that exists across the organization. Feedback and participation from external stakeholders actively sought and integrated into planning. The needs and communication styles of diverse groups are incorporated when structuring all content.

Inclusion can be removing barrier to access to a thing, but also changing the thing itself (based on Selector Bootcamp feedback).

#### Marginalization

A social process by which individuals or groups are (intentionally or unintentionally) distanced from access to power and resources and constructed as insignificant, peripheral, or less valuable/privileged to a community or "mainstream" society.

## Social Justice

Social justice is a commitment to recognizing, addressing, and correcting systemic power imbalances that privilege one group at the expense of another. It is based on the premise that all people are of equal and incalculable value. The work of social justice includes individual and collective action to disrupt the patterns and structures of power in our community, organization, culture, and society.

## Underrepresented

UW describes [underrepresented students](#) by various minority criteria: "Of the 8,729 new undergraduates on the Seattle campus, 7,249 are freshmen, 1,480 are transfers and 1,438 are from underrepresented minority groups."

## Appendix B: Literature Review

The following literature review updated a review from 2019. All publication dates were limited to January 1, 2019, until the date the search was completed (noted in the results of each search).

### *Aggregated Search: EBSCO*

#### Databases

- Academic Search Complete
- Library & Information Science Source (LISS)
- Library, Information Science and Technology Abstracts (LISTA)

#### Search string

(DE "ARCHIVES" OR DE "LIBRARIANS with disabilities" OR DE "ACADEMIC libraries" OR DE "AFRICAN Americans & libraries" OR DE "ASIAN Americans & libraries" OR DE "HISPANIC Americans & libraries" OR DE "LGBTQ libraries" OR DE "LIBRARIES & Aboriginal Australians" OR DE "LIBRARIES & LGBTQ people" OR DE "LIBRARIES & abused women" OR DE "LIBRARIES & black people" OR DE "LIBRARIES & caregivers" OR DE "LIBRARIES & illiterate persons" OR DE "LIBRARIES & indigenous peoples" OR DE "LIBRARIES & minorities" OR DE "LIBRARIES & older people" OR DE "LIBRARIES & people with disabilities" OR DE "LIBRARIES & prisons" OR DE "LIBRARIES & segregation" OR DE "LIBRARIES & social problems" OR DE "LIBRARIES & the developmentally disabled" OR DE "LIBRARIES & the homeless" OR DE "LIBRARIES & the poor" OR DE "LIBRARIES & the unemployed" OR DE "RESEARCH libraries" ) AND ( "equity, diversity" OR "diversity, equity" OR "DEI" OR "EDI" OR inclusion OR inclusive OR belonging OR antiracism OR "anti racism" OR "anti racist" OR antiracist OR antiracists OR "anti racists" OR indigenous OR "native american" OR "american indian" OR "people of color" OR "BIPOC" OR Black OR decolonize OR decolonizing)

Note: DE "Archives" includes DE "Museum Archives"

#### Results

215 results as of 08/05/2021

### *Aggregated Search: Web of Science*

Platform: Clarivate

Search String

TS=(((librar\* OR archiv\*) NEAR/3 ("disabilities" OR "ACADEMIC" OR "higher ed\*" OR "AFRICAN Americans" OR "ASIAN Americans" OR "HISPANIC Americans" OR "LGBTQ libraries" OR "Aboriginal Australians" OR "LGBTQ people" OR "abused women" OR "black people" OR "caregivers" OR "illiterate persons" OR "indigenous" OR "minorities" OR "older people" OR "people with disabilities" OR "prisons" OR "segregation" OR "social problems" OR "the developmentally disabled" OR "homeless" OR "the poor" OR " the unemployed" OR "RESEARCH" OR "native american" OR "american indian")) AND ( "equity, diversity" OR "diversity, equity" OR "DEI" OR "EDI" OR antiracism OR "anti racism" OR "anti racist" OR antiracist OR anti-racist OR "anti racists" OR "people of color" OR "bipoc" OR Black OR decoloni\$e OR decoloni\$ing)))

Results

87 results as of 09/02/2021

### **Appendix C: Team Norms**

Accepted July 8, 2021; revised as needed (much of the following is from [GLSEN Guidelines for Respectful GSA Spaces](#))

- No assumptions -- except for best intentions:
  - People should not assume other people's experiences or anything else. The only assumption people should make is that when other participants speak, they are speaking with the best intentions and do not mean to offend anyone.
- Correct gently, but do correct:
  - If participants say something that is incorrect or offensive, politely address what was said. Letting comments slip by only makes the space less safe and increases the difficulty of building successful partnerships.
- Have a growth mindset
  - Recognize what you don't know and commit to continually learning.
- One mic, one voice:
  - Only one person should speak at a time.
  - No back-channel condemnations
- Actively solicit and consider multiple perspectives (pros and cons) as a way of generating new & better ideas
- Make space, take space:
  - Participants should be aware of how much they are speaking. If they feel they are speaking a lot, they should let others speak, and if they find themselves not talking, they should try to contribute some comments, ideas or suggestions.
- Respect confidentiality:
  - Assume that stories and comments shared at meetings should remain private. Ask for consent before you share someone's story or comment.
- Lean into discomfort:
  - Meetings and topics can sometimes be challenging. Be willing to experience some discomfort in discussions, and learn from it as a team!

- Uphold commitments:
  - The key to a safe and successful team is honoring your commitments to the group. If you cannot go through with a commitment, make sure to let people know and find someone to take your place.
- Welcome Productive Tension:
  - Honest disagreement on substantive issues is not only to be expected, it is to be welcomed. Productive tensions raise the collective intelligence of the entire team. When disagreement arises, see it as a gift - an opportunity to learn from another team member's point of view and benefit from another team member's set of experiences. If the team falls quickly into consensus while discussing challenging topics, we will open a space for generating counterpoints to get countervailing thoughts on the table.
- Be aware of [Characteristics of white supremacy culture by Tema Okun](#), an incomplete list:
  - [FEAR](#)
    - White supremacy culture's number one strategy is to make us afraid. When we are afraid, we lose touch with our power and become more easily manipulated by the promise of an illusory safety.
  - [ONE RIGHT WAY](#) along with PERFECTIONISM\*, PATERNALISM, OBJECTIVITY\*, & QUALIFIED
    - The belief there is one right way to do things. Connected to the belief in an objective "perfect" that is both attainable and desirable for everyone. Connected to the belief that I am qualified to know what the perfect right way is for myself and others.
  - [EITHER/OR & THE BINARY\\*](#)
    - Reduces the complexity of life and the nuance of our relationships with each other and all living things into either/or, yes or no, right or wrong in ways that reinforce urgency, one right way perfectionist thinking, and abuse of power.
  - [DENIAL & DEFENSIVENESS](#)
    - The habit of denying and defending against the ways in which white supremacy and racism are produced and our individual or collective participation in that production.
  - [RIGHT TO COMFORT & FEAR OF CONFLICT](#)
    - The internalization that I or we have a right to comfort, which means we cannot tolerate conflict, particularly open conflict.
  - [INDIVIDUALISM\\*](#)
    - Our cultural story that we make it on our own, without help, while pulling ourselves up by our own bootstraps, is a toxic denial of our essential interdependence and the reality that we are all in this, literally, together.
  - [PROGRESS IS MORE\\* & QUANTITY OVER QUALITY\\*](#)

- The assumption that the goal is always more and bigger with an emphasis on what we can "objectively" measure as more valuable than the quality of our relationships to all living beings.
  - [WORSHIP OF WRITTEN WORD](#)
    - Honoring only what is written and even then only what is written to a narrow standard, even when what is written is full of misinformation and lies. An erasure of the wide range of ways we communicate with each other and all living things.
  - [URGENCY](#)
    - Applying the urgency of racial and social justice to our everyday lives in ways that perpetuate power imbalance and disregard for our need to breathe and pause and reflect.
  - "Sharon Martinas, who at the time was facilitating the Challenging White Supremacy Workshop, suggested I add the antidotes. The characteristics marked with an asterisk\* indicate those that Daniel Buford, who at the time was a lead trainer with the People's Institute for Survival and Beyond, asked I credit to him when the original article was written."
    - Practice patience and empathy during potentially uncomfortable conversations
    - Discourage cliques and groups that allow us vs. them
    - Admit social ignorance and vulnerability
    - Ask clarifying questions. Remember qualifying questions asked of you are not an interrogation.

## Appendix D: Revision of Guidelines

Proposed additions in red text.

### [Collection Development Guiding Principles](#)

*These guiding principles provide a framework for collection development strategies and decisions.*

*The University of Washington Libraries:*

- *Collects or acquires materials in all formats to support the University's teaching and research missions and priorities **as a global institution.***
- *Recognizes its role in providing and promoting equitable access to information resources supporting its values of diversity, inclusion and social justice. [How is this language reflected in the strategic plan and in what ways is that language inadequate?]*
- *Recognize and make clear that we are a major research library with historically deep collections reflecting evolving viewpoints, some of which may seem outdated and harmful when viewed through the lens of current sensibilities.*
- *Considers the ability to borrow or access materials for UW users from trusted consortial partners and vendors when making collection decisions.*
- *Works locally and with a network of partner institutions to preserve access to scholarly materials.*

- *Avoids duplicating materials, except to meet compelling UW user needs, in order to maximize scarce economic and physical resources.*
- *Prefers online access when it best meets the needs of users, but recognizes that the availability of digital content varies across disciplines and geographically and that there are cases where other formats are more effective.*
- *Recognizes that unique local collections and areas of strength add value to both institutional and collaborative collections.*
- *Acquires resources that researchers and students need in the most effective and economical manner available, and actively works with stakeholders to diversify and supplement resources available for collection support.*
- *Promotes and provides financial and other direct support for sustainable alternative publishing models aimed at reforming the current publishing system and making UW-produced scholarly content freely available.*
- *Promotes and provides financial and other direct support for the publication, dissemination and preservation of diverse materials that are responsive to UW user and community needs.*
- *The Libraries actively seeks out voices that have historically been underrepresented in our collections.*

*(Adopted December 2014)*

*How do we communicate how this document was created, who created it, etc. Given the lack of diversity within libraries, how do we account for representation among ourselves and how that might impact our collection development choices.*

## Collection Management

*Mission: The University of Washington Libraries advances discovery and enriches the quality of life by connecting people with knowledge.*

As stewards of the UW Libraries' collections, and funding from the University and our many donors, we build and maintain collections that support research and teaching at the University of Washington and furthers the University mission in the, "preservation, advancement, and dissemination of knowledge." We ground our decisions in the **Libraries' vision and values** and **strategic directions and goals**. Our collections are developed and maintained to maximize the value and impact for current and future users **and to best encourage equity, sustainability, creativity and collaboration**. The Libraries' collection is constantly evolving to support access to and promote preservation of the widest range of **diverse** educational, cultural, scientific, and historical resources possible.

Questions about collection management, or any other matter relating to Libraries' collecting practices, can be submitted to [cmslib@uw.edu](mailto:cmslib@uw.edu).

## GOALS OF COLLECTION MANAGEMENT

The goal of collection management is to define the overarching guidelines and strategies for stewardship of the University of Washington Libraries collections. UW Libraries selects, curates, and preserves materials that:

- provide the greatest impact on research, teaching, and learning in a variety of formats;
- support the University's teaching and research functions;
- **represent communities that have historically been excluded from library collections; and**
- ensure stewardship of the resources for current and future use by the University community as well as the general public.

We work towards these goals, guided by our **Collection Management Principles and Strategies**.

## ROLE OF SUBJECT LIBRARIANS IN COLLECTION MANAGEMENT

UW Libraries **Subject Librarians** build research and teaching collections in a wide array of formats in support of the work of students, faculty, and staff at the University of Washington. Subject Librarians develop relationships with the University's academic departments to better understand the fields of study and teaching, research specialties, current curricular needs, and evolving research trends to inform their collection development and management decisions. Subject Librarians collect newly-published materials, historical collections, and primary source materials to build collections of distinction.

Subject Librarians:

- Assess user needs to develop and maintain relevant, high-quality collections;
- manage collection funds efficiently, effectively and in a timely manner;
- **proactively collect and promote resources that support the equity priorities of the university; and**
- strategically assess and make decisions regarding the acquisition, retention and preservation of collections.

The **Subject Area Collection guidelines** provide the context and principles that guide the collection development and management work of individual subject librarians.