

Inclusion, Diversity, Equity, and Access at LRTS

Rachel E. Scott and Michael Fernandez

Now that we have entered the third year of our three-year term, we wanted to reflect on two very full years at *Library Resources & Technical Services (LRTS)*. The journal, organization, and profession have seen considerable change since we came on board in 2022.

In these few years, *LRTS* has transitioned from a subscription model to a fully open access (OA) journal that does not charge authors to publish. Given the journal's scope and our own interest and engagement in OA publishing, we have proposed a funding model we're calling Sustaining Open. Although the three Core journals are committed to publishing OA without charging authors, the money has to come from somewhere. We've worked with EBSCO and HARRASSOWITZ to create the ALA Core journal package that can be paid efficiently and easily via your institution's preferred subscription agent.

Since we've joined LRTS as editors, we've worked closely with the editors of *Information Technology and Libraries* and *Library Leadership & Management*. We have adopted the same copyright statement, name change policy, and peer review guidelines, among other things. Core journal editors also contributed to the American Library Association Journal Publications Ethics Policy draft. Considering how young an organization Core is, this collaborative approach and progress is remarkable.

Over the past several years, librarians have increasingly grappled with issues of inclusion, diversity, equity, and access (IDEA). IDEA, also variably referred to as DEI (diversity, equity, and inclusion), DEIB (diversity, equity, inclusion, and belonging), or other permutations, is a means of addressing social justice in libraries that permeates all aspects of library work and reaffirms core vocational principles of librarianship surrounding equity of access. This manifests in many ways within library work, both seen and unseen. As is often the case, the impacts may not be immediately evident within technical services work, but there are numerous avenues for technical services workers to foreground principles of IDEA and adapt a mindset for advocacy. This is frequently seen in reparative technical services work, wherein previously marginalized voices and perspectives are rightfully heard, and collection work that aspires to highlight a diverse array of subjects and creators that represent the populations we serve.

Given the increased awareness of meeting these needs, it was unsurprising and wholly appropriate that an issue on IDEA work in library collections and technical services would come together without issuing a call for proposals. It is clear that supporting IDEA is a key priority at many of our institutions. We are pleased that our colleagues are invested in this work and willing to share it with the profession. Each of the pieces in this issue grapples with elements of IDEA, contributing thoughtful discussion and new practices to our shared work.

Rachel E. Scott (rescot2@ilstu.edu) is the Associate Dean for Information Assets at Illinois State University. **Michael Fernandez** (fernm@bu.edu) is the Head of Technical Services at Boston University Libraries.

Communication on Practice

The editors engaged Cindy Hohl, American Library Association President, in a conversation on the implications of diversity and inclusion on collection development.

In “Librarians Discuss Textbook Affordability as an Equity Issue,” Rachel Scott facilitated a discussion with Robert L. Butterfield, Christa Perez Bailey, Kendra Lake, Adriana Poo, Mitchell Scott, and Allia Service about how library-led textbook affordability programs promote equity on their diverse campuses.

Features

Colleen Lougen, Rebecca Albrecht Oling, Claire Payne, Shannon Pritting, and Carli Spina detail the community of practice model employed by State University of New York to identify best practices for system-wide accessibility and develop expertise dispersed across multiple campuses. “A Cohort Model Approach to Addressing Library Accessibility in a Large, Devolved Library System” offers insight into conducting accessibility reviews with input from individuals with a wide range of perspectives and experiences, library functional areas, and campus structures.

In “Inclusive Collecting, Inclusive Cataloging—Acquiring and Describing Award-winning Books Honoring Diverse Experiences,” Karen Kohn, Emily Crawford, Noa Kaumeheiwa, and Jenny Pierce describe the work of Temple University Libraries’ Diversity, Equity, and Inclusion Committee and Metadata and Digitization Services department to make a collection and its discovery more welcoming and inclusive. The project entailed purchasing materials that had been distinguished with awards representing diverse populations, enhancing their bibliographic records to ensure that their creators’ identities had been accurately highlighted, and extensively promoting them.

Tiffany N. Henry and Alyssa Nance conducted a literature review exploring the language of diversity and inclusion in cataloging in the 1990s to document the intellectual progression of this topic and show its impact on modern scholarship. In “Keepin’ it Inclusive: Diversity and Inclusion in Cataloging Scholarship of the 1990s,” they demonstrate that although inclusive cataloging is currently a topic of considerable interest, catalogers have been grappling with the underlying ideas for decades.

Angela Yon, Emily Baldoni, and Eric Willey offer “Rules, Privacy, and Ethics: Challenges in Creating Author Name Change Guidelines.” This article contextualizes the manifold considerations in the development of author name change guidelines—the stakeholders involved, resources consulted, dilemmas considered, and decisions made—in a deep exploration of the literature. The authors highlight the challenges of ethically applying evolving cataloging and name authority control rules in a similarly dynamic linked data environment.

Notes on Operations

In “Accessibility Initiatives for Technical Services: Adding Braille Textbooks in an Academic Library,” Tiffany Day, Brigid Gonzales, and Karen Brunsting offer a case study on a partnership between the University Memphis Office of Disability Resources for Students and the University Libraries to enhance the accessibility of a collection of braille textbooks. The authors highlight how technical services personnel contribute to the accessibility of library resources through materials selection, acquisition, cataloging, and collaboration.

Kyle Takeshi Tanaka, Brinna Aiden Michael, and Sofia Slutskaya share their work “Increasing the Discoverability of LGBTQ+ Materials: A Case Study of the Homosaurus and Vendor Automation.” They detail their work with the vendor Backstage Library Works to integrate Homosaurus subject headings into library discovery and discuss the considerations and outcomes of this project.

In “Text Mining Bibliographic Metadata for Inclusivity: Analyzing Most Frequent Words in Titles, Summaries, and Subjects,” Janelle Bitter leverages Voyant Tools to investigate whether language displayed in title, summary, and subject fields is inclusive and welcoming. Although many librarians have conducted a diversity audit of their collections, conducting text mining of bibliographic metadata to establish the inclusivity of library collections is not yet a common methodology for doing so. Bitter reports that updating subject headings, deaccessioning outdated titles, and educating users improve the inclusivity of bibliographic language.

Nicole Lewis, Karen Glenn, Jeremy Mynntti, Sharolyn Swenson, and Katie Yeo present “Where Do I Belong? Creating an Inclusive Metadata Policy.” In this case study, the authors discuss the development of Brigham Young University Library’s inclusive metadata policy and its documentation. Institutional discussions about cultural humility led the staff of the Brigham Young University Library to recognize the need for metadata that honors others and creates a community of belonging. The policy and documentation provide a roadmap for addressing legacy metadata and creating metadata that reflects the core values of the library and university.

Book Reviews

Books reviewed include *Developing Authorship and Copyright Ownership Policies: Best Practices* by Allyson Mower; *Making the Library Accessible for All: A Practical Guide for Librarians, Second Edition* by Jane Vincent; *Rethinking Institutional Repositories: Innovation in Management, Collections, and Inclusion* by Josh Cromwell; and *Scholarly Communication Librarianship and Open Knowledge* edited by Maria Bonn, Josh Bolick, and Will Cross.