Inclusive Collecting, Inclusive Cataloging
Acquiring and Describing Award-winning Books Honoring Diverse Experiences

Karen Kohn, Emily Crawford, Noa Kaumeheiwa, and Jenny Pierce

While libraries have always had a mission of collecting materials to serve their users, in the last few decades this mission has been more explicitly focused on the diverse identities represented within the collection. As purchasing has shifted toward more automated models, such as e-book packages and demand-driven acquisitions, there is a need to supplement these strategies with deliberate selection of works that will bring the collection closer to being inclusive. This article describes a joint project of Temple University Libraries' Diversity, Equity, and Inclusion (DEI) committee and Metadata and Digitization Services (MADS) department. The intent of this project was to make both the OPAC and the collection more useful, welcoming, and inclusive. The project has two main components: purchasing winners and finalists of awards representing diverse populations and then enhancing records to ensure that these works are cataloged in a way that accurately highlights those identities. Winners of selected awards are labeled as a distinct collection in the catalog. In the first year of the project, the collection included 290 titles, of which 45 percent were already part of the main library's circulating print collection. Temple University Libraries has marketed the collection using signage and social media posts.

W hile libraries have always had a mission of collecting materials to serve their users, in the last few decades this mission has been more explicitly articulated to include attention to the diverse identities represented within the collection. Especially in academic libraries—where the student body is often diverse, and education is meant to prepare students to interact with the broader world—it is important to have library materials that can both reflect students' own identities and teach them about others. As purchasing has shifted toward more automated models, such as e-book packages and demand-driven acquisitions, there is a need to supplement these strategies with deliberate selection of works that will bring the collection closer to being inclusive.

Along with the need to purchase works dealing with diverse identities, there is a parallel imperative to describe these works in a way that is accurate and respectful and makes them discoverable. Bias and prejudice are present in the systems and standards used in cataloging. Thus cataloging is never a neutral act. Librarians must challenge systemic scholarly and literary biases, endeavoring to create a more inclusive record of published work through improved descriptive metadata practices.

Karen Kohn (karen.kohn@temple.edu), Collections Analysis Librarian, Temple University Libraries. **Emily Crawford** (emily.crawford@mass.gov), Technical Services Librarian, State Library of Massachusetts, previously Metadata Management Librarian at Temple University. **Noa Kaumeheiwa** (noa.kaumeheiwa@temple.edu), Head of Collections and Assessment Librarian, Temple University Beasley School of Law. **Jenny Pierce** (jenny.pierce@temple.edu), Head of Research, Education and Outreach Services, Temple University Ginsburg Health Sciences Library; Head of Science, Technology, Engineering and Biomedicine, Research and Instructional Services, Temple University Charles Library.

In the twenty-first century, an online public access catalog (OPAC) doubles as a resource and as a space. As a resource it is used to find and retrieve items, while as a digital space it provides an interface and metadata for users to interact with. In thinking of it as a space, it is important to consider in what ways an OPAC can make users feel welcome, represented, and included in literary and scholarly discourse. The fields librarians decide to add or not to add and the subject headings librarians add or omit can affect this sense of belonging.

This article describes a joint project undertaken by Temple University Libraries' Diversity, Equity, and Inclusion (DEI) committee and Metadata and Digitization Services (MADS) department. The project has two main components: purchasing winners and finalists of awards representing diverse populations and then ensuring that these works are cataloged in a way that accurately highlights those identities. The intent of this project was to make both the OPAC and the collection itself more useful, welcoming, and inclusive.

Project Background

Temple University is a large, urban, public university whose library has about two million print books and 2.5 million e-books. Monograph purchasing at Temple Universities Libraries, hereafter referred to as "the Libraries," happens primarily through approval plans, demand-driven acquisition of e-books, and subscriptions to e-book collections. In addition to these larger-scale collection strategies, approximately twenty-five liaison librarians are responsible for selecting books related to their liaison areas. Within the Libraries, these librarians are referred to as subject specialists, selectors, or liaisons, depending on context.

In 2021, the Libraries' Collections Strategy Steering Team formed a committee charged with identifying and implementing collections practices to proactively acquire materials by and about underrepresented groups. Prior to the formation of the DEI committee, there had not been an organized effort to diversify the collection, although individual selectors had been using strategies within their subject areas. As members of the three-person committee work in various branches of the Libraries and do not necessarily select books as part of their regular responsibilities, the group's first project was to survey selectors on their existing efforts, with the intention of incorporating selectors' expertise into the committee's recommendations.

One of the survey questions was "What resources and tools do you use to acquire material by or about underrepresented groups?". Answers ranged from naming specific organizations that offer resource lists to keeping diversity and inclusion in mind when reviewing notifications of new books. Several mentioned regularly ordering the winners of selected book awards. The committee decided to expand upon the idea of purchasing award winners to create a broader and more systematic process for collection development related to underrepresented populations. The process involved developing a list of book awards related to underrepresented groups and setting up a process with the book vendor ProQuest, a Clarivate company, to annually send the Libraries the winners of these awards. Books that

won the selected awards became a distinctive collection within the Libraries, titled Award Winners Honoring Diverse Experiences.

Cataloging librarians in MADS undertook a second component of the project involving enhanced cataloging of titles in the collection. For some time, the head of MADS had wanted to make use of the MARC 386 field for Creator Characteristics, which was introduced in 2013. Since it would not be feasible to retroactively apply the field to the entire collection, her hope had been to find a discreet section of the collection on which to begin adding 386 fields. The head of MADS also serves on the Collections Strategy Steering Team and knew about the plans to build a collection of award winners. Since the collection began with only a few hundred titles, it presented a unique opportunity to investigate possibly implementing the 386 field. Not only was the size of the collection manageable in terms of the workload for cataloging librarians, but highlighting creator characteristics also furthers the goals of the collection itself by promoting the diversity of the authors who were included. The department head therefore discussed the idea of enhancing catalog records using the 386 field with several cataloging librarians who developed a workflow and implemented it.

Literature Review

Libraries have been discussing the need to diversify collections since the mid-1990s, yet specific diversity-focused projects and strategies are rarer than one would expect.[1] The 2022 Ithaka S&R study, which surveyed library directors at academic institutions, found only 26 percent of respondents strongly agreed with the statement "My library has well-developed criteria for evaluating and making decisions related to the diversity of its collections,"[2] despite 52 percent holding as a high priority "Introducing collection policies to add works by historically underrepresented authors."[3] Semenza, Koury, and Shropshire's bibliography of works related to diversity in academic libraries published between 2010 and 2015 found only "a handful" of articles on collections or metadata.[4] Ciszek and Young stated, "Academic libraries need to move toward creating proactive tools, procedures, and policies to ensure that the collection is meeting diversity needs as materials are being acquired."[5]

Ciszek and Young noted that, ironically, when libraries began to focus on diversity more broadly in the 2000s, attention to diversity in collections decreased. They stated, "Libraries have realized that the first step to ensuring diversity is to start with a diverse workforce and have shifted priorities accordingly."[6] Although the American Library Association (ALA) Policy Manual states an intention to "promot[e] . . . the purchase of materials . . . that present positive role models from diverse populations," the policy statements are almost exclusively focused on library staffing and services rather than collections.[7] Ithaka S&R has found in its last several library surveys that services are growing in importance relative to collections as collections budgets have decreased.[8]

While changing priorities at academic libraries have deemphasized diversity-related collection efforts, several of the collection strategies libraries have adopted in recent years have the potential to actually decrease representation within collections. Jahnke, Tanaka, and Palazzolo noted that increased reliance on demand-driven acquisitions (DDA) means that use has become a larger factor than previously

in selecting books for purchase, and that relying on use to determine purchases can be detrimental to diversity efforts, as it "risks amplifying existing representational inequalities, since the size of the audience for the content is a critical determining factor for when and how often an item is used."[9] Blume and Roylance added that DDA and evidence based acquisitions programs usually primarily offer works from major publishers, whose output is disproportionately written by white men.[10] These programs also tie purchasing to the vendor that offers the DDA program, whereas a deeper commitment to diversifying a collection could require purchasing small press books or international publications that are not available through large vendors.

To take concrete steps to expand representation in library collections, there are several questions librarians need to answer. One is what work is considered diverse or representative. Lawrence articulates the differing implicit definitions of diversity in literature by defining four approaches. The most basic, which he calls *representational inclusionism* defines diversity according to the presence of characters identified as belonging to an underrepresented group but is "agnostic with respect to the quality of representation."[11] In contrast would be *evaluative inclusionism*, which includes some criteria for determining if the representation is good according to a preselected standard, for instance accuracy. A third philosophy, *authorial inclusionism*, holds that "diverse books are just those authored by diverse authors, and that the presence or lack of diverse representation is conceptually irrelevant."[12] There is a chance such books might not include characters from the author's own demographic group. Lastly Lawrence defines a hybrid representational-authorial definition, popularly referred to as *own voices*, which requires that the author and characters share a marginalized identity. Blume and Roylance coined the term "authentic authorship," which denotes "correlation between author and subject area."[13] This corresponds to Lawrence's hybrid category, though it should be noted that Blume and Roylance were building an area studies collection, so for them the presence of subject matter representing the group in question was a given.

Another question for diversity and inclusion in collection development is which groups the library seeks to include. Ciszek and Young noted that the most traditional aspects of identity considered in diversity projects are race, ethnicity, and gender, while more comprehensive efforts could also include sexual orientation, disability status, and socioeconomic class.[14] The ALA Policy Manual added language, immigration status, religion, and appearance as additional facets of diversity.[15] Some libraries have treated veterans as a minority group as well, but this is not common.

The conversation about diversity, prejudice, and bias in cataloging preceded similar discussions in collection development and assessment by twenty years. Sanford Berman's publication of the book, *Prejudices and Antipathies: A Tract on the LC Subject Heads Concerning People* in 1971 sparked discussion of representation in cataloging.[16] Steven A. Knowlton's article "Three Decades Since Prejudices and Antipathies: A Study of Changes in the Library of Congress Subject Headings" summarized the efforts on revising or adding subject headings made between 1971 and 2005.[17] The Library of Congress Demographic Group Terms (LCDGT) were first released in 2015 as a controlled vocabulary that could be used to describe the creator of a work or its intended audience.[18] Since LCDGT

is still relatively new, there are many gaps in demographic terms referring to specific racial, ethnic, gender, and cultural groups.[19]

Given the current concern with author identities as they relate to creating diverse collections, even librarians seeking to purchase works with a specific authorial identity may not always be able to find details about the authors.[20] Jahnke, Tanaka, and Palazzolo gave an example of a biography of an African American comedian that includes as subject terms the comedian's name and "Comedians—United States—Biography" but nothing about his race, making the book invisible to librarians seeking to add diversity to their collections.[21]

Additionally, applying descriptive metadata is complex when considering representation in terms of subject matter. In their writing about classification and subject headings related to African Americans and LGBTQIA Studies, Howard and Knowlton mentioned several topics that are strongly connected to African Americans, such as slavery, sickle cell anemia, or jazz music, while noting that works on these topics may not have subject headings that mention African Americans.[22] In addition, appropriate subject terms may not exist until something has been a topic of study for many years. Jahnke et al. provided the example of disability studies, which "emerged in the 1980s, [yet] no subject heading existed for the field until 2001."[23] They also noted difficulty in representing intersectional identities, where various aspects of a person's identity, such as race or sexual orientation, are often in separate subject headings.[24]

User preferences for searching for information and the overall user experience with an OPAC or discovery layer also affect the ability to discover representative works. Users expect complete and immediate discovery and delivery of information like results they can obtain through a quick Google search.[25] A 2009 OCLC report that surveyed undergraduate students, casual searchers, and scholars similarly found that library users expect self-service, convenient and seamless access to a resource, an easy-to-use discovery layer or OPAC, and availability of an item.[26] A recent ethnographic study by Cross and Gullikson about how students search library collections found a preference for keyword searching in a single search box in the discovery layer.[27] Given users' expectation of a search experience akin to Google, and the complexity of LCSH, Gross and Taylor questioned whether controlled vocabularies implemented in 6xx fields are helpful for users. In fact, they discovered the removal of subject headings or the exclusion of them in bibliographic records resulted in a 35.9 percent loss of search results returned.[28] Furthermore, a 2009 OCLC report had found that while that keyword searching was preferred, user groups did find advanced search and facets useful.[29] Cross and Gullikson also decided, after discussions with technical services staff, to put more effort into creating 5XX and 6XX fields due to finding a preference for keyword searching.[30] Although controlled vocabularies can be difficult to navigate, they are essential to ensuring a user is not overwhelmed by producing possible search terms.

Given the benefits to faceted searching indicated in the research, it is no surprise that the 386 field was first proposed in 2012 to provide an additional search facet related to a creator or contributor's demographic information.[31] In 2013, the 386 field was adopted, and this addition to the MARC format standard was announced.[32] While there is potential in using controlled vocabularies in the 386 field to

improve user experience for faceted searches, little has been published about using this field. Elizabeth Hobart has published two articles on the subject. The first, "Recording Creator Characteristics for Native American Authors: An Analysis of Bibliographic Records," provided historical context for the co-evolution of the 386 field and the LCDGT as well as the challenges with using controlled vocabulary terms in the 386 related to Indigenous identity.[33] The second, "Cataloging Gender Diverse Authors: The MARC Field 386, Gender Identity and Privacy," discussed the use of local and LCSH gender identity terms in 386 fields used in bibliographic records from the OCLC database. The article also discussed the issues of privacy as well as the problematic misgendering, and "outing" of creator and contributors in the records analyzed, offering ethical recommendations to ensure safety and respect the privacy of gender diverse creators and contributors.[34] Willey and Yon published their research findings on adding demographic terms for African American authors to catalog records. They hypothesized that library users would find more useful and relevant search results. Subject librarians at their library reported that users occasionally requested titles specifically authored by African American authors and that users would find it useful to have an additional search facet for demographic terms in bibliographic records.[35]

In an article that spoke to the need to reimagine how resources—particularly ones created by or about diverse and marginalized groups—are described and cataloged, Holloway, Kaiser, and Flota stated the need for decolonizing library collections and applying critical cataloging practices to equitably fulfill a library's function of making information findable and accessible. Furthermore, the authors asserted that enriching bibliographic records for the Black Studies Research Comic Book Collection with subject headings would prevent erasure of Black culture and expression.[36] Vaughan's article "The Language of Cataloging: Deconstructing and Decolonizing Systems of Organizations in Libraries" also spoke to the imperative to be critical of how language is used in the demographic terms found in controlled vocabularies when deciding whether to add 386 fields to a record.[37]

Several authors have mentioned the value of offering members of marginalized groups a voice in collection decisions. Blume and Roylance noted that some authors consider it optimal for librarians of color or from other marginalized groups to be the ones collecting material about their own identities. They did note, however, that this places an undue burden on these librarians.[38] Caruso et al. recommended working with local community groups as a key strategy in building diverse collections.[39] Kristick suggested working with cultural centers on campus.[40] Jahnke et al. emphasized the field-specific knowledge involved in selecting materials in emerging areas of study, such as disability studies.[41]

One way of allowing members of a population or those closely identified with it to have say in selection when such people may not work in the library, might not be in collections roles, or simply cannot take on extra responsibilities is to rely on awards as a selection tool. Kristick sees awards as a source of vetted book recommendations, "selected by organizations with an interest in and knowledge of the groups."[42] In her review of the past winners of twenty-two awards, she found a high number of award winners coming from independent publishers, and a small but notable number of self-published works, neither of which were covered by her institution's "publisher-based approval plans."[43] Purchasing award

winners could counteract the various automated purchasing strategies (DDA or traditional approval plans) that would make libraries less likely to acquire books from smaller publishers.

Lawrence and Floegel, on the other hand, are critical of the practice of libraries purchasing award winners. They observed that relying on awards for selection gives librarians the sense that they are being objective, when in actuality they are relying on the subjective judgments of the members of the awards committee. Lawrence and Floegel pointed out that, even when award criteria target marginalized groups, those granting the award would need some type of capital to find themselves on an award-granting committee and therefore would not exactly mirror the group represented in the works. Considering these critiques, their observation that libraries tend to not vet the awards that they use as selection tools is troubling.[44]

Kristick, who is more trusting of awards as indicators of a work's significance, still encountered some slight difficulties in compiling an appropriate list of awards that would support collection diversity. She found it much easier to find awards for literature, social sciences, and biography than for any STEM subjects. There were also not an equal number of awards for every target population; Kristick named disability studies as an area with notably few awards.[45]

The project described here made an effort to address some of the shortcomings of awards so that Temple University Libraries could still benefit from them as a collection development tool. This article describes Temple University Libraries' processes for evaluating specific awards and balancing the representation of different populations, thus mitigating some of the issues raised by Lawrence and Floegel. While selection of awards does need to be done carefully, particularly when part of a diversity initiative, awards can be a very helpful tool. In addition, cataloging librarians enriched bibliographic records with the addition of several MARC fields, thus improving the findability of the award winners while keeping accurate and respectful representation in mind.

Developing the Approval Plan

In early summer 2021, the DEI committee began discussing the idea of creating a list of awards related to underrepresented populations, with the intention of turning the list into an approval profile. The idea was appealing because once the profile was created, the Libraries could receive the books annually with little effort. The way an approval plan typically works is that a library and vendor together create a profile consisting of a matrix of criteria, such as subject matter, publisher, format, or price, as a way of communicating which books the library wants to receive. The vendor compares newly published books to the library's profile and automatically ships those that meet the criteria. In this case the criteria would simply be that the book had won one of the specified awards and that the Libraries did not already own a circulating print copy. The DEI committee had been in communication with the Libraries' primary book vendor, ProQuest, from the beginning, and they had confirmed that they could do the work of identifying winners and shipping them automatically, essentially treating the list of awards as an approval plan.

Another benefit of the awards approval profile was that it would automatically fill gaps in the collection. As there had been no prior assessment of which populations were better represented in the collection than others, the committee did not know where gaps in the collection were largest. The intended workflow was that ProQuest staff would compile a list of winners and would ship the ones that the Libraries did not already own. This meant that the Libraries would receive more books by or about populations with less existing coverage in the collection.

To compile the awards for the approval plan, the committee consulted a core list of awards from a LibGuide created by Melissa Gonzalez at the University of West Florida, which focuses on scholarly works for adults, and added select awards from lists in the *Library and Book Trade Almanac*.[46] The list was saved with information about the award criteria and links to the awards' websites. Selectors then had the opportunity to provide input on the list during a meeting in September 2021. At this meeting, some selectors raised concerns about the quality of representation. In response to this critical point, the committee added two additional columns to the spreadsheet: one noting whether the award criteria specified that the book should be about or by a member of the population in question and another related to the organization granting the award.

Implicit in the question about representation was the idea that if neither the author of a work nor the award-granting organization had a strong connection to the people being represented, there was a greater possibility that some titles may be problematic texts—prone to bias, stereotype, or appropriation. The "By or About" column addressed the issue of authorial identity and was based on descriptions of the award criteria found on the organizations' websites. The Organization Type column categorized organizations according to a scheme the committee developed, which is shown in table 1. A norming process helped better describe and discern the award-granting organizations. The committee members surveyed the full list of organizations and found natural groupings—learned societies, museums, and research centers; professional groups; and general organizations—and a principal subdivision for each, whether the organization had a specific population focus. The members each took a portion of the list, sorted the organizations into the categories they devised, and came together to discuss organizations for which the best fit was not apparent.

While the committee distinguished seven different types of award-granting organizations, only one category affected the decision of whether to add an award to the approval plan. The committee decided on a default decision that if an organization were categorized as "general, non-population focus" *and* the award criteria specified that the book be about a particular population but not necessarily by a member of that group, that award would not be included in the approval profile. Selectors had the opportunity to override this or any default. The English and communication librarian chose to override the default in the case of the PEN/Bellwether Prize for Socially Engaged Fiction, as she had already been routinely purchasing winners and finalists of these awards.

The committee tagged awards by discipline categories matching the schools and departments assigned to the liaison librarians. This revealed that certain disciplines did not have any awards. Selectors added awards where there were gaps in the list. In particular, the education librarian added awards for

Table 1. Organization types, with descriptions and examples

Organization Type	Description	Example
Foundation or advocacy organization, population-specific	Foundations and advocacy organizations focused on a specific population. Such groups without a population focus should be listed under General, non-population focus. Contrast with professional associations.	Zora Neale Hurston/Richard Wright Foundation Jewish Book Council Empowering Latino Futures
Professional association or sub-group, population-specific	Membership organization that promotes research through conferences, publications, and awards, focused on a specific population.	American Sociological Association's Disability in Society Section American Society for American Indian Literature American Musicological Society's LGBTQ Study Group
Professional association or sub-group, non-population focus	Membership organization that promotes research through conferences, publications, and awards, not focused on a specific population.	American Historical Association (Rosenberg Prize) Popular Culture Association (Koppelman Award) Modern Language Association (Scarborough Prize)
Library/museum/research center, population-specific	Private libraries or centers, whether independent or within a university, focused on a specific population.	Arab American National Museum American University Center for Latin American & Latino Studies Greenberg Center for Judaic Studies
Library/museum/research center, non-population focus	Private libraries or centers, whether independent or within a university, not focused on a specific population.	Southern Regional Conference (Smith Awards) Harriet Beecher Stowe Center (Stowe Prize) Duke Human Rights Center (Méndez Award)
General, population-specific	Includes organizations that do not fit into another category, focused on a specific population. Includes booksellers and other industry associations.	Women Writing the West Lambda Literary Foundation Women's Prize Trust, UK
General, non-population focus	Includes organizations that do not fit into another category, not focused on a specific population. Includes booksellers and other industry associations.	Independent Book Publishers Association PEN America (Open Book Award) Robert F. Kennedy Human Rights (Kennedy Award)

outstanding books in educational research areas that parallel diversity and equity topics. Tagging the awards by discipline also emphasized that representing a variety of populations, especially minorities, is the job of selectors in all subject areas. Temple's subject specialists include liaisons to African American Studies, Latin American Studies, and Gender, Sexuality, and Women's Studies; the DEI committee was concerned these areas were bearing the burden of diversifying the collection. The chart of awards had distinct columns for the award's population focus and its discipline. For example, an award for women in science would be about the population "women" and in the discipline of "science." It would therefore

be reviewed by both the science and engineering librarian and the liaison to gender, sexuality, and women's studies.

Awards are sometimes granted to a specific book and other times to an author. In some instances, a work may earn the citation and the author given the award. For example, the Harriet Beecher Stowe Center's Stowe Prize recognizes an author of a work grappling with a social justice issue as Stowe did in *Uncle Tom's Cabin*. Similarly, the American Musicological Society's Judy Tsou Critical Race Studies Award honors a work with diversity focus regardless of the population covered or author ethnicity. Alternatively, an author and their work may be recognized. The University of Hartford's Edward Lewis Wallant Award favors unrecognized Jewish fiction writers. The Ernest J. Gaines Award for Literary Excellence requires its winner be an emerging African American author, "not yet widely recognized for their work."[47] In these cases, the author's current title in publication would be collected by the award profile. An instance where both the author and book are recognized is the American Historical Association's Clarence H. Haring Prize, which is granted to a Latin American author for an outstanding book on Latin American history. Regardless of the award criteria, for all winners added to the collection, cataloging librarians took care to fully describe the creator characteristics as well as the books' subject matter.

Understanding the distinction of subject matter and authorial voice also played a part in choosing the collection name, Award Winners Honoring Diverse Experiences (AWHDE). While this project diversifies and expands representation in the library's collection, the awards are not necessarily focused on recognizing works challenging the dominant culture and discourse, as the term "DEI" suggests. For that reason, "DEI" was eliminated and highlighting the broader representation of voices and experiences became the essence of the collection name. As with other aspects of the project, the DEI committee consulted several teams at the library to ensure a name suited outreach needs and described the collection purpose and content accurately. The Communications, Programming, and Outreach department and the selectors, informed by curating the awards list, made suggestions for the collection name.

As the awards list was being refined, the committee investigated how the Award Winners profile would affect the collection by doing a test run using past years' winners. A staff member from the Acquisitions department gathered the titles of award winners for the previous two years and compared them to the existing holdings. Using that data, the collections analysis librarian discovered that the Libraries purchased about half of the award-winning titles for the years 2019 and 2020. This split showed that selectors were already paying attention to diversity in their purchasing, reinforcing the idea that the project was not prompted by a need to correct selector shortcomings. Having a portion not already in the collection meant the project could expand on, rather than duplicate, selectors' existing efforts, as there were more titles available to enhance the collection.

The data collected highlights the range of awards and thus the number of winning titles celebrating each population. Using the results, the committee and selectors collaborated to balance the number of titles purchased across populations. Where there were five or more awards—for example, honoring Africans or African Americans—winners-only was set as the default in the approval plan. Where there were fewer than five—as in the awards focused on disability or Native Americans—the vendor was

instructed to send both winners and finalists. Here too, selectors had the opportunity to reverse these default arrangements and choose winners-only or both winners and finalists for any award, regardless of the population focus. This allowed them to recognize intersectional representation. For example, while there are more than twenty awards in each of the categories of African American and Women's/ Gender Studies awards, which would lead to a default setting of winners-only, the approval plan collects winners and finalists from the Organization of American Historians' Darlene Clark Hine Award honoring books in African American women's and gender history. Analyzing the number of awards by population and then adjusting the numbers of books purchased using winners-only or winners-and-finalists choices improved parity across the demographics addressed.

Analyzing past winners also revealed the library held titles in electronic, special, or leisure collections where their visibility and accessibility was not equal to the print circulating collection. Electronic titles cannot be browsed on new bookshelves, special collections titles are for library use only, and leisure collection titles are rented through the McNaughton program. To ensure long-term circulating access to these award-winning works, the policy for award winners is to purchase new print copies of titles that the Libraries already had in the electronic, special, or leisure collections.

In summer of 2022, a staff member at ProQuest Clarivate reviewed the list of awards and looked up the winners and finalists. The committee asked her to send a list rather than automatically sending the books, so that staff could compare it against the Libraries' existing holdings. Although the Libraries regularly send the vendor information about holdings to display in OASIS, ProQuest's ordering platform, records do not contain location information. A non-circulating copy could display in OASIS as already owned, and thus the vendor would not know to ship the title for the Award Winners collection. After an in-house comparison of the list of titles against the Libraries' holdings, the collections analysis librarian provided to ProQuest a shortened list of specific titles to ship, and these were sent as approvals. ProQuest could not identify or procure winning titles in a handful of cases, generally foreign language titles. These books were researched individually and ordered either via OASIS or from other sources.

Enhancing Bibliographic Records

To be informed about best practices in how to approach reparative and inclusive description, staff from MADS consulted a 2022 OCLC report as well as the PCC Guiding Principles for Diversity, Equity, and Inclusion for Metadata Creation.[48]After meeting with the DEI committee, staff from Metadata and Digitization Services decided to focus enhancement efforts on four MARC fields:

- The 973 field, a locally implemented field featuring the local collection name, Award Winners Honoring Diverse Experiences Collection (AWHDE).
- The 586 field, which displays a note about the award(s) received.
- The 386 field captures creator/contributor characteristics.
- The 6XX fields, which are subject fields. When applicable, additional subject headings could be applied to a record.

The 973, 586, and 386 fields were not configured in the Libraries' out-of-the-box version of Alma. The metadata management librarian configured them in the Alma system so they could be applied to the bibliographic records for titles in the AWHDE collection. Figure 1 depicts the workflow utilized for retroactive enhancement of the bibliographic records.
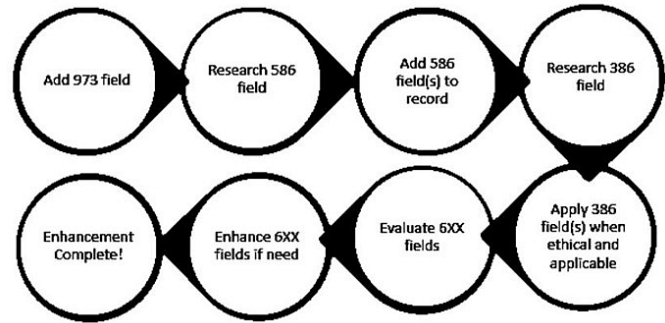

Figure 1. The metadata enhancement workflow

Cataloging librarians used spreadsheets to track the completion of steps in the metadata enhancement workflow for each title. There are separate spreadsheets for titles already owned and for those purchased in FY2022. As of spring 2023, the collection contained 307 items and 290 titles, with 131 of those being titles the Libraries already owned.

The first step in the AWHDE Collection Metadata Enhancement workflow is to enter the collection name, Award Winners Honoring Diverse Experiences, in the 973 field. This can either be done one-by-one or as part of a batch process by applying a normalization rule which inserts the 973 field. In the instance when books require complex copy or original cataloging the addition of the 973 field is done one-by-one. For batch processing, the cataloging librarians create a set of titles and then use the normalization process in Alma to add the collection name. The itemized set of physical titles is also useful for subsequent steps in the workflow.

Next, cataloging librarians add the 586 field, noting information for the award (or awards) an author or editor received for their work. This field also notes whether creator(s) of the title was the winner of the award or a finalist. This field can be repeated, which is crucial since some of the authors in the AWHDE collection won more than one literary award for the same book. Cataloging librarians confirm the award name and whether there is a sub-category before adding one or more 586 fields to each bibliographic record. This ensures as accurate an award statement as possible is entered.

To familiarize themselves with awards and prizes represented in the collection, the cataloging librarians created a guide to the literary awards briefly summarizing what the award is and providing a URL to the award website. Entries in the guide may also include URLs to a database or webpage of past winners and search tips. As the collection grows, they review the guide and add new entries as needed.

After confirming the awards information in the spreadsheet, cataloging librarians manually add to each bibliographic record the information about an award, adding more than one 586 field when applicable. The format of the awards note is the Award name, followed by the Award Subcategory Name, and then the Designation. In the example provided in figure 2, there are three 586 fields applied to the bibliographic record for the print book *Franchise* by Marcia Chatelain. One is for the Hooks National Book Award, another for a Hurst/Wright Legacy Award for Nonfiction, and the third is for a Pulitzer Prize in History. The awards note in the 586 field does not end with a period unless the field ends with an abbreviation, initial/letter, or other data that warrants use of a period.

Before implementing the 386 field, the monographs cataloging librarian and metadata management librarian researched controlled vocabularies that could be used in the 386 field. To determine other possible vocabulary sources, these librarians consulted the Critical Cataloging Lab website and Library of Congress' Subject Headings and Terms Source

520		a| "From civil rights to Ferguson, Franchise reveals the untold history of how fast food became one of the
		diabetes among black Americans, fast food restaurants like McDonald's have long symbolized capitalism's
		thoroughly saturate black neighborhoods in the first place? In Franchise, acclaimed historian Marcia Chate
		civil rights leaders, who -- in the troubled years after King's assassination -- believed they found an econor
		federal programs under presidents Johnson and Nixon promoted a new vision for racial justice: that the fra
		the quality of black life. Synthesizing years of research, Franchise tells a troubling success story of an indu
		publisher.
586		a| Hooks National Book Award, Winner
586		a| Hurston/Wright Legacy Award, Nonfiction, Winner
586		a| Pulitzer Prize, History, Winner
650	0	a| Fast food restaurants z| United States. 0| https://id.loc.gov/authorities/subjects/sh2008120291
650	7	a| Fast food restaurants. 2| fast 0| https://id.worldcat.org/fast/921665
650	7	a| African Americans x| Economic conditions. 2| fast 0| https://id.worldcat.org/fast/799599
650	7	a| Race discrimination. 2| fast 0| https://id.worldcat.org/fast/1086465
650	7	a| African Americans x| Civil rights. 2| fast 0| https://id.worldcat.org/fast/799575
650	7	a| Business enterprises x| Purchasing. 2| fast 0| https://id.worldcat.org/fast/842609
650	7	a| Franchises (Retail trade) 2| fast 0| https://id.worldcat.org/fast/933627

Figure 2. 586 fields applied in a bibliographic record

Codes.[49] After reviewing multiple vocabularies, some of which were problematic, they decided to use LCDGT, LCSH, and Homosaurus.[50] For guidance on how to implement LCDGT, the librarians used the LCDGT Manual,[51] particularly L400 deals with the ethics of applying LCDGT and L485 is about assigning vocabulary terms. In the 386 field there is a subfield 2 for indicating the source of a controlled vocabulary term; there is an official set of source codes for each controlled vocabulary available through the Library of Congress' Network Development and MARC Standards Office.

The metadata management librarian created an interactive spreadsheet to track the work done for each title in relation to the 386 field. Each column is part of a "checklist" of sources to check for creator demographic information that could be applied to the 386 field(s). The checklist is based primarily on the specifications for information sources to consult for assigning demographic terms in chapters L485 and L400 of the LCDGT Manual with a few additions, as shown in table 2. When trying to determine if 386 field(s) should be implemented for authors and/or editors of a work, the cataloging librarians do not dig for demographic information not specified or disclosed. Additionally, they do not apply 386 fields for illustrators, translators, authors of forewords, or other contributors. In the future there are plans to do a review of terms used in the 386 fields to determine if they are still representative of preferred terms for demographic groups.

The metadata management librarian investigated questions related to 386 field implementation such as configuration, control, and maintenance. After some discussion about which subfields to implement (and in which order), the metadata management librarian and monographs cataloging librarian provided a few formatted samples to the DEI committee for input on the format before the cataloging librarians enriched a beta batch of records with the 386 field. The agreed-upon format was $i Relator term (last name) $a Demographic term $2 Source vocabulary code. The vocabularies used and their codes are listed in table 3. There are other ways in which a 386 field could be implemented, but this was the simplest and most straightforward.

In December 2022 the cataloging librarians enriched a small sample batch of records and shared findings with the DEI committee. The sample included twenty-seven titles from the spreadsheet of titles

Table 2. Self-identification specifications

L485 Self-identification Sources	L400 Self-identification Sources	Sources Used for Self-identification at Temple University Libraries
"About the author"		"About the author"
Title proper or other title information		Title proper or other title information
Statement of responsibility		Statement of responsibility
Introduction or preface (most often in the case of edited works and compilations)		Introduction or preface (most often in the case of edited works and compilations)
		Afterwords or author's note
Information on the cover		
CIP data sheet		
	Biographical information published in the resource	
	Biographical information provided by the publisher	Publisher's website
	Author's personal website or social media profiles	Author's blog or website
		Award's website
	Direct communication with the author	
	For non-contemporary persons use works by the person as well as biographies, obituaries, articles, etc. about the person	

the Libraries already owned; 386 fields were applied to twelve of the titles. Based on criteria for where author information can be ethically sourced and verified, fifteen titles did not have the 386 field applied. This is about a 44 percent success rate. The success rate will fluctuate over time.

Table 3. 386 subfields and controlled vocabularies used in record enhancement

Controlled Vocabularies Used in Subfield a (Demographic term)	Source Codes for Controlled Vocabularies Used in Subfield 2 (Source vocabulary code)
Library of Congress Demographic Group Terms	lcdgt
Library of Congress Subject Headings	lcsh
Homosaurus	homoit

Applying the 386 fields is a complex process since there are many facets to a person's identity they resonate with and wish to disclose. For instance, the poet George Abraham identifies as a bisexual man of Arab descent, an Arab American, and a Palestinian American. To fully capture the complexity of his identity, the following were applied to multiple 386 fields: from Homosaurus "Arab bisexual people"; from LCDGT, "Arab Americans"; and from LCSH, "Palestinian Americans" and "Bisexual men" (figure

3). Note L485.2 states, "There is no limit to the number of demographic terms that may be assigned to a resource,"[52] which means it is up to a cataloging librarian to assign however many demographic terms they think will be useful.

100	1		a| Abraham, George, e| author.
245	1	0	a| Birthright : b| poems / c| George Abraham.
264		1	a| Minneapolis, MN : b| Button Poetry / Exploding Pinecone Press, c| [2020]
300			a| x, 127 pages ; c| 23 cm
336			a| text b| txt 2| rdacontent
337			a| unmediated b| n 2| rdamedia
338			a| volume b| nc 2| rdacarrier
386			i| Author (Abraham) a| Arab bisexual people 2| homoit
386			i| Author (Abraham) a| Arab Americans 2| lcdgt
386			i| Author (Abraham) a| Palestinian Americans 2| lcsh
386			i| Author (Abraham) a| Bisexual men 2| lcsh

Figure 3. Multiple 386 fields assigned to a resource to describe aspects of author's identity

Figure 4 illustrates an approach of combining elements in terms in addition to the faceting of identity elements as specified in L485.8: "If a creator self-identifies as belonging to a group that includes several discrete elements, assign a separate term for each element that will be useful for discovery purposes."

100	1		a| Kennedy, Nina, d| 1960- 0| https://id.loc.gov/authorities/names/no2021014994 e| author.
245	1	0	a| Practicing for love : b| a memoir / c| by Nina Kennedy.
264		1	a| Pittsburgh, Pennsylvania : b| RoseDog Books, c| [2020]
264		4	c| ©2020
300			a| ix, 400 pages : b| illustrations ; c| 23 cm
336			a| text b| txt 2| rdacontent
336			a| still image b| sti 2| rdacontent
337			a| unmediated b| n 2| rdamedia
338			a| volume b| nc 2| rdacarrier
386			i| Author (Kennedy) a| Black lesbians 2| homoit
386			i| Author (Kennedy) a| African American lesbians 2| homoit
386			i| Author (Kennedy) a| Black women 2| local
386			i| Author (Kennedy) a| African American women 2| lcsh
386			i| Author (Kennedy) a| Lesbians 2| homoit
386			i| Author (Kennedy) a| African American conductors (Music) 2| lcsh
386			i| Author (Kennedy) a| Women conductors (Music) 2| lcsh
386			i| Author (Kennedy) a| Women pianists 2| lcsh

Figure 4. Combining elements in terms in the 386 fields

The cataloging librarians thought it would be most beneficial to use combined elements from different demographic categories too. For example, searching "Conductor (Music)" alone would not necessarily be helpful since there could be many conductors represented in the Libraries' bibliographic holdings. However, if a user wanted to find all works using the phrase "African American conductors (Music)" they could retrieve them more easily with one phrase in a keyword search rather than doing an advanced search with each term in a separate search box. The example shown in the figure combines elements into one subject heading within the 386 field. While "Lesbians" and "African American women" are examples of L485.8 being followed as it should, the record also contains a term combining the two elements, to convey the intersectional identity of the author: "African American lesbians." So, if a user is searching specifically for a memoir relating the lived experiences of an African American lesbian rather than a memoir about the lived experience of being an African American woman or being a lesbian, they can more easily find the item(s) they are seeking.

A way in which the cataloging librarians took a more liberal interpretation of applying L485 is in relation to multiple creators of a single work can be seen in figures 5 and 6. The procedures in L485.5 state a preference for assigning terms that separately reflect each creator without any redundancy. This means if more than one creator could be assigned a term such as "Black transgender people," the term would only be applied once but would be referring to both. However, there is a lack of clarity to

whom a 386 or multiple 386s could be referring to from a user standpoint. That is why they decided to format the 386 fields as $i Relator term (last name) $a Demographic term $2 source vocabulary code and apply the 386(s) separately for each individual although some aspects of their identities may overlap. Figures 5 and 6 are screenshots of a bibliographic record for *The Black Trans Prayer Book* edited by J. Mase III and Dane Figueroa Edidi. Some aspects of their identities are indeed the same, but some are distinct. J. Mase identifies as a Black queer transgender man and poet while Dane Figueroa Edidi identifies as a transgender woman of African, Cuban, and Indigenous descent. Some terms apply only to one and not the other as each identity is unique. Arguably the terms which are used for both such as "African Americans" and "Transgender people" could be used in only one 386 field formatted as $i Editor (Mase; Figueroa Edidi) $a Transgender people $2 homoit instead of separate entries. The reasoning behind implementing terms more than once in this example was to provide more clarity and highlight each individual creator's identity.

Figure 5. The 386 fields used for J. Mase III in the bibliographic record for *The Black Trans Prayer Book*

Figure 6. The 386 fields used for Dane Figueroa Edidi in the bibliographic record for *The Black Trans Prayer Book*

In some instances where there was not a term in LCDGT or LCSH or the existing vocabulary was problematic, the cataloging librarians opted for applying a local vocabulary term in a 386 field. Some local terms used so far are Latinas, Black men, Black women, and Black Americans instead of the LCSH terms. There is not an automated way to maintain the form of controlled vocabulary terms used in the 386 fields. The metadata management librarian created a list of vocabulary terms used in the 386 fields so far, which includes not only the terms but the source and URL to track which controlled vocabulary terms were applied and to better facilitate manual updates to the 386 fields. As the cataloging librarians encounter terms not already included in the list, they add new vocabulary terms. In the interactive spreadsheet tracking 386 field use, each row associated with a title contains a cell where terms used in the 386 field(s) are entered so the librarians know specifically which terms were applied for each author and editor. This provides a space to review each other's work and provide feedback.

The last step in the workflow is evaluating entries in the 6XX fields, specifically the 650s for any oversights in subjects assigned or the lack thereof, which may obscure diverse content. The cataloging librarians examine the 650 fields to see if there are subject terms applied that reflect aspect(s) of identity as a core theme in the book. The terms applied in the 650 fields do not always correlate to

the author's own demographic identity, as illustrated in figure 7. *All the Young Men* is written by Ruth Coker Burks and Kevin O'Leary Carr. Burks is a cisgender straight white woman who was a caregiver during the AIDS crisis. Demographic information about Kevin O'Leary Carr is unknown.

Figure 7. Terms applied in 650 fields sometimes differ from author's own demographic identity

Updates to Discovery Layer

Libraries staff made several updates to the discovery layer to improve the visibility and usefulness of the metadata enhancements to the bibliographic records. The discovery layer, locally named Library Search, is powered by Blacklight. Developers in the Library Technology Development (LTD) department continuously develop and refine Temple's instance of Blacklight. MADS and LTD staff discussed how display changes in Library Search could leverage the metadata enhancements made to bibliographic records to boost the accessibility, findability, and retrievability of titles in the AWHDE collection. The outcome of this discussion was a decision to facet the collection name as well as the 386 fields and increase visibility of the awards note field. In April 2023, the 386 field had its Library Search relevancy ranking boosted, which will help users better locate titles in the collection.

The collection name is hyperlinked within individual bibliographic records in Library Search, as shown in figure 8. Since it is hyperlinked, the 973 field is not searchable as part of the keyword index. To retrieve the complete collection, users need to go to an individual record in the OPAC and click the hyperlinked collection name in the record. This will bring the user to a search results page listing all titles in the AWHDE Collection (figure 9). Additionally, the 586 field was parsed from the Notes section of the display and labeled "Awards Note" to increase its visibility, as shown in figure 10.

Outreach and Marketing

While the DEI committee was working with selectors to finalize the approval profile, they also began thinking about how to market the new collection. The committee worked with the library's Communications, Programming, and Outreach department to develop a comprehensive marketing plan.

First, the DEI committee wrote a blog post explaining the project and its goals.[53] The blog post was highlighted in an email from the Libraries' Communications, Programming, and Outreach department

in December 2022. As the books are intershelved in the general collections, the committee relied on technological means, primarily the 973 field described above, for promoting the full collection as its own entity. The committee created a QR code linking to a catalog search for all records with a 973 field containing "Award Winners Honoring Diverse Experiences." The QR code is included on signage, posters and social media posts. As books were received and cataloged they were placed on the library's new book shelf. The Libraries' graphic designer created the poster shown in figure 11 to display. The Libraries also have an active social media presence on Facebook, Instagram, and Twitter, where images of the new books and the QR code were posted.

The committee plans to repeat these outreach and marketing activities yearly, so that the university community is aware that library staff continue to think about diversity, equity, and inclusion in collection development.

Figure 8. Collection name hyperlinked in an individual bibliographic record
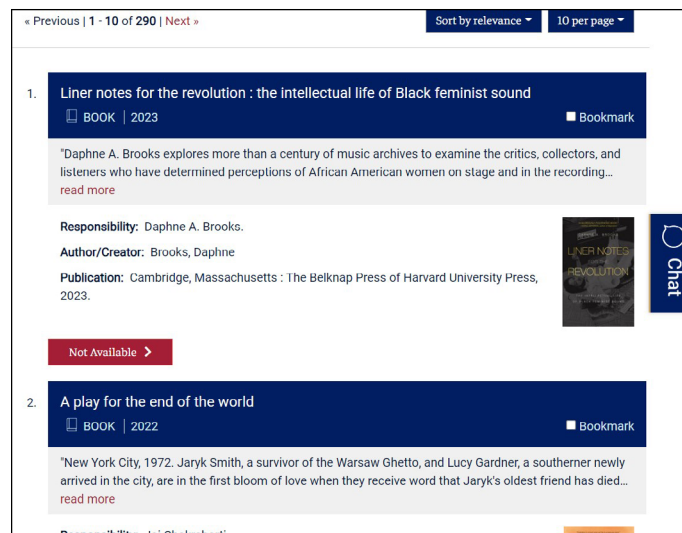
Figure 9. Part of the search results page listing all titles in the AWHDE Collection

Assessment

The DEI committee has set a date to review the first year of the project. At that time they will review the process for deciding on awards, including consideration of removing awards or adding awards. As part of this process, they will ask subject selectors to review the list and the selected books as well. The DEI committee plans to review circulation reports comparing loan history of the Award Winners Honoring Diverse Experiences collection to the general circulating collections. While the committee recognizes that these titles were selected for the representation they provide rather than their expected use, the group is still curious to see if the community has taken advantage of the new purchases. The committee will also try to analyze circulation in relation to marketing to track its effectiveness.

In the first year of the project, ProQuest staff identified 290 titles that had won awards on the Libraries' list. Of these, 131 or 45 percent were already part of the main library's circulating print collection. This was higher than expected, as analysis of winners of these same awards in the previous three years showed that the Libraries only owned between 24 and 38 percent of the titles in print. In addition, ProQuest informed Temple that four of the awards on the list were ones for which they could not identify winners due to the books being in non-English languages. The DEI committee was able to look up the winners of these awards and order them. Three of the winners were available for order on OASIS

despite not being included in ProQuest Clarivate's profiling system. Four were available for order using other means. One winner was a self-published book that was not available for order on OASIS. The relevant subject specialist recommended not ordering this title. Including the non-English titles, there were 170 new purchases made in the first year of the Award Winners profile.

As of the writing of this article, the collections contained 307 items, including some copies duplicated in multiple locations. Of these, only 24 were from publishers that Kristick included in her "Big Five" (Penguin Random House, Simon & Schuster, Hachette, Harper Collins, Macmillan).[54] Only eleven were from the major academic publishers Bloomsbury, Routledge Taylor & Francis, and Rowman & Littlefield. There were no books from Elsevier, Sage, Springer, or Wiley. Nearly half of the collection (152 books) were from university presses. The remaining 120 titles were from smaller or independent publishers. In the future, the DEI committee hopes to talk to selectors about adding some of these smaller publishers to their approval profiles, possibly using the lists of award winners

Figure 10. Awards Note field parsed from the Notes section

Figure 11. Marketing poster for awards, created by Joi Waller

to identify publishers with a focus on people of color, LGBT people, or other groups. The collections analysis librarian would then track how many additional titles the Libraries received from these publishers.

Conclusion and Future Directions

The DEI committee will continue to market the collection and begin outreach to specific groups that may find it useful, such as the university's Institutional Diversity, Equity, Advocacy and Leadership (IDEAL) unit. In addition, committee members will write a brief paragraph for subject liaisons to include in their outreach emails which may include links to, and images of, the collection. The second round of award-winners were on order as of summer 2023 and MADS plans to continue the process of metadata enhancement for these new purchases.

Cataloging librarians also reviewing other projects that could benefit from the use of the 386 fields, including increasing the discoverability of musical works by diverse composers and the library's collection of juvenile literature, a genre with a history of diverse authorship. Another possible project, once a significant number of records have 386 fields populated, could be adding a search facet for the 386 field and conducting usability research related to 386 field implementation.

Though the AWHDE collection is still small, both the DEI committee and MADS consider it a successful project. It has resulted in the purchase of 159 titles that the Libraries would not otherwise have purchased, including many from independent publishers. The process of creating the awards list raised awareness among both subject specialists and the DEI committee about variables to consider when evaluating awards, the importance of diversity across all disciplines, and which populations and disciplines require extra attention when seeking to diversify the collection. For MADS, the project was a useful pilot for implementing the 386 field and creating a workflow that can be used in the future. It is the hope and intention that Temple University Libraries will continue to grow its collection of award winners, as well as diversifying the collection through other initiatives, so that it can better serve all its users.

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