

Environmental Scan of Critical and Inclusive Cataloging/Metadata Projects in US Academic Libraries

Tiffany Henry

With a surge of attention on improving EDI (equity, diversity, and inclusion) within the LIS profession in recent years, numerous metadata and cataloging projects have been initiated to address these issues. In this study, the author explores the types of critical cataloging and inclusive metadata projects that cataloging/metadata professionals within academic libraries in the United States are engaging in, whether these projects are reaching completion, and the supports or barriers these professionals encounter. This study reports on a survey of cataloging and metadata professionals in US academic libraries who have either completed, initiated, or have incomplete critical cataloging projects within the past five years to examine their experiences. This research contributes to the literature by offering contextualized analysis of the efforts undertaken by cataloging/metadata professionals to advance EDI.

Introduction

In recent years, there has been a resurgence in improving equity, diversity, and inclusion (EDI) within cataloging, metadata creation, and resource description. To aid catalogers, archivists, and metadata specialists in these endeavors, there are published resources to help guide practitioners. Some popular and often cited resources around EDI include *Archives of Black Lives in Philadelphia: Anti-racist Description Resources* and OCLC's *Reimagine Descriptive Workflows: A Community-Informed Agenda for Reparative and Inclusive Descriptive Practice*.¹ Additionally, there are also themed professional meetings like the Metadata Justice in Oklahoma Libraries and Archives Symposium that provide a venue to share complete and ongoing projects, and inspire others to take on similar work.² At the core of these efforts is a focus on enhancing description of and access to library and archival resources for the sake of inclusion and social justice.

The emphasis on social justice in cataloging, metadata, and resource description is rooted in improving user access to collections and fostering inclusion and belonging for all library and archive users. Projects that promote these things can appear in many different forms—by highlighting blind spots within library collections and their descriptions, enhancing discovery of resources by updating search terms, or mitigating potential harm to users by adding content warning statements. With so many avenues for addressing EDI and promoting social justice, establishing the state of this work within academic libraries in recent years is challenging.

Tiffany Henry (tnhenry@uncg.edu) is Metadata and Institutional Repository Librarian at University of North Carolina at Greensboro, <https://orcid.org/0000-0002-9565-6955>.

This study provides an environmental scan of academic libraries engaging in just this kind of work—cataloging, metadata, or resource description projects with a focus on improving EDI. The author surveyed library and information science (LIS) professionals in academic libraries or archives specializing in resource description who have engaged in EDI-focused projects in recent years to learn more about their experiences. To efficiently describe the concept of EDI work within library resource description in this study, the author uses both “critical cataloging” and “inclusive cataloging.” Inclusive cataloging is the broader term of the two and encompasses a wide variety of tasks that address EDI issues in resource description. To quote Fox and Gross, “Radical cataloging, critical cataloging, inclusive description, reparative description, ethical metadata, conscious editing, metadata justice: these are just some of the terms used in libraries and archives to address prejudice and marginalization in description and classification.”³ On the other hand, critical cataloging as defined by Watson is “a social justice-oriented style of radical cataloging that places an emphasis on radical empathy, outreach work, and recognizes the importance of information maintenance and care.”⁴ Both “inclusive cataloging” and “critical cataloging” will be utilized throughout this study as catch-all terms for the diverse array of EDI-focused projects.

Literature Review

Within the body of LIS literature, there is an abundance of scholarship about both inclusive and critical cataloging written over several decades. Although the terminology has shifted over time, at its core it is still the same work.⁵ Awareness of inclusive cataloging’s history is integral to understanding the current professional landscape. Fox and Gross trace the modern history of inclusive cataloging efforts in US libraries. The authors examine inclusive cataloging work impacting various marginalized groups within the chapter. An example of this includes forerunners such as the group of librarians at Howard University addressing issues with classification and subject headings for materials about African Americans as early as the 1930s and 1940s.⁶ They also cover other historical inflection points including the growth of radical cataloging in the 1970s with the work of Sandy Berman at the Hennepin County Public Library, and critical cataloging starting as an offshoot of critical librarianship in the 2010s.⁷

Many case studies have been published in recent years on different dimensions of inclusive or critical cataloging work in academic libraries and archives. The work shared in these case studies encompasses a wide range of projects and approaches with some common categories. One common type of case study is remediation of resource descriptions. Remediation in this context involves revising or updating the language used to describe library resources, such as archival finding aids or metadata for digital collections. In a case study by Dean, the author describes the remediation process conducted at UNC Chapel Hill for some of their archival collections. Referred to as conscious editing, the case study outlines the process taken to address the language used by many of the legacy finding aid descriptions within their Southern Historical Collection.⁸ Lake and Nicholson take a mixed methods approach to their remediation of digital collection descriptions at UNC Charlotte. To inform the remediation project, the authors conducted both a campus survey and semistructured interviews to understand which identity group terms are preferred by users.⁹ This resulted in not only understanding user preferences

for terminology, but preferences around including metadata for resource creator/contributor identity characteristics and including sensitive content statements for online digital collections. The case study by Rowan and Gonzalez outlines the approach taken at Florida International University to address and remediate harmful language and embark on an equitable metadata initiative focused on their online digital collections. The authors tackle harmful and discriminatory language around race, religion, sexuality, age, ability, and culture, plus laudatory language found within resource descriptions.¹⁰ This case study directly mentions the systemic issues that are ever-present challenges to engaging in description remediation, such as archivist bias, archival silences, and the tension between institutional stewardship and community ownership.¹¹

Another common type of case study seen from academic libraries is the implementation of alternative controlled vocabularies (CVs). This typically involves incorporating a CV other than the ubiquitous Library of Congress Subject Headings (LCSH) in catalog records to enhance subject access. In their case study, Hardesty and Nolan describe the process of creating an overlay for specific LCSHs with corresponding terms from the Homosaurus CV within Indiana University's library catalog. The authors devise an overlay using JavaScript and linked data to display terms from Homosaurus to users instead of the originally assigned LCSH.¹² This was done with the goal of mitigating harm to users and researchers by replacing potentially derogatory terminology about the LGBTQ+ community still in use within LCSH with alternates from Homosaurus.¹³ Tanaka, Michael, and Slutskaya take a similar approach by creating an automated method to incorporate the Homosaurus CV into Emory University's library catalog. The authors collaborated with a vendor, Backstage Library Works, to automatically update MARC records within their catalog with terms from Homosaurus when a corresponding term from LCSH was present.¹⁴ Although the use of an automated process offered benefits like a greater number of updated records, potential time savings, and larger breadth of coverage, the authors also noted limitations, such as the quality of existing subject analysis in records or any ambiguous headings encountered that still require human intervention.¹⁵

Efforts to change and update terminology in CVs to address known issues are yet another common project type among case studies. Alterations to CVs can come in the form of local-level adjustments that are specific to an institution or larger updates to the CV itself by the organization or community responsible for its creation and management. In another case study by Lake and Nicholson, the authors run an evaluation Faceted Application of Subject Terminology (FAST) for EDI issues for both UNC Charlotte's online digital collections and institutional repository. This evaluation encompassed two projects—the first being the formation of a diversity, equity, inclusion, and accessibility (DEIA) working group to initiate a reparative cataloging project for subject terms within the online digital collections.¹⁶ The second project involved in the evaluation was to remediate subject headings used for legacy electronic theses and dissertations according to newly established local guidelines created by the DEIA working group.¹⁷ Bychowski, Hildebrand, Hoover, and Reno delve into both the history of the Rare Book and Manuscript Section Controlled Vocabulary for Rare Materials Cataloging (RBMS CVRMC) and present a case study on changing the language used for terms relating to prejudicial materials. Before finalizing the latest edition of RBMS CVRMC, the vocabulary editorial working group addressed legacy

language concerning “literature of prejudice” or genre terms that convey prejudice against specific identity groups, Blackface minstrelsy, colonization, and slavery.¹⁸

Addressing issues with classification and the management of personal name authorities are other areas of focus for recent case studies. A case study by Tosaka explores the process of a retrospective reclassification project. For this project, the author worked to change a portion of the assigned Library of Congress Classification numbers on materials about Black people and African Americans held by their library.¹⁹ Due to the size of the cataloging staff at the College of New Jersey, Tosaka outlines how the project was condensed and automated in a way to be impactful and efficient without overburdening a small team.²⁰ Yon, Baldoni, and Willey report on the creation of local guidelines for managing personal name changes for campus researchers at Illinois State University. After a request to update a faculty member’s name in the catalog, the authors collaborated with others at their library to develop guidelines on determining when, where, and how to update personal names in systems under their purview.²¹ The process raised awareness of the complexity of issues with identity management in academic library systems, plus the evolving tension between more inclusive community of practice guidance and the current descriptive cataloging standards.²²

Aside from case studies, there is recent research within LIS literature that closely examines the experience of practitioners and frameworks to help guide the assessment of inclusive and critical cataloging work. In contrast to the case studies that focus on initiatives at an institutional level, these pieces of scholarship examine other components to this type of work. Perera examines the practitioners who initiate and participate in inclusive metadata work.²³ The study focuses on building a better understanding of who performs this work and generating a practitioner-derived definition of inclusive cataloging. Luke and Mizota conduct a cross-institutional study of practitioners in Galleries, Libraries, Archives, and Museums (GLAM) institutions who have worked on reparative description initiatives in the United States to better understand why they began, practical aspects, barriers, and sustainability of these initiatives.²⁴ As a result of their findings, the authors developed a framework that institutions doing similar work can adapt. The maturity model for reparative description is a flexible framework that institutions can adapt to help them assess, evaluate, and benchmark reparative description work at an institutional level.²⁵ Jaffe assesses the professional frameworks used to measure the value and quality of the library metadata. The author argues that with increased attention on metadata as a means of representation and EDI efforts, existing metrics for evaluating metadata quality need to expand.²⁶ The study by Theimer is an assessment of the resources to engage in inclusive metadata and critical cataloging projects. By evaluating the cost, quality, public impact, and alignment with institutional mission statements of three stand-alone critical cataloging projects, the author brings attention to the need to shift metrics for productivity and effectiveness away from quantity or cost alone.²⁷

Methods

The research instrument for this study is a self-administered online survey created in Qualtrics. All survey questions are available in Appendix A. Before distribution, the survey was pilot tested

by five other LIS professionals who either previously worked or currently work as cataloging/metadata specialists themselves. Refinements to the survey were made based on pilot tester feedback. Institutional Review Board approval was granted, and the survey was marked exempt before participants were recruited. No personally identifiable information was collected in the survey, and results are reported in the aggregate. Informed consent information was presented to all participants at the beginning of the survey.

To recruit participants, the author sent the survey to multiple LIS email lists and professional online spaces. These include the AutoCat email list, RadCat email list, ALA Connect for the Metadata and Collections Section, and the Cataloging Lab's Critcatenate monthly news roundup. The survey opened in late October 2024 and remained available until December 2024. Convenience sampling was used for this study, meaning that the participant pool consisted of any eligible professionals who saw the recruitment message online.

A total of 172 respondents consented to participate. To capture a population of LIS workers who have both the expertise and regular engagement with library resource description, cataloging, and metadata creation, one screening question was added to the survey. It asks participants whether they are either currently or previously working as cataloging/metadata specialists in an academic library along with a definition. In this context, cataloging/metadata specialists are defined as LIS professionals who have more than 50 percent of their work time allotted to perform descriptive cataloging and metadata work regardless of formal job title. These criteria were set to ensure that a variety of LIS professionals who engage in this type of work in academic libraries could answer regardless of job rank, title, or classification. Out of the initial 172 participants, 137 answered "yes" to the screening question.

The remaining survey questions asked participants about their experiences with critical cataloging or EDI-based projects at their current or previous academic library. Specific questions dealt with the types of projects participants have worked on, length of time engaged in critical cataloging, experiences regarding levels of support and resource allocation, team size, and the Carnegie Classification designation of their affiliated college or university. Frequency distribution was used to understand the number of instances and observe trends for most of the quantitative data collected. A chi-square (χ^2) test of independence was conducted for survey questions 6 and 7 to determine whether there were any correlations between variables.

Findings

Project Types and Length of Time Engaged

After the screening question, survey participants were asked about the kinds of critical cataloging projects they have worked on and the length of time their institution has been engaged in this work. Respondents were requested to select any of the following project categories applicable to their experience: implementation of alternate CVs or genre terms ("yes," 70.08 percent), changes or remediation to assigned classification numbers ("yes," 64.23 percent), subject heading or CV

remediation (“yes,” 73.77 percent), updating or altering resource description (“yes,” 67.24 percent), creation or implementation of a harmful language statement (“yes,” 64.23 percent), or work on name authority records (“yes,” 42.5 percent) (figure 1).

Project Type	Yes	No	Totals (by Row)
1. Implemented alternative controlled vocabularies for subject headings and/or genre terms	89	38	127
2. Changed or remediated assigned classification numbers	79	44	123
3. Changed or remediated controlled vocabularies or subject headings already in use	90	32	122
4. Updated/altered descriptions of resources	78	38	116
5. Created/implemented harmful language statement	66	56	122
6. Changed/edited name authority records	51	69	120

Figure 1. Types of critical cataloging projects worked on by academic libraries.

When asked about the length of time engaged in these projects ($n = 119$), the most common response from participants was 4–5 years (36.97 percent) followed by 2–3 years (34.45 percent). Some respondents reported a year or less of engagement (0–1 year, 15.97 percent), while fewer answered 5–9 years (11.76 percent) or 10 or more years (0.84 percent) (figure 2).

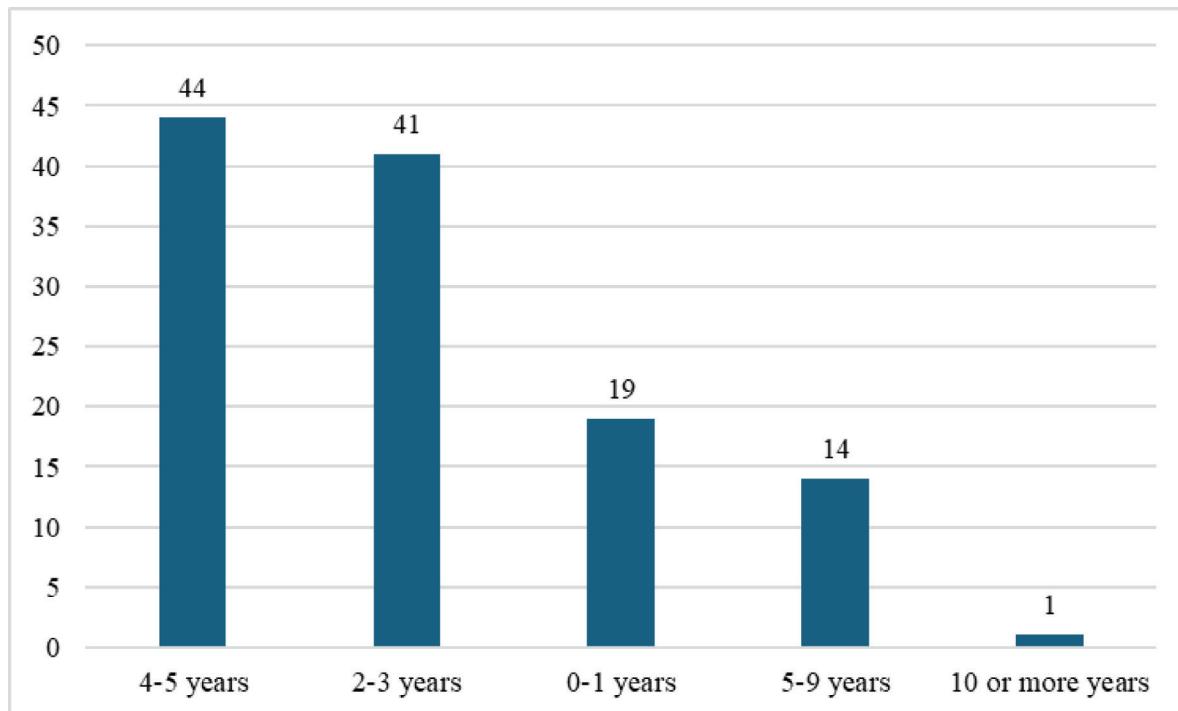


Figure 2. Years of engagement in critical cataloging projects ($n = 119$).

Project Status

When asked about the status of their most recent project ($n = 117$), most respondents answered that it is ongoing/currently underway (68.38 percent). Other reported answers for the same question include complete (17.09 percent), incomplete with the intention to finish at a later time (11.11 percent), and incomplete with no intention to return later (3.42 percent) (figure 3). As a direct follow-up to the previous question, participants were asked about the continuation status of their most recent project ($n = 103$). Participants overwhelmingly reported (78.64 percent) that the most recent project worked on has become a regular duty or ongoing workflow, while only 21.36 percent of respondents selected not applicable (N/A) (figure 4).

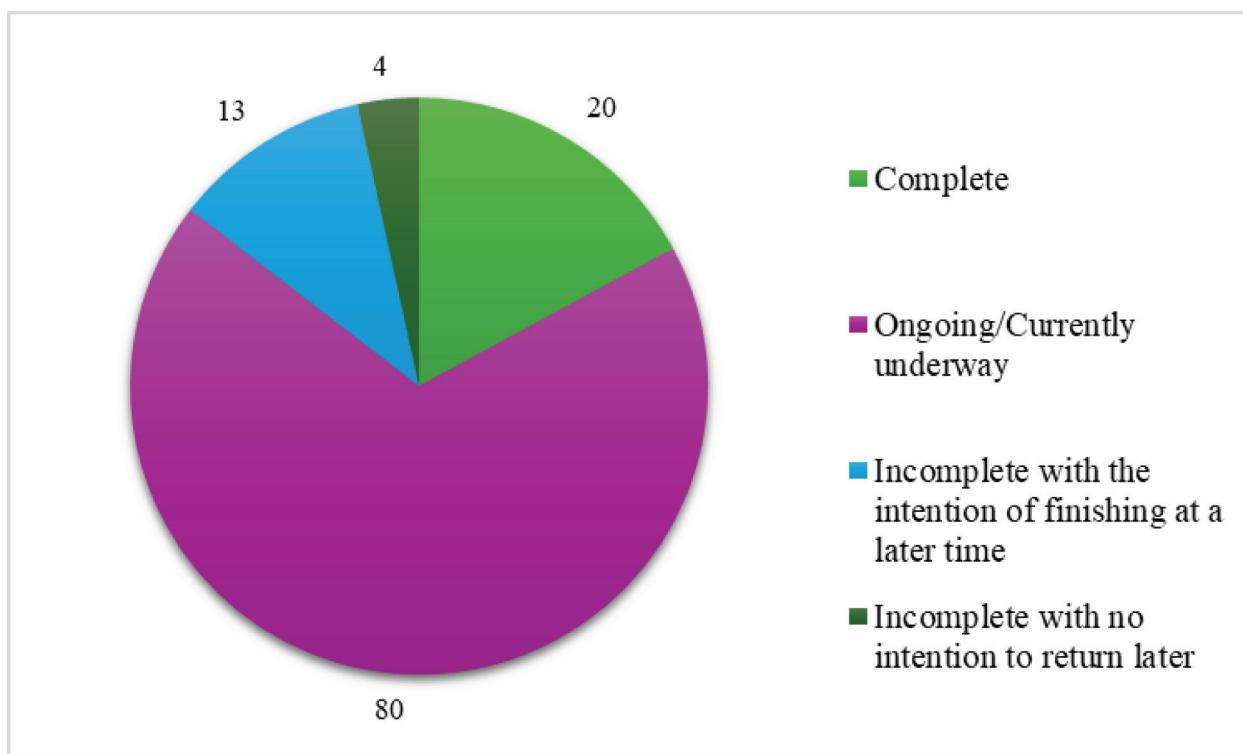


Figure 3. Recent projects status ($n = 117$).

Recent Project Continuation Status	Responses
Yes, the project is now a regular job duty or ongoing workflow	81
No, the project was completed and ceased	0
N/A	22

Figure 4. Survey question for project continuation status ($n = 103$). N/A, not applicable.

Experiences with Stakeholder Groups and Project Resource Allocations

Next, participants were questioned about their experiences with library stakeholder groups during their critical cataloging projects and changes in allocation of resources (figure 5). For this study, library stakeholder groups are defined as administrator or library leadership, colleagues or institutional staff, library users, and library technology support or information technology (IT) department. Respondents were asked to rate their overall experience with each group as support, ambivalence, reticence, or pushback with an option to select N/A.

Most participants reported receiving support from library administrators for their projects ($n = 112$, 69.64 percent), with some encountering ambivalence (19.64 percent), and fewer experiencing reticence (1.79 percent) or pushback (2.69 percent) on their work. Among colleagues and library staff ($n = 112$), a majority of respondents described experiencing support (68.75 percent), with some experiencing ambivalence (16.96 percent), and again a lower number meeting either reticence (3.57 percent) or pushback (2.69 percent). Respondents ($n = 111$) recounted experiencing either support (22.52 percent) or ambivalence (22.52 percent) from library users and patrons with a small number selecting either reticence or pushback (1.8 percent). With the IT department or technology support ($n = 112$), many participants reported receiving support (34.82 percent), some received pushback (16.96 percent), and a handful of respondents encountered reticence (4.46 percent) or pushback (0.89 percent). A χ^2 test of independence was conducted on the data collected to determine whether there are any correlations between the two variables—participant experience and library stakeholder group. The null hypothesis is that experience is independent from the group of institutional stakeholders. After an analysis of the data (degrees of freedom [df] = 12, $\chi^2 = 112.266$, $p = 0$) and obtaining a p value of 0, the null hypothesis is rejected. Project experience is not independent from the stakeholder group (figure 6).

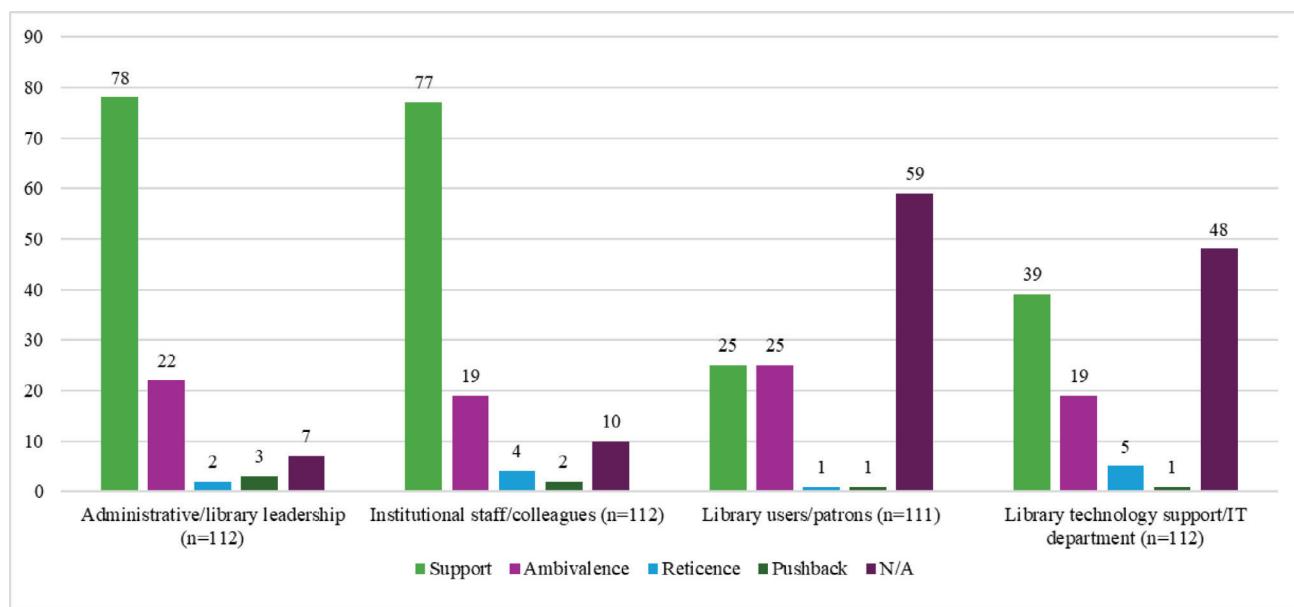


Figure 5. Participant experience during most recent critical cataloging project by stakeholder group. IT, information technology; N/A, not applicable.

Degrees of freedom (df)	12
χ^2	112.2655074
<i>p</i> value	0

Figure 6. Chi-square (χ^2) test results for survey question 6.

Survey participants were asked about any perceived changes in resource allocation experienced during their projects with the choice of selecting N/A. Resources in this context include work time, staffing or labor, and any sort of monetary funding, such as internal or external grants. Of the participants who answered ($n = 108$), most reported no change (73.15 percent) in work time during their most recent project, with others recounting an increase (9.26 percent), a decrease (11.11 percent), or N/A (6.48 percent). Regarding labor and staffing ($n = 111$), the majority of respondents answered no change (72.97 percent), with far fewer reporting an increase (7.21 percent), a decrease (11.71 percent), or N/A (8.11 percent). The majority of participants reported no change for the funding of their projects ($n = 89$, 89.89 percent), with a sizable number answering N/A (24.72 percent) and a small minority responding either experiencing an increase (6.74 percent) or decrease (3.37 percent) (figure 7). Another χ^2 test of independence was conducted to determine whether there were any correlations between resource types and changes in allocation. The null hypothesis is that the type of resource is independent from any changes in resource amount, and the original *p* value for the data ($p = 0.006$) was rounded up to 0.01 to determine significance. An analysis of the data ($df = 6$, $\chi^2 = 17.886$) yielded results to reject the null hypothesis (figure 8). The type of project resource is not independent from changes in funding allotment.

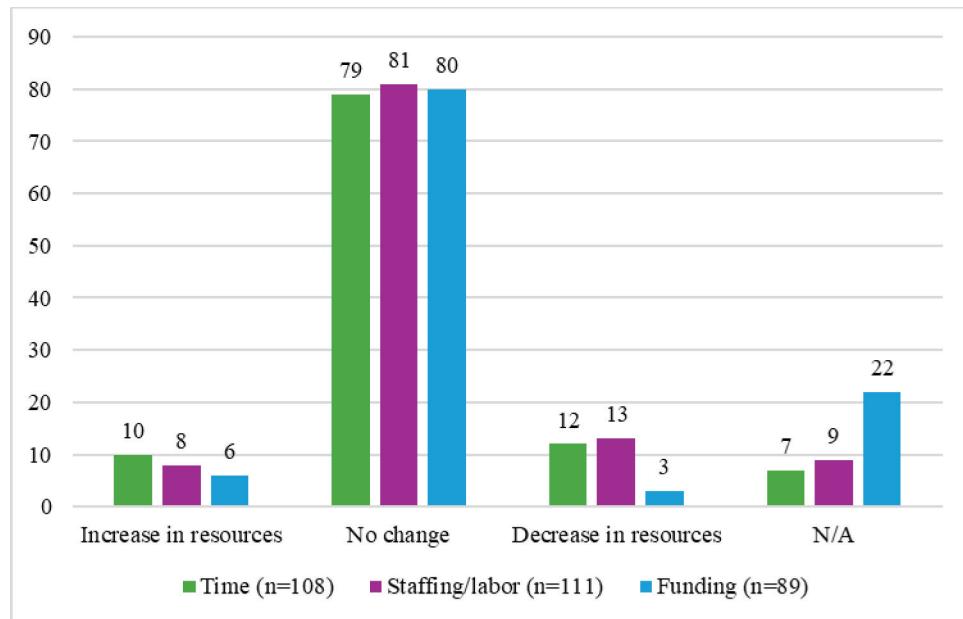


Figure 7. Changes in resource allocations during projects. N/A, not applicable.

Degrees of freedom (df)	6
χ^2	17.88634476
<i>p</i> value	0.006522591629

Figure 8. Chi-square (χ^2) test results for survey question 7.

Project Team Size and Affiliated Carnegie Classification

To conclude, survey participants were asked two questions about the size of their team for their most recent critical cataloging project plus the Carnegie Classification of their institution. The Carnegie Classification of Institutions of Higher Education is a common framework and system used by US colleges and universities to help classify institutions based on student body size and research output. Both questions were intended to find any institutional commonalities among survey participants.

Teams of two to four people (62.62 percent) and solo teams (20.56 percent) were both the most common among all of the respondents ($n = 107$). Larger team sizes of five to nine people (14.95 percent) or ten or more people (1.87 percent) were less common (figure 9).

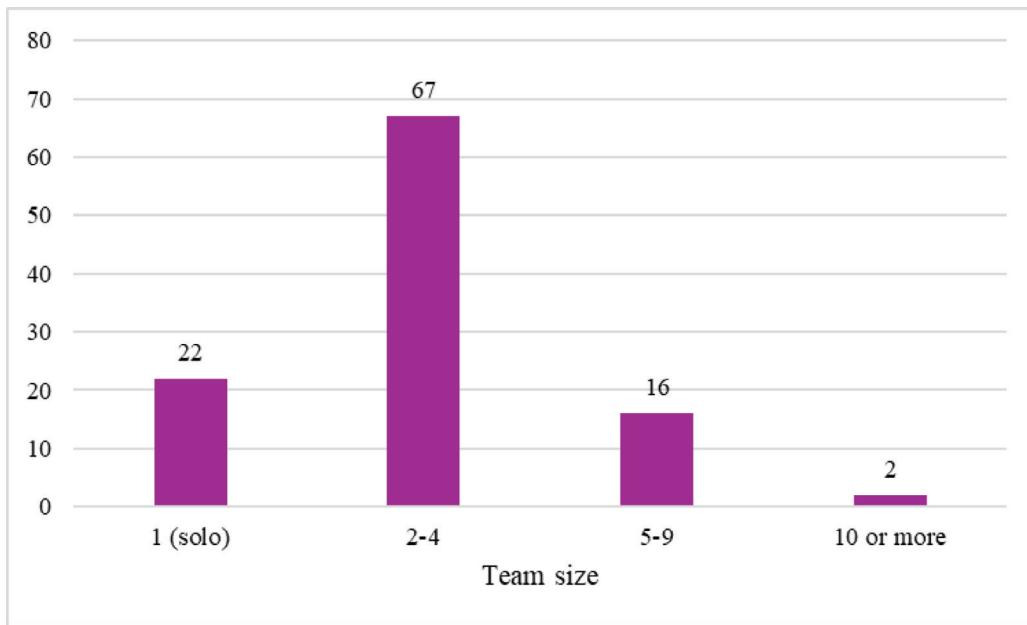


Figure 9. Project team size ($n = 107$).

Respondents also gave the Carnegie Classification of the institution where they worked on critical cataloging projects ($n = 107$). The majority of these projects occurred at R1 or Doctoral Universities, with very high research activity institutions providing 51.4 percent of participant responses. The remaining responses were spread among the different Carnegie Classification bands. The number of projects at R2 or Doctoral Universities with high research activity were 12.14 percent, and 6.54 percent

for D/PU institutions or Doctoral/Professional Universities. M1, M2, or M3 institutions (which are larger, medium, and small program Master's Colleges & Universities, respectively) contributed 14.29 percent of projects. Institutions classified as Baccalaureate Colleges with either an Arts & Sciences Focus or Diverse Fields focus and Baccalaureate/Associate's Colleges with either Mixed programs or Associate's Dominant programs produced the remaining projects at 15.89 percent (figure 10).

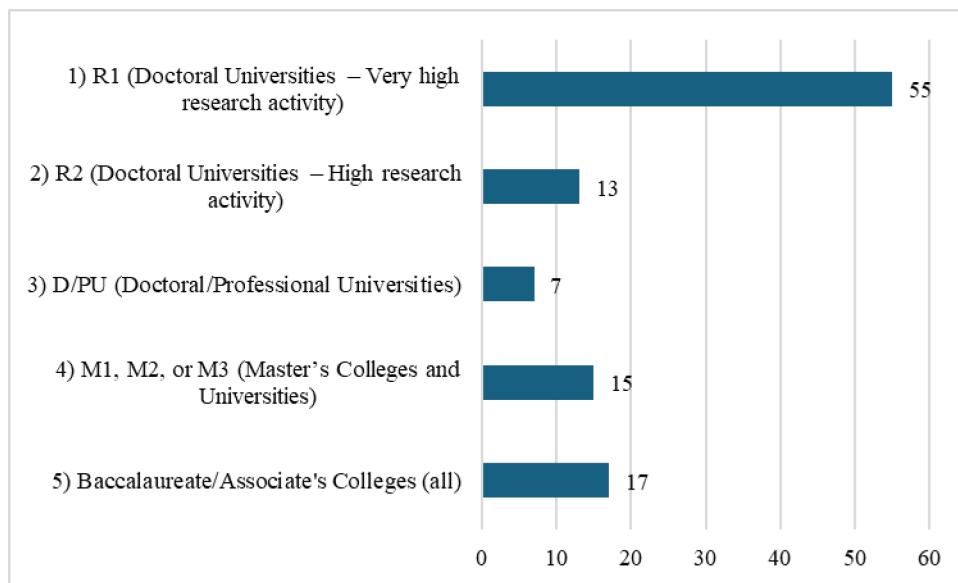


Figure 10. Type of higher education/academic institution by Carnegie Classification (n = 107).

Discussion

Based on the data collected from the pool of participants, this study can help illuminate the experiences catalogers and metadata specialists in academic libraries are having while working on critical and inclusive cataloging projects. Although any conclusions drawn can be extrapolated only to the respondents of this specific study, the researcher hopes that insights from participants' experiences can help explain the current state of critical cataloging work in the profession.

Remediation of subject headings and implementing alternative CVs are some of the most popular critical cataloging projects undertaken in recent years among study participants. For most of the respondents and their affiliated libraries, engagements with critical cataloging projects are recent endeavors launched within the past five years and initiated by larger R1 and R2 academic institutions. Team sizes of two to four people were also the most common for participants. Many participants reported having a project currently underway at the time the survey was distributed. Along with the follow-up question, participants indicate that work from completed critical cataloging projects often turns into regular job duties or becomes integrated into ongoing workflows. This illustrates active

engagement among these practitioners and their libraries, plus consideration for sustainability beyond the initial project.

The catalogers and metadata specialists surveyed regularly experienced support for their critical cataloging projects, particularly among both library leadership and colleagues. Few respondents reported reticence or pushback on their work among any of the stakeholder groups asked about in the study. In terms of perceived shifts to resource allocations for critical cataloging projects, most practitioners surveyed report that they and their teams are working without any changes in the amount of time, staffing, or additional funding. According to the data, it was rare for these practitioners to experience decreases or cuts in these areas and just as uncommon to get additional resources.

Conclusion and Future Directions

This research examined the experiences of catalogers and metadata specialists in academic libraries who have engaged in inclusive and critical cataloging projects within the past five years. From the sample of professionals surveyed, insights can be gained on which kinds of cataloging projects participants worked on and their perceptions of support for the work. Survey respondents were asked about the level of support received from different library stakeholder groups and any changes to the amount of project resources they experienced while working on it.

There are multiple possible future directions for research about this topic. One unexplored area of this study was to collect information about which geographic regions academic institutions are in within the United States to determine whether there are any trends or correlations that might emerge between engagement in critical cataloging work and library location. Another direction for future research would be to investigate the impact of recent US federal executive orders and state-level policies on removing EDI in higher education. Ongoing critical and inclusive cataloging work in academic libraries may be impacted because there is now increased oversight on colleges and universities complying with these new policy changes. Future environmental scans could go beyond academic libraries to other types, such as public libraries or K-12 school libraries, to learn what trends might emerge there. Future research can delve deeper into the experiences of the academic library catalogers and metadata specialists by adjusting the research methodology to allow for the collections of qualitative data for analysis. This would help to illuminate more about their experiences on these projects, as well as other emerging themes and trends.

The findings of this study can aid in improving critical and inclusive cataloging practices in academic libraries. Increased awareness of what other cataloging and metadata specialists are doing and working on helps not only the specialists within their niche but also professionals in other areas of the academic library. Work within a single organization or library has always been and still is interconnected and interdependent. Efforts to improve the library catalog and resource metadata for library users impact the whole organization. Additionally, there is potential for other cataloging and metadata specialists to

improve their own inclusive and critical cataloging work as a result of this study. These findings can also aid in efforts for practitioners to advocate for support in their own planned or ongoing projects.

The purpose of this study was to build a better understanding of critical and inclusive cataloging efforts within academic libraries in recent years. Although there have been ongoing efforts in inclusive and critical cataloging in US libraries spanning decades, the labor and projects that are produced from the renewed interest in these areas since 2020 are worthy of closer investigation. This environmental scan of critical cataloging projects is a first step in understanding the experiences and activities of catalogers and metadata specialists in academic libraries and archives engaging in the work to improve access to resources for users while showing them respect.

Appendix A

Survey Instrument

University of North Carolina at Greensboro Information Sheet for Participation in Research

Protocol Title: Critical Cataloging and EDI Metadata Project in Academic Libraries

Principal Investigator: Tiffany Henry, UNC Greensboro University Libraries, PO Box 26170
Greensboro, NC 27402, tnhenry@uncg.edu, 336-256-8541

What is This All About?

I am inviting you to participate in this research study about the types of critical cataloging and Equity, Diversity, and Inclusion (EDI) focused projects that metadata specialists/catalogers at academic institutions in the United States undertake, their perceptions on project completion, and their project experiences. This research project will involve completing an online survey. Your participation will take 3 to 5 minutes. You can skip any questions you don't want to answer.

Are There any Risks?

The risks of participating in the survey phase of this study are minimal. You may feel discomfort thinking about negative work experience.

What About My Confidentiality?

I will do everything possible to make sure that your information is kept confidential, but absolute confidentiality cannot be guaranteed. All information obtained in this study will be maintained confidentially unless disclosure is required by law. I will not ask for any identifying information. Data collected from this study will be reported only in the aggregate.

Absolute confidentiality of data provided through the Internet cannot be guaranteed due to the limited protections of Internet access. Please be sure to close your browser when finished so no one will be able to see what you have been doing.

What if I Do not Want to be in This Research Study?

You do not have to be part of this project. This project is voluntary, and it is up to you to decide to participate in this research project. If you agree to participate at any time in this project, you may stop participating without penalty.

What if I have Questions?

You can ask Tiffany Henry at tnhenry@uncg.edu anything about the study. If you have concerns about how you have been treated in this study, contact the Office of Research Integrity Director at ori@uncg.edu.

If you wish, you can print, take a screenshot of this consent page for your records, or download a copy of this form here: Study Information for Research Participation.

By selecting “agree” you are consenting to participate in the study:

- Agree
- Disagree (exit survey)

Question 1:

Do you currently work or have you recently worked in an academic library as a cataloging/metadata specialist? [Note: For the purposes of this study, **Cataloging/Metadata specialists** are defined as having more than 50% of work time allotted to performing descriptive cataloging and metadata work regardless of formal job title.]

- Yes
- No (exit survey)

Question 2:

In the past 5 years, have you worked on any of the following projects for your library/institution? [Note: For the purposes of this study, **projects** are defined as discrete initiatives with planned goals and endpoints, typically separate from regularly assigned ongoing work duties]

	Yes	No
Implemented alternative controlled vocabularies for subject headings and/or genre terms	<input type="checkbox"/>	<input type="checkbox"/>
Changed or remediated assigned classification numbers	<input type="checkbox"/>	<input type="checkbox"/>
Changed or remediated controlled vocabularies or subject headings already in use	<input type="checkbox"/>	<input type="checkbox"/>
Updated/altered descriptions of resources	<input type="checkbox"/>	<input type="checkbox"/>
Created/implemented of harmful language statement	<input type="checkbox"/>	<input type="checkbox"/>
Changed/Edited name authority records	<input type="checkbox"/>	<input type="checkbox"/>

Question 3:

How long has your library/institution been engaged in critical cataloging/EDI-focused metadata projects?

- 0-1 years
- 2-3 years
- 4-5 years
- 5-9 years
- 10 or more years

Question 4:

Thinking back to the most recent critical cataloging/EDI-focused metadata project you or your team worked on, what is the status of this project?

- Complete
- Ongoing/Currently underway
- Incomplete with the intention of finishing at a later time
- Incomplete with no intention to return later

Question 5:

For the most recently completed critical cataloging/EDI focused metadata project, did the library/institution plan to continue with the project?

- Yes, the project is now a regular job duty or ongoing workflow
- No, the project was completed and ceased
- N/A

Question 6:

Thinking back to the most recent critical cataloging/EDI-focused metadata project, did you or your team experience any of the following?

	Support	Ambivalence	Reticence	Pushback	N/A
Administrative/library leadership	<input type="checkbox"/>				
Institutional staff/colleagues	<input type="checkbox"/>				
Library users/patrons	<input type="checkbox"/>				
Library technology support/ IT department	<input type="checkbox"/>				

Question 7:

Did you or your team experience changes to the amount of resources available during the most recent critical cataloging/EDI-focused metadata project?

	Increase in resources	No change	Decrease in resources	N/A
Time	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Staffing/labor	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Funding (e.g. internal or external grants, funding for new software, etc.)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Question 8:

How many people at your institution worked on the most recent critical cataloging/EDI-focused metadata project?

- 1 (solo)
- 2-4
- 5-10
- 10+

Question 9:

Select the type of higher education/academic institution at which the project was worked on?:

- R1: Doctoral Universities – Very high research activity
- R2: Doctoral Universities – High research activity
- D/PU: Doctoral/Professional Universities
- M1: Master's Colleges and Universities – Larger programs
- M2: Master's Colleges and Universities – Medium programs
- M3: Master's Colleges and Universities – Small programs
- Baccalaureate Colleges - Arts & Sciences Focus OR Diverse Fields
- Baccalaureate/Associate's Colleges - Mixed Baccalaureate/Associate's College OR Associate's Dominant

Thank you for completing this survey! Your effort is appreciated, and your responses have been recorded.

Notes

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