Chapter 14

Diversity, Inclusion, and Social Justice in Library Technical Services

by

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Abstract

The Massachusetts Institute of Technology (MIT) Libraries recently embraced a large-scale initiative to incorporate the values of diversity, inclusion, and social justice (DISJ) into library practices. In early 2017, the MIT collections directorate task force on diversity, inclusion, and social justice released a report with recommendations for embedding DISJ values into the daily work of archives, technical services, preservation, scholarly communications, and collections strategy staff. This chapter focuses on the challenges and opportunities in undertaking a sustained effort to achieve diversity, inclusion, and social justice specifically within technical services. The authors highlight how technical services staff can use their unique position within libraries to dismantle existing structures of inequity and privilege by providing access to information and shifting resources to underrepresented groups. This chapter presents the historical context of DISJ within the library profession and the MIT Libraries, discusses implications of this paradigm shift for library technical services departments, and presents cataloging and acquisitions job profiles to help readers envision the practical significance for library staff of the imperative to incorporate DISJ values into the regular practice of their work.

Introduction

The values of diversity, inclusion, and social justice (DISJ) are widely embraced among members of the library profession. Indeed, in our current context, it is not particularly controversial among library professionals that libraries should play a role among other social institutions in ensuring that all members of our communities have opportunities for full participation in society.[1] At the same time, it can be challenging for some people working in libraries to envision precisely how their daily work activities must change if these values are to be fully realized. That challenge is especially acute for technical services professionals, for whom job competence is generally measured through the lens of values such as productivity and efficiency.

The purpose of this chapter is to address this challenge directly by discussing in concrete terms how the jobs of technical services library staff can be described and undertaken to ensure that DISJ values are consistently advanced by libraries and library staff of all kinds. We begin by providing accounts of two contexts that together create the backdrop for this conversation: how the library profession has responded to questions of diversity, inclusion, and social justice in a society long characterized by inequality and discrimination, and how one library, the MIT Libraries, is seeking to remake itself to support DISJ. We will then turn to a specific discussion of the role of technical services library staff in advancing DISJ. We lay the foundation for that discussion by presenting three job descriptions for standard technical services roles and then offering suggestions for how these staff members can support the library's DISJ mission through their job activities. Our central purpose is to enable library workers to engage in focused, practical discussions of how to move DISJ forward by enlisting the capacities of everyone working in libraries.

Background

Discussions of DISJ in libraries are often met with confusion. Libraries are often considered sites of intellectual freedom in which the equal dignity of all is recognized and in which the right of

all people to find the information they want and need according to their own judgment is enabled by library workers. After all, the mission of the American Library Association (ALA) is "to enhance learning and ensure access to information for all,"[2] and ALA articulates the core values of librarianship as "access, confidentiality/privacy, democracy, diversity, education and lifelong learning, intellectual freedom, preservation, the public good, professionalism, service, and social responsibility."[3] Like so many institutions in the United States, however, libraries and the library profession have a complex history with respect to diversity, equity, and inclusion.[4] Idealized visions of the library profession's altruism[5] tend to mask the library's role in reproducing and perpetuating dominant social structures that affect people in unequal ways based on their race, gender, religion, sexual orientation, gender expression, class, and ability.[6] As ShinJoung Yeo and James R. Jacobs argue, "Despite the dominant notion that librarianship at its core is neutral . . . the library as a social, educational and cultural institution has never been isolated from its political and social climate or historical context."[7]

As in so many contexts, moving the library profession forward requires looking back in order to participate fully in a trajectory of change. That backward look reveals that while attention to issues of equity and inclusion is on the rise in the library profession (as evidenced by the recent adoption and/or reaffirmation of diversity and inclusion statements by many library professional organizations[8]), we are nonetheless still engaged in a process of overcoming systemic inequities. It is no secret that "the librarian profession suffers from a persistent lag of racial diversity that has little indication of abating."[9] In 2017, The U.S Department of Labor's Bureau of Labor Statistics reported that 86.3%[10] of librarians were not Hispanic or Latino Whites (compared with 60.7% of the U.S. population[11]), with 6.4 % of librarians Black or African American, 10.4% Hispanic or Latino, and 5.2% Asian.[12] The reasons for this persistence of whiteness in the library profession are

myriad and not straightforward, but reckoning with the present necessitates honest accounting of the past. For example, ALA tolerated segregated state associations that denied membership to African American librarians until 1964.[13] Consider, also, that in 1977, the ALA's Intellectual Freedom Committee recommended rescinding a resolution to combat racism and sexism in the profession, which had passed unanimously during the 1976 centennial conference, because, in the view of committee members, it conflicted with the Library Bill of Rights. (It was not withdrawn.)[14] Much more recently, differing opinions and reactions from libraries regarding the Black Lives Matter movement demonstrate a continued struggle with issues of racial injustice within librarianship.[15]

How does the library profession's history affect day-to-day activities in the present? Although it may be difficult to attribute specific phenomena in the present to legacies of the past, those legacies shine through as reminders that they have always been there. For example, Library of Congress classification reflects historical and socially embedded structures of privilege and power.[16] In the D class for World History in the LC Classification Outline, western history consists of classes D through DR, with entire subclasses of DA, DD, and DF allotted to Great Britain, Germany, and Greece respectively, while the entire continents of Africa and Asia (more than 100 countries altogether) are represented only by DS and DT, respectively. The way library resources are categorized communicates biases—or those of our predecessors that we continue to tolerate—to users, and it limits the accessibility of information. Similar unconscious or unrecognized biases affect how vendors categorize books, how selectors evaluate possible new resources, and how library staff decide to acquire or retain specific materials.[17] Challenging such embedded inequality requires actively re-envisioning our work in the present and future.

Local Context

The following section provides a closer look at the MIT community and the MIT Libraries. The MIT student population is made up of 11,466 students (4,547 or 40% undergraduates and 6,919 or 60% graduate students). Forty-six percent (46%) of undergraduate students are women, and 47% are members of U.S. minority groups. Thirty-five percent (35%) of graduate students are women, and 18% are members of U.S. minority groups. 3,338 international students are enrolled in degree programs, including 10% of undergraduate students and 41% of graduate students, with 52% of international students coming from Asia.[18]

More than 12,500 faculty and staff support the MIT community, including 1,914 teaching staff. The MIT Libraries employs 91 FTE professional staff, 66 FTE support staff, and 15 student assistants.[19]

The MIT Libraries holds 2.2 million print volumes across five libraries (humanities and sciences, engineering, architecture and planning, management and social sciences, and music), the archives and special collections, and off-site storage facilities. The MIT Libraries' structure consists of three directorates: academic & community engagement, digital library services, and collections. The MIT Libraries' technical services department is part of the collections directorate.

The MIT Libraries recently refocused its vision and mission toward one committed to the values of DISJ. At the forefront of this initiative has been the work of MIT Libraries associate director for collections Gregory Eow, in his sponsorship of the MIT collections directorate diversity, inclusion, and social justice task force in 2016. The task force, comprised of members from all departments (acquisitions, cataloging, preservation, digital collections and reformatting, archives, scholarly communications, and collections strategy) and professional levels within the collections directorate, authored a 30-page white paper examining themes related to and making recommendations for incorporating DISJ values into the daily work of library staff.[20] Eow initiated

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the task force shortly after his arrival at the MIT Libraries to foreground his leadership priorities. Eow stated, "By structuring the task force the way we did—including many functional areas, bringing together librarians and archivists, administrative and support staff, my intention was to signal that we as an entire collections directorate would work together to advance DISJ values."[21] The intentional inclusion of social justice within the framework of the report is particularly worth noting. Whereas previous discussions within the MIT Libraries and more broadly at MIT had focused on issues of diversity and inclusion, Eow and members of the task force saw a necessity in identifying, confronting, and working to dismantle the systemic structures of inequity within which libraries and archives and librarians and archivists operate, while still embracing the values upon which the profession is built. Eow said, "I believe the term 'social justice' emboldens librarians and archivists to revisit their professional first principles and values (democracy, access, public good) and to fight for them."[22]

The MIT Libraries' director, Chris Bourg, is also a strong advocate for the advancement of social justice values. The task force used the following quotation from an article co-written by Bourg to guide its work: "[The] future of academic libraries [is] where librarians confront and creatively address the lack of racial and ethnic diversity within our profession and actively pursue a social justice agenda within our libraries and in the communities we serve. This future requires that we acknowledge that many of our current practices reinforce existing structures of inequity and privilege, and that we leverage our services and resources to support, document, and encourage diversity and social justice efforts within librarianship and society."[23]

To inform their work, task force members conducted literature reviews, interviewed staff, and held forums for all collections directorate staff. With an understanding of the issues in the contexts of both the global scholarly realm and the local community, the task force developed the

following definitions. Each definition builds on and sharpens the previous one; they should be considered always in relation to one another; focusing on any one of them without considering the others does not fully account for the societal and institutional dimensions of these issues.

- **Diversity** simply means difference. It is the heterogeneity found in the composition of the workforce, our collections, and community.

- **Inclusion** means creating and actively sustaining an organization and community in which all can participate fully, be respected, and be treated in an equitable manner.

- **Social justice** is a commitment to recognizing, addressing, and correcting systemic power imbalances that privilege one group at the expense of another. It is based on the premise that all people are of equal and incalculable value. The work of social justice includes individual and collective action to disrupt the patterns and structures of power in our community, organization, culture, and society.[24]

These definitions were subsequently adopted by an MIT Libraries-wide task force that created a resource manual to support a new required component of the annual performance review that sets staff goals that demonstrate organizational values of diversity and inclusion. The *DISJ Resource Manual for MIT Libraries Staff* acknowledges historical, systemic imbalances and urges staff to work to dismantle these structures, empowering staff across the MIT Libraries to embrace these values: "DISJ should be a focus throughout the library—in every department, at every level, pertinent to every job and every staff member. DISJ is a core part of the MIT Libraries' mission—not an 'add-on' to what we already do—but an essential part of every job. To change systemic imbalances and honor the various voices in our community, we must work together collectively."[25]

At the beginning of the 2017–18 academic year, the MIT Libraries adopted new vision, mission, and values statements that specifically affirm our commitment to these values: "The MIT Libraries

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aspires to advance knowledge by providing a trusted foundation for the generation, dissemination, use, creative engagement with, and preservation of information, in support of the MIT mission and so that it can be brought to bear on the world's great challenges and in the cause of social justice" and specifies a value in which "MIT Libraries contribute to a better world … by pursuing social justice and an ethic of care."[26]

Applying the DISJ Framework to Technical Services

While these statements are impactful and visionary, they are also broad and abstract. Because the connections between broad values and practical work are not always evident, technical services staff may reject the idea that their daily work relates to the lofty mission and values of the library profession. Working in the production-oriented, behind-the-scenes environment, technical services staff can have difficulty seeing how their work is impacted by and has an impact on diversity, inclusion, and social justice issues.

We resist the notion that visionary "big picture" thinking has little to do with the practical day-to-day activities of staff working in technical services. It is this context that led us to seek to provide concrete examples for how technical services staff can apply these visionary ideas to their daily job activities. This application is crucial if we are to advance real change. As the earlier example of biases embedded in Library of Congress classifications suggests, we are often unaware, as we implement systems and processes, of our role in reinforcing or reproducing privilege and inequality. Embracing a DISJ mindset involves developing habits that tend toward increasing equity even in situations where the connections between specific actions and more equitable outcomes are not readily visible. The practical application of DISJ values involves not only concrete reconfigurations of work activities but also "continuous, reflexive, professional engagement on the part of library workers to be more inquisitive, idealistic, engaged and attentive."[27] For that

engagement to be fully realized, all libraries staff must also feel valued and heard within the organization.[28]

Interestingly, the technical services landscape already shows some signs of shifting.[29] In early 2016, the authors of the MIT collections directorate DISJ task force report noted that despite librarians increasingly embracing DISJ values as essential to our profession, a systematic re-envisioning of daily work through the lens of diversity, inclusion, and social justice was "unusual and perhaps unique in academic libraries."[30] In addition to MIT collections directorate DISJ task force members presenting on their work in various forums,[31] including several Association for Library Collections & Technical Services (ALCTS) activities specifically centered on integrating diversity and inclusion into the work of library technical services. To provide just a few examples: the focus of the ALCTS 2017 Midwinter Symposium was "Equity, Diversity, and Inclusion: Creating a New Future for Library Collections," and later that spring, ALCTS members shared strategies for integrating equity, diversity, and inclusion into technical services work in libraries during a two-day e-forum.[32] Additionally, in May 2017, a session in the ALCTS Exchange entitled "A Technical Services Toolkit: A Guide for New and Emerging Leaders," was in part "designed to address the ALA Key action area of incorporating equity, diversity, and inclusion into technical services workflows."[33]

Building on these burgeoning discussions, we suggest that library staff approach their work with an open mind and take time to think critically and creatively about possible impacts that existing workflows, software, vendors, and decision-making processes may have on the greater marketplace and community. To ground that critical thinking, we turn to the MIT collection directorate's DISJ task force's identification of four broad areas in which DISJ values could be advanced:

1. **The scholarly publishing and academic library marketplace:** exploring ways in which our actions can effect changes on the academic library marketplace that has increasingly seen intrusions of market and corporate values that are at conflict with library missions and goals of advancing equitable access to knowledge and social justice.

2. **Representation of marginalized perspectives**: exploring ways in which libraries and archives can expand the breadth of information resources to include voices that have been historically marginalized.

3. **Community inclusion and outreach:** exploring ways to more accurately reflect the diversity of and connect more genuinely with the communities we serve.

4. **Building organizational infrastructure for diversity, inclusion, and social justice**: exploring ways in which library staff at all levels, and especially administrators, must allow time and support to effectively shift to a DISJ framework.[34]

Within these broad areas, technical services staff can begin asking such questions as:

- Do my current workflows favor one ethnic group, perspective, language, or type of resource over another? How might I change the current workflows to give equal attention to my resources?

- Do my current vendors represent large, monopolistic corporate entities? Can I use vendors that represent local, smaller, family-, minority- or women-owned businesses?

- What impacts do my current vendors have on the environment? Can I suggest the use of recyclable materials to them or change to a vendor that is geographically closer?

- What steps can be taken to negotiate ADA compliance into contracts and licenses?

- Am I accurately describing my resource using language used within the group being described? How might I add access that would make this resource discoverable using

within-group language? What is the historical context of the creation and construction of the resource? What adjustments can I make to address historical inequities?

● What do my library's policies related to organizational structure look like through the lens of DISJ? Do policies related to hiring (including temporary employees), onboarding, benefits, workflows, decision trees, training, and advancement seek to treat people equally and address social inequities?

Acquisitions and cataloging staff are in a unique position to directly affect the marketplace and community and to make resources discoverable in their daily work. An empowered acquisitions staff can make decisions about the vendors they use and ways to interact with local communities to donate and acquire materials. A cataloger with a critical eye can enhance access to materials and suggest changes to existing vocabularies and policies. These are just a few examples of ways staff at all levels can realize the work of DISJ in technical services.

The Daily Work of Library Technical Services

To demonstrate ways to incorporate DISJ values into the regular practice of this work, we thought it would be useful to present job descriptions for staff in both supervisor and assistant capacities in technical services. Because we ourselves work in acquisitions and cataloging, we have focused on those work areas, but hope others can see parallels in their own workflows and responsibilities.

The descriptions and roles of the technical services manager and acquisitions and cataloging assistants detailed below were created after conducting a brief internet search for job postings at 22 libraries at four- and two-year U.S. universities and colleges. The profiles reflect an aggregate job description based on similar significant duties described in the job postings. We acknowledge that actual duties of these positions vary widely, and the following are merely examples of activities that

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staff members acting in these roles may perform on the job. Each job description is followed by suggestions for thinking about some these activities through a DISJ lens.

Cataloging and Metadata Specialists

Broadly, cataloging and metadata specialists perform duties that are key to making library collections accessible and discoverable. Specifically, the cataloger creates surrogate records in the catalog for the materials held by the library, whether physical or electronic. The surrogate record provides details about the resource ("metadata") to describe the resource, contents, format, and location of the materials so library users can decide if this surrogate represents the information they seek. A cataloger's duties include:

- Conducting original, complex, and/or copy cataloging for a variety of materials, such as monographs, serials, electronic publications, visual resource materials (e.g., digital images), theses, government documents, locally-created documents, audiovisual materials (e.g., DVDs, audiobooks, and CDs), music scores, and maps

- Updating and maintaining bibliographic and authority records

- Maintaining technical documentation for metadata creation and workflows

- Adhering to cataloging standards and classification schema, including Resource Description and Access (RDA), MARC bibliographic standards, Library of Congress Subject Headings (LCSH), and Library of Congress Classification (LCC) and Dewey Decimal Classification (DDC)

- Troubleshooting technical errors and collaborating with other technical services staff.

Catalogers hold powerful roles in facilitating access to library resources. The information they provide—or fail to provide—affects how and if resources are retrieved by users searching the library discovery systems. Catalogers must acknowledge the historical context in which the

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vocabularies they use were created—that the thesaurus and classification systems created by the Library of Congress both reflect and favor the viewpoints of those writing the stories, specifically white, Christian, straight men.[35] Providing additional access through terms created by members of marginalized communities is one way to alleviate some bias in the catalog.

For terms associated with subcultures or non-majority voices, catalogers working through a DISJ lens should assess whether the subject headings reflect the terms used by the groups being described. For example, for the title *Queer Game Studies*, shown in figure 1, there are no established LCSH for "Queer gaming" or "Queer games." In this example, the cataloger took time to create a contents note (MARC field 505) of the titles of the book chapters, which include terms used within the queer gaming community, such as "Queergaming," "Queer(ing)," "Queering game play," and "Queerness in games." These terms have not yet been established in LCSH; in fact, a quick keyword search in classificationweb.net yields only five references for the term "queer," with only two containing the term "queer" in the heading.[36]

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245 0 0  Queer game studies / ‡c Bonnie Ruberg and Adrienne Shaw, editors.
264   1  Minneapolis : ‡b University of Minnesota Press, ‡c [2017]
300      xxxiii, 295 pages : ‡b illustrations ; ‡c 22 cm
336      text ‡b txt ‡2 rdacontent
337      unmediated ‡b n ‡2 rdamedia
338      volume ‡b nc ‡2 rdacarrier
504      Includes bibliographical references and index.
505 0    Introduction: Imagining queer game studies / Adrienne Shaw and Bonnie Ruberg -- Defining queerness in games.
         What is queerness in games, anyway? / Naomi Clark -- Queergaming / Edmond Y. Chang -- Queer theory, the body,
         and video games / Derek A. Burrill -- Queering games history: complexities, chaos, and community / Zoya
         Street -- Queering game play and design. Ending the cycle: developing a board game to engage people in social
         justice issues / Peter Wonica -- Playing outside / Leigh Alexander -- Building a queer mythology / Hanna
         Brady -- For play? Literacy ludics and sexual politics / Aubrey Gabel -- Play and be real about it: what
         games could learn from kink / Mattie Brice -- Queering the snapshot: ambient mobile play / Larissa Hjorth and
         Kim d'Amazing -- Reading games queerly. On "FeministWhorePurna" and the ludo-material politics of gendered
         damage power-ups in open-work RPG video games / Robert Yang -- Welcome to my fantasy zone: Bayonetta and
         queer femme disturbance / Amanda Phillips -- Role-play as queer lens: how "closetShep" changed my vision of
         Mass Effect / Todd Harper -- Queer(ing) gaming technologies: thinking on constructions of normativity
         inscribed in digital gaming hardware / Gregory L. Bagnall -- On Gone Home / Merritt Kopas -- Queer failures
         in games. The trouble with communities / Adrienne Shaw -- "Play like a girl": gender expression, sexual
         identity, and complex expectations in a female-oriented gaming community / Gabriela T. Richard -- The
         nightmare is over / Katherine Cross -- Queer gaming: gaming, hacking, and going turbo / Jack Halberstam --
         The arts of failure: Jack Halberstam in conversation with Jespur Juul / moderated by Bonnie Ruberg -- "I
         wouldn't even know the real me myself": Queering failure in Metal Gear Solid 2 / Jordan Youngblood -- Queer
         futures for games. If queer children were a video game / Kathryn Bond Stockton -- Queer growth in video games
         / Christopher Goetz -- Finding the queerness in games / Colleen Macklin -- Organizing new approaches to
         games: an interview with Chelsea Howe, Toni Rocca, and Sarah Schoemann / moderated by Bonnie Ruberg -- Forty-
         eight-hour utopia: On hope and the future of queerness in games / Bonnie Ruberg.
650   0  Video games ‡x Social aspects.
650   0  Electronic games ‡x Social aspects.
650   0  Games ‡x Social aspects.
650   0  Gender identity.
650   0  Gays.
650   0  Queer theory.
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Image caption: Enhanced 505 contents notes include words used by communities that are not represented by LCSH (highlights added). Contents notes can be searched by many OPACS.

Catalogers can also seek non-Library of Congress (LC) vocabularies to add to their catalog records. Examples of non-LC vocabularies include the Getty Thesauri: The Art & Architecture Thesaurus (AAT), Cultural Objects Name Authority (CONA), Getty Thesaurus of Geographic Names (TGN), and Union List of Artist Names (ULAN), as well as many controlled vocabularies listed by LC[37] and the Open Metadata Registry.[38] An example of an alternative controlled vocabulary is the Anchor Archive Subject Thesaurus, which includes many terms used in subcultures (and has seven headings that contain "queer," including "queer," "queer identity," and "queer history"). Terms can be added to a MARC field 6XX_7 with a subfield $2 to indicate the

source of the term. There are many sources other than the Library of Congress. Look around; added terms provide additional access to and recognition of often marginalized communities. And if you gather enough evidence, you can also suggest new or changes to existing LCSH.[39]

Non-English language resources in libraries may often be marginalized because they are subject to different workflows than English-language resources or because they receive less attention and expertise due to a lack of language specialization on staff. We suggest that cataloging staff examine existing workflows through the DISJ lens and consider corrective approaches. Do non-English language materials sit separately on a shelf to be cataloged, making them easy to forget or avoid? Make efforts to process these materials alongside English titles or create a regular process for cataloging them. Create a list of staff members' language expertise and enlist their help with cataloging when needed. Hold special cataloging training sessions on how to use diacritics and/or non-Roman language alphabets in your cataloging systems.

In everyday work, consider the student assistants and temporary labor with which you work. Rather than looking to hire from the outside, could you have a potential cataloging superstar in your midst? Take a moment to check in with these staff; you may be able to help shape the future of library cataloging at both the professional and local levels.

Cataloging staff are also in a unique position because many items that end up on the shelves must cross their desks first. Could cataloging staff be used in selecting items for leisure collections or curating other highlighted collections? Including cataloging staff in decision-making processes could broaden perspectives showcased on the stacks and empower staff to feel more connected to the collections they support.

Acquisitions Assistants

Acquisitions assistants perform tasks associated with ordering, receiving, and maintaining all new tangible and electronic resources (e.g. books, periodicals, databases, visual and audio materials, musical scores, maps, etc.), including:

- Ordering materials/resources from vendors and publishers, including selecting appropriate vendors, researching titles for purchasing information, consulting with selectors, providing licensing support, and paying invoices

- Using the integrated library system (ILS) to maintain accurate records of expenditures and resources ordered and received

- Processing renewals and cancellations for periodicals and databases, including tracking cessations and format, title, publisher, and platform changes

- Working with vendors, publishers, interface providers, and library technology staff to establish and maintain access to electronic resources

- Contributing to development of workflow and procedure documentation

- Implementing retention guidelines for tangible formats, including weeding and preparation of journals for binding

While acquisitions staff do not typically select library materials and resources, they are, as the staff who receive and process materials, in a unique position to be aware of what is being purchased throughout the library. This positioning allows them to see the consequences of choices and provides opportunities to create and expand awareness of DISJ values and can provide value in the decision-making process. For instance, when receiving, processing, and/or shelving newspapers and magazines/journals to which the library subscribes, an acquisitions assistant can ask critical questions: Are marginalized voices represented? Do materials reflect the full diversity of your student body and of communities in which the campus is embedded, both local and global?

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Tangible formats create visual landscapes in ways that electronic resources do not. Tour your library. Is shelf space allocated equitably to the full range of voices and viewpoints? What do your library's book displays look like? While you may not have the power to change subscriptions, select monographs, or reconfigure space, you can make suggestions based on your critical observations. Such suggestions can cut through the power of routine and habit and alert colleagues to the ways that legacies of inequality can be hidden in apparently neutral practices.

Similarly, acquisitions staff are well-positioned to notice the consequences of participating in publisher e-book and journal packages. What are the drawbacks of ceding collection-building to commercial entities? Approaching acquisitions through the lens of DISJ values rather than purely efficiency-based values may reveal pathways for providing new options for acquiring materials. As the staff who are placing orders, canceling subscriptions, tracking cessations, acquisitions staff see the titles that are moving in and out of publishers' packages and title lists. What do you notice when looking at publisher price lists? What are the content distinctions between packages that publishers offer? Similar questions arise when looking at monograph approval plans from the point of view of unconsciously biased profiling and the exclusion of small presses. As an acquisitions staff member, have you identified alternative publication outlets for materials by self- and independently published authors? Have you engaged vendors in a discussion of your findings? So-called "big name" institutions (those with prestige, privilege, and power) should consider ways to pave the way to make industry-wide change. For instance, members of MIT collections strategy staff are collaborating with a vendor on ways to expand their approval plan profiles to include awards, subject terms, and reviews from marginalized perspectives, thus hoping to make a global change to the product from which all subscribers can benefit. Institutions that feel they may not be heard as an individual voice may consider approaching vendors as a group or consortium.

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Marginalized groups have not always had equal access to traditional publishing streams. As an acquisitions staff member, you can ensure that the format of materials does not create unnecessary barriers to their acquisition and preservation by working with others to create viable solutions for housing unusual formats, such as posters, zines, postcards, and artists' books. What criteria drive the decisions regarding which materials your library retains to bind, and which get discarded? Have selectors shared these criteria with you? Are library staff weeding materials based on, for example, circulation statistics, which may result in materials by or about underrepresented groups being stored off-site or withdrawn at a disproportionate rate when compared with materials by or about majority groups? In libraries where acquisitions and collections activities are carried out by different staff members, conversations among staff that contextualize decisions about materials can foster shifts in the ways we work and the ways we think about our work.

Acquisitions staff can also use their positions to promote open access and to make open access and/or free materials discoverable through their library catalogs. In an equitable world, people in communities across the globe would have meaningful access to information. For example, people who live and study in developing countries have limited access to most articles published in scholarly journals due to the high cost of subscriptions. Open access publishing models contribute to lifting barriers to social empowerment by making information resources more widely accessible. Acquisitions staff can make the time to establish criteria and workflows that highlight open access materials in their OPAC.

Technical Services Managers

Technical services managers are responsible for planning, managing, supervising and evaluating the library's technical services functions, including budgeting, acquisitions, cataloging, and collection maintenance. Duties include but are not limited to:

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- Overseeing and coordinating daily activities of the technical services department

- Providing leadership for the formulation, revision, and implementation of policies and procedures related to ordering and receiving of materials

- Implementing new and providing oversight to existing systems and technologies

- Assuming responsibility for securing and facilitating effective relations with vendors, including reviewing current and prospective vendors to assess service and pricing

- Monitoring and providing expertise on cataloging and metadata standards, policies, and procedures

- Supervising, hiring, and training staff

- Participating in cross-departmental and library-wide committees and working groups and representing the library on external committees and within professional organizations

- Participating in developing long-term goals, objectives, and strategic directions for the library.

It is important for technical services managers to empower and trust their staff and to establish pathways for staff to explore, critique, and suggest changes to current practices, strategies, and workflows. Ask staff to work alone or in groups to re-examine workflows and/or policies to see if they could incorporate more DISJ-positive actions. Are you incorporating staff from all levels, backgrounds, and genders in your committees and working groups? In meetings, are you making space for typically quiet staff to talk or encouraging talkative staff to take a step back and let others share ideas?

Think about how you are contributing to the local and professional library community. Examine the committees and working groups you currently serve. Instead of volunteering on the

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boards of large professional organizations, consider sharing your expertise by serving on the boards

or committees of smaller associations, professional groups, or non-profit community organizations.

Embracing DISJ values as a manager necessitates a re-examination of the culture of

technical services. It requires re-evaluating the implications and impacts that business decisions

have on other institutions, the local community, the marketplace, and the environment. The staff in

traditional production-oriented technical services environments will need extra time and mental

space to allow for intentional reflection and DISJ work. Using new vendors may add time to adjust

to new software and to incorporate its use alongside current systems. Are you allowing cushion in

production statistics for catalogers to add additional access for marginalized perspectives? The

additional time for slower production also requires communication to other departments affected by

your department.

Supervisors and staff need to be willing to participate in (sometimes uncomfortable)

conversations and must acknowledge that discussing and adjusting work to incorporate DISJ values

is not easy work. It may be harder on some than others; DISJ work can take a significant emotional

toll, specifically on members from underrepresented groups. Provide a safe place to talk and create

mechanisms for staff to address the emotional and psychological toll that DISJ work can entail.

Scaffold professional development and educational opportunities for staff you supervise, so they

can see how different DISJ learning opportunities relate to each other.[40] Discussions and

conversations about DISJ in general and specifically in daily duties help to keep the topic in the

forefront of everyone's mind. Recommend readings about DISJ in libraries and discuss them at

department or team meetings. Compare professional association's statements and definitions of

diversity, inclusion, and social justice and discuss them as a group. Don't be afraid to share your

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experiences with others (e.g., other managers, other libraries); this is new territory for many people and hearing about a variety of experiences benefits others.

Conclusion

Adjusting to creating a workplace that actively seeks to manifest the values of diversity, inclusion, and social justice requires an organizational infrastructure that allows staff the space to do so: First, although commitment to this work at the highest levels of the administration is essential, discussion of the definitions and values of DISJ must occur at all levels. There must be shared awareness and common understanding of the historical and political contexts and structures within which libraries operate and how DISJ work aims to create a more equitable and equal arena for all voices and perspectives.

Locally at MIT, we have seen seeds of change slowly nourished and beginning to blossom into significant paradigm shift. This shift began with thought leadership from administrators who provided a foundation for growth and learning around diversity, inclusion, and social justice. Anecdotally, we have observed open discussions on DISJ at nearly every monthly technical services staff meeting over the past year, whether on the agenda or not, wherein managers have taken time to actively listen and moderate discussions. However, it wasn't always rainbows and unicorns; managers and staff had trouble initially embracing and leaning into their discomfort. With time and conscious effort, staff receptiveness and patience has signaled to colleagues that their experiences, concerns, and ideas are valid. Concurrently, the thought leadership has provided an environment in which staff are empowered to experiment with grassroots activities aligned with DISJ work, which has resulted in creating a LibGuide for Social Justice in Music, archiving student activism posters, and hosting zine-making workshops. The MIT Libraries is working on meeting in the middle in a top-down and bottom-up exploration and application of DISJ values to our work to

advance a library-wide cultural change. It has been—and continues to be—a slow, difficult journey, but a transformative one.

The future success and effectiveness of libraries and their staff members relies on staying abreast of technological change but also on continually developing awareness of race, gender, religion, sexual orientation, gender expression, class, and ability bias in the production, distribution, and accessibility of information. With an open mind, serious commitment, and a lot of patience, libraries may begin to see the benefits of working toward a social justice mindset.

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[1] For instance, the Association of Research Libraries states: "It is the Association's position that a firm commitment to diversity, equity, and inclusion is necessary to ensure equitable access to economic and social prosperity, and full participation in society" (see http://www.arl.org/focus-areas#.WiMfELQ-cgo).

[2] American Library Association "About ALA*," American Library Association*, 2017, http://www.ala.org/aboutala/.

[3] American Library Association, "Core Values of Librarianship," *Advocacy, Legislation & Issues*, July 2006, http://www.ala.org/advocacy/intfreedom/statementspols/corevalues.

[4] An in-depth discussion of this history is outside the scope of this article, but readers are encouraged to seek out E.J. Josey, ed., *The Black Librarian in America* (Metuchen, NJ: Scarecrow Press, 1970); E.J. Josey, ed., *What Black Librarians Are Saying* (Metuchen, NJ: Scarecrow Press, 1972); Dennis Thomison, *A History of the American Library Association: 1876-1972* (Chicago: American Library Association, 1978); E.J. Josey, ed., *The Black Librarian in America: Revisited* (Metuchen, NJ: Scarecrow Press, 1994); Andrew P. Jackson, Julius Jefferson, Jr., and Akilah S. Nosakhere, eds., *The 21st-Century Black Librarian in America: Issues and Challenges* (Lanham, MD: Scarecrow Press, 2012).

[5] For a related discussion of libraries, librarians, and altruism, see Fobazi Ettarh, "Vocational Awe and Librarianship: The Lies We Tell Ourselves," *In the Library with the Lead Pipe*, January 10, 2018, http://www.inthelibrarywiththeleadpipe.org/2018/vocational-awe.

[6] For an analysis of the legacy of racial discourses within the field of library and information science, see Todd Honma, "Trippin' Over the Color Line: The Invisibility of Race in Library and Information Studies," *InterActions: UCLA Journal of Education and Information Studies* 1, no. 2 (June 2005).

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[7] ShinJoung Yeo and James R. Jacobs, "Diversity Matters? Rethinking Diversity in Libraries," *Counterpoise* 9, no. 2 (2006): 5–8.

[8] A few examples: In late 2016, the Association of Research Libraries (ARL) reaffirmed its longstanding commitment to diversity, inclusion, equity, and social justice: http://www.arl.org/focus-areas/diversity-and-inclusion#.WhIbNbQ-cgo. At its 2017 Midwinter Meeting, the ALA Council approved "Equity, Diversity, and Inclusion" as a strategic direction for the following 3–5 years: http://www.ala.org/aboutala/sites/ala.org.aboutala/files/content/governance/StrategicPlan/Strategic%20Directions%202017_Update.pdf. The Association for Library Collections & Technical Services (ALCTS) adopted its diversity statement in June 2017 asserting the importance of open discussions about equity, diversity, inclusion, bias, and social responsibility across collections and technical services in all types of libraries: http://www.ala.org/alcts/about. The Association of College and Research Libraries (ACRL) and Society of American Archivists (SAA) have made similar commitments (http://www.ala.org/acrl/issues, https://www2.archivists.org/statements/saa-statement-reaffirming-our-commitment-to-the-importance-of-diversity-and-inclusion).

[9] Department for Professional Employees (AFL-CIO), "Library Workers: Facts & Figures," DPE-AFL-CIO Fact Sheet 2018, (2018), https://dpeaflcio.org/wp-content/uploads/Library-Workers-Facts-Figures-2018.pdf.

[10] United States Census Bureau, "QuickFacts: United States," (2017) https://www.census.gov/quickfacts/fact/table/US/PST045217.

[11] U.S. United States Department of Labor, Bureau of Labor Statistics, "Labor Force Statistics from the Current Population Survey" (2017), https://www.bls.gov/cps/cpsaat11.pdf.

[12] United States Census Bureau.

[13] E. J. Josey and Ismail Abdullahi, "Why Diversity in American Libraries," *Library Management* 23, no. 1/2 (2002): 10–16, doi:10.1108/01435120210413544.

[14] "To Be Black and a Librarian: Talking with E.J. Josey," *American Libraries* 31, no. 1 (2000): 80-82.

[15] Amelia N. Gibson, Renate L. Chancellor, Nicole A. Cooke, Sarah Park Dahlen, Shari A. Lee, and Yasmeen L. Shorish, "Libraries on the Frontlines: Neutrality and Social Justice," *Equality, Diversity and Inclusion: An International Journal* 36, no. 8 (2017): 751–66.

[16] Emily Drabinski, "Teaching the Radical Catalog," in *Radical Cataloging: Essays at the Front*, ed. by K. R. Roberto (Jefferson, N.C.: McFarland & Co., 2008), 198–205.

[17] Nina De Jesus, "Locating the Library in Institutional Oppression," *In the Library with the Lead Pipe* Sept. 24 (2014): 1–30, http://www.inthelibrarywiththeleadpipe.org/2014/locating-the-library-in-institutional-oppression/.

[18] Enrollments 2017-2018, MIT Facts, http://web.mit.edu/facts/enrollment.html.

[19] Ibid.

[20] Collections Directorate Task Force on Diversity Inclusion and Social Justice, "Creating a Social Justice Mindset: Diversity, Inclusion, and Social Justice in the Collections Directorate of the MIT Libraries." Cambridge, M.A., 2017: http://hdl.handle.net/1721.1/108771.

[21] Greg Eow, pers. Email comm., January 31, 2018.

[22] Ibid.

[23] Myrna Morales, Em Claire Knowles, and Chris Bourg, "Diversity, Social Justice, and the Future of Libraries," *Portal: Libraries and the Academy* 14, no. 3 (2014): 439–51, doi:10.1353/pla.2014.0017.

[24] Collections Directorate Task Force on Diversity Inclusion and Social Justice, "Creating a Social Justice Mindset: Diversity, Inclusion, and Social Justice in the Collections Directorate of the MIT Libraries."

[25] Diversity & Inclusion Resource Development Group, "Diversity, Inclusion, and Social Justice Resource Manual for MIT Libraries Staff," Cambridge, MA, 2017, https://libguides.mit.edu/ld.php?content_id=32359042.

[26] MIT Libraries, "MIT Libraries Vision, Mission, and Values," *About Us*, 2017, https://libraries.mit.edu/about/.

[27] Ryan A. Gage, "Henry Giroux's 'Abandoned Generation' & Critical Librarianship: A Review Article," *Progressive Librarian* 23 (2004): 65–74.

[28] Collections Directorate Task Force on Diversity Inclusion and Social Justice, "Creating a Social Justice Mindset: Diversity, Inclusion, and Social Justice in the Collections Directorate of the MIT Libraries," 18.

[29] It should be noted that bias in cataloging has been an actively contested issue in the library profession since at least the early 1970s. The current shift that we are identifying is a more comprehensive shift across all the functions within library technical services.

[30] Collections Directorate Task Force on Diversity Inclusion and Social Justice, "Creating a Social Justice Mindset: Diversity, Inclusion, and Social Justice in the Collections Directorate of the MIT Libraries," 18.

[31] MIT Collections Directorate DISJ task force members presented **at ALCTS Exchange, May 11, 2017;** ACRL New England's Annual Conference, May 12, 2017; and ALA's Annual

Conference, June 22–27, 2017 (in a program co-sponsored by ALCTS, the American Indian Library Association, and the Public Library Association entitled "Diversity, Inclusion, and Social Justice in Technical Services"). Michelle Baildon and Rhonda Kauffman also presented an OCLC Works in Progress Webinar, "Diversity, Inclusion, and Social Justice Work in the MIT Libraries' Collections Directorate," September 19, 2017.

[32] The ALCTS e-forum, held February 28–March 1, 2017, was entitled "Equity, Diversity, and Inclusion in Library Technical Services" and was led by Emily Drabinski, Paolo P. Guijilde, and Harrison W. Inefuku.

[33] Speakers for this ALCTS Exchange session, held May 16, 2017, were Kimberly DeRosa and Melissa Cantrell.

[34] Collections Directorate Task Force on Diversity Inclusion and Social Justice, "Creating a Social Justice Mindset: Diversity, Inclusion, and Social Justice in the Collections Directorate of the MIT Libraries," 10.

[35] Sanford Berman, *Prejudices and Antipathies : A Tract on the LC Subject Heads Concerning People* (Jefferson, NC : McFarland & Co., 1993); Drabinski, "Teaching the Radical Catalog"; Sandra Littletree and Cheryl A. Metoyer, "Knowledge Organization from an Indigenous Perspective: The Mashantucket Pequot Thesaurus of American Indian Terminology Project," *Cataloging & Classification Quarterly* 53, no. 5–6 (2015): 640–57; Morales, Knowles, and Bourg, "Diversity, Social Justice, and the Future of Libraries."

[36] Classificationweb.net is a subscription-based cataloging tool for LC subject headings and classification; the two headings for queer are: Queer theory and Queer theology, with references under the headings Gender identity, Third-wave feminism, and Sexual minority community.

[37] Library of Congress Network Development & MARC Standards Office, "Subject Heading and Term Source Codes: Source Codes for Vocabularies, Rules, and Schemes, (Network Development and MARC Standards Office, Library of Congress)," Subject Heading and Term Source Codes, 2017.

[38] See www.metadataregistry.org.

[39] See "Process for adding and revising Library of Congress Subject Headings," https://www.loc.gov/aba/cataloging/subject/lcsh-process.html.

[40] Harrison W. Inefuku made this suggestion in the February 28-March 1, 2017 ALCTS e-forum. He proposed a model with three tracks of educational opportunities: Identity (learning about our identity and the identities of others); Interpersonal (learning how to interact with individuals with differing identities); and Diversity in Libraries and Archives (direct application to library and archival work).