

Summary of next steps for Collection Services Council DEIBJ Working Group Recommendations (April 2024)

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Introduction

The Collections Services Council (CSC) in Spring of 2022 charged a working group to provide recommendations on how to better incorporate and operationalize EID (equity, inclusion and diversity), now referred to as DEIBJ (diversity, equity, inclusion, belonging and social/racial justice) as it pertains to marginalized groups within the United States into UC Berkeley Library scholarly resource collecting strategies and practices. International and area studies may be included as they relate to issues within the U.S.

It was communicated to the working group that there is a subgroup of the Task Force on Racial Justice ([TFRJ](#)) working on the DEIBJ related collection development analysis and recommendations as it relates to Area and International Studies. The TFRJ sub-group tackling this shared recommendations with the University Librarian Spring 2024. Eventually these will be shared with the Collections Services Council and the rest of the Library.

Working group deliverables

Since the issues of DEIBJ affect all libraries on campus, from Main to Bancroft, EAL, and the Affiliated Libraries, the working group was asked to consider and include all campus library perspectives within its work.

The working group was charged with the following steps:

- First Task: Defining Equity, Inclusion, and Diversity
- Second Task: Developing a plan to engage Stakeholders
- Final Task: Drafting recommendations for moving forward and a final report

The group was told there was no need to focus on how the recommendations will be accomplished or who or what group will be asked to address them. Implementation is a

part of the future discussion as recommendations are discussed and prioritized as next steps.

Collection Services Council (CSC) discussion about report

A [report](#) was turned into the AUL for Scholarly resources and the two co-chairs of Collection Services Council by the working group late Fall of 2022. The AUL and co-chairs then discussed next steps with the Collections Services Council. The timing around when the report was turned in and the process and actions on the recommendations with CSC was delayed due to the ensuing work and deadlines of the [collection budget reductions](#). Despite the reduction projects taking precedence, CSC did start to discuss the report beginning November of 2022.

Some of the discussion included:

- The importance and need to underscore recommendations and actions with the caveat that collections support the current teaching, curriculum and research mission of the University. Some countered that by collecting in areas not a part of the current teaching, curriculum and research mission of the University will attract new scholars and scholarship and that as a public university we must consider the Berkeley community the library serves not just current teaching, curriculum and research mission of the University.
- The future need for more information from student and faculty consultations. It was noted that CSC needs to determine and assess how the teaching, research and curriculum has changed or been adapted to incorporate DEIBJ in order to fully advise on collections strategy. Are DEIBJ issues becoming a greater focus of scholarly attention?
- Recommendations were not prioritized by the working group so CSC will need to develop a process to prioritize. It was suggested that prioritization can be accomplished as part of the consultation process with stakeholders.
- Some recommendations have implications for units beyond CSD. CSC members expressed the concern that some recommendations may be beyond our ability to implement. These would require significant Acquisitions/Collection Services Division staff time and effort, together with other units across the library (Resource Sharing, Subject Specialty Libraries (public spaces) etc, in a time the divisions and units are trying to streamline processes due to staff shortages. Before the report is finalized, it is important to consult with impacted staff and library units.

The CSC discussion around the working group's suggested DEIBJ definitions indicated a need to include the terms *agency* which possibly could fall under "Belonging" and *implicit bias*. Otherwise the general consensus was the desire to have more open

discussions with divisions and selectors to see if anything is missing and how this terminology could be more consistently applied and be used to frame our DEIBJ discussions. (See [CSC minutes](#) beginning Nov 1, 2022 for details on the discussions)

The working group laid out internal and external communications recommendations related to the report they were asked to pull together. This will be helpful for Collection Services Council, selector liaisons and Collection Development Leadership Group for future DEIBJ action communications to the Library and to campus. What still needs to be assessed and a plan developed for is the external stakeholder communication and consultation to specifically include assessing how to coordinate DEIBJ collecting to match curriculum and research agendas. The group was asked to determine the necessary campus stakeholders to consult which is done and who should do outreach (e.g., the working group, liaisons, library leadership), but overall guidelines and templates for conducting outreach, and a timeline for outreach is still work for the CSC. Some data there is still interest in to gathering to help refine collecting strategies includes:

- a. What does DEIBJ mean to these stakeholders?
- b. How have curricula evolved, if it all, to address DEIBJ ?
- c. How have research agendas evolved, if it all, to address DEIBJ ?
- d. In what ways has student interest in DEIBJ changed, if at all?
- e. How might library collections better support DEIBJ for teaching and research?

Consulting with Key Library stakeholders

The initial conclusion in terms of next steps was settled upon in February 2023. It was agreed that consultation with other key Library stakeholders will be necessary to attain a holistic viewpoint to encompass necessary background for implementing any recommendations. It would be worthwhile to take the time to identify potential stakeholders for each recommendation in order to reach out to gather additional information for CSC consideration. This work for this assessment was not undertaken by the working group but will need to be explored and developed by CSC. In reviewing the report it was clear it was an important next step to be done before any decisions could be made about the suggested recommendations. It was generally agreed that the AUL and the council co-chairs will take one recommendation at a time from [the DEIBJ report](#) and try to address and respond to suggestions. The working group members were extended invitations to CSC and to stakeholder meetings when possible.

During Spring 2023, CSC members engaged in a process to gather recommendations and identify all potential stakeholders. The process for scheduling stakeholder

engagement meetings was delayed due to the work that was being undertaken by AUL and advisory team, Acquisitions and selectors for the serial budget reduction.

The next step was for the AUL and co-chairs to schedule meetings and engage identified stakeholders to discuss each recommendation's feasibility, potential issues, barriers and challenges. We hoped to uncover if anything had been missed or if other interdependencies not mentioned should be noted. In addition, stakeholders would be asked if there were other recommendations that they would offer up as an alternative.

The meetings with stakeholders were scheduled from May to August of 2023. A [spreadsheet](#) was created to first group the recommendations into unit categories: Acquisitions, Licensing, Metadata Services, Development, Special Collections and Other. CSC members identified stakeholders for each group and each stakeholder group was given a portion of the spreadsheet with identified recommendations for them to review. Meetings were set up with the identified stakeholders largely attended by just the AUL and two co-chairs. The results of this consultation work is represented in the [spreadsheet](#). The spreadsheet is broken down into 8 columns and 3 tabs:

- Column A Identifies the original recommendation from the report
- Column B Provides the working group reason for the recommendation
- Column C Lists the Identified stakeholders
- Column D Represents an assigned priority from CSC deliberations
- Column E Represents any potential Impact identified that needs to be addressed
- Column F Recommendation of AUL and co-chairs after stakeholder input meeting
- Column G Summarizes written Input received from stakeholders consultation
- Column H Additional notes
- Tab 1 All recommendations from the report - Acquisitions (4 recommendations) Public Services (2 recommendations) Development (1 recommendation) Licensing (3 recommendations) Metadata Services (1 recommendation) Special Collections (2 recommendations) Other (10 recommendations) (19 total recommendations)
- Tab 2 Potentially feasible recommendations for CSC to consider after stakeholder Input - Acquisitions (4 recommendations) Development (1 recommendations) [Metadata Services](#) (1 recommendations) Other (7 recommendations)
- Tab 3 Recommendations not feasible or work already underway- results from stakeholder input
 - Not feasible - [Public Services](#) (2 recommendations) Licensing (1 recommendations) Other (2 recommendations)

- Work underway- Licensing (2 recommendations) Special Collections (2 recommendations)

The 2 recommendations for special collections were addressed by Bancroft stakeholders. Bancroft prepared a [response to the DEIBJ recommendations](#) which outlines examples of special collections work currently being addressed around provenance and source of acquisition notes, and also provides some context around the recommendations. Bancroft has intentions to do more library wide presentations on the work currently being undertaken that was recommended by the working group to clarify the work they are doing in special collections around transparency and repatriation.

Bancroft has not captured their recent efforts around inclusive and reparative description, which is noted in the Metadata Services section, but that work is in alignment with efforts in Cataloging & Metadata Council (CMC), with an increased focus on archival description.

CSC deliberations after Library Stakeholder input

Once all the input was collected and presented to CSC, the AUL and co-chairs asked CSC members to review the spreadsheet and rate each recommendation. The rating system utilized the following framework:

- Low impact, low effort:
 - Projects that impact a select few and take less time and planning.
- Low impact, high effort:
 - Projects that impact a select few and are difficult and take a long period of time.
- High impact, low effort:
 - Projects that offer a big reward for the Library and take less time and planning
- High impact, high effort:
 - Projects that offer a big reward for the Library and are difficult and may require a longer period of time

Given the timing of deliberations, the AUL advised that CSC could at most undertake 2 recommendations rated low effort/high impact this fiscal year. If the decision is to prioritize a high effort/high impact recommendation perhaps at best only 1 this year. All other feasible recommendations will be reviewed and re-prioritized at the beginning of next fiscal year with an eye towards selecting up to 2 recommendations that support the refreshed strategic plan.

Two recommendations will initially be investigated with small working groups assembled to create plans.

- Leverage Gobi to bring in award winning titles from diverse groups
- International best sellers in Morrison

After CSC met to discuss the above recommendations, CSC Co-Chair Anna reached out to Scott Peterson about his interest in being involved with developing a potential charge for the Morrison recommendation. Scott expressed some apprehension about the challenges of demonstrating inclusivity with non-English languages within the space. CSC discussed this feedback and learned that the Area Studies DEIBJ report includes a recommendation about Area Studies and spaces, and decided that this idea about Morrison should be put on hold until that report is made available.

Next steps for this fiscal year

CSC has started evaluating a draft charge to leverage the Gobi approval plan to bring in English language DEIBJ book award winners from US/UK publishers. This charge is limited to what Gobi can provide. Once finalized, CSC will appoint a small group to carry out the project, which is anticipated to be completed within 3 months.

As the Library continues to embrace and incorporate DEIBJ ideals into collection development practices, CSC anticipates new ideas will be brought forth for discussion. CSC will continue to evaluate the working group recommendations deemed feasible in the next fiscal year, and will develop plans to do more work around one or two of the recommendations or possibly other ideas that are brought to CSC. As we have discovered, it is possible that some of the recommendations discussed within collections are being planned elsewhere within the Library, and new ideas around how to do this work in collections are welcomed.

Conclusion

The report and recommendations are a long awaited start to developing a collection development strategy around DEIBJ ideals and practices for the UCB Library. CSC would like to thank the working group members for all the time and effort they put into thinking about DEIBJ in collections and drafting the report. Several of the working group members also attended CSC meetings where the recommendations were further investigated with stakeholders and discussed, and participated in prioritizing the recommendations. The members include:

- Arts and Humanities- Naomi Shiraishi
- Social Sciences Council- Jim Church
- TFRJ and CSC member- Jesse Silva (chair)
- Ethnic Studies Library- Sine Hwang Jensen
- At large (2 members)- Becky Miller and Scott Peterson
- Sciences Council- Kristen Greenland (participated in the development of the report until taking a job at another institution)

CSC recognizes that in order to continue implementing and moving forward in this area, more work is still needed. CSC sincerely desires and fully welcomes selector-liaisons to suggest ideas to their council/division/unit representatives and to volunteer on projects in order to help move these DEIBJ efforts forward.

Respectfully submitted,

2023-2024 Collection Services Council

- Osman Celik, Resource Acquisition Librarian
- Jim Church, Social Sciences Council
- David Faulds, Bancroft Library
- Jianye He, East Asian Library
- Chan Li, Assessment Librarian
- JoAnne Newyear-Ramirez, Associate University Librarian for Scholarly Resources
- Jeremy Ott, Arts and Humanities Council
- Susan Powell, Sciences Council
- Anna Sackmann, Data Services Librarian
- Jesse Silva, Scholarly Resources Strategy and Federal Government Information Librarian
- Hannah Tashjian, Preservation representative
- Samantha Teremi, Scholarly Communications Office

Diversity, Equity, Inclusion, Justice and Belonging (DEIBJ) in UC Berkeley's Library Collections

Report to Collections Services Council

Author: The EID/DEIBJ in Collections Working Group

Fall 2022

Executive Summary

After several discussions related to issues of race and diversity since summer 2020, the UCB Library's Collections Services Council (CSC), an advisory body to the Associate University Librarian for Scholarly Resources and forum for the discussion of issues related to collections, decided to take a closer look at what the Library can do to address systemic racism in the collection and the Library's collection development practices. CSC charged a group to investigate how the ideals of Diversity, Equity, Inclusion, Justice, and Belonging (DEIBJ) could be better incorporated into the collection development and scholarly resources acquisitions process. The group was charged with three tasks:

- First Task: Defining Equity, Inclusion, and Diversity
- Second Task: Developing a plan to engage Stakeholders
- Final Task: Drafting recommendations for moving forward and a final report

The group approached the first task by defining a number of terms that could be incorporated into the library's collection development work. Having this framework and agreed upon language for talking about the issues will allow for other strategies to be built upon this work. These terms are fluid and will need to be periodically examined to ensure relevancy.

For the second task, the group developed a [draft communications and outreach](#) plan based on recent plans developed for various library projects. The plan identifies stakeholders both inside and outside the library, and outlines a strategy for communication and outreach. Nothing in this plan should be done without the authorization of the Library Cabinet.

The [recommendations](#) developed as part of the third task are brief descriptions of ideas that could be implemented by different entities in the Library. They run the gamut from easy to implement 'quick wins' to ideas that may need more study and budgetary considerations before moving forward. The recommendations are organized under three broad categories:

- [Discovery and Accessibility](#)
 - Develop an international collection of best sellers from various parts of the world for Morrison.
 - Have sections in all libraries that highlight books from, by, or about underrepresented and historically oppressed voices/groups.

- Selector-liaisons should include subject-specific information related to scholarship and DEIBJ in their subject libguides.
- Selectors should include a screen-reader, or similar test, when evaluating new electronic resources.
- Streamline the number of locations in a room or space and standardize call numbers across all locations, where possible.
- [Operations, Support, and Assessment](#)
 - Hire a DEIBJ librarian to create and oversee a DEIBJ unit as well as coordinate DEIBJ collection work and initiatives throughout the Library
 - Develop an interest group on diversity in collections
 - Hire diverse selectors
 - Partner with other libraries and organizations doing similar collections work around diversifying collections, publishing, etc.
 - Empower selectors to build diverse collections by providing them with necessary training and time for activities like finding vendors outside of GOBI, collecting non-traditional formats, etc.
 - Build upon the inclusive and reparative metadata work already done by UCB Metadata Services and encourage UC to do this since we are in a shared catalog.
 - Support repatriation of indigenous materials and remains by [backing the recommendations of the report on Native American collections in archives, libraries, and museums at the University of California, Berkeley](#) and exploring other collections on campus
 - Eliminate late and replacement fees
 - The Library's collection should go through a periodic DEIBJ assessment. Results of the assessment should be included in the Library's annual report. The assessment could be accomplished by a group headed by an AUL.
 - CSC should charge a group to examine our collection development policies and practices for [implicit bias](#).
- [Purchasing, Licensing, and Collecting](#)
 - Create endowment funds dedicated to DEIBJ collection development so that during times of budget cuts we will always have funds for these collections.
 - Leverage the Gobi approval plan to bring in award winning titles from diverse groups
 - Work with vendors that support our organization's ideals
 - Work with local and independent bookstores and vendors, so that the communities around the campus are reflected.
 - Support independent publishers by developing sample licenses (for electronic resources) and other materials.
 - Expand virtual access to our collections
 - Collect student research output

- Expand collections in areas that support work done in departments to attract and retain underrepresented groups in their fields (e.g., mentorship; K-12 STEM education; outreach)
- Increase transparency in how we acquire materials in our special collections

It is the committee's hope and expectation that these recommendations will be read and fully considered by the Library for implementation so that we can begin to address centuries of oppression and otherness and become the welcoming institution for learning and study we should be.

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Introduction and Summary of the Work

The summer of 2020 was a period marked by deep civil unrest in our country. During this time, the [UC Berkeley Library assessed](#) how to address racism and racial justice within our workplace and as a service organization in support of the UC Berkeley Library users. The historical roots of white supremacy and colonialism in the state of California have impacted the development of the state's universities and continue to permeate through nearly every aspect of our institutions, including our infrastructure; admission processes; meeting culture; and our library collections. In an initial step to address our role, the Library established the [Task Force on Racial Justice](#) (TFRJ), which was charged with developing a set of recommendations to address racism that affects our library's workplace culture and related issues that affect our users. One TFRJ recommendation focused on collections and collection development using area studies as a starting point. While the work on area studies progressed, the Library's Collections Services Council (CSC), an advisory body to the Associate University Librarian for Scholarly Resources and forum for discussion issues related to collections, started having focused discussions in spring and summer 2021 related to issues of race and diversity. CSC decided to take a closer look at what the Library can do to address systemic racism and oppression in other areas of the Library's collection and collection development practices.

In order to develop recommendations for policy and action, CSC developed the CSC EID/DEIBJ Working Group ([Appendix 1](#)). Members of the Working Group were selected from each of the Library's subject councils:

Sciences Council- Kristen Greenland
Arts and Humanities- Naomi Shiraishi
Social Sciences Council- Jim Church
TFRJ and CSC member- Jesse Silva (chair)
Ethnic Studies Library- Sine Hwang Jensen
At large (2 members)- Becky Miller and Scott Peterson

The Working Group began meeting in late January 2022. Meetings were held about every two weeks. Since the charge was divided into three phases, the group worked on the phases in the following order:

- First Task: Defining Equity, Inclusion, and Diversity (January-March, with feedback from the subject councils gathered in April)
- Second Task: Developing a plan to engage Stakeholders (March-May)
- Final Task: Drafting recommendations for moving forward and a final report (May-August)

The first task of the group proved to be more difficult than originally planned. The group read and discussed several readings as well as work done by CSC as we drafted words, phrases, and concepts, then spent some time devising a definition of what these concepts might mean for collections at UC Berkeley. After the draft was developed, the Working Group shared the definitions within the Subject Councils, Subject Divisions, and CSC for feedback. We discussed all feedback and comments, which led to several revisions of the definitions. The Working Group would like to emphasize that these phrases and definitions should very much be considered working definitions, and since the language around these concepts is continually evolving, these definitions should be revisited on a regular basis to ensure they are still valid. However, we hope that these definitions can act as a starting point for future DEIBJ work.

For the second task, the Working group examined several recent communication plans developed for various projects within the Library. Since the Library serves the entire campus community and the public, we also spent some time discussing which groups to involve in these plans and identified a sample list. The Working Group understands and wishes to emphasize that this is a draft communications plan, and no action should be taken without the prior approval of the Library Cabinet.

The final task developing the recommendations took several months. The UC Berkeley Libraries contains an immensely diverse collection already, therefore, our recommendations also explored areas beyond collection development. We structured each recommendation as an idea, and included a brief description of the idea, what it could look like, and referencing whether the idea (or similar) came from or had been implemented at another institution. Since work in collections impacts many groups within the Library (Selectors, Acquisitions, Metadata Services, Access Services, etc), we also included suggestions on which groups may need to be included in order to implement the idea. After developing an initial list of recommendations, the Working Group revised and combined the recommendations. The listing of the recommendations is not in any order of priority or importance.

We recognize that these recommendations come at a time when UC Berkeley is in a period of budget constrictions and austerity and that significant support for systemic change will need to happen in order to support these recommendations. However, the group would like to strongly emphasize the importance of prioritizing and incorporating DEIBJ efforts into all areas of Library work—not just collections—even when budgets are tight. The goal is not necessarily to *add* work but to *integrate* DEIBJ into our work.

Working Definitions of DEIBJ in Collections

The historical roots of white supremacy, colonialism, and other structures of oppression in the state of California have shaped and continue to shape the development of the state's

universities, including UC Berkeley.¹ Inequality and injustice continue to permeate nearly every aspect of our institutions – from our infrastructure and admission processes, to our recruiting, hiring and retention of staff, to our meeting culture and library collections.

There are many phrases, terms, and definitions that are used to describe this work and they can differ greatly in academic, corporate, and social movement settings. The language of DEIBJ does not always resonate in grassroots racial justice organizing spaces where terminology such as “anti-racist” and “social justice” may be more common. But DEIBJ is a common framework in institutions such as universities. UC Berkeley has more recently adopted the terminology “Diversity, Equity, Inclusion, Belonging and Justice” (DEIBJ).² To develop a shared frame of reference, we will begin by creating working definitions of DEIBJ terminology as well as additional terms that the Working Group finds foundational to how we approach this work. Throughout the report, we will consider the acronym “DEIBJ” and “social justice” as umbrella terms that encompass the following terms and definitions:

- **Diversity** refers to the presence of difference, both visible and invisible, within a group. ([adapted from MIT Libraries](#))
- **Equity** is the fair distribution of resources so that all communities have access to opportunity. This entails identifying and eliminating barriers that have prevented the full participation of some groups and in some cases creating ways to increase opportunities for historically oppressed communities. While diversity is the presence of difference, equity seeks to redistribute resources and opportunities to address historical inequities along lines of difference.
- **Inclusion** is creating and actively sustaining an organization and community in which all can participate fully and be treated with dignity and respect. Historically, communities along with their ideas, knowledge, languages, religion, social class, and culture, have been excluded from public space and institutions, including libraries, which has led to marginalization. ([adapted from MIT Libraries](#))
- **Belonging** is the active cultivation of a community that uplifts the voices and agency of everyone, including historically underrepresented groups. Group members are recognized as human beings with strengths, potentials and aspirations; feel empowered to express themselves and their points of views.
- **Justice/Social Justice** is a commitment to and practice of recognizing, addressing, and correcting systemic inequalities that privilege one group at the expense of another. Justice and social justice are based on the premise that all people are of equal and incalculable value and that there should be accountability for harms committed. The work of social justice includes individual and collective action to disrupt and reorganize

¹ For example, see Joseph A. Myers Center for Research on Native American Issues & Native American Student Development, *The University of California Land Grab: A Legacy of Profit from Indigenous Land – A Report of Key Learnings and Recommendations*, University of California, Berkeley, 2021, <https://indd.adobe.com/view/7cdb5d0a-47e1-4811-8538-39bb255f0928>.

² See <https://diversity.berkeley.edu/>

the patterns and structures of power in our community, organization, culture, and society. ([adapted from the MIT Libraries](#))

- **Anti-Oppression** seeks to counter and change systemic oppression by addressing root causes. Oppression is the use of power to disempower, marginalize, silence or otherwise subordinate one social group or category, often in order to further empower and/or privilege the oppressor. ([adapted from https://theantioppressionnetwork.com/what-is-anti-oppression/](https://theantioppressionnetwork.com/what-is-anti-oppression/))
- **Anti-Racism** is the practice of actively working to dismantle white supremacy and racism in structures and norms.
- **Representation** is the visible and participatory presence of different communities in spaces such as the media, government, and libraries.
- **Accessibility** is the ability to access and use content and spaces.

In defining these terms, we hope to better enable the recognition of structural oppression - such as racism, sexism, ableism, classism, nativism, and many others - where it exists, and develop tools and strategies that incorporate social justice into collection development practices.³ While we will focus on collection development, we recognize that library collections are inextricably interconnected with access, description, discovery, labor, and other areas of the library.

We know this work does not begin or end with this Working Group. We recognize that the work of social justice is both dynamic and iterative – it is an ongoing process that must be revisited and reflected upon continually as historical and political conditions continue to evolve. The ideas we present are not intended to “check a box” – we cannot check boxes or be neutral when it comes to social justice. Remaining neutral enables and supports oppression and white supremacy by allowing it to continue unchallenged. To strive towards justice, we must actively, intentionally, and holistically commit to addressing historical inequities within our collection development practices.

Recommendations

The Working Group spent some time discussing and devising recommendations that run the gamut from from easy, ‘quick wins’ to ideas that may need another group to think through and explore more fully. Our intention with each recommendation was to record the idea, explain briefly why it is important, identify groups involved in the potential implementation, and examples of the idea implemented somewhere else if known. After drafting the recommendations, we categorized and consolidated them; the recommendations are not sorted

³ Discrimination based on language in the United States is rooted in white supremacy, colonialism, and nativism. In general, Western European languages have tended to be privileged.

in order of importance. Add note: The intention is to discuss and prioritize these recommendations in concert with others.

Discovery & Accessibility

1. **Develop an international collection of best sellers from various parts of the world for Morrison.**

- Brief reason: UCB has a number of international people and people researching/learning non-English languages. Having a collection of best sellers from around the world would diversify the Morrison collection and provide more exposure to non-English materials.
- Groups involved: Morrison, Area Studies Selectors, Acquisitions
- Source: Duke University has [a similar program](#) but it's more of a study space.

2. **Have sections in all libraries that highlight books from, by, or about underrepresented and historically oppressed voices/groups.**

- Brief Reason: These sections can have physical and digital presences. If there are libraries that buy more digital books, these books can be promoted with signs, information on libguides/website, or posters in the actual libraries to highlight these collections. If there are not enough books to feature on a regular basis, this might alert selectors to biases in collecting or publishing. The goal is that all students, no matter the discipline, will see themselves represented in the scholarship that makes up the public University they are attending. This will lead to the discoverability of this material too. Although heritage months are a wonderful time to highlight books from different communities, these histories and experiences should also be featured year-round.
- Groups Involved: Division heads, selectors, circulation managers, staff, Communications Department (to help with signs and posters).
- Source: Conner-Gaten, Aisha et al. "Collections Decoded: Reflections and Strategies for Anti-racist Collection Development (Conference Proceedings)." (2017).
<https://files.eric.ed.gov/fulltext/ED578189.pdf#page=158>

3. **Selector-liaisons should include subject-specific information related to scholarship and DEIBJ in their subject libguides.**

- Brief reason: Discovery can be a barrier to efforts to diversify collections and research; approaches to finding diverse scholarship from a diversity of authors will differ by discipline.
- Groups involved: selector-liaisons; perhaps subject councils or divisions (to facilitate or collaborate)
- Examples:
 - Strategies for discovering / following diverse researchers (e.g., https://guides.lib.berkeley.edu/geo_dei/voices; <https://libguides.du.edu/c.php?g=1234891&p=9036514>);

- Highlights of diverse collections/authors/researchers (e.g., <https://guides.library.ucsb.edu/c.php?g=1171161&p=8555584>)
- Other resources relevant to DEIBJ and research in that subject area (e.g., <https://guides.lib.calpoly.edu/c.php?g=328643&p=8707012>; <https://guides.libraries.indiana.edu/c.php?g=1079738>).
- Related: Librarians could also develop and regularly host workshops to increase awareness among researchers about bias in publishing and help them identify marginalized voices to cite in their work. Source: EPS Division [STEM + DEI Strategy document on Collecting & Highlighting Marginalized Voices in STEM](#) by Sam Teplitzky and Lisa Ngo

4. Selectors include a screen-reader, or similar test, when evaluating new electronic resources.

- Brief reason: Access to our electronic content is critical to research, and some of our content is not accessible to researchers with disabilities. Adding this step in the evaluation process would help better understand which resources may be problematic and develop solutions or workarounds for access. There will need to be selector training to accomplish this.
- Groups involved: Selectors, Acquisitions, LIT, Licensing, Library services staff for users with disabilities.

5. Streamline the number of locations in a room or space and standardize call numbers across all locations, where possible.

- Brief Reason: For some neuro-divergent people, having multiple locations in one room and different call number systems across the Library can be confusing when trying to locate materials. Standardizing as much of this as possible would be a great service to our users.
- Groups involved: Catalogers, Library Administration, Division Heads, Selectors

Operations, Support, & Assessment

1. Hire a DEIBJ librarian to create and oversee a DEIBJ unit as well as coordinate DEIBJ collection work and initiatives throughout the Library

- Brief Reason: This person would head a DEIBJ unit that would be mandated to create, review, and coordinate DEIBJ initiatives and collection work in a similar fashion to our Scholarly Communications Department. There are a lot of partners on campus and outside of campus we can work with, and having a unit and librarian dedicated to this work is more sustainable than adding this to the workload of librarians and library staff, who might not have time to dedicate to this work. Committees can be dissolved, but it is harder to dissolve a unit, and the more decentralized something is in the Library, the less likely it will succeed.

Also, implementing all the recommendations in this document will require a lot of coordination and work and will require significant investment from the Library, which will likely require a DEIBJ librarian in a DEIBJ unit.

- Groups Involved: Library leadership, UL, AUL, librarians, selectors, LHRD, staff, campus partners, Communications Department.

2. Develop an interest group on diversity in collections

- Brief Reason: Interest groups are an important strategy for learning about new ideas and developing strategies for implementation.
- Groups involved: EIC Committee, Selectors and anyone who would like to join.

3. Hire diverse selectors

- Brief Reason: According to [ALA, the library profession is still over 80% white](#). The UC Berkeley Library should try in whatever ways possible to increase the diversity of our library selectors.
- Groups Involved: Library leadership, Library Human Resources, Library Unit Heads and manages who hire selectors

4. Partner with other libraries and organizations doing similar collections work around diversifying collections, publishing, etc.

- Brief reason: There is strength in numbers. The more libraries we can work with to accomplish DEIBJ goals, the more we can leverage our needs for more diverse content on the publishers. UC could leverage its weight as a system on this issue like we have for journal price negotiations/transformational agreements. This could also be incorporated into selector roles when thinking about unofficial partnerships. This is not easy and may take some time to accomplish.
- Groups involved: Selectors, UCB Library Administration, other UCs, CDL: Shared Content Leadership Group (SCLG), and other libraries.
- Source: MIT alludes to this in [their report](#). They may be a good non-UC partner in this.
- **Related:** Collaborative collecting across the UC libraries, such as the work done around Africana Collections, could be leveraged to build a more diverse collection discoverability in UC Library Search.

5. Empower selectors to build diverse collections by providing them with necessary training and time for activities like finding vendors outside of GOBI, collecting non-traditional formats, etc.

- Brief Reason: Lack of selector time and expertise can be a barrier to building diverse collections; utilizing packages and approval plans can only go so far. Supporting diversity in collections may require the Library to work with a number of different vendors, including some that do not always work with libraries, which may mean the development of new workflows. This would involve a number of people and details would need to be worked out.

- Groups involved: Selectors, CSD (Acquisitions/Metadata Services), Divisions.
 - **Related:** Support selectors in using values-based evaluation and expertise for collections assessment, rather than relying strictly on quantitative measures like usage statistics and CPU. Any assessment must support the current and future teaching and research needs of the University. Source: MIT's [report](#)
 - **Related:** Work with local and independent bookstores and vendors, so that the communities around the campus are reflected.
6. **Build upon the inclusive and reparative metadata work already done by UCB Metadata Services and encourage UC to do this since we are in a shared catalog.**
- Brief reason: Traditional library classification of groups of people, culture, language, etc has long been done without any input from the groups themselves. A few years ago, Metadata Services added the local subject heading “undocumented immigrants” as an alternative to LC’s “Illegal Aliens.” This represents a small step and should be expanded.
 - Groups involved: UCB Metadata Services, Cataloging and Metadata Council, RMG, and other SILS groups, Statewide SILS, national group involvement potential
 - Source: Library [news article](#).
7. **Support repatriation of indigenous materials and remains by [backing the recommendations of the report on Native American collections in archives, libraries, and museums at the University of California, Berkeley](#) and exploring other collections on campus**
- Brief Reason: There is longstanding harm that has been done to indigenous communities (both in the continental United States and globally) through the appropriation of cultural heritage artifacts and ancestral remains. According to some studies, UC Berkeley campus entities outside the Library hold one of the largest collections of Indigenous human remains and sacred objects in the United States with estimates of around 10,000 human remains and burial objects. While universities such as UCLA have prioritized repatriation, UC Berkeley has only repatriated 20% of its indigenous materials. While this involves campus organizations outside the library, the Library can still make a public statement supporting the recommendations.
 - Groups involved: Library leadership, California native communities including Tribal representatives, Hearst Museum
 - Sources:
 - “UC Berkeley holds a collection of around 10,000 Indigenous human remains and burial objects, the largest number in the US, according to a 2020 state audit.”
<https://www.theartnewspaper.com/2022/01/28/university-california-berkeley-returns-wiyot-human-remains-burial-objects>

- Native American Collections in Archives, Libraries, and Museums at the University of California, Berkeley
<https://escholarship.org/uc/item/5zh1j3hx>

8. **Eliminate late and replacement fees**

- Brief Reason: Academic library fines and fees (the library's standard replacement fee is \$150) have resulted in harms to students including negative credit score impact, withholding of diplomas, and more. These harms tend to more greatly impact students from marginalized communities, who already are impacted by systems of inequity. The library should investigate other practices that can protect our collections without financial consequences that disproportionately affect working-class and low-income students.
- Groups involved: Public Services, Circulation Services Group, Library Business Services, Campus(?)
- Sources:
 - Many public libraries have moved to end fines, particularly during the pandemic:
<https://www.theatlantic.com/ideas/archive/2020/12/why-some-libraries-are-ending-fines/621445/>
 - [How Eliminating Library Fees Advances Racial Equity](#)

9. **The Library's collection should go through a periodic DEIBJ assessment. Results of the assessment should be included in the Library's annual report. The assessment could be accomplished by a group headed by an AUL.**

- Brief Reason: Over the last several decades there has been a growth in books written by authors from marginalized groups. Do the titles in our collection reflect these changes? If not, should they? This would be a bigger project relying on expertise from across the Library, and could start with something like charging a group to evaluate the diversity of our collection, focusing at first on a limited time period (for example, imprints from the last 20-30 years). In order to make sure that we continue to create a diverse collection, periodic assessment is necessary. This may involve periodic collection budget reallocation.
- Groups Involved: AUL, selectors, assessment, catalogers, possibly outside vendors for data analysis tools
- Source: Several projects like this have been tried in libraries, but focused on narrow fields.
- **Related:** This could be a UC-wide effort to consider the diversity of the shared (print, at least) collections discoverable in UC Library Search.

10. **CSC should charge a group to examine our collection development policies and practices for [implicit bias](#).**

- Brief Reason: White supremacy is so pervasive that many of our practices and policies may continue its unwanted legacy. CSC could charge a working group, in

- partnership with the Equity and Inclusion Committee, to examine policies and practices that may need some rethinking.
- Groups involved: CSC, Equity and Inclusion Committee, selectors, acquisitions, cataloging.
 - Source: MIT lists a goal similar to this in [their report](#).

Purchasing, Licensing & Collecting

1. Create endowment funds dedicated to DEIBJ collection development so that during times of budget cuts we will always have funds for these collections.

- Brief Reason: Endowed funds have specific requirements for their use, and because of this can still be utilized in times of financial crisis. The Library should increase the number and size of endowments to support diverse collections. This way there will be money for DEIBJ collection development no matter what the financial climate is in the Library. Funds should have strict definitions around how they can be used, so they cannot be scooped for other purposes. These endowment funds could be a few large funds, or many smaller funds that meet the size threshold for Library use that selectors could utilize. These funds should not be seen as the be-all end-all funding source for DEIBJ collection development, though, and these funds should not take the place of funding by the Library for DEIBJ collection development.
- Groups Involved: Communications Department, UL, AUL, Development Office, Division Heads and Directors, selectors

2. Leverage the Gobi approval plan to bring in award winning titles from diverse groups

- Brief reason: Gobi provides a way to automatically bring in award-winning books that we do not own. This would allow the Library to expand our collections without much additional work on selectors.
- Groups involved: selectors, acquisitions
- Source: A number of libraries seem to be doing this kind of work.

3. Work with vendors that support our organization's ideals

- Brief Reason: Many vendors support our Library's ideals, but some vendors have been in the news because they have contracted to provide information to those working against our ideals. The Library should be aware of when vendors do this and take this into consideration when deciding what information products to purchase.
- Groups Involved: Selectors, acquisitions, Library leadership, Campus business/purchasing practices.
- Source: <https://theintercept.com/2021/04/02/ice-database-surveillance-lexisnexis/>

- The University of Washington has [done some work in this area](#).
- See article on [Ethical Financial Stewardship in Libraries](#) which includes a discussion of Thompson Reuters and examples of moving purchases from Amazon to independent booksellers

4. Work with local and independent bookstores and vendors, so that the communities around the campus are reflected.

- Brief Reason: There are many small publishers in the Bay Area that are not in Gobi and who give voice to people in the communities around campus of which many are underrepresented in our collections. Working with local bookstores and publishers to get this material not only highlights these institutions, but also helps them financially. The communities around UC Berkeley are not separate from the campus and they are integral to the student experience here. The Library at UC Berkeley is part of the same ecosystem as local bookstores, publishers, and distributors, and we should help sustain it when we can. This may require developing new workflows/processes, adding staffing, and other structural changes.
- Groups Involved: Local bookstores, publishers, distributors, selectors, acquisitions, cataloging, Library Business Services.

5. Support independent publishers by developing sample licenses (for electronic resources) and other materials.

- Brief reason: The publishing industry, especially the academic publishing industry, tends to marginalize perspectives and voices of marginalized groups. Communities of color and other marginalized groups often turn to independent publishing. In many cases, independent authors are not available in Gobi and there are substantial barriers that prevent the Main Library from being able to purchase books from these authors. Systemically, this leads to the underrepresentation of independent publishers in library collections. To support independent authors, develop sample licenses and information to facilitate collection of these materials.
- Groups involved: Acquisitions, Scholarly Communications, Selectors, Library Business Services
- Sources: There are independent publishing distribution groups such as [Independent Publishing Group](#).

6. Expand virtual access to our collections

- Brief reason: More consideration should be given to the impact of increasingly virtual collections on our alumni and public users. We should advocate for more alumni and public user access in negotiating with vendors.
- Groups involved: selectors, acquisitions, licensing, ScholComm, UDAR
- Source: EPS Division [STEM + DEI Strategy document on Collecting & Highlighting Marginalized Voices in STEM](#) by Sam Teplitzky and Lisa Ngo

- **Related:** Continue, and consider expanding, other efforts that facilitate access - e.g., Open Access initiatives (BRIL, eScholarship, etc.), weekend/evening library hours, public research computers.

7. Collect student research output

- Brief reason: Targeted collecting of student research output would allow for development of collections representative of the campus community, could help support diverse research, and would further develop collections in eScholarship.
- Groups involved: selectors, liaisons, scholarly communication?, archives?
- Source: EPS Division [STEM + DEI Strategy document on Collecting & Highlighting Marginalized Voices in STEM](#) by Sam Teplitzky and Lisa Ngo
- **Related:** Provide (or continue to provide) training about the scholarly publishing process as a way to create more equity in publishing by helping underrepresented groups learn how to publish their work. Source: MIT's [report](#)

8. Expand collections in areas that support work done in departments to attract and retain underrepresented groups in their fields (e.g., mentorship; K-12 STEM education; outreach)

- Brief reason: Increasing diversity in research is a pipeline issue, and the UCB community members that we support work to attract K-12 students to their fields through mentorship and outreach. If academic departments on campus are engaged in this work we should try to support this work more fully through our collections.
- Groups involved: selectors, liaisons, campus administrations, academic departments
- Source: EPS Division [STEM + DEI Strategy document on Collecting & Highlighting Marginalized Voices in STEM](#) by Sam Teplitzky and Lisa Ngo
- **Related:** To support efforts to retain underrepresented groups, continue providing e-reserves; consider investment in OER.

9. Increase transparency in how we acquire materials in our special collections.

- Brief Reason: Certain special collections in the past may have been acquired under dubious, and sometimes unethical, circumstances. This should be made clear to our users. Any compensation or repatriation to groups of people these materials were taken from should also be made apparent to the public. We should also put some of our rare materials in context to how they may be viewed today vs when they were created or obtained.
- Groups Involved: Bancroft, EAL, curators, UL, AULs, library leadership, librarians

Draft Communications and Outreach Plan

As stated above, Diversity, Equity, Inclusion, Belonging, and Justice is an ideal that the UC Berkeley campus has been trying to embrace for the last several years. The CSC Working Group on DEIBJ in Collections was charged with developing and recommending potential strategies, projects, and initiatives the Library can undertake to better incorporate ideals of DEIBJ into current and future collection development work. This work will better support UCB's outstanding teaching, research, and learning, as well as other work within and beyond these areas. The Working Group has identified several key stakeholders and partners to help us communicate our plans and better engage our constituencies. We want to recognize that this type of communication work centers on relationship building rather than just an occasional email and check-in. We have also drafted a timeline for this plan starting from when the report and communication plan are accepted. We also recommend documenting our communication efforts for succession planning to avoid "institutional amnesia." As of Fall 2022, this draft communication plan and *ambitious* timeline has not been approved by the Library Cabinet and none of these recommended actions should be taken until approved.

Internal Stakeholders

- Selectors/Liaisons
- Library Staff
- CSC
- Divisions
- Library Development
- Library Equity and Inclusion Standing Committee
- Affiliated Libraries
- LAUC-B

Sample List of External Stakeholders (campus)

- Faculty
 - [Academic Senate-LIBR](#)
- Students (student-run)
 - ASUC
 - [Student organizations](#)
 - [Underrepresented Researchers of Color](#)
- Campus spaces and initiatives (student-focused)
 - [Council on Students of Color and Multicultural Engagement](#)
 - [Centers for Educational Justice & Community Engagement](#)
 - [Gender Equity Resource Center](#)
 - [Bridges Multicultural Resource Center](#)
 - [Multicultural Community Center](#)

- [Disabled Students' Program](#)
- [Undocumented Studfzents Program](#)
- Campus staff
 - [Staff organizations](#)
- Campus administration
 - [Office of Faculty Equity and Welfare](#)
 - [Restorative Justice Center](#)
 - [Division of Equity and Inclusion](#)
 - [Centers for Educational Justice & Community Engagement](#)
 - [Disabled Students Program](#)
- Campus research groups
 - [Center for Race & Gender](#)
 - [Othering & Belonging Institute](#)

Sample List of External Stakeholders (non-campus)

- Alumni
- Donors
- General public

Partners in Communication

- Library Communications
 - Library Social Media
 - Library Website
 - Library Newsletter
- Selector/Liaisons
- Library Development
- Library Equity and Inclusion Standing Committee
- Library Staff
- Possibly some of the organizations above
 - Ask to include information about our partnership in their newsletter
- LAUC-B
- Instruction Division

Potential Timeline after Report and Communication Plan are Accepted and Adopted

- Within Three Months
 - Library Town Hall
 - Report presented to Library staff. Does not have to be the full event.
 - Followed by drop-in sessions with AUL for Scholarly Resources and members of the WG.
 - WG/CSC meeting with the Equity and Inclusion Standing Committee
 - Discuss the report and how the EISC can help support it.
 - UL discusses initiative with LIBR

- Selector/liaison/instructors plan to include information about initiatives in communications with faculty, may mention in classes if relevant
 - CSC develops email templates for use by selector/liaisons
- Library staff members participating in [UCB Staff Organizations](#) encouraged to share information about this work
- LibComm publishes a story about the initiative(s) to the website and social media. Aids in distributing information to centers and other organizations on campus.
- Ask staff to add something to their email footers
- CSC develops a user survey for initial data gathering on diversity of collections for benchmarking. The library may partner with UCUES (Undergraduate Experience Survey) or other campus organizations to administer the surveys to our academic community. The goal of this survey would be a temperature check for comparison later.
- Encourage Library Staff to sign up for campus DEIBJ email newsletters and listservs from the campus.
- Within Six Months
 - UL offers a followup/update of the initiative with LIBR
 - LibComm engages with the DailyCal on a story?
 - Public forum?
 - Selector/liaison/instructors incorporate DEIBJ initiatives into communications with faculty, may mention in classes if relevant
 - CSC develops information for SLE's to share with organizations they are involved with
- Within Twelve Months
 - Library Town Hall event
 - Update on the work done in this area
 - LibComm publishes an update on the initiative
 - Second meeting of CSC and Equity and Inclusion Standing Committee
 - Library Annual Report has a section on DEIBJ initiatives highlighting work done in this area
 - Survey library users on issues in DEIBJ that we may be missing or need to further investigate
 - May partner with a campus organization (UCUES or similar) as one way to gather this information
- Every Six Months After Initial Year
 - Selector/liaison/instructors communicate DEIBJ initiatives with faculty
 - LibComm publishes a story highlighting work done in this area
 - CSC and Equity and Inclusion Standing Committee meet
- Once A Year After
 - CSC, Equity and Inclusion Standing Committee, LAUC-B Committee on Diversity sponsor an event showcasing work done in DEIBJ in Collections. May include other related Library DEIBJ work.

- Part of a Town Hall event highlighting work done in this area
- UL provides an update to LIBR
- Library staff members participating in [UCB Staff Organizations](#) encouraged to share
- CSC updates and provides information to SLE's to share with organizations they are involved with
- 3 years after
 - Survey
 - Fliers with QR codes
 - Assessment (developed by CSC)

Appendix 1: Working Group Charge

CSC EID Working Group Charge

Background

During the summer of 2020, a period marked by deep civil unrest in our country, the [UC Berkeley Library assessed](#) how to address racism and racial justice within our workplace and as a service organization in support of the UC Berkeley Library users. The historical roots of white supremacy and colonialism in the state of California impacted the development of the state's universities and continue to permeate through nearly every aspect of our institutions, including our infrastructure; admission processes; meeting culture; and our library collections. In an initial step to address our role, the library established the [Task Force on Racial Justice](#) (TFRJ), which was charged with developing a set of recommendations to address racism that affects our library's workplace culture and issues that affect our users. Since summer of 2020 and the development of the TFRJ, Collection Services Council has held several focused conversations on how issues of [equity, inclusion, and diversity \(EID\)](#) could be better incorporated into collection development and management practices within the Library. In order to develop recommendations for policy and action, Collection Services Council is developing a CSC EID Working Group.

Additionally, the development of this working group is particularly timely with the growing campus commitment to continue and increase support of diverse enrollment and curriculum, including [UCB's goal of becoming a Hispanic Serving Institution](#). Collection Services Council provides a forum for those working in Library collections to engage in articulating a strategy to align with campus.

Scope

This working group will primarily focus on how to better incorporate and operationalize EID and its inter-related concepts which include equity, diversity, inclusion, belonging, accessibility, anti-racism and social justice as it pertains to marginalized groups within the United States into Berkeley Library scholarly resource collecting strategies and practices--international and area studies may be included as they relate to issues within the U.S. Currently there is a subgroup of the [TFRJ](#) working on the EID related collection development analysis and recommendations as it relates to Area Studies. Since these issues of EID affect all libraries on campus, from Main to Bancroft, EAL, and the Affiliated Libraries, the working group should include all campus library perspectives within its work.

It is critical that the working group take a holistic high level view in their exploration and strategy recommendations in achieving the deliverables outlined below. Consultation with other key

Library stakeholders will be necessary to attain a holistic viewpoint to encompass necessary background for achieving deliverables. The definitions and internal and external communications and accessibility review recommendations are foundational for Collection Services Council and Collection Development Leadership Group future EID discussions.

What's out of scope for working group:

- Not charged with coming up with specific disciplinary recommendations/strategies
- Analysis and recommendations specifically pertaining to Area Studies since there is another TFRJ sub-group tackling this and will share recommendations with this working group
- Do not need to focus on the how the recommendations will be accomplished or who or what group will be asked to address this, that is a part of the future discussion as recommendations are discussed and prioritized as next steps

Deliverables and Timeline

Over the next six months, the working group will provide three main deliverables. These will form three pillars which will inform our strategy for better incorporating EID issues into collection development practices across the whole library.

1. First Task: Defining [Equity, Inclusion, and Diversity](#). In its first six weeks, beginning January 15, 2022, the group will define EID in collections to include the various definitions and concepts from the broader DEIBJA perspectives. This should involve wide reaching conversations in all the [subject councils](#) and within divisions, as well as within CSC. Sources of information to consider include definitions of EID from [UCOP](#), [UC-CORO](#), [SCLG](#), [UCB](#), [ALA](#), [ACRL](#), [SAA](#), [RBMS](#), etc. Other relevant sources may also be considered. Given that these conversations are evolving, the working group will also recommend the appropriate term (EDI/DEI/EID) for the Library that is consistent with other divisions across campus. Defining EID is critical for messaging in collection statements and to vendors as well as to external and internal stakeholders. The definition will build on work already done by CSC:
 - a. [CSC DEIBJ Discussion Notes and Word Clouds](#) (May 2021 Activity Notes)
 - b. [CSC Deeper Dive into DEIBJ](#) (June 2021 Activity Notes)
2. Second Task: Plan Development to engage Stakeholders (March 1-May 1, 2022). In this phase of the project, the group will develop and propose a communication plan for internal and external stakeholders in order to inform the group's recommendations for library collections (phase 3). The group will determine the necessary stakeholders to consult, who should do outreach (e.g., the working group, liaisons, library leadership), guidelines and templates for conducting outreach, and a timeline for outreach. Topics for outreach may include:
 - a. What does EID mean to these stakeholders?
 - b. How have curricula evolved, if it all, to address EID?

- c. How have research agendas evolved, if at all, to address EID?
 - d. In what ways has student interest in EID changed, if at all?
 - e. How might library collections better support EID for teaching and research?
- Once a communication plan and strategy has been developed, the group will share its recommendations with CSC, CDLG, and Cabinet for approval.
3. Final Task: Recommendations for moving forward (May 1-July 1, 2022). CSC recognizes that since EID work is broad and touches many areas of the Library, no one working group can be expected to resolve everything. The final task of this working group will be to develop a preliminary list of recommendations for further areas of investigation and implementation. This list could include such tasks as developing a framework for a community of practice around EID issues in collections, potential policy updates as well as new policies, and potential longer term recommendations to continue this work. The committee is also encouraged to recommend ideas that can be put into practice relatively quickly as well as ideas, issues, and questions for potential future working groups to delve deeper or would take longer to implement.

Membership

We aim for subject division representation based on the council structure, one representative from each: AHD, SSD, Sciences, and CSC, and will include members and non-librarian staff from outside CSC. Librarians from the Ethnic Studies Library will also be invited to participate. Members of this working group will be responsible for communicating with their councils, including providing updates and gathering feedback on the work of the group, and reaching out to others with expertise in the Library on a consultative basis.

Expectations of membership commitment

- Regular communication with their councils, including providing updates and gathering feedback during the work of the group.
- Reaching out to others with expertise in the Library on a consultative basis

Process to set membership: A call will be sent to council chairs. They will be asked for the council to choose one member to serve on this working group by late December/early January. The member could be a librarian or non-librarian, but they should work with collections. The person chosen does not have to be a current CSC member.

Sciences Council- Kristen Greenland
 Arts and Humanities- Naomi Shiraishi
 Social Sciences Council- Jim Church
 TFRJ and CSC member- Jesse Silva (chair)
 Ethnic Studies Library- Sine Hwang Jensen
 At large (2 members)- Becky Miller and Scott Peterson

Appendix 2: Sources Consulted and Recommended Readings

In addition to the sources linked from the Working Group's Charge, the working group also consulted the following sources.

- Jan 24, 2022 CalMessages email and later messages have used the phrase DEIBJ
- Work at other Universities
 - [Creating a Social Justice Mindset: Diversity, Inclusion, and Social Justice in the Collections Directorate of the MIT Libraries](#)
- Academic articles and definitions
 - Hudson, David James. "On 'Diversity' as Anti-Racism in Library and Information Studies: A Critique." *Journal of critical library and information studies* 1, no. 1 (2017).
<http://journals.litwinbooks.com/index.php/jclis/article/view/6>
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<https://files.eric.ed.gov/fulltext/ED578189.pdf#page=158>
 - [JMM's response to LAUC-B Survey](#)
 - [LAUC-B Survey results](#)
 - Mitchell, Nick. "Diversity." *Keywords for African American Studies*, edited by Erica R. Edwards et al., vol. 8, NYU Press, 2018, pp. 68–74,
<http://www.jstor.org/stable/j.ctvwrn5v9.17>.
 - Melamed, J. (2014). Diversity. In B. Burgett, & G. Hendler (Eds.), *Keywords for American cultural studies* (2nd ed.). New York University Press. Credo Reference:
<https://libproxy.berkeley.edu/login?url=https%3A%2F%2Fsearch.credoreference.com%2Fcontent%2Fentry%2Fnyupacs%2Fdiversity%2F0%3FinstitutionId%3D505>
 - Lori M. Jahnke, Kyle Tanaka, and Christopher A. Palazzolo (2022). "[Ideology, Policy, and Practice: Structural Barriers to Collections Diversity in Research and College Libraries](#)"

Collections Services Council's DEIBJ Reading List (some may be duplicated above)

- Creating a Social Justice Mindset: Diversity, Inclusion, and Social Justice in the Collections Directorate of the MIT Libraries <https://dspace.mit.edu/handle/1721.1/108771>
- Duke University's Increasing Inclusion in New and Noteworthy [Charge](#) and [Final Report](#)
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- Landes, J. & Espley, R. (2019). *Radical Collections: Re-examining the roots of collections, practices and information professions*. London: University of London Press. doi:10.14296/1218.9781913002015. Retrieved from https://humanities-digital-library.org/index.php/hdl/catalog/book/radical_collections
- Video: When White Libraries Happened to Black Collections: Pathways from Marginalization to Elevation: https://vod.video.cornell.edu/media/Cornell+University+Library%2C+Rare+and+Distinctive+Collections+%28RAD%29+HourA+When+WHITE+Libraries+Happen+to+BLACK+Rare+%26+Distinctive+CollectionsA+Finding+Pathways+from+Marginalization+to+Narrative+s+of+Emp/1_sy6plfuq
- How Using GOBI Helps Libraries Find Diversity, Inclusion and Social Justice Content: <https://www.ebsco.com/blogs/ebscopost/how-using-gobir-helps-libraries-find-diversity-inclusion-and-social-justice-content>
- Leung, Sofia Y., and López-McKnight Jorge R. *Knowledge Justice: Disrupting Library and Information Science through Critical Race Theory*. The MIT Press, 2021. https://search.library.berkeley.edu/permalink/01UCS_BER/s4lks2/cdi_askewsholts_vlebo oks_9780262363204
- Many other readings on white supremacy in libraries are linked from this page: <https://www.library.wisc.edu/gwslibrarian/bibliographies/disrupting-whiteness-in-libraries/>
- Many readings on the subject of neutrality in conservation, museums, libraries. Resource Guide: [Conservation Is Not Neutral: Emotion and Bias in Our Work. Compiled by Caitlin Richeson \(2021\)](#)