



Equity, Diversity, and Inclusion (EDI) in Collection Development Practices in STEMM: What does it look like?

2024 Acquisitions Institute

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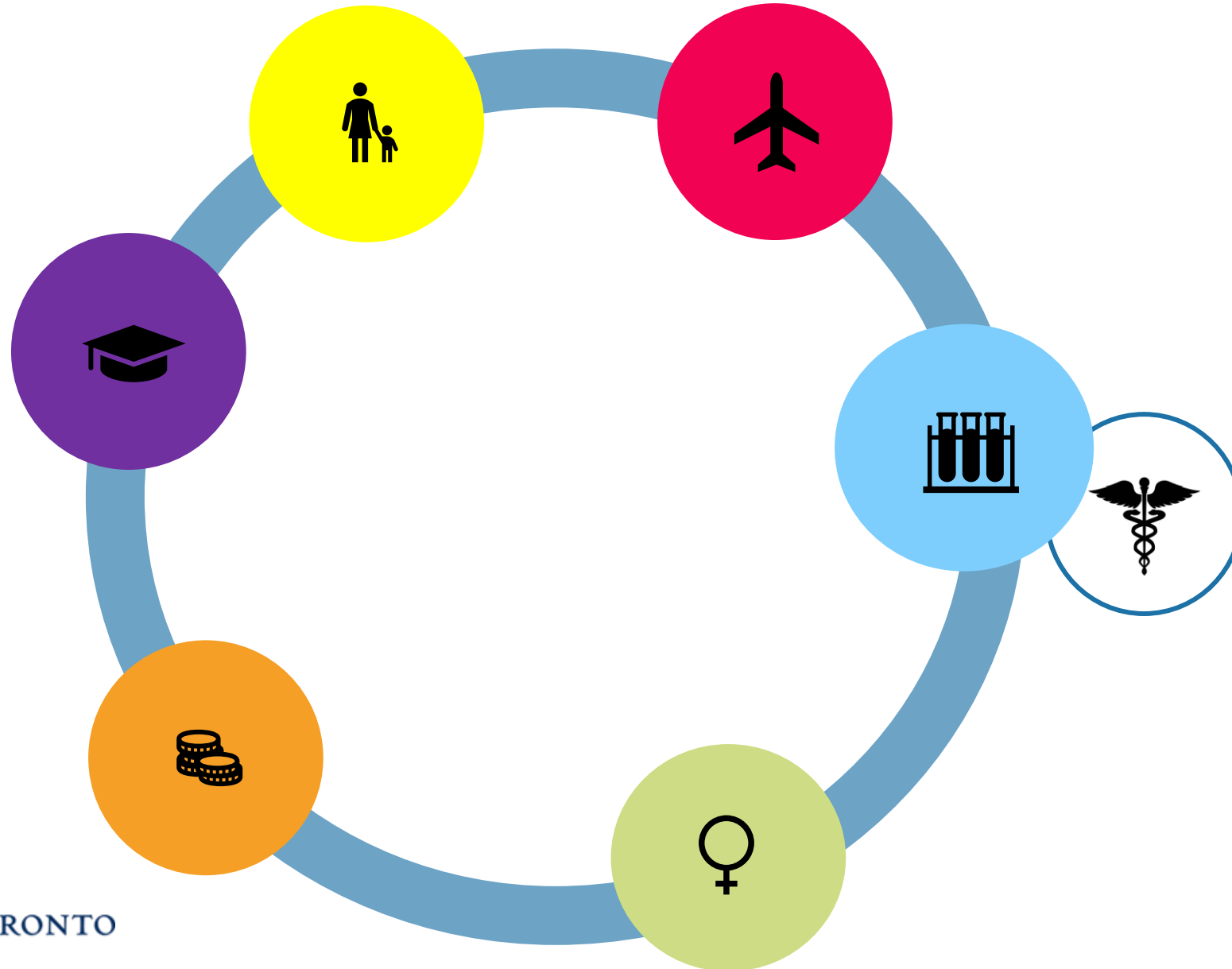


UNIVERSITY OF TORONTO
LIBRARIES

Land Acknowledgement

I wish to acknowledge the land on which the University of Toronto operates, and I work. For thousands of years it has been the traditional land of the Huron-Wendat, the Seneca, and the Mississaugas of the Credit. Today, this meeting place is still the home to many Indigenous people from across Turtle Island, and I am grateful to have the opportunity to work on this land as a relatively new settler.

Positionality Statement



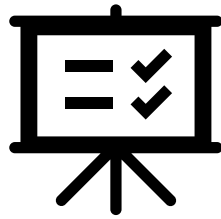
Disciplinary Differences

What is different about STEMM?



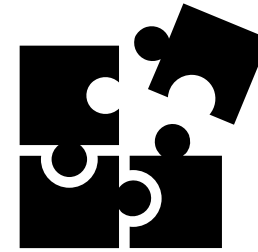
Based on
experimentation

Requires \$/grants
Connections with
a lab/Institution



Scientific
methods

Usually
factual but
still prone to
mistakes!



Built on
cumulative body
of knowledge

Access is
vital



?

Anything else?

• EDI-related activities in Collection Development •

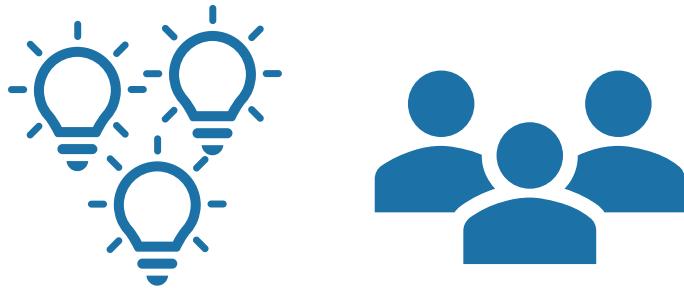
- Diversifying by authors (race, gender, sexual identity)
- Focusing on different publishers, languages, or geographical locations
- Decolonizing metadata
- Incorporating the Indigenous way of knowing or engaging user communities or community advisory groups
- Compliance with accessibility requirements
- And ?

Research Question

Where should academic libraries focus their EDI efforts in Collection Development (CD) practices in STEMM areas while acknowledging the complexity and multidimensional aspect of EDI?

e-Delphi Technique

Round I: Generate Ideas



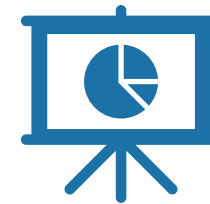
Round II: Answer questions and explain responses



Round III: Review summary and change answers

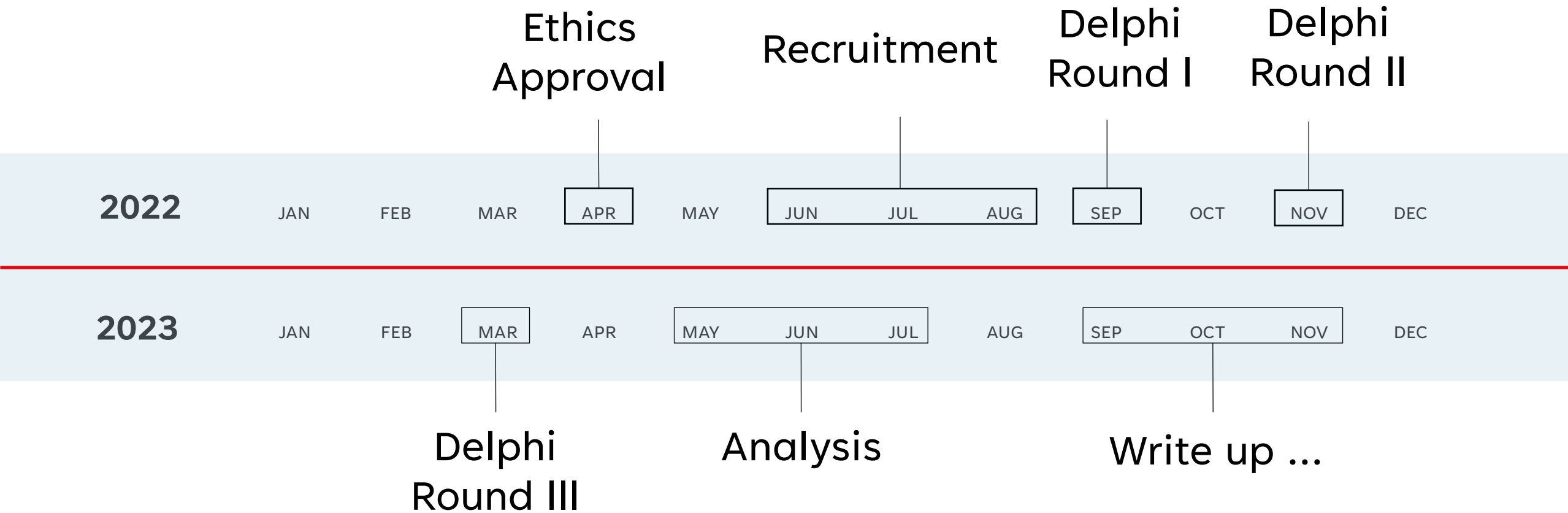


Scoring & Analysis



What was the consensus?

Timeline



Recruitment

Participants inclusion criteria:

- Experience working in an academic/research library institute, preferably in a STEMM area.
- 18 years old or older
- Fluent in English

Invitations sent to local and international library listservs:

- CAUL
- IFLA -Science and Technology Libraries Section
- IFLA- Health and Biosciences Libraries Section
- ACRL - Science and Technology Section
- LIS-DECOLONISE

Round I questionnaire

1. In your experience, what areas in Science, Technology, Engineering, Math, and Medicine (STEMM) library collections should Equity, Diversity, and Inclusion (EDI) be considered?
2. In your opinion, what are the main factors influencing biases in library collection development in STEMM?
3. In which STEMM discipline(s) is the most challenging to achieve an EDI collection and why?
4. Additional comments

Used Welpi, an online survey platform for this study.

Round II & III questionnaire

Six ranking questions (with 3 to 24 options)

- Questions 1 to 4 asked for main factors influencing biases in 4 areas (*based on Round I*)
- Question 5 asked to rank the top 10 most impactful areas EDI consideration in STEMM library collections
- Question 6 asked to rank the top 3 STEMM disciplines that are the most challenging in addressing EDI in collection practices

Findings

Geographical Location of Participants	Round 1 (N=13)	Round 2 (N=11)	Round 3 (N=10)
Canada	1	1	1
United States	6	6	5
UK	2	2	2
Africa	3	2	2
Middle East	1	0	0



Findings

Participants Years of Experience	Round 1 (N=13)	Round 2 (N=11)	Round 3 (N=10)
Less than one year	1	1	1
1 to 5 Years	0	0	0
6 to 10 Years	3	3	3
Over 10 Years	5	5	4
Did not Answer	4	2	2



Findings from Round I

What are the 4 main factors influencing biases in library collection development in STEMM?

1. Higher education
2. Scientific research activities
3. Scholarly communications & publishing
4. Librarianship & library practices

Now, it is your turn!

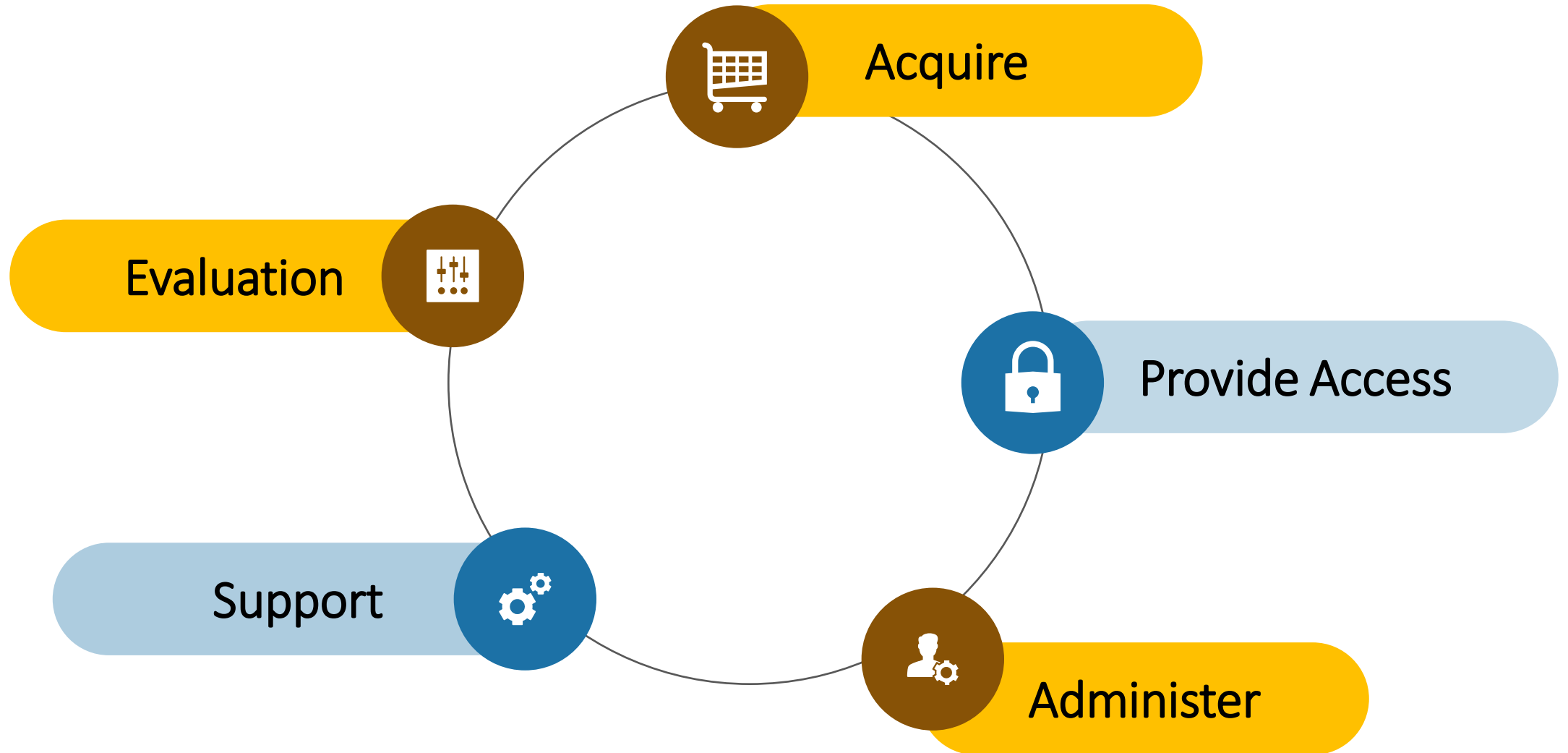
In your opinion, what are the five most impactful actions that libraries can take to build STEMM collections that incorporate principles of Equity, Diversity, and Inclusion (EDI)?

1. Rank the statements from 1 (the most important) to 5 (the least important).
2. To see the options:
 - a) Visit your handout; or
 - b) Visit <https://forms.office.com/r/eRJn3iwbug> ;
or
 - c) Scan the QRCode

Top 5 most impactful areas of EDI
consideration in STEMM library
collections



e-Resource Life Cycle



(Pesch, 2009)

Proposed EDI Framework

based on highly ranked areas



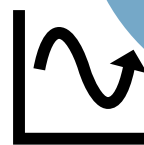
1. Acquire

- Publishers
- Content
- Current Limitations



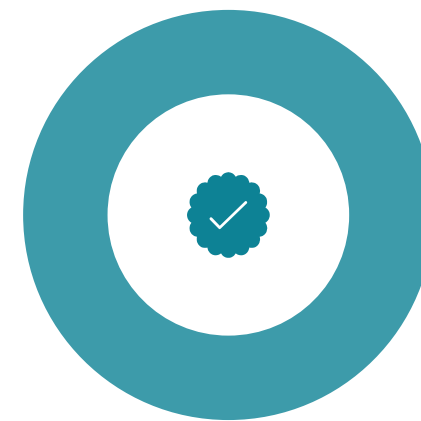
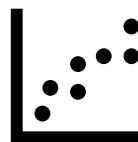
2. Provide Access

- Open Science
- Accessibility



3. Collection Assessment

- Data driven approach



4. Overall Collection Activities

- Policy
- Guidance & PD

1.1 Enhance collaboration with publishers committed to equitable and transparent scholarly communication, diverse authorship, and social good

1.2 Address the limitations of algorithmic purchasing and approval plans

- [UTL Collection Diversity Plan](#)

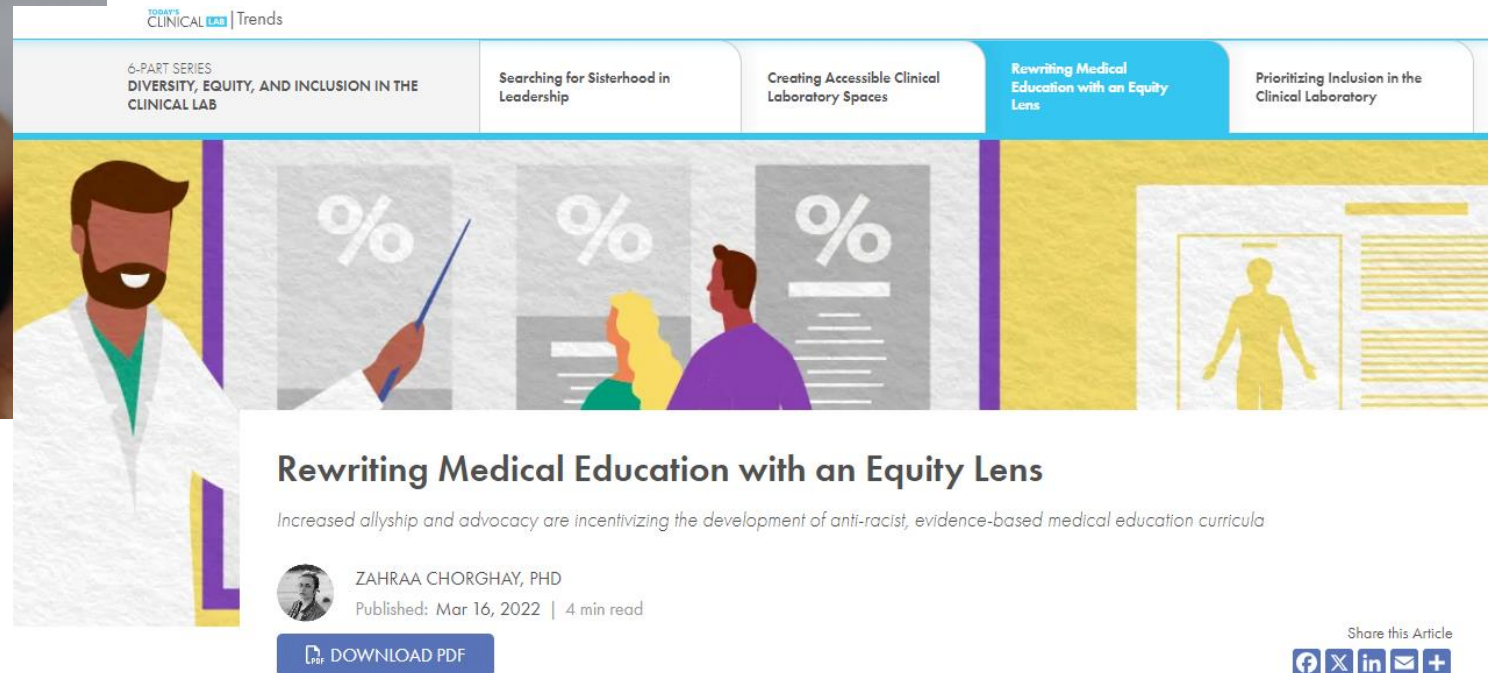
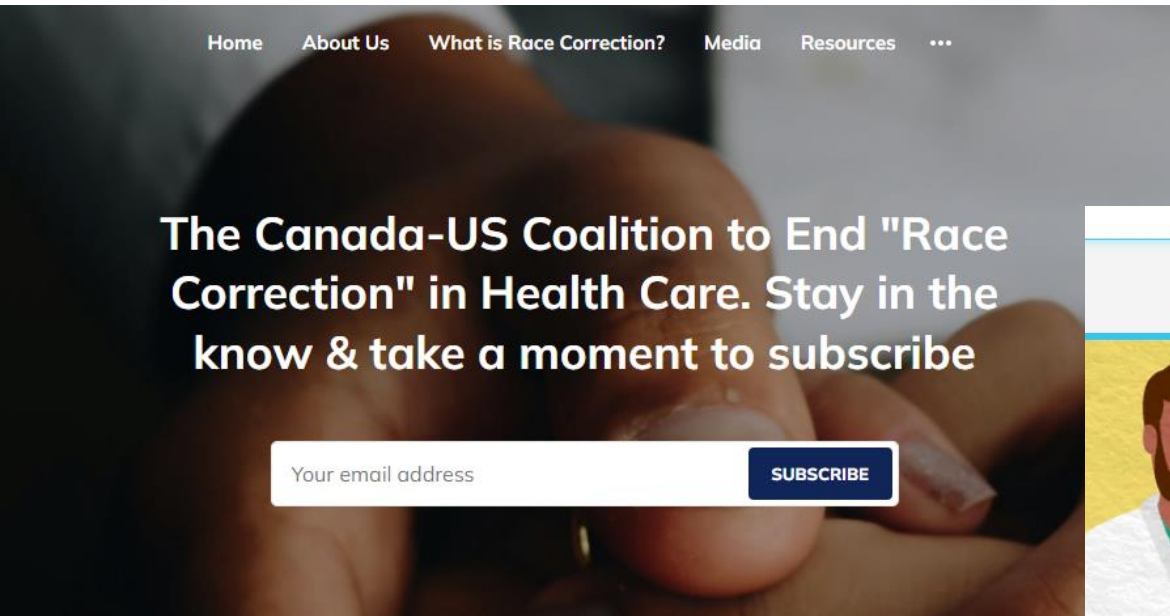
1.3 Focus on interdisciplinary & multidisciplinary content

- Social issues in computer sciences
- Medical humanities

1.4 Invest in diversity initiatives in STEMM areas

Acquire

1.4 Invest in diversity initiatives in STEMM areas



Acquire

1

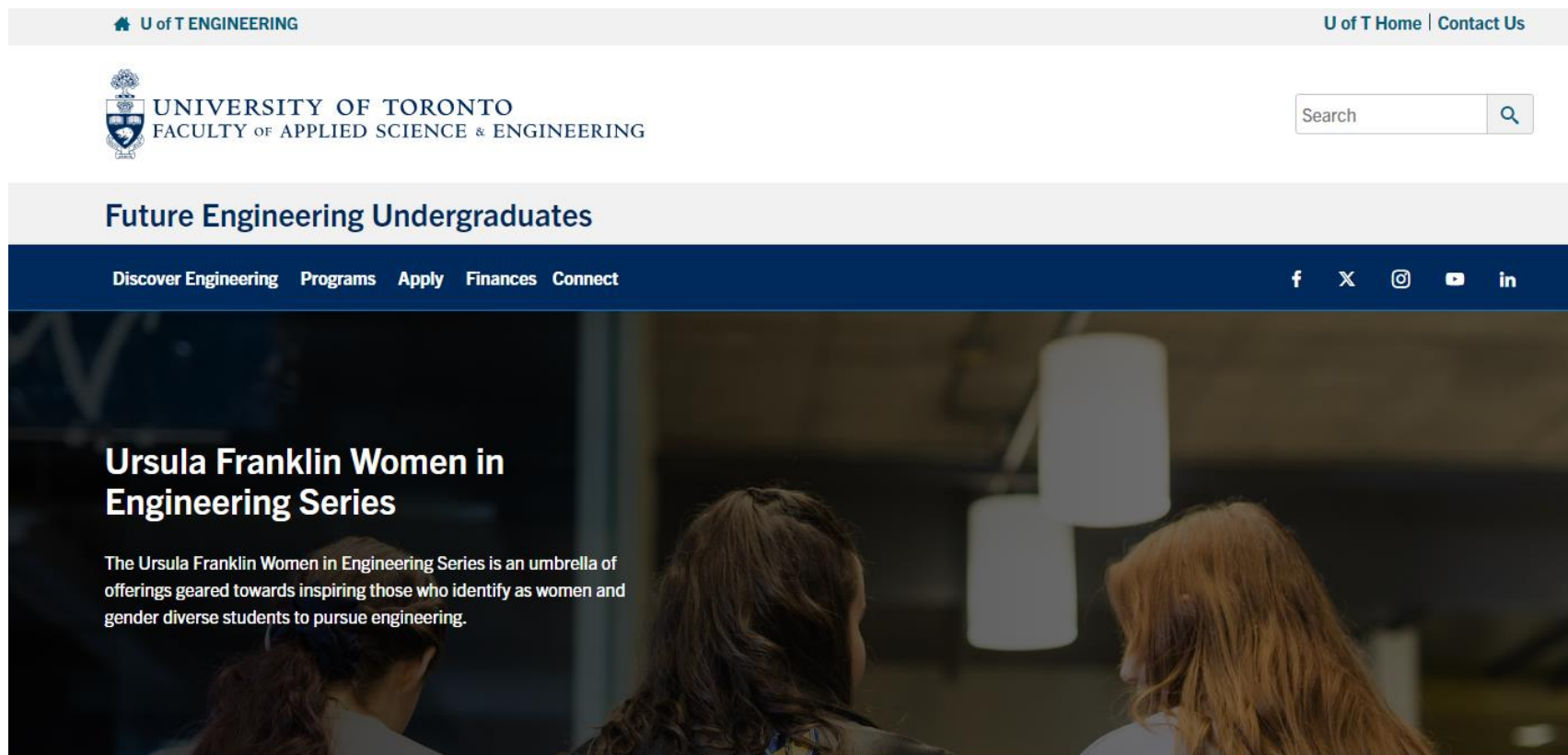
1.4 Invest in diversity initiatives in STEMM areas



1

Acquire

1.4 Invest in diversity initiatives in STEMM areas



U of T Engineering's Commitment

We are committed to fostering an environment in which each member of our community can excel, contribute and benefit from different perspectives. Attracting students, staff, and faculty from a wide range of backgrounds, we leverage all forms of diversity to promote inclusivity and create opportunities to experience working collaboratively across cultures. We aim to build a community that reflects the society we serve.

37%

Overall proportion of women students at U of T Engineering, including 38.9% of undergraduates and 32.2% of graduate students. For the past seven years, our first-year class has been near or above 40% women.

2.1 Invest in equitable and sustainable open access models that foster open science

- Equitable access to research outputs (articles, data, etc.)
- Equitable participation
- Equitable representation
- Sustainable CD practices and scholarly communication

2.2 Enhance accessibility of materials, particularly digital content

3.1 Focus on collection EDI data for assessment and decision-making

- Establish baseline(s)
- Define what success means to you

4.1 Development of an intentional EDI collection policy

4.2 Create ongoing guidance and PD for staff

- [UTL Collection Diversity Plan](#)
- Mohawk Language training

4.3 Augment organizational values around collection work

Anti-Oppressive Mindset



Your partners are:
Knowledge creators
Knowledge consumers
Global society

Limitations

- Limitations of e-Delphi technique as a methodology
- Virtual e-Delphi technique
- More diverse group of experts in terms of personal and professional background
- Study medicine separately

Next Steps

Conduct the study using the same methodology by engaging faculty and scholars as expert panel

• Acknowledgement •

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Thank you!

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