



Diversity Literary Awards; A Tool for Assessing an Academic Library's Collection

Journal:	<i>Collection Management</i>
Manuscript ID	WCOL-2019-0018.R2
Manuscript Type:	Original Article
Keywords:	collection assessment, collection diversity, diversity literary awards, academic libraries

SCHOLARONE™
Manuscripts

Diversity Literary Awards: A Tool for Assessing an Academic Library's Collection

Laurel Kristick, Collection Assessment Librarian at Oregon State University,

laurel.kristick@oregonstate.edu; ORCID <https://orcid.org/0000-0002-9331-4644>;

Facebook: <https://www.facebook.com/kristick>; Twitter: @lkristick

For Peer Review Only

Abstract

Diversity literary awards and other sources were used to create a list of high-quality titles written by and about underrepresented groups. This list was used to assess the diversity and inclusiveness of the library collections of a land-grant university in the Pacific Northwest and compare it to peer institutions. Gaps in the collection and acquisition processes were identified and will be used to improve the processes to increase the number of diverse titles added to the library's collections.

Keywords: Collection assessment; Collection diversity; Diversity literary awards; Academic libraries

Word count: 2532

INTRODUCTION

Oregon State University (OSU) is a land, sea, space, and sun grant institution located in Corvallis, Oregon, USA. OSU has 32,000 students located on two campuses and online through Ecampus. OSU has 11 colleges, 14 experiment stations, 36 Extension offices, and over 200 academic programs, with signature areas in sustainable earth science, human health and wellness, and economic growth and social progress.

According to the US Census Bureau, Oregon is 75% white alone, not Hispanic or Latino (US Census Bureau 2018). This is reflected in the OSU student population, where over half of the graduate and undergraduate students are from Oregon, 12% are international students, and 25% are students of color (Oregon State University 2019). OSU embraces diversity and encourages inclusion. On December 7, 2015, University President Ed Ray announced the creation of the Office of Institutional Diversity to intensify the focus on attaining goals related to diversity, equity, inclusion and social justice at Oregon State University.

To improve the diversity and inclusiveness of the university, OSU has academic programs and Cultural Centers for underrepresented groups. The academic programs are in ethnic studies and gender studies. The ethnic studies program is B.A. program, and gender studies has B.A., M.A. and PhD programs. The seven Cultural Centers on campus support and celebrate the diversity of the students: Asian and Pacific Cultural Center, Centro Cultural Cesar Chavez: (Chicano/Latino/Hispanic cultures), Ettihad Cultural Center (central Asia, southwestern Asia and northern Africa), Lonnie B. Harris Black Cultural Center, Native American Longhouse Eena Haws, Pride Center (LGBTQ+), and the Women's Center.

OSU Libraries and Press (OSULP) has a strong commitment to diversity, equity and inclusion. Support of diversity, equity and inclusion is part of all librarian position descriptions and are part of all position searches. The OSULP Special Collections and Archives Center

1
2
3 (SCARC) collections include the Oregon Multicultural Archives and the OSU Queer Archives.
4
5 (Special Collections & Archives Research Center 2019).
6

7
8 OSULP created a Diversity Scholars Program for students pursuing a MLIS degree with a
9
10 particular emphasis on providing pathways for underrepresented students into library and
11
12 archives careers (Oregon State University Libraries and Press 2019). Groups underrepresented in
13
14 librarianship may include, but are not limited to first-generation college student, low-income,
15
16 LGBTQ+, students of color, veterans, transfer students, and students with disabilities.
17

18
19 OSULP collections traditionally focus on science, technology, engineering, and medical
20
21 (STEM) subjects, and in the past has not focused on diversity. Underrepresentation is a serious
22
23 issue in STEM fields, but the assessment method described here does not provide a way to
24
25 determine if an author is from an underrepresented group in STEM. The university's and
26
27 library's increased commitment to diversity means the collection also needs to address the
28
29 diversity and inclusion needs of the campus. To date, we have not had a good understanding of
30
31 how well the collection meets those needs.
32
33
34
35
36
37

38 **LITERATURE REVIEW**

39
40 There is a growing interest in diversity and inclusion in academic library collections. An essay
41
42 by Morales, Knowles and Bourg emphasized the importance of collecting resources by and about
43
44 underrepresented books and argued, "patron-driven acquisition programs and circulation data
45
46 alone will almost certainly result in a less diverse collection" (Morales, Knowles and Bourg
47
48 2014). In a recent article, Rachel Blume described a project at the University of Utah to evaluate
49
50 the discipline coverage of demand-driven acquisition programs (DDA) and determined that the
51
52
53
54
55
56
57
58
59

1
2
3 DDA is skewed towards specific subjects and a few high-demand users. She identified a need for
4 intentional book assessments and purchases. (Blume 2019).
5
6

7
8 There have been relatively few articles or books published on methods for assessing the
9 diversity of academic library collections. Dawson (1996) used bibliographies to assess their
10 collections for Hispanic titles, and Delaney-Lehman (1994) reviewed *Books for College*
11 *Libraries* for gender diversity, but the bibliographies used for their research are now dated.
12
13 Ciszek and Young (2010) at Pennsylvania State University published an article on a
14 comprehensive assessment project on diversity-(Ciszek and Young 2010). They explored
15 circulation statistics, Worldcat Collection Analysis, standard bibliographies, focus groups, patron
16 interviews, surveys, stewardship letters and a diversity collection development statement. The
17 appendix included a list of standard bibliographies and core lists dated 1986-2005, which is now
18 dated.
19
20
21
22
23
24
25
26
27
28
29

30
31 David Alexander's 2013 article on collection development to support Native American
32 studies programs addressed some of the issues related to building a diverse and inclusive
33 collection. This article identified two key concepts that was not addressed in the other articles:
34 endogeneity and exogeneity. Endogeneity refers to research on a group by researchers who are members
35 of the group, and exogeneity refers to research on a group by researchers who are outside the
36 group. This is an intriguing concept, but most metadata about library materials do not include the
37 author's self-identification to a particular group. Alexander recommends that collection
38 development librarians should explore university presses with an established record for
39 publishing scholarship in the relevant field and watch smaller regional presses for relevant
40 materials.
41
42
43
44
45
46
47
48
49
50
51
52
53
54
55
56
57
58
59
60

METHODOLOGY

To address the race, ethnicity, gender, sexuality, or other elements of authors, I decided to use book awards that focus on specific types of authors. Being award winners, they are also more likely to be quality titles. The Cultural Centers at OSU were the starting point for identifying the groups to be included under the diversity umbrella. The OSULP Diversity Scholars Program highlighted disability as another area of focus for inclusion and equity. While OSU supports students with disabilities through the Disability Access Services office, there is not a Cultural Center associated with those students. To generate a bibliography of titles to compare to collections, I searched for diversity-related awards. To begin, I selected the American Library Association (ALA) diversity-related awards. Next, a Google search found a LibGuide on diversity literary awards (University of Toledo Libraries 2018). Finally, I performed a Google search for literary awards for specific groups. OSULP does not collect children or young adult materials, so I excluded awards that are exclusively for those audiences. This process identified twenty-two diversity awards. See Table 1 for the book awards used for this project. I chose diversity book awards for the assessment as they focus on books by and about underrepresented groups and are selected by organizations with an interest in and knowledge of the groups. This focus on diverse authors addresses the endogeneity and exogeneity issues related to diverse content.

Table 1. Diversity Awards

I loaded the award winners and honorable mentions for each award into an Excel spreadsheet. These awards cover fiction, poetry, and nonfiction. The nonfiction titles are mostly biographies, memoirs, history, and social science topics, and do not adequately address underrepresented authors in STEM fields.

These awards covered all groups reasonably well except for disability, as the awards are relatively new and have few titles to date. To supplement the number of titles on disability, I added the titles listed in the contributors section of *The Disability Studies Reader* (Davis 2017) and *Keywords for Disability Studies* (Adams, Reiss and Serlin 2015).

1
2
3 Finally, in the course of identifying relevant book awards, an intersectional annotated
4 bibliography that covered works on GLBT Latinos and Latinas (Walker 2015) was uncovered,
5
6 and the books on that list were included in the final bibliography.
7
8
9

10 These sources produced a list of 2,408 titles. I first searched the titles in OCLC Worldcat
11 to confirm the author and title and get the OCLC number and ISBN numbers. The citations were
12 loaded into Endnote. While this list included books less likely to be purchased by an academic
13 institution (e.g., romances, mysteries, erotica), I included them as academic libraries acquire such
14 titles for reading collections or to support academic programs.
15
16
17
18
19
20

21 I then searched the ISBN in the OSULP library catalog to determine which titles were in
22 OSULP's print and electronic collections. If the title was not found by ISBN, I searched by
23 author/title.
24
25
26
27

28 The publishers of the titles were organized into four groups: Big Five publishers,
29 academic/scholarly presses, independent publishers, and self-published titles. I added this step as
30 multiple authors in the literature review emphasized that independent and academic presses were
31 a key resource for finding diverse authors.
32
33
34
35
36
37

38 The OSU list of peer institutions (Oregon State University Office of Institutional
39 Research 2015) identified the libraries I used for the peer comparison. These peers are also land
40 grant universities with a strong science/engineering focus. The libraries have similar collections
41 and use similar acquisition methods.
42
43
44
45
46

47 I searched ISBNs in OCLC Worldcat to determine the number of titles each peer
48 institution held. For older titles, I used the Library of Congress Control Number (LCCN). For the
49 few titles without ISBN or LCCN numbers, I executed an author/title search. For the peer
50
51
52
53
54
55
56
57
58
59
60

1
2
3 comparison, OCLC numbers were not used because libraries could hold different formats of the
4 same title (paperback, hardbound, or electronic).
5
6

7
8 This entire process took several months. The longest part of the process was creating the
9 bibliography from each book award site. Most book awards do not include ISBNs on their
10 websites, and there were a small number of errors in the author or title information that needed
11 correction.
12
13
14
15

16 17 18 **RESULTS**

19
20 The vast majority of the 2,408 award winning titles were published by Scholarly/University,
21 Independent, and Big Five publishers. The Big Five publishers (Hachette, HarperCollins,
22 MacMillan, Penguin Random House, and Simon & Schuster) published 811 of the titles (34%).
23
24 Independent presses produced 781 award winners, across 301 publishers, with 110 presses
25 having a single award (32%). Scholarly and university presses published 721 award winners
26 across 117 publishers (30%). The remaining 95 award winners (4%) were self-published titles.
27
28
29
30
31
32
33

34
35 Table 2. Summary of Publisher Types and Number of Titles
36
37
38

39 The number of independent presses with a single title on the list highlights the difficulty
40 of collecting these titles using any publisher-based approval plans such as OSULP uses. OSULP
41 uses the book vendor YBP for selection of most titles for the collection, with an approval plan
42 for print titles and a patron driven acquisition (PDA) program for electronic books. A lack of
43 staffing at OSULP prevents extensive librarian selection of materials, so faculty and student
44 recommendations are the primary source for identifying individual titles for acquisition.
45
46 OSULP holds 522 of the 2,408 diversity award winners. This is 22% of the titles, which lower
47 than the percent of titles held by peer institutions but not significantly lower. OSULP's collection
48
49
50
51
52
53
54
55
56
57
58
59

1
2
3 is equal or better to the peer institutions for titles published by scholarly, university presses, and
4 self-published titles. This most likely reflects the current approval plan, which has a focus on
5
6 scholarly and university presses. OSULP is significantly below average compared with the peer
7
8 institutions for independent and Big Five publishers.
9
10

11 12 13 Table 3. OSU Comparison with Peer Institutions 14

15
16
17 I also reviewed OSULP holdings for each underrepresented group covered by an award
18 and compared with our peer institutions. While most groups had coverage similar to the overall
19
20 averages, OSULP has a significantly higher percentage of titles that cover persons with
21
22 disabilities, multiculturalism, and Asian Americans. OSULP has significant gaps in titles by and
23
24 about Latinx and Native Americans. See Table 4 for a breakdown of OSULP's holdings for each
25
26 group.
27
28
29
30
31

32 Table 4. OSULP Holdings for Underrepresented Groups 33 34

35 **DISCUSSION** 36

37 Due to understaffing of acquisition staff and subject librarians, OSULP is dependent on the work
38
39 of other institutions and our book vendor. Libraries with dedicated bibliographers who are
40
41 actively seeking out publications by diverse authors could create bibliographies or explore
42
43 enhancing the metadata around such titles to include this information. YBP has only nine of 22
44
45 the awards that can be included in approval and PDA plans, but OSULP currently only includes
46
47 three of the awards in their approval plan. OSULP needs to work with our book vendor to
48
49 improve our selection of more diverse authors and subjects. This will involve a multi-pronged
50
51 approach:
52
53
54

- 55 1. Updating our approval and PDA plans to include more awards.
56
57
58
59

- 2.
 - 3.
 - 4.
 - 5.
 - 6.
 - 7.
 - 8.
 - 9.
 - 10.
 - 11.
 - 12.
 - 13.
 - 14.
 - 15.
 - 16.
 - 17.
 - 18.
 - 19.
 - 20.
 - 21.
 - 22.
 - 23.
 - 24.
 - 25.
 - 26.
 - 27.
 - 28.
 - 29.
 - 30.
 - 31.
 - 32.
 - 33.
 - 34.
 - 35.
 - 36.
 - 37.
 - 38.
 - 39.
 - 40.
 - 41.
 - 42.
 - 43.
 - 44.
 - 45.
 - 46.
 - 47.
 - 48.
 - 49.
 - 50.
 - 51.
 - 52.
 - 53.
 - 54.
 - 55.
 - 56.
 - 57.
 - 58.
 - 59.
 - 60.
2. Reviewing publishers and imprints that are frequently publishing works by and about underrepresented groups and adding them to the approval and PDA plans, with a preliminary focus on the Latinx and Native American publications.
3. Having discussions with YBP about covering additional diversity awards in their approval profiles.

Several of the award-winning titles not held by OSULP have been used in classes as faculty have put personal copies on reserve for ten different courses. The reserves process at OSULP requires that an instructor submit a reserve purchase request form for the library to acquire a title. It is not known why these instructors chose to use a personal copy rather than make a request. These instructors and other faculty in the School of Language, Culture and Society and the School of Writing, Literature and Film could be approached to help select more diverse titles for OSULP's collections. Another resource for the selection of relevant titles are the Cultural Centers on campus. The Cultural Centers have their own book collections and OSULP librarians have worked with them to make their own book collections more accessible (Fernandez and Nichols 2014). These Cultural Center collections could be reviewed to identify titles to be added to OSULP's collections.

Self-published titles are a relatively new area that academic libraries are beginning to consider. In 2015, a volume of the Charleston Insights in Library Archival and Information Sciences series included chapters by Kay Ann Cassell and Robert P. Holley on acquisition of self-published books by academic libraries (Holley 2015). Other recent articles on self-published books in academic libraries include Jennifer Culley's 2017 article in *The Southeastern Librarian* (Culley 2017) and Joseph Grobelny's 2016 bibliographic essay in *Against the Grain* (Grobelny 2016). The increasing number of award-winning self-published titles is one factor being

1
2
3 considered; another is an interest in collecting titles of regional interest. The Black Caucus of
4
5 ALA has established a Self-Publishing Literary Award for adult fiction and poetry by African-
6
7 American authors born in the United States. Creating workflows to include these self-published
8
9 titles is a step OSULP will need to consider in the future.

10
11
12 OSULP still wants to assess their collections for author diversity in STEM fields. Locating
13
14 bibliographies or anthologies of underrepresented authors in STEM fields appears to be possible
15
16 source for finding relevant titles for the assessment.
17
18
19

20 21 **CONCLUSION**

22
23 The bibliography of diversity award-winning titles, supplemented with readers and an annotated
24
25 bibliography, was able to identify the strengths and gaps of the OSULP collections with regard to
26
27 books by and about underrepresented groups. We will be reviewing and improving our
28
29 acquisition workflows to select and acquire more titles that support the diversity, equity, and
30
31 inclusion goals of the university.
32
33
34

35
36 While the initial work to create the list was labor-intensive, other institutions can use the list
37
38 to assess their own collections relatively easily with the supplementary materials.
39
40

41 42 **Acknowledgements**

43
44 Oregon State University in Corvallis, OR is located within the traditional homelands of the Mary's River
45
46 or Ampinefu Band of Kalapuya. Following the Willamette Valley Treaty of 1855 (Kalapuya etc. Treaty),
47
48 Kalapuya people were forcibly removed to reservations in Western Oregon. Today, living descendants of
49
50 these people are a part of the Confederated Tribes of Grand Ronde Community of Oregon
(<https://www.grandronde.org>) and the Confederated Tribes of the Siletz Indians (<https://ctsi.nsn.us>).

51 52 53 **Supplemental Materials**

54
55
56 Supplemental materials are available at

1
2
3 <https://ir.library.oregonstate.edu/concern/articles/08612v55d>
4
5

6 Supplement 1: Bibliography of Diversity Literary Award Winners and Honorable Mentions

7
8
9 1936-2018
10

11
12 Supplement 2: ISBN Searches of Diversity Literary Award Winners and Honorable Mentions
13
14

15 16 **References**

17
18 Adams, Rachel, Benjamin Reiss, and David Serlin. 2015. *Keywords for Disability Studies*. New
19
20 York: New York University Press.

21 Alexander, David L. 2013. "American Indian Studies, Multiculturalism, and the Academic
22
23 Library." *College & Research Libraries*. 60-68. doi:10.5860/crl-311.
24

25 Blume, Rachel. 2019. "Balance in Demand Driven Acquisitions: The Importance of Mindfulness
26
27 and Moderation When Utilizing Just in Time Collection Development." *Collection*
28
29 *Management* 44 (2-4): 105-116. doi:10.1080/01462679.2019.1593908.

30 Ciszek, Matthew, and Courtney L. Young. 2010. "Diversity Collection Assessment in Large
31
32 Academic Libraries." *Collection Building* 29 (4): 154-161.
33
34 doi:10.1108/01604951011088899.

35 Culley, Jennifer. 2017. "Self-Published Books: Should Libraries Buy or Not?" *The Southeastern*
36
37 *Librarian* 65 (1): 1-6. <https://digitalcommons.kennesaw.edu/seln/vol65/iss1/2>.

38 Davis, Lennard J., ed. 2017. *The Disability Studies Reader*. 5th ed. New York: Routledge.

39 Dawson, Patrick J. 1996. "Collection Development of Hispanic American Materials." *Collection*
40
41 *Building* 15 (4): 34-38.
42
43

44 Delaney-Lehman, Maureen J. 1994. "BCL3 and Gender Diversity." *Collection Management* 19
45
46 (1-2): 121-126.

47 Fernandez, Natalia, and Jane Nichols. 2014. "Booxter and LibraryThing: Making Cultural
48
49 Resource Centers Library Collections Visible and Accessible." *College & Research*
50
51 *Library News* 75 (6): 318-335.
52
53 <https://ir.library.oregonstate.edu/concern/articles/br86b535c>.

- 1
2
3 Grobelny, Joseph D. 2016. "Self-Publishing: A Bibliographic Essay." *Against the Grain* 25 (3):
4 35-37. doi:10.7771/2380-176X.6522.
5
6 Holley, Robert P., ed. 2015. *Self-Publishing and Collection Development: Opportunities and*
7 *Challenges for Libraries*. West Lafayette, Indiana: Purdue University Press.
8
9 Morales, Myrna, Em Claire Knowles, and Chris Bourg. 2014. "Diversity, Social Justice, and the
10 Future of Libraries." *portal: Libraries and the Academy* 14 (3): 439-451.
11 doi:10.1353/pla.2014.0017.
12
13 Oregon State University. 2019. About Oregon State University. <https://oregonstate.edu/about>.
14
15 Oregon State University Libraries and Press. 2019. "Diversity Scholars Program." 23 May.
16
17 <https://guides.library.oregonstate.edu/diversity-scholars-program>.
18
19 Oregon State University Office of Institutional Research. 2015. "Oregon State University Peers
20 for Planning and Benchmarking: 2015."
21
22 [https://institutionalresearch.oregonstate.edu/sites/institutionalresearch.oregonstate.edu/fil](https://institutionalresearch.oregonstate.edu/sites/institutionalresearch.oregonstate.edu/files/osu_peers_2016.pdf)
23
24 [es/osu_peers_2016.pdf](https://institutionalresearch.oregonstate.edu/sites/institutionalresearch.oregonstate.edu/files/osu_peers_2016.pdf).
25
26 Special Collections & Archives Research Center. 2019. Oregon Multicultural and OSU Queer
27 Archives. <http://scarc.library.oregonstate.edu/oma-osqa.html>.
28
29 University of Toledo Libraries. 2018. "Diversity & Inclusion on Campus @ UToledo Libraries:
30 Diversity Book Awards." 28 August. <https://libguides.utoledo.edu/diversity-inclusion>.
31
32 US Census Bureau. 2018. "QuickFacts Oregon." 1 July. <https://www.census.gov/quickfacts/OR>.
33
34 Walker, Walt "Cat". 2015. "An Annotated Bibliography of Books, DVDs, and Internet
35
36 Resources on GLBT Latinos and Latinas."
37
38 [http://www.ala.org/rt/sites/ala.org.rt/files/content/professionaltools/Latina%20Latino%20](http://www.ala.org/rt/sites/ala.org.rt/files/content/professionaltools/Latina%20Latino%20GLBT%20biblio.pdf)
39
40 [GLBT%20biblio.pdf](http://www.ala.org/rt/sites/ala.org.rt/files/content/professionaltools/Latina%20Latino%20GLBT%20biblio.pdf).
41
42
43
44
45
46
47
48
49
50
51
52
53
54
55
56
57
58
59
60

Table 1. Diversity Awards

Award	Organization	Year Began	Year Ended	Criteria	URL
Alison Piepmeier Book Prize	National Women's Studies Association (NWSA)	2017	current	Significant contributions to feminist disability studies	https://www.nwsa.org/piepmeierrecipients
Anisfield-Wolf Book Awards	Cleveland Foundation	1935	current	Outstanding works that contribute to our understanding of racism and our appreciation of cultural diversity	http://www.anisfield-wolf.org/
Gloria E. Anzaldúa Book Prize	National Women's Studies Association (NWSA)	2008	current	Multicultural feminist contributions to women of color/transnational scholarship	https://www.nwsa.org/content.asp?contentid=72
Arab American Book Awards	Arab American Museum	2007	current	Must be written, edited or illustrated by an Arab American, or address the Arab American experience	http://www.arabamericanmuseum.org/2008-Arab-American-Book-Award.id.386.htm
Asian American Literary Awards	Asian American Writers' Workshop	1998	2012	Asian American authors	https://aaww.org/aala/

Award	Organization	Year Began	Year Ended	Criteria	URL
Asian American Studies Award	Association for Asian American Studies	1987	current	Asian American works in Social Science, Literary Studies, Cultural Studies, History, and Poetry/Prose	https://aastudies.org/awards-winners/
Asian/Pacific American Award for Literature	Asian American Librarians Association	2001	current	Works by Asian/Pacific Islander about the Asian/Pacific Islander American experience	http://www.apalaweb.org/
Baileys Women's Prize for Fiction (formerly Orange Prize)	Women's Prize for Fiction	1996	current	Women authors of any nationality writing in English and published in UK	https://www.womensprizeforfiction.co.uk/about/previous-winners
Beatrice Medicine Award for Scholarship in American Indian Studies	Native American Literature Symposium	2008	current	Outstanding essay and/or book on American Indian studies	https://nativelit.com/awards/

Award	Organization	Year Began	Year Ended	Criteria	URL
BCALA Book Awards	Black Caucus of the American Library Association	1994	current	Must portray some aspect of the African American experience past, present or future; All authors, editors and contributors must be African American(s) born in the United States; Must be published in the United States in the year preceding presentation of the award; Must be an original work.	https://www.bcala.org/book-award/
Disability History Book Award	Disability History Association	2012	current	Outstanding book on disability history	https://dishist.org/?page_id=291
Electra Quinney Award for Published Stories	Native American Literature Symposium	2016	current	Highlights the work of story creators who continue the tradition of teaching through narratives often crossing the boundaries of genres, formats and disciplines	https://nativelit.com/awards/
Janet Heidinger Kafka Prize	Susan B Anthony Institute for Gender and Women's Studies	1975	current	American women authors	http://www.sas.rochester.edu/gsw/news-events/kafka-prize/index.html
Kiryiyama Prize	Pacific Rim Voices	1996	2008	Books about the Pacific Rim and South Asia	https://en.wikipedia.org/wiki/Kiryiyama_Prize

Award	Organization	Year Began	Year Ended	Criteria	URL
Lambda Literary Awards	Lambda Literary Foundation	1988	current	Works which celebrate or explore LGBT themes	https://www.lambdaliterary.org/complete-list-of-award-recipients/
Latino Book Awards	Latino Literacy Now	1998	current	Works by and about Latinos	http://empoweringstudents.org/international-latino-book-awards/
NAACP Image Award for Outstanding Literary Work	NAACP	1996	current	Outstanding contributions by people of color	https://aalbc.com/books/image-award-winning-books.php
Native Writers' Circle of the Americas Awards	Native Writers' Circle of the Americas	1992	2009	First book by an Indian writer	https://en.wikipedia.org/wiki/Native_Writers%27_Circle_of_the_Americas
PEN Open Book Award	PEN American Center	1991	current	Authors of color who have not received wide media coverage	https://pen.org/pen-open-book-award/
Premio Aztlán Literary Prize	National Hispanic Cultural Center	1993	current	Emerging Chicana and Chicano authors	https://en.wikipedia.org/wiki/Premio_Aztl%C3%A1n_Literary_Prize
Publishing Triangle Awards	Publishing Triangle	1990	current	LGBTQ authors	http://www.publishingtriangle.org/awards.asp

Award	Organization	Year Began	Year Ended	Criteria	URL
Stonewall Book Award	Gay, Lesbian, Bisexual, and Transgender Round Table (GLBTRT) of the American Library Association (ALA)	1971	current	Exceptional merit relating to the gay/ lesbian/ bisexual/ transgender experience	http://www.ala.org/rt/glbtrt/award/stonewall

Table 2. Summary of Publisher Types and Number of Titles

Publisher Type	Number of Titles	% of Titles
Big 5 Publishers	811	33.69%
Independent Presses	781	32.45%
Scholarly and University Presses	721	29.95%
Self-published	95	3.95%

For Peer Review Only

Table 3. OSU Comparison with Peer Institutions

Institution	Total Titles	OSULP	Peer 1	Peer 2	Peer 3	Peer 4	Peer 5	Peer 6	Peer 7	Peer 8
Self Published	95	8	5	5	6	7	8	7	4	11
% of Self Published		8.42%	5.26%	5.26%	6.32%	7.37%	8.42%	7.37%	4.21%	11.58%
University & Scholarly Publishers	721	301	261	229	306	308	329	296	331	372
% of University & Scholarly Publishers		41.75%	36.20%	31.76%	42.44%	42.72%	45.63%	41.05%	45.91%	51.60%
Big Five Publishers	811	142	187	221	200	226	234	239	277	307
% of Big Five Publishers		17.51%	23.06%	27.25%	24.66%	27.87%	28.85%	29.47%	34.16%	37.85%
Total Independent	781	68	114	167	124	141	138	182	178	251
% Independent		8.71%	14.60%	21.38%	15.88%	18.05%	17.67%	23.30%	22.79%	32.14%
Total Titles	2,408	522	567	622	636	682	709	724	790	941
% of Titles		21.68%	23.55%	25.83%	26.41%	28.32%	29.44%	30.07%	32.81%	39.08%

Table 4. OSULP Holdings for Underrepresented Groups¹

Group Covered by Award	Total # of award titles	# of award titles held by OSULP	% held by OSULP
African Americans	306	96	31%
Arab Americans	64	21	33%
Asian Americans	248	137	55%
Disability	189	132	70%
Latinx	311	38	12%
LGBTQ+	955	274	29%
Multiculturalism	291	191	66%
Native Americans	39	5	13%
Women	170	82	48%
TOTAL	2573	976	38%

¹ Total is more than 2,408 as some titles are counted twice due to the intersectional nature of some awards.