IDEA Resources for Education and Training

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Scope

This is a selective resource list that attempts to give a snapshot of books, articles, videos, training resources, and websites covering inclusion, equity, and diversity issues. The focus is on resources that document the work of BIPOC library professionals, as well as resources that help educate library professionals on the history of racism and other exclusive social practices, and how racist and exclusionary ideas have impacted American society and the institution of librarianship. It is not meant to be an exhaustive list but rather one that provides starting points for self-education and organizational change. The resources listed here were identified through the committee members' work and reading, as well as perusal of other relevant resource lists. The MiALA IDEA Committee is always willing to consider suggestions for additional materials. Please email idea@miala.org to suggest an addition.

Articles

Ash, A. N., Hill, R., Risdon, S. N., & Jun, A. (2020). Anti-racism in higher education: A model for change. *Race and Pedagogy Journal, 4*(3). https://soundideas.pugetsound.edu/cgi/viewcontent.cgi?article=1071&context=rpj
Description: "The purpose of this scholarly paper is to present a model for change within higher education that distributes leadership and institutional power across racial lines..."

Bussman, J.D, Altamirano, I.M, Hansen, S., Johnson, N.E., & Keer, Gr. (2020, Spring). Science librarianship and social justice: Part one: Foundational concepts. *Issues in Science and Technology Librarianship, 94*. https://doi.org/10.29173/istl62
Description: The first in a series of four planned papers, this article sets the context for an analysis of concepts related to inclusion, diversity, equity, and accessibility (IDEA), with practical examples for both librarianship and the sciences.

Bussman, J.D, Altamirano, I.M, Hansen, S., Johnson, N.E., & Keer, Gr. (2020, Summer). Science librarianship and social justice: Part two: Intermediate concepts. *Issues in Science and Technology Librarianship, 95*. https://doi.org/10.29173/istl2570
Description: The second in a series of four planned papers, this article builds on the foundational concepts introduced in the first and presents intermediate social justice concepts.

Bussman, J.D, Altamirano, I.M, Hansen, S., Johnson, N.E., & Keer, Gr. (2021 Winter). Science librarianship and social justice: Part three: Advanced concepts. *Issues in Science and Technology Librarianship, 97*. https://doi.org/10.29173/istl2601
Description: The third in a series of four planned papers, this article scaffolds information from the previous two and presents advanced social justice concepts.

Harris, C. I. (1993). Whiteness as property. *Harvard Law Review, 106*(8), 1707–1791.
Description: Harris argues that the concept of whiteness in the United States has evolved over the past four hundred years to be seen as a form of property - something that provides benefits "both private and public in character" (p.1709) to white Americans and which has been found to be worth protecting through legal means (for example, through segregation) and violence.

Heffernan, K. (2020). Loaded questions: The Framework for Information Literacy through a DEI lens. *College & Research Libraries News, 81*(8). https://doi.org/10.5860/crln.81.8.382
Description: Heffernan provides examples of how the individual frames of the ACRL Framework for Information Literacy can be viewed through the lens of DEI. The author provides helpful questions for each frame, to prompt an analysis of underlying assumptions about power, privilege, and objectivity within the world of information, data, knowledge, and evidence.

Hitchcock, J., & Flint, C. (2015). *Decentering whiteness*. **Center for the Study of White American Culture, Inc.** www.euroamerican.org/public/DecenteringWhiteness.pdf
Description: The 2015 edition of the 1997 inaugural paper from the Center for the Study of White Culture, this article lays the foundation of how whiteness is at the center of American culture, and provides practical steps for moving whiteness away from the center.

Committee Recommendation: This is the article that originated the term "decentering whiteness" - which refers to the idea that whiteness is the philosophical center of most of our society/culture. For us to evolve to a society that values all people, whiteness needs to be removed from the center. (Ed Eckel)

Karakatsanis, A. (2019, March 28). The punishment bureaucracy: How to think about "criminal justice reform." *The Yale Law Journal Forum, 128*, 848–935.
Description: This article gives an in-depth overview of the American criminal justice system through the lens of social control - as a way to maintain historical racial and economic hierarchies through law enforcement and "rule of law." The author argues that efforts to "reform" policing and the criminal justice system will ultimately fail because their base assumption - that the system is really designed to protect all Americans through the "rule of law" and that is simply needs tweaking or revision - is incorrect. The system is, in fact, working *exactly as it was designed*. One needs to understand this in order to conceive of a different way of doing things.
Committee Recommendation: This article is valuable for making one question the concepts of "rule of law" and what makes something a crime (i.e. something worth locking someone up for). Karakatsanis provides example after example of how punishments (fines, incarceration) in the criminal justice system are actually a way of holding people of color down economically and socially. It is recommended that one read this article in conjunction with the Michelle Alexander book *The New Jim Crow*. (Ed Eckel)

Lee, R., Ahtone, T. (2020, March 30). Land-grab universities. *High Country News, 52*(4).
https://www.hcn.org/issues/52.4/indigenous-affairs-education-land-grab-universities
Description: This article discusses the 1862 Morrill Act, signed into law by President Abraham Lincoln, which sold indigenous lands (seized or confiscated through treaties that were not ratified) to raise funds for land-grant universities. Many U.S. land-grant universities continue to profit from this theft. Few if any universities are willing to admit this or discuss the issue. A team made up of a "historian, cartographer, photographer, fact-checkers, web designer, coder, and reporters" worked to investigate the tangled web of original tribal owners, land parcel sales, and college endowments. The team created a geodatabase to track all of these land parcels. A free version of this story by the same authors can be found on the Pulitzer Center website. This is inspiring investigative journalism.
Committee Recommendation: I never questioned how land-grant universities obtained the endowments that bankrolled their development. This article is essential reading for understanding how even our institutions of higher education benefited from the seizure of indigenous land. This article would work well being read in conjunction with Roxanne Dunbar-Ortiz's book *An indigenous peoples' history of the United States* (see below). (Ed Eckel)

Stewart, D.-L. (2020). Twisted at the roots:The intransigence of inequality in U.S. higher education. *Change: The Magazine of Higher Learning, 52*(2), 13–16.
https://doi.org/10.1080/00091383.2020.1732753
Description: Stewart (Professor in the School of Education at Colorado State University) argues that U.S. institutions of higher education were designed to recruit and serve Enlightenment ideals of the white male "gentleman scholar." In addition, these same institutions were built on

land seized from indigenous nations and built with black slave labor. This history, unacknowledged, is baked into institutions of higher education to this day and underpins why efforts at making higher education more equitable have not been successful. Stewart tasks these institutions to fundamentally rethink their missions and who they serve, developing a curriculum that is more relevant to students' lives, as well as deepening their connections to their own local communities.

Books

Alexander, M. (2020). *The new Jim Crow: Mass incarceration in the age of colorblindness.* **The New Press.**
Description: This highly regarded book examines the rise in the number of people of color who have been incarcerated in the United States in the last 30 years, tracing how governmental policy and prejudice against black people have built a carceral system that acts as a form of social control.

Banaji, M.R. & Greenwald, A.G. (2016). *Blind spot: Hidden biases of good people.* **Bantam Books.**
Description: This book examines the nature of inherent bias, the hidden unconscious biases that many of us have learned through a lifetime of being exposed to particular cultural attitudes about age, gender, race, ethnicity and other characteristics of human beings.

Benjamin, R. (2019). *Race after technology: Abolitionist tools for the new Jim Code.* **Polity.**
Description: In this book, Benjamin describes how technology (including artificial intelligence, social media, and search engines) reinforce white supremacy and social inequity and hide evidence of discrimination and racism while appearing neutral. See also Safiya Noble's book *Algorithms of oppression* below.

DiAngelo, R. (2018). *White fragility: Why it's so hard for white people to talk about racism.* **Beacon Press.**
Description: This key text by DiAngelo describes the fear, anger, and defensiveness white people experience when facing issues of race and racism, and how these reactions reinforce white supremacy. Racism is not just overt acts by hateful people. The author describes how anti-racism work must be continuously active to push back against both active and passive racism, because silence allows racial discrimination to not just continue but flourish.

Dunbar-Ortiz, R. (2014). *An indigenous peoples' history of the United States.* **Beacon Press.**
Description: American history leaves out or glosses over the colonization and genocides committed against the indigenous peoples of this continent. Dunbar-Ortiz writes this history and examines how the violent seizing of land and life from indigenous peoples has influenced American culture to the modern day.

Committee Recommendation: This is one of the best books I have ever read. It introduces the concept of settler colonialism (in addition to racism and white supremacy) as the basis of our nation, our military, our interventions overseas, and our gun-obsessed culture. It also builds a compelling narrative of how indigenous peoples shaped this continent for thousands of years before white settlers came, building cities, nations, and roads, and cultivating the land. North and South America were not a "pristine wilderness" or a "blank slate" before white settlers came, but were shaped by native peoples. (Ed Eckel)

Gómez, L. E. (2020). *Inventing Latinos: A new story of American racism*. The New Press.
Description: Gómez pulls from her expertise in race, law, and society to describe the creation of Latino identity, a long established race, in the United States. In addition, she covers the role the US has played in the destabilization of Latin America, which has led to the increase of migrants northward to the US and the continued racism against these people.
Committee Recommendation: This book breaks down how the Latino identity was constructed as an ethnicity, allowing Latinos to claim the racial category of "white" and use this to their advantage throughout several key legal decisions. It is well-cited and provides a strong argument for critically examining the ways Latino as a race is used politically within the United States. (Sheila Garcia Mazari)

Kendi, I. X. (2020). *Be antiracist: A journal for awareness, reflection, and action*. One World.
Description: This journal by Ibram X. Kendi gives readers the opportunity to reflect and log their journey toward antiracism in their personal and professional lives.

Kendi, I. X. (2019). *How to be an antiracist.* (First Edition.). One World.
Description: Kendi's book examines how racism is built into every aspect of society including history, law, science, and ethics, how it influences how people value each other and themselves, and how to be actively anti-racist to undo the inequalities which benefit white supremacy.
Committee Recommendation: This book does a great job of breaking down structures that are racist and how being racist can come from a state of inaction, rather than solely direct action. Pairing this book with the reflective journal can be powerful and help deconstruct mainstream narratives that may be difficult to unlearn. (Sheila Garcia Mazari)

Kendi, I. X. (2016). *Stamped from the beginning: The definitive history of racist ideas in America.* Nation Books.
Description: Kendi refutes the myth that America is a post-racial society, and examines the history of the country as it moved in parallel with the history of racism and the privileging of whiteness, and how racism was both embedded and enshrined in America.

Kowalsky, M., & Woodruff, J. (2017). *Creating inclusive library environments: A planning guide for serving patrons with disabilities*. ALA Editions.
Description: This book describes how to improve (either from scratch or by reimaging) environments for people (patrons and employees) with disabilities. Kowalsky and Woodruff cover both visible and invisible disabilities, and how to be more inclusive with the physical

environment as well as the social: facilities, programming, professional development, training and orientations, reference and instruction, technology, and more.

Noble, S. U. (2018). *Algorithms of oppression: How search engines reinforce racism*. NYU Press.
Description: This book challenges the idea that search engines like Google offer an equal playing field for all forms of ideas, identities, and activities. Data discrimination is a real social problem; Noble argues that the combination of private interests in promoting certain sites, along with the monopoly status of a relatively small number of Internet search engines, leads to a biased set of search algorithms that privilege whiteness and discriminate against people of color, specifically women of color. See also R. Benjamin's book *Race after technology: Abolitionist tools for the new Jim Code* above.

McNair, T. B., Bensimon, E. M., & Malcom-Piqueux, L. E. (2020). *From equity talk to equity walk: Expanding practitioner knowledge for racial justice in higher education (First Edition)*. Jossey-Bass.
Description: This book focuses on higher education and lays out how universities and colleges can become more equity-minded in how they approach education and student services. The authors emphasize the need to disaggregate the data on student outcomes to see disparities ("make equity gaps visible").
Committee Recommendation: This is a relatively short book that we read on the "Racial Justice Advisory Committee" at WMU. It helps one to understand why data on student outcomes is important in understanding equity gaps, and how educational/pedagogical practices can be changed to address those equity gaps. (Ed Eckel)

Painter, N. I. (2010). *The history of white people.* (1st ed.). W.W. Norton.
Description: Painter reviews 2000 years of history and the invention of race and eventual construction of whiteness as a privileged group, the membership of which is influenced by class, culture, and wealth.
Committee Recommendation: Both Kendi's book (2016) and Painter's book are about the history of racist ideas/concepts in America, although Painter's book also discusses the development of these ideas in Europe and elsewhere. (Ed Eckel)

Documents/Reports

Ali, D. (2017, October). Safe spaces and brave spaces: Historical context and recommendations for student affairs professionals. *NASPA Policy and Practice Series, 2017(2)*. National Association of Student Personnel Administrators Research and Policy Institute.
Description: This document theorizes a transition from "safe spaces" to "brave spaces" and applies this idea in the area of student affairs administration.

American Library Association Committee on Diversity. (2021, April). *DEI Scorecard for Library and Information Organizations.*
https://www.ala.org/aboutala/sites/ala.org.aboutala/files/content/2021%20EQUITY%20SCORECARD%20FOR%20LIBRARY%20AND%20INFORMATION%20ORGANIZATIONS.pdf
Description: This scorecard for libraries developed by ALA provides a transparent and accountable way to evaluate diversity, equity, and inclusion in recruitment practices as well as other organizational logistics; this includes collecting and analyzing institutional data.

Training, Resources, and Toolkits

American Library Association Gay, Lesbian, Bisexual, Transgender Round Table. (2021). *Rainbow book lists.* https://glbtrt.ala.org/rainbowbooks/rainbow-books-lists
Description: Released every calendar year, an annotated bibliography of LGBTQIA+ literature.

*American Library Association Office for Diversity, Literacy and Outreach Services. (2021). *Trainings and strategic planning.*
https://www.ala.org/advocacy/diversity/continuing-education/trainings-strategic-planning
Description: The ALA ODLOS provides facilitated training and in-service events for libraries, as well as help with strategic planning for diversity, equity, and inclusion. The trainings require a fee and are available at different levels of engagement with corresponding increases in cost.

Association of American Medical Colleges. (2021). *Diversity and inclusion toolkit resources.*
https://www.aamc.org/professional-development/affinity-groups/cfas/diversity-inclusion-toolkit/resources
Description: A collection of PDFs on different diversity and inclusion resources, including power and privilege, microaggressions, identity, and communication across cultures. There is also a list of websites, reports, studies, and resources from the AAMC.

Association of College and University Educators. (2021). *Inclusive teaching practices toolkit.* https://acue.org/inclusive-teaching-practices-toolkit/
Description: This suite of videos from the ACUE describes 10 key inclusive teaching practices, including the use of inclusive language, accessibility of courses, valuing diverse viewpoints, and more. Each video includes sample documents such as inclusive syllabi, diversity statements, an office hours graphic, and more.
Committee Recommendation: This is a great resource for library instruction, especially teaching for-credit information literacy courses. (Rebecca Renirie)

Center for Urban Education. (2020). *CUE racial equity tools.* https://www.cue-tools.usc.edu/
Description: A suite of tools that act as prompts, intended for those in higher education to reflect on issues of racism and race.

Coursera. (2021). *An introduction to accessibility and inclusive design*. **University of Illinois at Urbana-Champaign.** https://www.coursera.org/learn/accessibility
Description: This is a beginner-level MOOC about accessibility, inclusive design, and assistive technology and adaptive strategies for people with disabilities. The course includes a certificate upon completion.

Eliminating Racism & Creating/Celebrating Equity. **(2021).** http://www.eracce.org/
Description: Founded in 2000, ERACCE exists to eliminate structural racism and create a network of equitable Antiracist institutions and communities. ERACCE conducts for-fee training for organizations on equity and anti-racism.

Groundwater Institute. **(n. d.).** https://www.racialequityinstitute.com/groundwater-institute
Description: An initiative of the Racial Equity Institute (REI) and Impactive, works with leadership of organizations and communities to provide action items to help them achieve racial equity.

Intercultural development inventory. **(2021).** https://idiinventory.com/
Description: A fee-based instrument to assess cultural competency in an organization.

Leung, S. (n. d.). Sofia Leung. https://www.sofiayleung.com/
Description: Librarian and educator Sofia Leung offers workshops, trainings, consultations, coaching, and partnerships on anti-racist, anti-oppressive, and social justice topics for libraries, including instruction, program and collection development, critical pedagogy, and more.

*Library Juice Academy. (2021). *Introduction to accessibility and universal design in libraries*.
https://libraryjuiceacademy.com/shop/course/132-introduction-accessibility-universal-design/
Description: This fee-based online course introduces universal design in librarians, and provides ways for libraries to improve accessibility for those with a range of disabilities.

Racial Equity Tools. (2020). *Organizational change process*.
https://www.racialequitytools.org/resources/act/strategies/organizational-change-process
Description: This site contains toolkits, curricula, guidelines for rewriting institutional policies, and other resources for changing your organization's culture and creating a new more inclusive one.

*Southern Poverty Law Center. (2021). *Learning for justice: Professional development*.
https://www.learningforjustice.org/professional-development
Description: A range of social justice resources for teachers, including workshops, guides, self-paced learning, webinars, and podcasts. The workshops are fee-based.
Committee Recommendation: Designed for K-12 teachers, but has some helpful training, workshops, and self-guided learning (Rebecca Renirie)

University of North Carolina at Chapel Hill. (2021). *University Libraries 21-day racial equity challenge syllabus.*
https://indd.adobe.com/view/bdf6ae66-fcb3-40af-badb-6dd57b28525e
Description: An interactive PDF that covers 21 days of activities, discussions, and training on racial equity for libraries. The syllabus is available under a CC-BY Creative Commons license.

US General Services Administration. (n. d.). *Test for accessibility.*
https://www.section508.gov/test/
Description: "an overview of testing methods and the tools to test websites, software, and electronic documents for conformance with the Revised 508 Standards. You can also review guidance on the Interagency Trusted Tester Program."

*Fee required

Websites and Resource Collections

American Library Association. (2021). *Equity, diversity, and inclusion.*
https://www.ala.org/advocacy/diversity
Description: Website for ALA Equity, Diversity, and Inclusion resources, initiatives, and groups.

American Society for Engineering Education. (2020). *Shared community resources on anti-racism.* https://resources.asee.org/2020/06/18/anti-racism/
Description: A list of anti-racism resources shared by panelists and attendees from the June 2020 virtual ASEE program "Anti-Racism in Engineering: From Dialogue to Action".

Association of College and Research Libraries. (2021). *Equity, diversity and inclusion.*
https://acrl.libguides.com/edi
Description: Home page for ACRL information and resources on equity, diversity, and inclusion, including their EDI Committee membership.

Cooke, N. A. (2021). *Anti-racism resources for all ages.*
https://padlet.com/nicolethelibrarian/nbasekqoazt336co
Description: A project by the Augusta Baker Chair of the University of South Carolina, this collection of resources by Dr. Nicole Cooke serves as a starting point for anti-racism work for adults and children.

National Museum of African American History and Culture. (2021). *Talking about race.*
https://nmaahc.si.edu/learn/talking-about-race
Description: Part of the Smithsonian institution, this page from the National Museum of African American History and Culture presents why talking about race is necessary in the lifelong work of being anti-racist. Contains links for educators and parents as well as the general public, topic pages, and resources.

Videos

American Library Association (2019). *EDI in our libraries.*
https://www.ala.org/advocacy/diversity/edi-our-libraries
Description: an equity, diversity, and inclusion video series from ALA that "gives visibility to a diverse representation of library workers, champions, and patrons to help deepen the understanding of the principles of equity, diversity, and inclusion in action in our nation's libraries."

Association of Southeastern Research Libraries (n. d). *Archive of webinars & materials.*
https://www.aserl.org/archive/
Description: This website collects webinar recordings on various topics related to academic librarianship, many of which relate to IDEA issues (building diverse collections, inclusivity in libraries, BIPOC student success, etc.). The videos are hosted on Vimeo and are free to view. In many cases, speaker slides are included.

Black Men in White Coats. (2018). *Short documentary series.*
https://www.blackmeninwhitecoats.org/short-documentary-series/
Description: a documentary series that presents the viewpoint of black male doctors, a small demographic, with the goal to inspire more black men to apply to medical school and work as physicians.

DuVernay, A. (Director). (2016). *13th* **[Film]. Netflix.**
Description: a documentary directed by acclaimed director Ava DuVernay (director of *Selma*) on mass incarceration in the United States. 13th takes much of its information from a number of recently released books on the issue of mass incarceration and people of color, including Michelle Alexander's *The New Jim Crow.* The film takes its title from the 13th Amendment to the U.S. Constitution, which abolished slavery "except as a punishment for a crime," arguing that slavery continued after the end of the U.S. Civil War through the institution of prison.
Committee Recommendation: This film is very powerful, combining statistical data and historical information to detail the damage mass incarceration has done, particularly from the 1980s to the present, to Black families in the United States.

Fernandez, B., Ivy, C., Livas, M. M., & Callahan, B. (2021, April 21). *Many voices, many stories: TEDx Talks to help education on racism and actions to eliminate it.*
https://www.library.ucdavis.edu/guide/many-voices-many-stories/#curated-list-of-ted-talks-about-racism-3
Description: A curated list of TED talks on racism and anti-racism, hosted by the University of California, Davis Libraries.

Pounder, C.C.H., Herbes-Sommers, C., Strain, T.H., & Smith, L. (2003). *Race: The power of an illusion* **[Film].California Newsreel (Firm); Independent Television Service.; Ford Foundation.; Public Broadcasting Service (U.S.).**

Description: Produced in 2003, this documentary film discusses the social origins of the concept of "race," explains the complexities of human genetic variation, and illustrates why "race" (as a genetic fact) does not in fact exist. There are no discrete genetic boundaries between ethnic groups on Earth.

Committee Recommendation: This film is an essential guide to understanding the scientific basis of human genetic variation, and how the concept of "race," while having no biological basis, was developed by human societies as means for sorting and consolidating power among ethnic groups.

Terminology Resources

Note: None of these are intended to be comprehensive.

American Library Association Office for Diversity, Literacy, and Outreach Services. (2021). *ODLOS glossary of terms*. https://www.ala.org/aboutala/odlos-glossary-terms
Description: A list of terms related to diversity, equity, and inclusion, meant to guide discussion.

Anti-Violence Project. (2021). *Glossary*. University of Victoria.
https://www.antiviolenceproject.org/glossary/
Description: Terminology intended to provide structure around discussions of gender, sexual identity, and sexualized violence, as well as other forms of oppression such as racism, classism, and abelsim.

Center for Urban Education. (2020). *Core concepts of racial equity*.
https://static1.squarespace.com/static/5eb5c03682a92c5f96da4fc8/t/5f3c71dde4b44e2f5653b04b/1597796830144/Core+Concepts+of+Racial+Equity_Summer2020.pdf
Description: Core concepts of racial equity with definitions. A higher-level document that defines concepts such as systematic radicalization and internalized racism.

Digital Transgender Archive. (n. d.). *Homosaurus: An international LGBTQ+ linked data vocabulary*. https://homosaurus.org/v3
Description: Beyond a simple terminology list, this linked data vocabulary is designed to work alongside subject vocabularies for libraries and museums, such as LC Subject Headings.

Harvard University Human Resources. (n. d.). *Glossary of diversity, inclusion and belonging (DIB) terms*. https://dib.harvard.edu/files/dib/files/dib_glossary.pdf
Description: Terms related to diversity, inclusion, and belonging, as a starting point for discussion.

Decentering Whiteness in Libraries, Archives, Publishing, and Academia

Centering BIPOC Voices and Experiences in Libraries and Archives

Black excellence in LIS syllabus. https://bit.ly/blacklis
Description: A list of resources on black and people of color in academia and librarianship, as well as issues of discrimination, racism, sexism, and social justice.

The black music history library. https://blackmusiclibrary.com/Library
Description: "This is a living collection of books, articles, documentaries, series, podcasts and more about the Black origins of traditional and popular music dating from the 18th century to present day."

The blacktivists. https://www.theblackivists.com/
Description: A team of BIPOC archivists with expertise in documenting and centering marginalized communities.

The free black women's library. https://www.thefreeblackwomenslibrary.com/
Description: "The Free Black Women's Library is a social art project, interactive installation and book collection that celebrates the brilliance, diversity and imagination of Black women writers." Includes books but also workshops and other publications.

Hijabi librarians. https://hijabilibrarians.com/
Description: This blog is authored by Muslim librarians and reviews young adult and children's literature that feature Muslims.

Indigenous librarian (@IndigenousLibrarian).
https://www.tiktok.com/@indigenouslibrarian?lang=en&is_copy_url=1&is_from_webapp=v1
Description: Lectures from Jessie Loyer, a nêhiyaw-Métis librarian on information access and indigenous knowledge in libraries.

LibVoices. https://anchor.fm/libvoices
Description: A podcast featuring librarians of color as they discuss their experiences and accomplishments in the field.

Loss/Capture. https://losscaptureproject.cargo.site/
Description: This online project documents black cultural archives.

The nomadic archivists project (NAP). https://www.nomadicarchivistsproject.com/
Description: "The Nomadic Archivists Project (NAP) is an initiative that partners with organizations, institutions, and individuals to establish, preserve, and enhance collections that explore the global Black experience."

Project STAND. https://standarchives.com/
Description: A grassroots project among many colleges and universities, Project STAND is a "centralized digital space" documenting student activism within marginalized communities.

South Asian American digital archive (SAADA). https://www.saada.org
Description: This project documents the South Asian American experience and centers it within American history.

up//root. https://www.uproot.space/
Description: This site centers the works, experience, and knowledge of BIPOC within librarianship and archives.

Communities for BIPOC Librarians

Black librarians. http://blacklibrarians.com/
Description: Digital community and email list

Ethnic librarians and staff. https://www.instagram.com/ethniclibstaff/
Description: Instagram

International indigenous librarians forum (IIIF).
https://trw.org.nz/professional-development/iilf-international-indigenous-librarians-forum/
Description: Online forum

Libraries for all STL. https://www.facebook.com/Libraries-For-All-101092635024182/
Description: A multiracial coalition of St. Louis County community members who believe Black Lives Matter at our libraries. (Facebook site)

We here. https://www.wehere.space/
Description: Digital community

WOC + LIB. https://www.wocandlib.org/
Description: Digital community