

IDEA Resources for Education and Training

Table of Contents

Scope	1
Selection and Deselection Criteria	1
Resources List	2
Articles	2
Books and Book Chapters	5
Documents and Reports	8
Training, Resources, and Toolkits	9
Digital Archives	10
Websites and Resource Collections	12
Videos	12
Terminology Resources	13
Online and Professional Communities	13

Scope

This is a selective resource list that attempts to give a snapshot of books, articles, videos, training resources, and websites covering inclusion, diversity, equity, and accessibility (IDEA) issues. These resources include those that document the work of BIPOC library professionals, as well as those 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. The list also includes resources on ethnicity and language, sex, sexual orientation, gender, and ability, and the intersection of IDEA and libraries and higher education. The list is not meant to be exhaustive 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.

[Selection and Deselection Criteria](#)

Resources List

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/rpj/vol4/iss3/2/>

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...”

Blume, R., & Roylance, A. (2020). Decolonization in collection development: Developing an authentic authorship workflow. *The Journal of Academic Librarianship*, 46(5), 102175.

<https://doi.org/10.1016/j.acalib.2020.102175>

Description: Many libraries have begun the work of diversifying their collections by intentionally collecting works by underrepresented groups. This article encourages libraries to go deeper by examining the collection development systems and processes and how they uphold dominant narratives.

Bussman, J. D., Altamirano, I. M., Hansen, S., Johnson, N. E., & Keer, G. (2020-2022). Science librarianship and social justice. *Issues in Science and Technology Librarianship*.

<https://journals.library.ualberta.ca/istl/index.php/istl/article/view/62>

Description: A series of four papers by the authors published in *ISTL* issue numbers 94, 95, 97, and 100, exploring concepts related to inclusion, diversity, equity, and accessibility with practical examples for librarianship and the sciences. The link goes to a topic page which also features other articles from the journal on the same theme.

Crist, E. A., & Clark, K. (2022). A critical phenomenology of whiteness in academic libraries. *The Journal of Academic Librarianship*, 48(4), 102557.

<https://doi.org/10.1016/j.acalib.2022.102557>

Description: This study examines how whiteness functions in the field of library and information science guided by three questions: how is whiteness embodied by academic librarians, what perceptions do academic librarians hold that contribute to the maintenance or disruption of habits of whiteness in libraries, and how and where is whiteness embedded within academic library setting and the field of LIS.

Ferrara, L. (2023). Library staff’s understanding of attitudinal barriers experienced by individuals with disabilities in libraries. *Reference Services Review*, 52(1), 50-65.

<https://doi.org/10.1108/RSR-03-2023-0033>

Description: This study investigates how library staff understand disability and attitudinal barriers and how they use their knowledge of attitudinal barriers when planning programs and services for individuals with disabilities.

Ferretti, J. A. (2020). Building a critical culture: How critical librarianship falls short in the workplace. *Communications in Information Literacy*, 14(1), 134-152.

<https://files.eric.ed.gov/fulltext/EJ1256626.pdf>

Description: Critical librarianship, or critlib, has made its way into the mainstream of library and information science through conferences, scholarly publications, social media, and other outlets.

However, this article illustrates how critlib has been slower to change the power relations between library colleagues.

Figueroa, M., & Shawgo, K. (2022). “You can’t read your way out of racism”: Creating anti-racist action out of education in an academic library. *Reference Services Review*, 50(1), 25-39. <https://doi.org/10.1108/RSR-06-2021-0025>

Description: Under the transformational leadership of the University Librarian, University of North Carolina at Chapel Hill University Libraries shifted from having an education- and programming-based “diversity committee” to a council of librarians advocating for action, anti-racism and social justice, both within our organization and across campus.

Floegel, D. & Jackson, L. (2019). Recasting an inclusive narrative: Exploring intersectional theory. *ACRL 2019 Proceedings, American Library Association, Cleveland, Ohio*. Retrieved from <https://alair.ala.org/handle/11213/17669>

Description: Floegel and Jackson apply a theory of intersectionality to expound a “Matrix of Library Domination” that explores inequities at structural, disciplinary, hegemonic, and individual levels within academic libraries. They then draw upon the same matrix of domination theory to propose a framework to confront oppression and inequity in academic libraries, including respecting the lived experiences of marginalized people, engaging in dialog, building knowledge around caring, and demonstrating accountability.

Gao, W., Pun, R., Pelayo-Lozada, L., & Ruan, L. (2023). Path to leadership: National forum on advancing Asian/Pacific Islander American librarianship. *International Journal of Librarianship*, 8(4), 11-27. <https://doi.org/10.23974/ijol.2023.vol8.2.264>

Description: The Chinese American Libraries Association in partnership with the Asian/Pacific American Libraries Association received funding for Path to Leadership: National Forum to Advance Asian/Pacific Islander American Librarianship. Funding from the grant resulted in an online national forum, webinars, and a reunion program.

Heffernan, K. (2020). Loaded questions: The Framework for Information Literacy through a DEI lens. *College & Research Libraries News*, 81(8), 382-386.

<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.

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.

Member 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)

Leung, S. (2022). The futility of information literacy & EDI: Toward what? *College & Research Libraries*, 83(5), 751-764. <https://doi.org/10.5860/crl.83.5.751>

Description: This piece examines the parallels between one-shot library instruction and one-off equity, diversity, and inclusion (EDI) workshops. Library and Information Science/Studies (LIS) as a field problematically frames both information literacy and EDI as add-ons or afterthoughts to the work of library and information workers.

Maluski, K., & Bruce, S. (2022, August 10). Dispelling the myth of library anxiety and embracing academic discomfort. *In the Library with the Lead Pipe*.

<https://www.inthelibrarywiththeleadpipe.org/2022/myth-of-library-anxiety/>

Description: Problematizing the concept of library anxiety, the authors suggest that the way library anxiety is generally framed is faulty, assuming that libraries are separate from the rest of the academic experience.

Moreno, T. H. (2022). Beyond the police: Libraries as locations of carceral care. *Reference Services Review*, 50(1), 102-112. <https://doi.org/10.1108/RSR-07-2021-0039>

Description: This paper interrogates the relationships between libraries and carceral care. Carceral care is defined as work that centers community-oriented caregiving but relies on carceral frameworks and power structures to produce such care. Libraries, through their history and funding structures that often rely on state laws to maintain nonprofit status, as well as their roles within society as educators and social service providers, have the components necessary to act out carceral care through penal fine systems and the data brokering of database vendors.

Nataraj, L., Hampton, H., Matlin, T. R., & Meulemans, Y. N. (2020). "Nice white meetings": Unpacking absurd library bureaucracy through a critical race theory lens. *Canadian Journal of Academic Librarianship*, 6. <https://doi.org/10.33137/cjal-rcbu.v6.34340>

Description: An examination of libraries' reliance on bureaucracy and its associated practices such as structured group work and meetings. Critical examinations of bureaucracy within higher education reveal how its over-adoption is absurdly at odds with the social justice-oriented missions of most libraries

Price, A. C. (2022). Barriers to an inclusive academic library collection. *Collection and Curation*, 41(3), 97-100. <https://doi.org/10.1108/CC-05-2021-0018>

Description: This paper aims to examine those barriers and discusses some ways librarians, administrators and publishers can help build inclusive academic library collection

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.

Williams, J., & Fife, D. (2022). The weaponization of professionalism: Abolishing unwritten rules and unknowable work cultures. *College & Research Libraries News*, 83(9). <https://doi.org/10.5860/crln.83.9.389>

Description: This article, part of the Academic Library Workers in Conversation series, highlights how professionalism can lead to a toxic work environment and act as a gatekeeping mechanism, particularly for historically excluded groups. The writers posit the reflective question: Why is this concept important to academic libraries? and unpack the some of the layers related to this concept.

Books and Book Chapters

Adolpho, K., Krueger, S. G., & McCracken, K. (Eds.). (2023). *Trans and gender diverse voices in libraries*. Library Juice Press.

Description: In the library profession, and in the world as a whole, the experiences of trans and gender diverse people often go unnoticed, hidden, and ignored. *Trans and Gender Diverse Voices in Libraries* is entirely written and edited by trans and gender diverse people involved in the field. This book is not intended to be the definitive guide to trans and gender diverse experiences in libraries, but instead to start the conversation.

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.

Ciruolo, D. (2021). *Ally up: The definitive guide to building more inclusive, innovative, and productive teams*. Morgan James Publishing.

Description: Leaders are expected to understand systems of inequality in the workplace and beyond to promote more inclusive and higher performing teams. *Ally Up* is a how-to guide written with exactly those goals in mind.

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.

Member 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.

Member 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)

Hurley Hall, S. (2022). *I'm tired of racism: True stories of existing while Black*. Lime Tree Media.

Description: Discusses Hurley Hall's anti-racism essays, sharing her global perspective on racism, anti-racism, anti-Blackness, and white supremacy, born out of experiences in the Caribbean, the UK, the US and elsewhere. Intended for those interested in true allyship and avoiding performativity.

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.

Member 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)

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.

Mani, N. S., Cawley, M., & Jones, E. (Eds.). (2023). *Perspectives on justice, equity, diversity, and inclusion in libraries*. IGI Global.

Description: The book serves as a collection of examples of how JEDI initiatives and actions have been incorporated across all settings of librarianship to showcase how this work is being implemented, as well as provide commentary on implications and future opportunities for growth.

McMullin, R. M., & Walton, K. R. (2019). *Supporting students on the autism spectrum: A practical guide for academic libraries*. Libraries Unlimited.

Description: A practical resource for working with the neurodivergent student population in academic libraries. This book covers issues that are likely to arise when interacting with students on the autism spectrum and offers practical solutions for handling them, as well as highlighting possible concerns about the physical environment of the library, and ways that the library can be an especially positive place for students with ASD. Personal anecdotes from students with autism as well as library faculty and staff are included.

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").

Member Recommendation: This is a relatively short book that we read on the "Racial Justice Advisory Committee" at WMU [Western Michigan University]. 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)

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.

Quiñonez, T., Nataraj, L., Olivas, A. (2021). The praxis of relation, validation, and motivation: Articulating LIS collegiality through a CRT Lens. In S. Y. Leung & J. R. López-McKnight (Eds.), *Knowledge justice: Disrupting library and information studies through Critical Race Theory* (pp. 241-261). The MIT Press.

<https://doi.org/10.7551/mitpress/11969.001.0001>

Description: Demonstrates how our critical raced/gendered epistemologies are supported by validation theory within a relational-cultural mentoring framework and how they work to empower both students and librarians to assert their rightful places as scholars and members of a larger academic community.

Wong, A. (2020). *Disability visibility: First-person stories from the twenty-first century*. Knoph Doubleday.

Description: Written by disability rights activist Alice Wong, this collection of first-person essays written by disabled people brings their lived experiences to the forefront. It highlights the complexity of disabled life and documents modern disability culture.

Documents and Reports

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.

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.

Member 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)

Training, Resources, and Toolkits

Association of College and Research Libraries Instruction Section. (2022). *Inclusive pedagogy toolkit*. <https://acrl.libguides.com/inclusivepedagogy>

Description: Created by the ALA Emerging Leaders Class of 2022, this toolkit defines inclusive pedagogy and provides instruction tools for self-reflection, implicit bias, universal design, difficult conversations, and classroom engagement. Sample lessons and tutorials are also included. The toolkit also provides resources for teaching anti-racism practices and self-care.

Association of College and University Educators. (2023). *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.

Member 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. (2023). *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 Training*. (2023).**

<https://www.eracce.org/training>

Description: Founded in 2000, ERACCE exists to eliminate structural racism and create a network of equitable antiracist institutions and communities. ERACCE conducts fee-based training for organizations on equity and anti-racism.

****Racial Equity Institute*. (2023). *Public trainings*.**

<https://racialequityinstitute.org/public-trainings/>

Description: Online and in-person training related to racial equity.

****Intercultural development inventory*. (2023). *The roadmap to intercultural competence using the IDI*.** <https://idiinventory.com/>

Description: A fee-based instrument to assess cultural competency in an organization.

Leung, S. (n. d.). *Sofia Leung: Facilitator. Librarian. Thought Partner*.

<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. (2023). *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.

OCLC WebJunction. (2024). *Courses: Access & equity.*

<https://www.webjunction.org/explore-topics/access-equity.html>

Description: A list of webinars on access and equity topics in libraries. Webinars are alphabetized but include content from 2011 to 2023.

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.

University of North Carolina at Chapel Hill. (n. d.). *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**

Digital Archives

Arab American National Museum. (2022). *Collections and research.*

<https://arabamericanmuseum.org/learn/collections-research/>

Description: The digital archives and research materials of the Arab American National Museum in Dearborn, Michigan.

The Blacktivists. (2024). <https://www.theblacktivists.com/>

Description: A team of BIPOC archivists with expertise in documenting and centering marginalized communities.

Council on Library and Information Resources, Stanford Libraries. (n.d.). *Digital Library of the Middle East.* <https://dlmenetwork.org/library>

Description: A hub of resources and collections from institutions worldwide, related to the cultures and peoples of the Middle East and North Africa.

Digital Transgender Archive. (n.d.). <https://www.digitaltransgenderarchive.net/>

Description: Based at Northeastern University (Boston, MA, USA), these digital collections of historical and archival materials provide visibility to transgender people and transgender history.

The Free Black Women’s Library. (n.d.). <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.

Loss/Capture. (n.d.). <https://losscaptureproject.cargo.site/>

Description: This online project documents black cultural archives.

National Museum of African American History and Culture. (n.d.). *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.

The Nomadic Archivists Project (NAP). (2024). <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. (2024). <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). (2024). <https://www.saada.org>

Description: This project documents the South Asian American experience and centers it within American history.

up//root. (n.d.). <https://www.uproot.space/>

Description: This site centers the works, experience, and knowledge of BIPOC within librarianship and archives.

Websites and Resource Collections

American Library Association. (2024). *Equity, diversity, and inclusion.*

<https://www.ala.org/advocacy/diversity>

Description: Website for ALA Equity, Diversity, and Inclusion resources, initiatives, and groups.

American Library Association Gay, Lesbian, Bisexual, Transgender Round Table. (2024).

Rainbow book lists. <https://glbtrt.ala.org/rainbowbooks/>

Description: Released every calendar year, an annotated bibliography of LGBTQIA+ literature.

Association of College and Research Libraries. (2024). *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.

***Black excellence in LIS syllabus.* (n.d.).** <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.

***LibVoices.* (2024).** <https://anchor.fm/libvoices>

Description: A podcast featuring librarians of color as they discuss their experiences and accomplishments in the field.

Michigan Right to Read. (n.d.). *Resources.* <https://www.mirighttoread.com/resources>

Description: A resource for librarians facing book challenges at their institutions, including resources for support from colleagues in the state.

OCLC WebJunction. (2024). *Topic areas: Access & equity.*

<https://www.webjunction.org/explore-topics/access-equity.html>

Description: A collection of text and video resources on equity, diversity, inclusion, justice, and anti-racism in libraries, as well as resources from individual libraries; use the “See Also” tab for more.

***Queer Liberation Library.* (n.d.).** <https://www.queerliberationlibrary.org/>

Description: A digital, non-profit, library accessible to anyone in the USA. Provides access to and connects the LGBTQ+ community with “literature, information, and resources that celebrate the unique and empowering diversity of our community.”

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 (2024). *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.

Terminology Resources

Note: None of these are intended to be comprehensive.

American Library Association Office for Diversity, Literacy, and Outreach Services.

(2024). *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. (2024). *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 ableism.

Center for Urban Education. (2020, Summer). *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.

Online and Professional Communities

American Indian Library Association (AILA). <https://ailanet.org/>

Description: Professional community

Asian Pacific American Libraries Association (APALA). <https://www.apalaweb.org/>

Description: Professional community

Black Caucus of the American Library Association (BCALA). <https://www.bcala.org/>

Description: Professional community

Chinese American Librarians Association (CALA). <https://cala-web.org/>

Description: Professional community

International indigenous librarians forum (IILF). (2024).

<https://trw.org.nz/professional-development/iilf-international-indigenous-librarians-forum>

Description: Online forum

Middle East Librarians Association (MELA). <https://www.mela.us/>

Description: Professional community

REFORMA: The National Association to Promote Library and Information Services to Latinos and the Spanish-Speaking. <https://www.reforma.org/>

Description: Professional community

We here. (2023). <https://www.wehere.space/>

Description: Digital community

WOC + LIB. (2024). <https://www.wocandlib.org/>

Description: Digital community